

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, June 7, 2018  
9:00 a.m. – 10:30 a.m.  
2<sup>nd</sup> Floor, Wisconsin Room  
UW-Milwaukee Union  
2200 East Kenwood Boulevard  
Milwaukee, Wisconsin

- a. Approval of the Minutes of the April 5, 2018 meeting of the Education Committee;
- b. Report of the Vice President for Academic and Student Affairs
  - Legislative Approval of the UW System Outcomes-Based Funding Model
- c. UW-La Crosse: Approval of the Master of Science in Athletic Training [Resolution I.1.c.]
- d. UW-Milwaukee: Approval of the Bachelor of Science in Public Health [Resolution I.1.d.]
- e. UW-Stevens Point: Approval of the Master of Business Administration in Applied Leadership and Decision Making [Resolution I.1.e.]
- f. Approval of the 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status [Resolution I.1.f.]
- g. Approval of Establishment of New Colleges:
  - (1) UW-Milwaukee: Approval of the Establishment of a College of General Studies [Resolution I.1.g.(1)]
  - (2) UW-Whitewater: Approval of the Establishment of a College of Integrated Studies [Resolution I.1.g.(2)]
- h. Acceptance of the UW Colleges Tenure Transfer Report [Resolution I.1.h.]
- i. Approval of the Implementation of the UW Flexible Option Bachelor of Science in Business Administration at UW-Parkside [Resolution I.1.i.]

- j. Approval of the Proffer from the Vilas Trust Fund to UW-Madison and UW-Milwaukee  
[Resolution I.1.j.]
- k. Regent Policy Document (RPD) Review: RPDs 14-6, 14-7, 24-1 and 24-3
  - (1) Review and Approval of Changes to Regent Policy Document 14-6, “Discrimination, Harassment, and Retaliation” and Removal of Regent Policy Document 14-7, “Implementation of Statute on Discrimination Against Students”  
[Resolution I.1.k.(1)]
  - (2) Removal of Regent Policy Document 24-1, “Coeducational Housing”  
[Resolution I.1.k.(2)]
  - (3) Removal of Regent Policy Document 24-3, “Residence Halls Visitation”  
[Resolution I.1.k.(3)]
- l. Approval of the Reappointment of Dr. Mladenoff and the Appointment of Dr. Waller to the Natural Areas Preservation Council  
[Resolution I.1.l.]
- m. Presentation by the UW System Program Array Provost Work Group
- n. Presentation by UW-Milwaukee Provost Johannes Britz: “Our Path Forward: Strategic Investment in Outstanding Learning Environment”

Program Authorization (Implementation)  
Master of Science in Athletic Training  
UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon the recommendation of the Chancellor of University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Athletic Training at UW-La Crosse.

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN ATHLETIC TRAINING  
UNIVERSITY OF WISCONSIN-LA CROSSE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-La Crosse submits this request to establish a Master of Science in Athletic Training. 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., approving the implementation of the Master of Science in Athletic Training degree program at the University of Wisconsin-La Crosse.

**DISCUSSION**

**Program Description.** The University of Wisconsin (UW)-La Crosse proposes to establish a Master of Science (M.S.) in Athletic Training degree. The development of the program is in direct response to a recent decision by the Commission on Accreditation of Athletic Training Education (CAATE) to shift the entry-level credentials required of practitioners to the master's level. Completion of a CAATE-accredited program is required in order to qualify for the national certification exam. Granting a Master of Science in Athletic Training degree will allow UW-La Crosse to continue as a nationally reputable leader in athletic training education.

**Mission.** This program closely aligns with the UW-La Crosse mission, specifically as related to diverse learning experiences and the fostering of lifelong learning for students, and having students develop their place in the professional and world community. Further, the degree closely aligns with the university's current undergraduate and graduate program array, which includes high-quality programs in the health professions, biological sciences, and exercise and sports science.

**Credit Load and Tuition.** The program will be comprised of 68 credits, which will include 43 credits of didactic course work, 17 credits of clinical practicum (approximately 1300 contact hours), and eight credits of research methods. Instruction will be on campus with face-to-face delivery. Admission will be based on a cohort model with 15 full-time students admitted into the program every year, beginning in the summer session. Students entering the program must have a Bachelor of Science or a Bachelor of Arts degree with an earned 3.00 cumulative Grade Point Average from an accredited institution and must have completed prerequisite undergraduate courses in human anatomy, chemistry, physics, statistics, and other related areas. The projected

time to degree is two years for full-time students, which includes six semesters comprised of two summer, two spring, and two fall terms, totaling 23 months of enrollment.

**Student and Market Demand.** Graduates of the M.S. in Athletic Training degree program will enter professional practice as healthcare providers who collaborate with physicians to provide services in prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

**Program Funding and Management.** UW-La Crosse has offered an accredited Bachelor of Science (B.S.) in Athletic Training degree for 38 years, providing a solid foundation upon which to transition to the proposed M.S. in Athletic Training degree. If approved, the M.S. in Athletic Training degree will replace the B.S. in Athletic Training degree, which will be completely phased out by spring 2020.

## **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 SCIENCE IN ATHLETIC TRAINING  
AT UW-LA CROSSE  
PREPARED BY UW-LA CROSSE**

**ABSTRACT**

The University of Wisconsin (UW)-La Crosse proposes to establish a Master of Science (M.S.) in Athletic Training degree. The development of the program responds to a recent decision by the Commission on Accreditation of Athletic Training Education (CAATE) to shift the entry-level credentials required of practitioners to the master's level. Completion of a CAATE-accredited program is required in order to qualify for the national certification exam. The goal of the graduate program will be to prepare students for professional practice in healthcare fields that demand inter-professional collaboration, a high degree of autonomy in decision-making, and a skill set in evidence-based practice. Athletic training graduates will enter professional practice as healthcare providers who collaborate with physicians to provide services in prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. The program will be comprised of 68 credits, which will include 43 credits of didactic coursework, 17 credits of clinical practicum, and eight credits of research methods. The M.S. in Athletic Training degree will replace the Bachelor of Science (B.S.) in Athletic Training degree currently offered by UW-La Crosse.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-La Crosse

**Title of Proposed Program**

Athletic Training

**Degree/Major Designations**

Master of Science

**Mode of Delivery**

Single institution. The program will be on campus with face-to-face delivery. Clinical and practicum rotations will occur at UW-La Crosse and in the surrounding tri-state region.

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The projections are based on a cohort admission model whereby 15 full-time students will be admitted into the program every year, with each cohort beginning in the summer session. The cohort admission number of 15 full-time students is based on current enrollment numbers in the undergraduate athletic training program. Each year, approximately 15 to 20 new, first-year undergraduate students designate athletic training as a pre-professional track.

By the end of year five, it is expected that 75 students will have enrolled in the program and 56 students will have graduated from the program. The average student retention rate is projected to be 93%, similar to other master's-level programs at UW-La Crosse.

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

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New students	15	15	15	15	15
Continuing students	0	14	14	14	14
Total enrollment	15	29	29	29	29
Graduating students	0	14	14	14	14

### **Tuition Structure**

Students enrolled in the M.S. in Athletic Training degree program will pay the following tuition and fees. Tuition costs for resident graduate students enrolled full-time will be \$3,318 for the summer term and \$8,567 for the fall and spring terms. Tuition costs for nonresident graduate students enrolled full-time will be \$7,234 for the summer term and \$18,637 for the fall and spring terms. Additionally, segregated fee costs for full-time graduate students, both resident and nonresident, are currently \$1,337 per year. An additional Materials and Resource program fee of \$800 for first-year students and a separate Materials and Resource program fee of \$580 for second-year students will be charged to cover miscellaneous clinical education equipment, National Athletic Trainers' Association membership, and student administrative tracking software licensing.

### **Department or Functional Equivalent**

The proposed program will reside within the Department of Exercise and Sport Science.

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

The proposed program will be housed within the College of Science and Health.

### **Proposed Date of Implementation**

May 2019

## **INTRODUCTION**

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

Currently, UW-La Crosse offers a B.S. in Athletic Training degree program. UW-La Crosse seeks to establish a M.S. in Athletic Training degree in direct response to national accreditation standards. The Commission on Accreditation of Athletic Training Education (CAATE) has announced that the standard related to a professional degree will change in fall 2022 to read "CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training."<sup>1</sup> Granting a Master of Science in Athletic Training degree will allow UW-La Crosse to continue as a nationally reputable leader in athletic training education.

The athletic training profession is adapting to reflect the changing nature of professional practice in healthcare that demands more collaboration with other healthcare professionals, a

higher degree of autonomy in decision-making requiring advanced development of clinical reasoning skills, and a skill set in evidence-based practice that allows graduates to be actively engaged in the rapidly changing science surrounding athletic training practice. Athletic trainers are recognized healthcare providers who collaborate with physicians to provide services in prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Building on the strengths of the current faculty and their experience with undergraduate athletic training at UW-La Crosse, the M.S. in Athletic Training degree program will prepare students in the areas of evidence-based practice, prevention and health promotion, clinical examinations and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. Graduates from the proposed program will become leading clinicians, researchers, and educators.

The proposed M.S. in Athletic Training degree program will align closely with the UW-La Crosse mission,<sup>2</sup> specifically as it relates to diverse experiences and learning environments, the fostering of lifelong learning, and students' taking their place in their professional and world community. Furthermore, the M.S. in Athletic Training degree program mission will also closely align with the UW-La Crosse Graduate Studies mission that states, "A graduate education at UW-La Crosse fosters in students an advanced understanding of disciplinary and professional content, along with skills such as collaboration, problem-solving, leadership, and communication... During their time at UW-La Crosse, students develop as ethical professionals and as members of a diverse workforce. Graduates are prepared to contribute to society by advancing in their professions."<sup>3</sup>

The proposed M.S. in Athletic Training degree closely aligns with the university's current undergraduate and graduate program array, which includes high-quality programs in the health professions, biological sciences, and exercise and sports science. The athletic training program is already an important part of the program array at UW-La Crosse as the institution has offered an approved, accredited B.S. in Athletic Training degree for 38 years. For approximately the first 20 years of its existence, the B.S. in Athletic Training degree was the only such program in the state of Wisconsin. In response to new national accreditation standards, the current B.S. in Athletic Training degree will be phased out and replaced by the proposed M.S. in Athletic Training degree program. The strength of the undergraduate degree provides the foundation upon which to build the proposed graduate degree.

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

UW-La Crosse has a large population of undergraduate students who are interested in pursuing a professional graduate program within the healthcare profession. Currently there are approximately 470 undergraduate students at UW-La Crosse majoring in Exercise Science: Pre-Professional, a program specifically designed for students interested in going on to graduate school for a career that uses the clinical application of exercise or activity, such as athletic training or physical therapy. Each year, approximately 15 to 20 new, first-year students designate athletic training as a pre-professional track. Therefore, the potential applicant pool for the proposed M.S. in Athletic Training program is large, even if drawn solely from the candidate pool of students already at UW-La Crosse pursuing a bachelor's degree. The program would be



open to accommodating students from other institutions who want to pursue advanced study in this area.

Based on the potential student applicant pool, UW-La Crosse does not anticipate a problem recruiting highly qualified student applicants. The cohort size in the master's program will be highly dependent on the number of quality clinical placements available. The proposed UW-La Crosse cohort size for the M.S. in Athletic Training degree program is large enough to maintain a quality master's-level program.

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

There is an increased need for athletic trainers in the workforce, both in Wisconsin and nationally. The United States Bureau of Labor Statistics projects that from 2016-2026, there will be a 23% increase in the need for athletic trainers in the healthcare workforce, which is a much faster projected growth rate than the average for all occupations.<sup>4</sup> According to the Job Center of Wisconsin, there is a projected 9.83% increase in the number of athletic training jobs in Wisconsin from 2014-2024, with a projected increase of 20% within southwest Wisconsin during that same time period.<sup>5</sup>

## **DESCRIPTION OF PROGRAM**

### **General Structure**

The proposed M.S. in Athletic Training degree program will be comprised of 68 credits, which includes 43 credits of didactic coursework, 17 credits of clinical practicum, and eight credits of research methods. The total credits are comparable to other UW-La Crosse Health Profession master's-level programs and other UW System master's-level athletic training programs. The projected time to degree is two years for full-time students, which includes six semesters comprised of two summer, two spring, and two fall sessions, totaling 23 months of enrollment. Students entering the program must have a Bachelor of Science or a Bachelor of Arts degree with an earned 3.00 cumulative grade point average (GPA) from an accredited institution and must have completed prerequisite undergraduate courses in human anatomy, chemistry, physics, statistics, and other related areas. Applicants to the program who have not completed the required prerequisite courses will have to complete them prior to beginning the program in the summer session.

Students in the M.S. in Athletic Training degree program will complete extensive clinical practicums, consisting of approximately 1300 contact hours. In the clinical practicum experiences, students will utilize the foundational knowledge gained in previous coursework to build their professional skills for a patient-centered healthcare career focused on emergent medicine, professional communications, and evidence-based differential diagnosis, treatment, and rehabilitation. Students will work closely with preceptors to gain hands-on experience, engaging in all aspects of patient-centered care in an interprofessional setting.

Students who complete the M.S. in Athletic Training degree program will be eligible to take the Athletic Training Board of Certification exam, and, upon passing, enter the profession of athletic training. UW-La Crosse's current three-year aggregate, first-time exam pass rate is 92%.

The national average for bachelor's-level programs is 81.3%, while the national average for master's-level programs is 92.3%.<sup>6</sup>

### **Institutional Program Array**

The athletic training program is already an important part of the program array at UW-La Crosse as the institution has offered an approved, accredited bachelor's-level athletic training program for 38 years. Within the bachelor's-level athletic training program, 10 to 14 students have been admitted annually from a candidate pool of 55 to 60 students. This annual enrollment has resulted in a total enrollment of approximately 39 students for this three-year program. The phaseout of the undergraduate athletic training program started in fall 2017, with a decrease in the number of undergraduate athletic training courses being offered. This decrease will partially compensate for the increase in course offerings at the graduate level. The existing undergraduate degree program in athletic training will be completely phased out by spring 2020. Undergraduate students are now able to designate pre-athletic training within their academic path to help them prepare to be qualified candidates for a master's-level athletic training program.

The M.S. in Athletic Training degree program will be a natural fit within the UW-La Crosse College of Science and Health (CSH), aligning with the strong exercise and sport science-focused undergraduate programs. It will also complement the successful, professional graduate program array within CSH that includes master's-level clinical exercise physiology, human performance, occupational therapy, and physician assistant programs, along with a doctorate-level physical therapy program. The productive research laboratories and faculty in CSH will provide students an opportunity to become leading clinicians, researchers, and educators.

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

Currently, UW-Milwaukee is the only UW System institution offering a master's-level athletic training program. The Board of Regents provided authorization to UW-Green Bay, UW-Oshkosh, and UW-Stevens Point to implement master's-level athletic training programs. UW-Eau Claire has also completed its notice of intent to develop a graduate degree and will ask for approval from the Board of Regents in the near future. It is anticipated that UW-Madison will also transition its undergraduate athletic training program to a graduate program. These transitions are in direct response to the changes in national accreditation requirements.

### **Diversity**

The faculty of the Department of Exercise and Sport Science are diverse in age, gender, and ethnicity, and actively work to promote student diversity through involvement in UW-La Crosse programs. UW-La Crosse has several programs designed to support diverse students in the STEM (Science, Technology, Engineering, and Math) fields, including FYRE (First Year Research Exposure), WiscAMP (Wisconsin Alliance for Minority Participation), and a McNair Scholars program. While these programs are not graduate-specific, they do illustrate the commitment of UW-La Crosse to Inclusive Excellence in preparing diverse and underserved students for admission to graduate study. Of particular note is the McNair program, which aims to prepare low-income, first-generation undergraduate students for graduate school. Furthermore, the FYRE program provides first-year underrepresented students of color exposure to the wide variety of majors and careers within the STEM and health science fields. Daylong exploratory

research experiences in several STEM disciplines, extensive information regarding graduate programs, and active participation in an undergraduate research symposium are cornerstones of the program.

The proposed M.S. in Athletic Training degree is well suited to prepare students to become inclusive practitioners in this growing health profession. As the country continues to diversify, athletic trainers will need to be prepared to recognize “cultural differences, biological factors and religious or ethnic traditions that may affect a patient's progress, rehab treatment or recovery.”<sup>7</sup> Because the athletic training profession does not yet reflect the diversity of the patient population in the United States, UW-La Crosse will continue to embed case studies and research that includes multicultural dimensions into the M.S. in Athletic Training degree curriculum to expose students to diverse perspectives and to populations different from themselves. Furthermore, clinical placement sites will be developed in a variety of locations, including urban centers in Milwaukee, Madison, Green Bay, and the Minneapolis/St. Paul metropolitan areas.

UW-La Crosse's current strategic plan includes a pillar of *Achieving Excellence through Equity and Diversity*. As part of this pillar, the Equity Liaison Initiative has been developed. This is a strategic, institution-wide effort to engage and support members of all departments and units in identifying and measuring equity gaps in the rates of access, retention, and achievement for people of all demographic groups (including, but not limited to, race, gender, and disability), and implementing evidence-based strategies to remedy equity and inclusion issues in educational and work environments. The Department of Exercise and Sport Science currently has a faculty member serving as an equity liaison. This individual is devoted to identifying equity issues in the department, determining appropriate strategies and resources to address any issues, and serving as an advocate for these efforts within the department. UW-La Crosse continually strives to enhance diversity recruiting to a small metropolitan campus surrounded by a large rural, regional site. With the increased visibility of UW-La Crosse in clinical rotations in larger metropolitan areas, the institution anticipates that the visibility of UW-La Crosse as a university that embraces diversity will be enhanced.

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

Graduates from the UW-La Crosse M.S. in Athletic Training degree program will become leading clinicians, researchers, and educators. To accomplish this, the M.S. in Athletic Training degree program's main objectives are to offer students:

1. professional content knowledge based on best practices
2. diverse high-quality clinical experiences
3. the foundation for ethical decision-making
4. motivation to become a lifelong learner
5. inspiration to serve the athletic training profession
6. an understanding of the role of scholarship and research in athletic training

Upon completion of the M.S. in Athletic Training degree at UW-La Crosse, graduates will:

1. demonstrate with confidence the following domains of athletic training as established by the CAATE:
  - evidence-based practice
  - prevention and health promotion

- clinical examination and diagnosis
  - acute care of injury and illness
  - therapeutic interventions
  - psychosocial strategies and referral
  - healthcare administration
  - professional development and responsibility
2. complete a diverse set of clinical experiences
  3. demonstrate their competence in the skills necessary to be a lifelong learner
  4. demonstrate appreciation for diversity/inclusion
  5. demonstrate continued contributions to the athletic training profession

### **Assessment of Outcomes and Objectives**

The CAATE requires development of a comprehensive assessment plan that evaluates all aspects of the M.S. in Athletic Training degree program. The plan must include program outcomes and student learning outcomes, as well as assessment details per these outcomes.

Student learning outcomes for the M.S. in Athletic Training degree will be assessed with either direct or indirect methods on a multi-year cycle. Assessments will include an external certification exam, clinical supervisor and/or preceptor evaluation of student performance, an alumni survey, and student evaluation of clinical assignment. The M.S. in Athletic Training degree program will analyze the extent to which it meets each program-specific outcome and will create an action plan for program improvement as needed.

### **Program Requirements and Curriculum**

The M.S. in Athletic Training degree program curriculum is comprised of 68 credits. Students entering the M.S. in Athletic Training degree program must have a Bachelor of Science or Bachelor of Arts degree with an earned 3.00 cumulative GPA from an accredited institution and must have completed the prerequisite courses listed below.

Table II illustrates the program curriculum for the proposed program. The program requirements are comprised of 43 credits of coursework, 17 credits of clinical practicum, and eight credits of research methods.

<b>Table 2: M.S. in Athletic Training Course Requirements:</b>	
ATS 700: Professional Practice and Athletic Training Healthcare	4 credits
ATS 702: Functional Anatomy & Medical Physiology	3 credits
ATS 704: Applied Neuroscience in Athletic Training	3 credits
ATS 710: Emergency Care Principles in Healthcare	4 credits
ATS 712: Diagnosis & Therapeutic Interventions I	5 credits
ATS 714: Diagnosis & Therapeutic Interventions II	5 credits
ATS 716: Pathophysiology of General Medical Conditions	3 credits
ATS 718: Healthcare Administration in Athletic Training	3 credits
ATS 720: Lifespan Wellness & Conditions	5 credits
ATS 722: Rehabilitation Psychology & Healthcare Sociology in Athletic Training	2 credits

ATS 731: Athletic Training Clinical I	4 credits
ATS 732: Athletic Training Clinical II	4 credits
ATS 733: Athletic Training Clinical III	3 credits
ATS 734: Athletic Training Clinical IV	6 credits
ATS 740: Research Methods in Athletic Training	2 credits
ATS 741: Athletic Training Research I	1 credit
ATS 742: Athletic Training Research II	1 credit
ATS 743: Athletic Training Research III	2 credits
ATS 744: Athletic Training Research IV	2 credits
ATS 745: Statistics for Athletic Trainers	2 credits
ATS 750: Athletic Training Readings	4 credits
<b>TOTAL</b>	<b>68 credits</b>

Students applying for the M.S. in Athletic Training degree program must complete the following prerequisites prior to beginning the program in the summer session:

- General Biology – 4 credit hours with lab
- Chemistry – 4 credit hours with lab
- Physics I – 4 credit hours with lab
- Physics II – 4 credit hours with lab
- Human Anatomy I or Human Anatomy and Physiology I – 4 credit hours with lab
- Human Anatomy II or Human Anatomy and Physiology II – 4 credit hours with lab
- Statistics – 3-4 credit hours
- Physiology of Exercise – 3 credit hours
- Biomechanics or Kinesiology – 2-3 credit hours
- Motor Learning or Behavior – 3 credit hours
- Nutrition – 3 credit hours

### **Projected Time to Degree**

The projected time to degree is two years for full-time students, which includes six semesters comprised of two summer, two spring, and two fall terms, totaling 23 months of enrollment. The program will require full-time student status.

### **Program Review**

The first internal review of the M.S. in Athletic Training degree will occur five years after program implementation. Thereafter, the program will be reviewed on a seven-year cycle. These internal reviews include reviews by external consultants, the Dean of the College of Science and Health, the UW-La Crosse graduate director, the UW-La Crosse Graduate Program Review Committee, the Faculty Senate, and the provost. Evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support are all included in these reviews. Based on the reviews, recommendations will be generated to facilitate continuous program improvement.


## Accreditation

UW-La Crosse is accredited by the Higher Learning Commission (HLC), and thus the M.S. in Athletic Training degree program will be reviewed by HLC evaluators on a routine basis as part of the HLC Reaffirmation of Accreditation Process.

UW-La Crosse will seek accreditation by the CAATE for this master's-level program. Because the current B.S. in Athletic Training degree is accredited through 2025-26, UW-La Crosse will request a *substantive change* review prior to 2021. The program must have approval of the substantive change prior to the graduation of the first-graduate cohort in the spring semester of 2021. UW-La Crosse will undergo a comprehensive review every ten years to maintain CAATE accreditation.

## References:

1. AT Strategic Alliance. *Professional Degree Decision*. (2015). Retrieved from <http://caate.net/the-professional-degree>.
2. UW-La Crosse Mission Statement. Retrieved from <https://www.uwlax.edu/chancellor/mission>.
3. UW-La Crosse Graduate Studies Mission, Vision, and Values Statement. Retrieved from <https://www.uwlax.edu/graduate-studies/mission-vision-values/>
4. U.S. Department of Labor, Occupational Outlook Handbook. (2018). Retrieved from <http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>.
5. State of Wisconsin Department of Workforce Development. (2018). Wisconsin Long Term Occupational Projections 2014-2024. Athletic Trainers. Retrieved from <https://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occprj>
6. Commission on Accreditation of Athletic Training Education Program Outcomes. (2018). Retrieved from <https://caate.net/program-outcomes/#Pass-Rate>
7. Grantham, J. 2015. Cultural Competence and Diversity in Athletic Training. NATA News February 2015: 10-12. <https://www.nata.org/sites/default/files/cultural-competence-diversity-athletic-training.pdf>

University of Wisconsin - La Crosse						
Cost and Revenue Projections For Newly Proposed Program: Master of Science in Athletic Training						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	15	15	15	15	15
	<b>Enrollment (Continuing Student) Headcount</b>	0	14	14	14	14
	<b>Enrollment (New Student) FTE</b>	15	15	15	15	15
	<b>Enrollment (Continuing Student) FTE</b>	0	14	14	14	14
<b>II</b>	<b>Total New Credit Hours (# new sections x credits per section)</b>	38	30	0	0	0
	<b>Existing Credit Hours</b>	0	38	68	68	68
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0.0	0.0	0.0
	<b>FTE of Current Fac/IAS</b>	1.5	2.5	2.5	2.5	2.5
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.3	0.3	0.3	0.3	0.3
<b>IV</b>	<b>New Revenues</b>					
	<i>From Tuition</i>	\$178,264	\$344,643	\$344,643	\$344,643	\$344,643
	<i>From Fees:</i>	\$0	\$0	\$0	\$0	\$0
	<i>Materials &amp; Resource Program Fees/First-Year Students</i>	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	<i>Materials &amp; Resource Program Fees/Second-Year Students</i>	\$0	\$8,120	\$8,120	\$8,120	\$8,120
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total New Revenue</b>	\$190,264	\$364,763	\$364,763	\$364,763	\$364,763
<b>V</b>	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$27,000	\$48,000	\$48,000	\$48,000	\$48,000
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other:</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total Expenses</b>	\$27,000	\$48,000	\$48,000	\$48,000	\$48,000
<b>VI</b>	<b>Net Revenue</b>	\$163,264	\$316,763	\$316,763	\$316,763	\$316,763
<b>Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program</b>						
See accompanying Budget Narrative for additional details						
Provost's Signature: 				Date: 4/23/2018		

**UNIVERSITY OF WISCONSIN - LA CROSSE**  
**COST AND REVENUE PROJECTIONS NARRATIVE**  
**MASTER OF SCIENCE (M.S.) IN ATHLETIC TRAINING**

**Introduction**

The proposed Master of Science (M.S.) in Athletic Training degree will replace the existing Bachelor of Science (B.S.) in Athletic Training degree, which will be completely phased out by the spring semester of 2020. The new M.S. in Athletic Training degree program will be comprised of 68 credits, which will include 43 credits of didactic coursework, 17 credits of clinical practicum, and eight credits of research methods. Six of the current Department of Exercise and Sport Science faculty and instructional academic staff will be involved in the new program on an ongoing basis. No additional faculty or staff hires are required to deliver the proposed M.S. in Athletic Training degree program.

**Section I – Enrollment**

All anticipated enrollments are classified as new student headcount as the graduate program does not currently exist. The enrollment projections are based on a cohort model whereby 15 full-time students will be admitted into the program every year, with each cohort beginning in the summer session. Enrollment retention is estimated to be 93% over the five-year period, similar to other master-level programs at UW-La Crosse.

**Section II – Credit Hours**

The proposed M.S. in Athletic Training degree program will be comprised of 68 credits. All of the credits required in the new major will come from new courses. In Year 1 of the program, the cohort 1 students will enroll in 12 credits in the summer term, 13 credits in the fall term, and 13 credits in the spring term. Therefore, a total of 38 new credit hours will be offered in Year 1. In Year 2 of the program, the cohort 1 students will enroll in 10 credits in the summer term, 10 credits in the fall term, and 10 credits in the spring term. Therefore, a total of 30 new credit hours will be offered in Year 2, along with the 38 existing credit hours for the cohort 2 students. In Years 3-5, there will be 68 existing credit hours offered.

**Section III – Faculty and Staff Appointments**

The B.S. in Athletic Training degree program will undergo the final stages of being phased out in conjunction with the initial offering of the proposed M.S. in Athletic Training degree program. Therefore, there will be a decrease in athletic training course offerings at the undergraduate level that will compensate for the increase in offerings at the graduate level. Six current faculty and instructional academic staff within the Department of Exercise and Sport Science will have portions of their load devoted to the proposed M.S. in Athletic Training degree program.

The fall and spring term courses will be covered as part of the teaching load of current faculty. The summer term courses will be covered within the UW-La Crosse existing summer term funding model, with instructors paid on an overload basis.

In Year 1, the equivalent of 1.5 full-time equivalent (FTE) faculty and instructional academic staff will be needed to deliver the curriculum, direct the program, and coordinate



clinical practicums. In Years 2-5, the equivalent of 2.5 FTE faculty and instructional academic staff will be needed to deliver the curriculum, direct the program, and coordinate clinical practicums. There is sufficient current administrative support within this existing large department to absorb the additional administration needs.

#### **Section IV – Program Revenues**

Tuition revenue assumes that all students will be participating in the program on a full-time basis in the summer, fall, and spring terms; therefore, the revenue calculation multiplies the in-state institutional graduate tuition rate for summer (\$3,317.51) and fall/spring (\$8,566.74) by the total FTE (new and continuing). An additional Materials and Resource program fee of \$800 for first-year students and a separate Materials and Resource program fee of \$580 for second-year students will be charged to cover miscellaneous clinical education equipment, National Athletic Trainers' Association membership, and student administrative tracking software licensing. The five-year projection assumes no change in tuition. Since this is an on-campus program, students will incur segregated fees, but those have been excluded from the tuition revenue since those fees will ultimately go towards supporting traditional student services and/or activities.

#### **Section V – Program Expenses**

The B.S. in Athletic Training degree program will be phased out as the proposed M.S. in Athletic Training degree program is implemented, so the majority of the courses required to support the program will be provided by existing faculty, and administrative support will be provided by current staff. However, unlike the undergraduate program, the graduate program will require course offerings in the summer term. These additional instructional expenses have been factored into the budget, based on a total of 12 credits being taught the first summer term as overload at a rate of \$2,250 per credit plus 18.8% fringe, and a total of 22 credits (12 for first-year students, 10 for second-year students) being taught in the subsequent summer terms at a rate of \$2,250 per credit plus 18.8% fringe.

Additional expenses will also be incurred for miscellaneous clinical education equipment, National Athletic Trainers' Association membership, and student administrative tracking software licensing, which, as noted above, will be covered by a Materials and Resource program fee paid by the students.

#### **Section VI – Net Revenue**

By Year 5, with a full cohort of 15 new students enrolling each year, it is estimated that the program will generate net revenues of \$316,763. These funds will be reinvested at the institution to support new program development, support student support services to further strengthen the retention and success of current students, and offset unforeseen enrollment shortfalls in other graduate programs on campus.



March 30, 2018

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

Dear President Cross,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Masters of Science in Athletic Training major. For over 38 years, UW-La Crosse has successfully educated athletic trainers who enter the workforce as skilled healthcare professionals. We will now transition our bachelors-level program to a masters-level in response to a recent decision by the Commission of the Accreditation of Athletic Training Education (CAATE) to shift the entry-level credentials required for athletic training practitioners to the master's-level. A master's-level Athletic Training program will allow UW-La Crosse to continue as a national leader in athletic training education.

The proposed Masters of Science in Athletic Training program fits within UW-La Crosse's mission of offering graduate programs within the health fields. The new program will complement the existing, nationally recognized, professional programs within the Exercise and Sport Science and Health Professions departments. The program will be a natural fit at UW-La Crosse as it aligns with our strong exercise and sport science-focused undergraduate programs. Furthermore, the program aligns with our strategic plan in terms of several themes, but most notably transformative education and increased community engagement. The program has strong connections to both local health care systems (Mayo and Gundersen) that will continue through this transition and into the future. Furthermore, the program has strong international connections. This past semester, two Chinese scholars visited UW-La Crosse to get a better sense of the role that Athletic Trainers can play in proactively reducing injuries to athletes.

There is university-wide support for the Masters of Science in Athletic Training. The program has received approval by the Department of Exercise and Sport Science, the College of Science and Health, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-La Crosse has the necessary financial and human resources in place to implement and sustain the program in the form of a well-established Athletic Training program consisting of strong faculty with a long history of improving and refining the curriculum and responding to healthcare trends within the athletic training field. The faculty and staff who currently support the existing B.S. in Athletic Training will transition to supporting the masters-level program. Therefore, no additional faculty or staff hires are required to deliver the new program.

UW-La Crosse will seek accreditation by the CAATE for the Masters of Science in Athletic Training program. The program will also undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of

program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Betsy Morgan', with a horizontal line extending to the right.

Betsy Morgan  
UW-La Crosse Provost and Vice Chancellor for Academic Affairs

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

phone 608.785.8042  
fax 608.785.8046  
[www.uwlax.edu](http://www.uwlax.edu)

Surround yourself with UW-La Crosse

An affirmative action/equal opportunity employer

Program Authorization (Implementation)  
Bachelor of Science in Public Health  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the Chancellor of University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Public Health at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN PUBLIC HEALTH  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Milwaukee submits this request to establish a Bachelor of Science in Public Health. 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., approving the implementation of the Bachelor of Science in Public Health degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

**Program Description.** The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Science degree program in Public Health. Until recently, public health training was limited to graduate education in the U.S. In 2003, this changed when the U.S. Institute of Medicine recommended that all undergraduates have access to public health education, because there is a demonstrated need for an expanded spectrum of people working to improve the health of populations in the United States.

Therefore, the goal of the proposed degree program is to create opportunity for students to graduate with bachelor's degrees in public health. Moreover, by establishing the proposed program at UW-Milwaukee, and in the Joseph J. Zilber School of Public Health, students will have access to one of the nation's top universities for research and community engagement and to the only school of public health in Wisconsin that is accredited by the Council on Education for Public Health (CEPH).

**Mission.** As a CEPH-accredited institution, the B.S. in Public Health will advance the UW-Milwaukee Select Mission of developing high-quality undergraduate programs, and will add to the array of academic programs at UW-Milwaukee that align with the needs of the populations served by a major urban doctoral university, including historically underrepresented and disadvantaged individuals. Implementation of the program also will extend the Zilber School mission by promoting public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas, accomplished through service to the Milwaukee community, as well as statewide and national organizations.

**Credit Load and Tuition.** The B.S. in Public Health will be comprised of 120 credits, including a minimum of 39 credits of general education and other foundational courses, 54 credits in the Public Health major, and 27 elective credits tailored to each student's interests and career goals. The elective credits will enable students to combine the B.S. in Public Health degree with specialization in one of UW-Milwaukee's many minors or interdisciplinary certificates. The tuition structure will be the same as is currently in place for undergraduate students at UW-Milwaukee. For 2017-18, tuition for full-time students per semester is \$4,782.66 for residents, \$10,422.30 for nonresidents, \$6,745.14 for Minnesota residents, and \$6,805.50 for residents eligible for the Midwest Student Exchange rate.

**Student and Market Demand.** This degree program responds to the increasing student and market demand for undergraduate education in public health, and will attract new students to UW-Milwaukee. The B.S. in Public Health program will complement the newly developed Global Health Track within the B.A. in Global Studies at UW-Milwaukee, and a key feature will be the flexibility students have to complete at least one certificate or minor in any School or College at UW-Milwaukee.

**Program Management.** The proposed B.S. in Public Health will be housed in the Zilber School, which currently has 27 full-time faculty across five major public health areas (biostatistics, community and behavioral health promotion, environmental health, epidemiology, and public health policy and administration). The B.S. in Public Health program will be a crucial addition to the educational programs of the Zilber School, which offers the Master of Public Health (MPH) degree with five concentrations: Biostatistics, Community and Behavioral Health Promotion (CBHP), Environmental Health Sciences (EHS), Epidemiology, and Public Health Policy and Administration as well as three Ph.D. programs: the Ph.D. in Public Health with concentrations in Biostatistics and CBHP, the Ph.D. in EHS, and the Ph.D. in Epidemiology.

## **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 PUBLIC HEALTH  
AT UW-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Public Health. The B.S. in Public Health responds to the increasing student and market demand for undergraduate education in public health, and will attract new students to UW-Milwaukee. Establishing the proposed program at UW-Milwaukee and in the Joseph J. Zilber School of Public Health will give students access to one of the nation's top universities for research and community engagement and to the only school of public health in Wisconsin that is accredited by the Council on Education for Public Health. The goal of the proposed B.S. in Public Health is to provide students with transferable knowledge, skills, strategies, and experiences – from disciplines within and outside of public health – to effectively, ethically, and creatively diagnose, analyze, plan, and solve complex public health problems across diverse social and cultural contexts. Graduates will be equipped for entry-level public health careers in the public, private, and non-profit sectors. The B.S. in Public Health will be comprised of 120 credits, including a minimum of 39 credits of general education and other foundational courses, 54 credits in the Public Health major, and 27 elective credits tailored to each student's interests and career goals. The elective credits will enable students to combine the B.S. in Public Health degree with specialization in one of UW-Milwaukee's many minors or interdisciplinary certificates.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Public Health

**Degree/Major Designations**

Bachelor of Science

**Mode of Delivery**

Single institution, primarily face-to-face with some courses offered in an online or hybrid format. Combination of coursework and an integrative service learning experience.

**Projected Enrollment by Year 5**

Table 1 shows enrollment and graduation projections for the first five years of implementation. By the end of year 5, it is expected that 233 students will have enrolled in the B.S. in Public Health and 22 students will have graduated with the degree. Student graduation and attrition projections were calculated using the average annual attrition and graduation rates for the freshman cohort that entered in fall 2008. The projections include freshmen and students

who will transfer to UW-Milwaukee from another institution. By year 5 it is expected that 74 students (including 50 freshmen and 24 transfer students) will enroll in the program annually.

**Table 1: B.S. in Public Health Projected Enrollments**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students (Freshmen)	20	33	46	60	74
Continuing Students		17	41	71	107
Total Enrollment	20	50	87	131	181
Graduating Students			2	6	14

### **Tuition Structure**

The B.S. in Public Health program will use the tuition structure currently in place for undergraduate students at UW-Milwaukee. For 2017-18, tuition for full-time students per semester is \$4,782.66 for residents, \$10,422.30 for nonresidents, \$6,745.14 for Minnesota residents, and \$6,805.50 for residents eligible for the Midwest Student Exchange rate. These figures include segregated fees of \$737.10 per semester. The B.S. in Public Health will offer a few online and hybrid courses. Students enrolled in these courses will pay an additional distance education fee, currently \$275 per online course.

### **Department or Functional Equivalent**

Joseph J. Zilber School of Public Health, which is a non-departmentalized unit.

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

Joseph J. Zilber School of Public Health (Zilber School)

### **Proposed Date of Implementation**

Fall 2019

## **INTRODUCTION**

In the 1930s, Milwaukee was considered the “healthiest city” in the country. Today, Milwaukee County ranks 71 out of 72 counties for health outcomes (e.g., quality of life), health factors (e.g., health behaviors), and social and economic factors (e.g., childhood poverty); and 64 out of 72 counties for physical environment (e.g., air pollution, severe housing problems).<sup>1</sup> In the city of Milwaukee, large disparities exist between low- and high-socioeconomic groups for several health-related factors, such as no access to healthy food, childhood lead poisoning, poor mental health days, and life expectancy at birth.<sup>2</sup> The state of health in the city, and in particular the large health disparities, provided a compelling reason for establishing a school of public health in Milwaukee. In 2005, the UW Board of Regents charged UW-Milwaukee and the city of Milwaukee with exploring public health resources and activities at UW-Milwaukee. In 2006, a

<sup>1</sup> University of Wisconsin Population Health Institute. (2017). *County health rankings*. Retrieved from <http://www.countyhealthrankings.org/app/wisconsin/2017/rankings/milwaukee/county/outcomes/overall/snapshot>

<sup>2</sup> Greer, D.M., Baumgardner, D.J., Bridgewater, F.D., Frazer, D.A., Kessler, C.L., LeCounte, E.S. ... Cisler, R.A. (2013). *Milwaukee health report 2013: Health disparities in Milwaukee by socioeconomic status*. Milwaukee: Center for Urban Population Health. Retrieved from <http://www.cuph.org/milwaukee-health-report.html>



recommendation to establish a school of public health in Milwaukee grew out of a feasibility report prepared for the UW System President, UW-Milwaukee Chancellor, and city of Milwaukee Mayor. In 2009, the UW Board of Regents established a new School of Public Health at UW-Milwaukee. In July 2017, the Zilber School became the first accredited school of public health in Wisconsin, earning national accreditation from the Council on Education for Public Health (CEPH), making it one of 60 CEPH-accredited schools of public health in the U.S.

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

Until recently, public health training had been limited to graduate education in the U.S. In 2003, this changed; the U.S. Institute of Medicine recommended that “all undergraduates should have access to education in public health.”<sup>3</sup> Since that time there has been a sharp rise in undergraduate public health education. This rise combined with “a need for an expanded spectrum of people working to improve the health of populations” has created the opportunity for students graduating with bachelor’s degrees in public health “to move into a broad range of career options to influence the health of their communities.”<sup>4</sup>

The proposed B.S. in Public Health will promote UW System-level priorities as articulated in the *2020FWD Strategic Framework*, through innovations that leverage contributions of a community of learners (<https://www.wisconsin.edu/2020FWD>). These include community partners, policy stakeholders, students, educators, and interdisciplinary researchers who together can identify innovative public health solutions for the state of Wisconsin and beyond. As well, the addition of the B.S. in Public Health will address Wisconsin workforce needs. Workforce demands and the need for this emerging knowledge base are described on pages 5-6.

As a CEPH-accredited institution, UW-Milwaukee, through its B.S. in Public Health, will advance the UW-Milwaukee Select Mission of developing high-quality undergraduate programs, and will add to the array of academic programs at UW-Milwaukee that align with the needs of the populations served by a major urban doctoral university (<http://uwm.edu/mission/>). The proposed undergraduate degree was developed and will be delivered by faculty who have been certified by CEPH as demonstrating productivity in research, community engagement, and teaching. As such, implementation of the program also will extend the Zilber School mission, by promoting “public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas,” accomplished through service to, and partnership with, the Milwaukee community and statewide and national organizations (<http://uwm.edu/publichealth/about/>).

The proposed program will foster another UW-Milwaukee Select Mission goal to further opportunities for historically underrepresented and disadvantaged individuals. Evidence from existing undergraduate public health programs indicates women and underrepresented groups are

---

<sup>3</sup> Committee on Educating Public Health Officials for the 21<sup>st</sup> Century. (2003). *Who will keep the public healthy? Educating public health professionals for the 21<sup>st</sup> century*. Washington, D.C.: Institute of Medicine.

<sup>4</sup> Kiviniemi, M.T., & Mackenzie, S.L.C. (2017, Feb.). *Framing undergraduate public health education as liberal education: Who are we training our students to be and how do we do that?* *Frontiers in Public Health*, 5, 9.

attracted to these programs.<sup>5</sup> Further, program faculty and staff will implement a plan for increasing enrollment of underrepresented students. Strategies are discussed on pages 6 and 8.

Finally, the B.S. in Public Health will support the UW-Milwaukee's designation as a Carnegie Community Engaged Institution by increasing a range of opportunities for students to address public health problems in partnership with community organizations, including through student participation in service learning experiences. In 2015, the Carnegie Foundation for the Advancement of Teaching recognized UW-Milwaukee as 1 of 240 colleges and universities designated as a center for community engagement.<sup>6</sup> Further, the program will advance UW-Milwaukee's strategic aspiration to be "a leader in community engagement ..." as articulated in the 2017 UW-Milwaukee Strategic Opportunities Statement (<https://uwm.edu/strategicopportunities/>). The proposed curriculum, which includes a community-based service learning experience will support the educational goal of collaboration with "diverse community partners through mutual learning to increase knowledge ...," and the goal to engage with "public health practitioners, policy stakeholders, and community partners ... to improve population health and health equity." These goals will be met through ongoing collaborations of faculty and students in the Zilber School with neighboring academic institutions, local and state health departments, nonprofit organizations, and other community partners in areas of education, research, and service.

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

Interest and enrollment in the undergraduate public health major is on the rise. Nationally, students graduating with a baccalaureate in public health have increased from 759 degree completions in 1992 to 10,938 in 2015.<sup>5,7</sup> There has been a steep over 500% growth in completed public health degrees from 2005-2015, and trend data show no indication of tapering.<sup>7</sup> From 2008-2012, the baccalaureate in public health was ranked among the top 10 fastest-growing, mid-size and larger undergraduate programs in the U.S.<sup>5</sup> At UW-Milwaukee, early interest in public health has been consistently demonstrated by enrollments in the introductory course (PH 101: Introduction to Public Health). On average, 146 students enroll in this course every year, and in total 582 students enrolled in the course from 2013-2017.

Other universities and colleges in Wisconsin that offer undergraduate degrees in public health include Bryant & Stratton College (online only), Carroll University, and Mt. Mary/ Medical College of Wisconsin (online only), and three UW System schools including UW-Eau Claire, UW-La Crosse, and UW-Oshkosh. UW-Milwaukee's B.S. in Public Health program will offer many distinguishing features, as discussed in the program array section of this proposal (p. 7). Further, of the 34 CEPH-accredited Schools of Public Health in the continental U.S. that currently offer baccalaureate public health degrees, only seven are offered in universities

---

<sup>5</sup> Leider, J.P., Catrucci, B.C., Plepys, C.M., Blakely, C., Burke, E., & Sprague, J.B. (2015). "Characterizing the growth of the undergraduate public health major: US, 1992-2012. *Public Health Reports*, 130, 104-113.

<sup>6</sup> Carnegie Foundation for the Advancement of Teaching. (2015, January 7). Carnegie Selects Colleges and Universities for 2015 Community Engagement Classification. Retrieved from <https://www.carnegiefoundation.org/newsroom/news-releases/carnegie-selects-colleges-universities-2015-community-engagement-classification/>

<sup>7</sup> Association of Schools and Programs in Public Health. (2017, April 20). *Webinar: Characterizing undergraduate public health education within the academic public health continuum*. <https://www.aspph.org/event/aspph-presents-characterizing-undergraduate-public-health-education-within-the-academic-public-health-continuum/>

participating in the Midwest Student Exchange Program (MSEP). MSEP is a program of the Midwest Higher Education Compact that offers reduced out-of-state tuition for residents of 10 Midwestern states.<sup>8</sup> It is expected that the B.S. in Public Health at UW-Milwaukee will attract students pursuing public health majors in Milwaukee, Wisconsin, and the broader Midwest region.

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

Trained public health professionals are essential to ensuring the health of Wisconsinites. According to the most recent *Public Health Workforce Report*, Wisconsin faces a shortage of competent and technically skilled public health workers, and this shortage is projected to increase because of an aging public health workforce.<sup>9</sup> The Public Health Workforce Interests and Needs Survey (WINS) further indicates that 38% of the public health workforce will leave governmental public health by 2020.<sup>10</sup>

Given the curriculum requires students to complete 54 credits of coursework covering all of the major disciplines of public health (e.g., biostatistics, environmental health, epidemiology, health promotion), as well as 27 credits outside of the Zilber School, graduates of the B.S. in Public Health program will be prepared to enter several occupational fields in which growth is projected to be faster than average. The U.S. Bureau of Labor Statistics has projected faster than average growth from 2016-2026 for health educators and community health workers (16%), environmental scientists and specialists (11%), social and community service managers (18%), and statisticians (33%).<sup>11</sup> Similarly, the Wisconsin Department of Workforce Development estimates growth from 2014-2024 for health educators and community health workers (9%), environmental scientists and specialists (14%), social and community service managers (10%), and statisticians (40%).<sup>12</sup>

Data on job prospects for students graduating with a baccalaureate in public health are limited due to the relative newness of this degree nationwide.<sup>5</sup> However, the Association of Schools and Programs in Public Health (ASPPH) reported that among students graduating with bachelor's degrees in public health (N=1349) within ASPPH member schools and programs in 2015, the vast majority were employed (65.0%) or pursuing further education (25.9%).<sup>7</sup> Of those employed, 34.1% were working in for-profit organizations, 19.5% in a healthcare organization, 11.1% in a government agency, 10.1% in a nonprofit organization, and 7.3% at an academic institution.<sup>7</sup> These data indicate that B.S. in Public Health graduates will be employable in a wide variety of settings and sectors.

---

<sup>8</sup> Midwest Student Exchange Program, Midwest Higher Education Compact. <http://msep.mhec.org/>

<sup>9</sup> Wisconsin Department of Health Services, Division of Public Health, Office of Health Informatics, Population Health Information Section. (2011, July). *Wisconsin public health workforce report, 2011* (P-45719-11). Retrieved from <https://www.dhs.wisconsin.gov/stats/phwreport.htm>

<sup>10</sup> de Beaumont Foundation and Association of State and Territorial Health Officials. (2015). *Information to action: Workforce data of Public Health WINS – Summary report* (p. 3). Retrieved from <http://www.astho.org/phwins/National-Summary-Report-of-Workforce-Data/>

<sup>11</sup> U.S. Bureau of Labor Statistics. (2016). Occupational handbook outlook. Retrieved from <https://www.bls.gov/ooh/>

<sup>12</sup> State of Wisconsin Department of Workforce Development. *Table 2: Wisconsin Long Term Occupational Employment Projections, 2014-2024*. Retrieved from <https://jobcenterofwisconsin.com/wisconsin/pub/occupation>

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

There are several education pipeline initiatives in development at UW-Milwaukee that are expected to create pathways from Milwaukee Public Schools (MPS) and Milwaukee Area Technical College (MATC) to the B.S. in Public Health program. There is an initiative in development with MPS and the Center for Healthcare Careers of Southeast Wisconsin to build the talent pipeline in healthcare, beginning with high school students in health science programs at Hamilton, James Madison, North Division, and South Division. Additionally, the Zilber School is beginning discussions with MATC to foster an education pipeline for MATC students (at Milwaukee and Mequon campuses) who are pursuing public health-related associate degrees (e.g., Health Information Technology, Environmental Health and Water Quality Technology, Human Services Associate, Community Engagement Track) that would enable them to easily transfer into the B.S. in Public Health through the establishment of a dual admission program and articulation pathways.

In addition to the new student enrollments indicated in Table 1, it is anticipated that the B.S. in Public Health may attract students currently enrolled in other majors and who have broad interests in health-related careers, but are not admitted to their initial undergraduate program of choice at UW-Milwaukee. In particular, the UW-Milwaukee College of Nursing declines admission to approximately 44% of their 320 applicants annually. The Zilber School is collaborating with Nursing so that their advisors can recommend PH 101, a required course for the B.S. in Public Health, as a General Education Requirement (GER) social science elective for students early in their pre-nursing program. A portion of the 140 plus students who are not accepted into the nursing major may choose to pursue the B.S. in Public Health. Thus, the B.S. in Public Health degree has the potential to help retain UW-Milwaukee students who may otherwise leave the university in good standing to pursue health-related degrees at another institution.

## **DESCRIPTION OF THE PROGRAM**

### **General Structure**

The proposed B.S. in Public Health program will be housed in the Zilber School, which currently has 27 full-time faculty across five major public health areas (biostatistics, community and behavioral health promotion, environmental health, epidemiology, and public health policy and administration). The B.S. in Public Health will require 120 credits, to include at least 39 credits of general education and foundation courses, 54 Public Health major credits, and 27 elective credits tailored to each student's interests and career goals.

A key feature of the B.S. in Public Health will be the flexibility it provides students to complete at least one certificate or minor in any School or College at UW-Milwaukee. The large number of elective credits will enable students to take elective courses in public health and still complete one minor (e.g., Geographic Information Science, Global Studies, Mathematical Sciences) or an interdisciplinary certificate (e.g., Community Leadership, Global Health, Health Care Informatics, Healthy Aging, Peace Studies & Conflict Resolution, Urban Studies). As well, the B.S. in Public Health has been designed to facilitate the establishment of a 3+2 B.S. in Public Health/Master of Public Health integrated degree program, which will allow students who wish

to pursue a professional degree in public health to complete 30 graduate public health course credits in their senior year.

### **Institutional Program Array**

UW-Milwaukee and UW-Madison are the only two R1-doctoral research campuses within the UW System. However, UW-Milwaukee is unique in being the only urban research campus located in the state's largest city and housing the state's only CEPH-accredited school of public health. With strong ties to the City of Milwaukee Health Department and numerous community organizations, the Zilber School and UW-Milwaukee are well-positioned to deliver the B.S. in Public Health.

The B.S. in Public Health program will be a crucial addition to the educational programs of the Zilber School, which offers the Master of Public Health (MPH) degree with five concentrations: Biostatistics, Community and Behavioral Health Promotion (CBHP), Environmental Health Sciences (EHS), Epidemiology, and Public Health Policy and Administration as well as three Ph.D. programs: the Ph.D. in Public Health with concentrations in Biostatistics and CBHP, the Ph.D. in EHS, and the Ph.D. in Epidemiology. The B.S. in Public Health program will complement the newly developed Global Health Track within the B.A. in Global Studies at UW-Milwaukee, and as described below, B.S. in Public Health students will be able to complete minors or certificates in other health-related programs at UW-Milwaukee to complement their public health training.

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

The proposed B.S. in Public Health at UW-Milwaukee will complement three existing bachelor's degree offerings at other UW System campuses: a B.S. in Environmental Public Health at UW-Eau Claire, a B.S. in Community Health Education at UW-La Crosse, and a B.S. in Environmental Health at UW-Oshkosh. These existing UW programs offer more specialized public health programs than the proposed B.S. in Public Health, which will train students to enter a wide range of entry-level positions in the public health workforce. As well, because UW-Milwaukee's B.S. in Public Health degree will be located in a school of public health that also houses staff from the City of Milwaukee Health Department, the educational and research programs will provide an enriched setting for undergraduates, including exposure to cutting-edge research conducted by faculty and doctoral students through regular research and practice seminars, opportunities to conduct independent research with Zilber faculty, and service learning opportunities with the City of Milwaukee Health Department and other agencies within the Milwaukee metropolitan area. It is expected that a future offering of an accelerated 3+2 bachelor's/master's integrated degree program (B.S. in Public Health/MPH), with a concentration in any of five major public health disciplines, will be a large draw for students wishing to establish professional careers in public health, such as biostatisticians, epidemiologists, health promotion specialists, and policy analysts.

### **Collaborative Nature of Program**

The Zilber School has collaborated with multiple UW-Milwaukee Schools and Colleges throughout the design of the B.S. in Public Health. Of the 120 required credits for the B.S. in Public Health, students will take up to 66 credits in other Schools and Colleges on campus, including a minimum of 39 credits of general education and foundational coursework that must

be taken outside of the Zilber School. Most students will complete a certificate or minor (18-24 credits) outside of the Zilber School. The Public Health major also includes two required courses from the College of Health Sciences: KIN 270-Statistics in the Health Professions and HCA 307-Epidemiology for Health Sciences.

The Zilber School has partnered with the UW-Milwaukee College of Health Sciences and College of Nursing to form *UWM Partners for Health* (<http://uwm.edu/health>). The shared goals include interprofessional education, joint branding, and joint recruitment. In interprofessional education, the Zilber School and the Nursing program offer a joint graduate certificate in Population and Public Health. Further, B.S. in Public Health students may choose to complete the Global Health certificate jointly offered by Nursing and the College of Letters and Science. As well, the College of Health Sciences has expressed interest in developing joint undergraduate courses with the Zilber School in Epidemiology and Health Ethics, and all three units have co-sponsored the statewide Student Inter-Professional Health Case Competitions and Health Research Symposium, showcasing student research projects. In joint recruitment efforts, there has been co-sponsorship of a Health Career Fair and shared recruitment at regional events, including the *Partners for Health* brand. As planning to implement the B.S. in Public Health continues, program faculty and staff among the three units will share best practices for recruitment, advising, and retention, and will consider the possibility of sharing resources and joint activities.

## **Diversity**

Consistent with UW-Milwaukee's Mission statement (<http://uwm.edu/mission>), the Zilber School's mission reflects commitment to "advancing population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond." During the recent self-study process for CEPH accreditation, the Zilber School developed a Diversity and Recruitment Plan. This plan affirms the commitment to recruit and retain a multicultural community of students, faculty, and staff because doing so is vital for a vibrant foundation on which learning can thrive. The plan also outlines numerous strategies for recruiting and retaining African American, Hispanic, Southeast Asian, and Native American students, and other groups that are underrepresented in higher education, including financially disadvantaged individuals and first-generation college students.

For example, in collaboration with campus organizations, the Zilber School is exploring avenues to lessen the monetary burden of higher education for financially marginalized applicants, including a scholarship for Native American students, in combination with increasing service learning options at the Gerald L. Ignace Indian Health Center, Inc. The Zilber School has been increasing attendance at fairs and events in order to recruit students from diverse backgrounds from federal TRIO programs, the McNair program, as well as local and regional colleges serving diverse populations. So far these efforts have been focused on recruitment of graduate students; however, with the launch of the B.S. in Public Health, efforts will be expanded to include recruitment of undergraduate transfer students. The Zilber School also is collaborating in the M<sup>3</sup> (UW-Milwaukee, MATC, MPS) health professions studies and careers pipeline initiative. As noted earlier, implementation of this program will enhance success in serving diverse student populations, because undergraduate public health programs have a record of attracting more underrepresented student populations compared to other programs.<sup>5</sup>

As evidenced by the core competencies described below, the proposed B.S. in Public Health curricular components will train students to integrate into their future work a respect for the beliefs, cultures, and dignity of diverse individuals and communities. Most B.S. in Public Health students will take 9 to 12 credits of general education and other foundational coursework that meet the cultural diversity requirement, exceeding the 3-credit requirement. In addition, many public health major courses will address health disparities and ethical approaches to community engagement, such as the Public Health Integrative Experience, which will match students with local community placements and culminate in a final product that helps the community organization to serve and impact diverse populations. Through these varied pedagogical approaches, including problem-based, concept-based and service learning, students will be equipped with the skills and knowledge needed to address health disparities and promote social and health equity across a range of populations, thus contributing to an inclusive society.

### **Program Objectives**

The B.S. in Public Health will provide students with transferable knowledge, skills, strategies, and experiences – from disciplines within and outside of public health – to effectively, ethically, and creatively diagnose, analyze, plan, and solve complex public health problems across diverse social and cultural contexts. The program has 15 student learning outcomes designed to meet CEPH requirements for a baccalaureate in public health. The latter include nine CEPH foundational domains (e.g., Human Health; Role and Importance of Data in Public Health; Determinants of Health; Project Implementation; Health Policy, Law, Ethics, and Economics; Health Systems); two foundational competencies addressing communication and ability to locate, use, evaluate, and synthesize public health information; exposure to 12 cross-cutting concepts and experiences (e.g., community dynamics, critical thinking, ethical decision making, cultural contexts, organizational dynamics, professionalism, systems thinking, teamwork and leadership); and an integrative experience. The Public Health Integrative Experience will require seniors to complete a public health service-learning project at a local community organization, culminating in a final product (e.g., needs assessment, resource guide, awareness campaign) and a public poster presentation. As part of this project, seniors will develop career-planning materials, including a resume and cover letter. As an outcome of this project, seniors will demonstrate reflexive thinking, and personal and civic responsibility.

### **Core Competencies**

Graduates of the B.S. in Public Health program will be able to meet the following core competencies:

1. Explain the importance of respect for diverse values, beliefs, cultures, and the dignity of individuals and communities in public health practice;
2. Explain the history and philosophy of public health, including its core values, theories, concepts, and functions in society;
3. Collect and analyze public health data using fundamental quantitative and qualitative methods and instruments;
4. Locate and evaluate primary scientific literature and other information sources (e.g., media) to inform evidence-based public health approaches;
5. Outline evidence-based approaches—using data, assessment, and evaluation—to address public health problems;

6. Explain why and how public health professionals should ethically engage in interactions with study/program participants, community (partners and stakeholders), and others to address population health and health equity;
7. Develop advocacy strategies for multi-level social policies and interventions to promote population health;
8. Assess the advantages and disadvantages of health promotion interventions for specific populations;
9. Discuss ethical, social, ecological, political, and community approaches to public health dilemmas;
10. Explain the natural history of human health and disease, their biological and environmental origins, distribution among populations, and strategies for their prevention, management, and control;
11. Explain the interrelationship between hazards in the natural and built environment, and human and population health;
12. Explain multilevel and ecosocial pathways through which social, economic, legal, and political structures and systems affect population health and health inequities across the lifecourse;
13. Interpret environmental, regulatory, legal, and economic structures, as well as their interactions, within communities and health systems from the perspective of social justice and human rights;
14. Apply fundamental concepts and features of public health interventions and programs, including their planning, implementation, assessment, and evaluation; and
15. Communicate public health evidence and concepts to diverse audiences using a variety of modalities and media.

### **Assessment of Objectives**

Program faculty and instructional staff will develop and implement a plan to continuously assess student learning at the program and course levels. At the program level, the Zilber School's Undergraduate Program Committee will coordinate ongoing B.S. in Public Health program review and assessments, and evaluate improvements on a yearly basis. The committee will ensure translation of findings into future B.S. in Public Health program plans and revisions, including updates to course content and teaching methods. Students admitted to the major will provide a self-assessment of competencies achieved upon entry and again each spring. The Zilber School will administer an alumni self-assessment survey one year post-graduation. As part of the CEPH self-study, the Zilber School will collect assessment materials from the Public Health Integrative Experience. Finally, graduation and job placement rates for the program will be tracked. Data will be collected via graduation, alumni, and employer surveys. At the course level, instructors have developed learning objectives for all Public Health major courses that align with the B.S. in Public Health competencies. All course syllabi list competencies and CEPH domains addressed by each assignment. Instructors will engage in ongoing course improvement and revisions based on review of course assignments and course evaluations.

### **Program Curriculum**

The B.S. in Public Health requires 120 credits, including at least 39 credits of general education and other foundational courses that meet or exceed UW System and UW-Milwaukee general education requirements (GER), 54 credits in the Public Health major (see Table 2), and



27 credits of electives and/or minor or certificate coursework. General education courses provide foundations in oral and written communication (9 credits); quantitative literacy (6 credits); arts (3 credits); humanities, including public speaking and ethics (9 credits); natural sciences, including BIO SCI 102 (6 credits); social sciences, including political science, behavioral science, and social inequality (9 credits); history (3 credits); cultural diversity, for which students will be advised to take art, humanities, social inequality, *and* history courses that satisfy this GER requirement (3-12 credits); and foreign language (6 credits, if not met in other ways). Two public health major courses satisfy GER and are not counted in the 39-credit total.

**Table 2: B.S. in Public Health Major Course Requirements**

PH 101	Introduction to Public Health	3 credits
PH 142	Exploring Global Environmental Health	3 credits
PH 201	Public Health from Cells to Society I	3 credits
PH 202	Public Health from Cells to Society II	3 credits
KIN 270	Statistics in the Health Professions <sup>a</sup>	3 credits
HCA 307	Epidemiology for the Health Sciences	3 credits
PH 302	Health and Disease: Concepts and Contexts	3 credits
PH 303	Climate Change, the Environment & Human Health <sup>b</sup>	3 credits
PH 319	Introduction to Health Disparities	3 credits
PH 327	Foundations for Action in Public Health	3 credits
PH 355	Public Health Research Methods I	3 credits
PH 346	Environmental Health and Disease	3 credits
PH 408	Comparative Health Systems: A Social Determinants Approach	3 credits
PH 410	True Lies: Consuming & Communicating Quantitative Information	3 credits
PH 427	Strategies for Action in Public Health	3 credits
PH 428	Project Implementation & Evaluation for a Healthy Society	3 credits
PH 455	Public Health Research Methods II	3 credits
PH 600	Public Health Integrative Experience	3 credits
<b>Total</b>		<b>54 credits</b>

<sup>a</sup> Formerly HMS 270; also meets GER Quantitative Literacy B requirement.

<sup>b</sup> Also meets GER Natural Science requirement.

### Projected Time to Degree

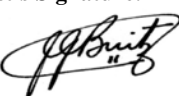
Students enrolled full-time can complete the 120 credit hours in four years.

### Program and Institutional Review Process

All undergraduate degrees at UW-Milwaukee are subject to a 10-year program review process. The B.S. in Public Health will undergo the normal UW-Milwaukee undergraduate program review process per the Academic Planning and Curriculum Committee. The initial review of the B.S. in Public Health will occur during the fifth year. After the initial review, there will be a 10-year cycle. Program-level review will be incorporated into the ongoing review cycle required by CEPH for all academic programs at the Zilber School to include the Evaluation Workgroup, Community Advisory Board, and Faculty Council.

**Accreditation**

The Zilber School is accredited by CEPH, the accrediting body for schools of public health nationally. The current accreditation applies to the Zilber School as a whole and will include accreditation of the B.S. in Public Health during the next review cycle in 2022. As an accredited school of public health, the Zilber School must engage in an ongoing self-study process to assess and document the extent to which each student has met the B.S. in Public Health competencies and CEPH requirements for a baccalaureate in public health.

University of Wisconsin - [Milwaukee]						
Cost and Revenue Projections For Newly Proposed Program - B.S. in Public Health						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	20	33	46	60	74
	<b>Enrollment (Continuing Student) Headcount</b>	0	17	41	71	107
	<b>Enrollment (New Student) FTE</b>	16	26.4	36.8	48	59.2
	<b>Enrollment (Continuing Student) FTE</b>	0	13.6	32.8	56.8	85.6
<b>II</b>	<b>Total New Credit Hours</b> (10 new sections x 3 credits per section) x FTE	480	1200	2088	3144	4344
	<b>Existing Credit Hours</b> (cur. 2 sections/semester, 30 students/section)	360	360	360	360	360
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0.5	0.5	1	1
	<b>FTE of Current Fac/IAS</b>	4	4.5	5	5	6
	<b>FTE of New Admin Staff</b>	1	1	1.5	1.5	2
	<b>FTE Current Admin Staff</b>					
<b>IV</b>	<b>New Revenues</b> <i>From Tuition (total student FTE x tuition cost 8091.12)</i>	\$129,458	\$323,645	\$563,142	\$847,949	\$1,171,594
	<b>Total New Revenue</b>	\$129,458	\$323,645	\$563,142	\$847,949	\$1,171,594
<b>V</b>	<b>New Expenses (plus existing costs to be shifted to new program)</b>					
	<b>Salaries plus Fringes (40%)</b>					
	<i>Faculty/Instructional Staff</i>		\$56,000	\$56,000	\$112,000	\$112,000
	<i>Other Staff (Coordinator, technical support)</i>	\$70,000	\$70,000	\$105,000	\$105,000	\$140,000
	<i>2 Graduate TAs (33% Doctoral Academic Year)</i>			\$43,800	\$43,800	\$43,800
	<b>Other Expenses</b>					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other: Marketing &amp; Recruitment</i>	\$50,000	\$40,000	\$30,000	\$20,000	\$20,000
	<b>Total Expenses</b>	\$120,000	\$166,000	\$234,800	\$280,800	\$315,800
<b>VI</b>	<b>Net Revenue</b>	\$9,458	\$157,645	\$328,342	\$567,149	\$855,794
<b>Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program</b>						
<p><i>a</i> - Number of students enrolled</p> <p><i>b</i> - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level</p> <p><i>c</i> - Number of faculty/instructional staff providing significant teaching and advising for the program</p> <p><i>d</i> - Number of other staff providing significant services for the program</p>						
<b>Provost's Signature:</b> 				<b>Date:</b>  3-Apr-18		

**UNIVERSITY OF WISCONSIN - MILWAUKEE  
COST AND REVENUE PROJECTIONS NARRATIVE  
BACHELOR OF SCIENCE (B.S.) IN PUBLIC HEALTH**

**Introduction**

The B.S. in Public Health will be comprised of 120 credits, including a minimum of 39 credits of general education and other foundational courses, 54 credits in the Public Health major, and 27 elective credits tailored to each student's interests and career goals. The B.S. in Public Health will be housed in the Joseph J. Zilber School of Public Health (Zilber School).

**Section I – Enrollment**

By the end of Year 5, it is expected a total of 233 new students (headcount) will have enrolled in the program and 22 students will have graduated from the program. These figures include students entering UW-Milwaukee (UWM) as new freshmen, as well as those who will transfer into the program from partner institutions, including Milwaukee Area Technical College (MATC), using articulation agreements. Currently matriculated UW-Milwaukee students, who may decide to change majors, are not included in these figures. Each projected student headcount equals 0.8 student FTE, as it is typical for some students to enroll part-time at UW-Milwaukee.

**Section II – Credit Hours**

Calculation of new credit hours are estimated assuming each student FTE, on average, will enroll in 10 course sections per year. New credit hours represent the product of the number of new course sections and the credit hours per course, multiplied by the number of student FTE projected to enroll in the major. Existing credit hours represent currently offered course sections that will serve both students in the major and other students from outside of the major. Two 3-credit sections will continue to be offered in each of the fall and spring semesters. It is expected that 30 students will enroll in each of these sections.

**Section III – Faculty and Staff Appointments**

Currently, the Zilber School has 27 faculty. In Year 1, four existing faculty FTE will provide instruction for the 10 new course sections that will be offered as part of the B.S. in Public Health. It is anticipated that a 0.5 FTE lecturer will be hired in Year 2 in order to meet the instructional needs, and this position will increase to 1.0 FTE beginning in Year 4 to support the instructional demands due to increased enrollment. In addition, 0.66 FTE graduate teaching assistants will be hired to support instruction beginning in Year 3.

It is anticipated that 1.0 new administrative staff FTE will be hired in Year 1, and will increase to 1.5 FTE in Years 3 and 4 and to 2.0 FTE in Years 5 and onward. These staff will have a mix of duties, such as recruiter, advisor, retention specialist, etc.

**Section IV – Program Revenues**

New revenues represent tuition revenue that is attributable to total FTE student enrollments, and is calculated based on the residential tuition rate of \$8,091.12 per

academic year. Tuition revenues are pooled, and therefore include tuition attributable to general university credit requirements.

#### **Section V – Program Expenses**

Personnel expenses are based on the new faculty and staff FTE appointments outlined in Section III. Rates listed include fringe representing approximately 40% of salary. As a means to attract new student enrollments to UW-Milwaukee, expenses for marketing and recruitment are anticipated. These costs will include producing and airing radio spots, producing and disseminating promotional materials, travel costs, and recruitment fair expenses.

#### **Section VI – Net Revenue**

It is anticipated that the B.S. in Public Health program will yield an increase in net revenue for the campus and the Zilber School. Net revenues may be distributed across other units in accordance with UWM's budget model. Growth will be monitored carefully by Zilber School administrators, and adjustments to teaching, coordination, and marketing/recruitment investments will be made accordingly. The provost will monitor progress as part of the annual budget and planning meeting with the Zilber School.



**Academic Affairs**

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

April 3, 2018

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

A handwritten signature in black ink, appearing to read "J. Britz".

Re: Authorization to implement a Bachelor of Science in Public Health

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Bachelor of Science in Public Health.

The program will be housed in the Zilber School of Public Health. The general education and other foundation courses (39 credits) provide a solid base for students to pursue 54 credits in public health major while allowing students to focus in an area of interest with 27 elective credits. The development of this program addresses the need identified in national and state workforce projection reports. The Zilber School of Public Health has the resources (faculty, staff, and facilities) to begin offering the program. With growth in enrollment in future years, we anticipate hiring additional staff to provide student support (advising and retention) and for instruction. We fully expect the additional staff positions to be covered by the revenues generated by the program. As you know, the Zilber School of Public Health is accredited by the Council on Education for Public Health (CEPH). We will seek accreditation of this program by CEPH.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes – at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the master's level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I am pleased to strongly support approval of this request for authorization.

c: James Henderson, Vice President, UWSA Academic and Student Affairs  
Carleen Vande Zande, Associate Vice President, UWSA Academic and Student Affairs  
Diane Treis-Rusk, UWSA Academic and Student Affairs  
Ron Perez, Interim Dean, Zilber School of Public Health  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Master of Business Administration in Applied Leadership and Decision Making  
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.e.:

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 Master of Business Administration in Applied Leadership and Decision Making at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION  
MASTER OF BUSINESS ADMINISTRATION IN  
APPLIED LEADERSHIP AND DECISION MAKING  
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Stevens Point submits this request to establish a Master of Business Administration in Applied Leadership and Decision Making. 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.e., approving the implementation of a Master of Business Administration in Applied Leadership and Decision Making 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 Master of Business Administration (M.B.A.) in Applied Leadership and Decision Making. The proposed M.B.A. at UW-Stevens Point will provide students and regional employers' access to a high-quality graduate education in business administration. The curriculum will encourage future leaders to be innovative decision makers by training them to interpret regional indicators, policies, trends and development initiatives. Adding the M.B.A. to the already strong, AACSB-accredited undergraduate programs will elevate the level of business talent in central Wisconsin.

**Mission.** The proposed M.B.A. is an integral component of the SBE's plan to assist UW-Stevens Point in fulfilling its mission. The SBE received Association to Advance Collegiate Schools of Business (AACSB) accreditation during the spring of 2017 for the undergraduate program, a recognition of the strong business program existing at UW-Stevens Point. Pursuing an AACSB-accredited M.B.A. is the next logical step in the improvement process. Every AACSB-accredited school in the UW System offers an M.B.A., and as indicated by the SBE Business Advisory Council, there is a perception that business schools that are both AACSB-accredited and offer an M.B.A. are of superior quality. The elevation of perceived quality due to the M.B.A. is anticipated to augment the SBE's ability to recruit for the undergraduate program. In this way, the undergraduate and graduate programs will complement each other to elevate the quality of UW-Stevens Point's integrated business education.



**Credit Load and Tuition.** The SBE 36-credit M.B.A. in Applied Leadership and Decision Making will include 24 credits of core courses, nine credits of electives, and three professional leadership development credits. The program will focus on two distinct, student market segments – adult and nontraditional students returning for a graduate degree as well as traditional undergraduates matriculating directly into graduate studies. Students can complete the M.B.A. as full-time or part-time students. Full-time students will enroll for four continuous terms over 12 months. Part-time students will enroll in the same courses for six periods over 24 months. UW-Stevens Point will charge students taking graduate courses in the School of Business and Economics (SBE) a service-based pricing rate of \$675 per credit. For the 2019-20 academic year, a full-time student who is enrolled in 36 credits per year will pay \$27,465.84. Of this amount, \$3,165.84 is attributable to segregated fees and \$24,300.00 to tuition.

**Student and Market Demand.** The proposed M.B.A. will allow students to obtain advanced training in the business field. The degree is a unique and differentiated M.B.A., which focuses on the application of student learning to regional economic development. Market research of potential students and the business community resulted in adopting the emphasis on applied, as distinguished from, theoretical learning. In addition, the program will offer three courses uniquely focused on business and regional economic development in Wisconsin. This approach provides a differentiated curriculum relative to other UW System institutions, is consistent with UW-Stevens Point's mission to build thriving communities, and provides the region with an academic program that is focused regional economic development.

**Program Management.** The program will be housed in the School of Business and Economics (SBE) within the College of Professional Studies. Students will primarily receive academic and career advising through the SBE advising office and dedicated program faculty.

## **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 IN  
APPLIED LEADERSHIP AND DECISION MAKING  
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 Master of Business Administration (M.B.A.) in Applied Leadership and Decision Making. The proposed M.B.A. at UW-Stevens Point will provide students and regional employers' access to a high-quality graduate education in business administration. The curriculum will encourage future leaders to be innovative decision makers by training them to interpret regional indicators, policies, trends and development initiatives. Adding the M.B.A. to the already strong, AACSB-accredited undergraduate programs will elevate the level of business talent in central Wisconsin. The SBE 36-credit M.B.A. in Applied Leadership and Decision Making will include 24 credits of core courses, nine credits of electives, and three professional leadership development credits. The program will focus on two distinct student market segments – adult and nontraditional students returning for a graduate degree as well as traditional undergraduates matriculating directly into graduate studies. Students can complete the M.B.A. as full-time or part-time students. Full-time students will enroll for four continuous terms over 12 months. Part-time students will enroll in the same courses for six periods over 24 months.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Stevens Point

**Title of Proposed Program**

M.B.A. in Applied Leadership and Decision Making

**Degree/Major Designation**

Master of Business Administration

**Mode of Delivery**

Hybrid program model, on-campus and online delivery

**Projected Enrollments by Year Five**

Table 1 represents enrollment and graduation projections for full-time and part-time students entering the program over the next five years. Full-time (FT) students enroll for one year. Part-time (PT) students enroll for two years.

**Table 1: Five-Year Projected Student Enrollments**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New, FT	12	16	18	22	22
New, PT	6	6	9	6	6
Continuing, PT	0	5	5	8	8
Total Enrollment	18	27	32	36	36
Graduating	10	17	19	24	24

These projections are based on student and market demand research conducted within central Wisconsin and detailed in subsequent sections of this document. The SBE predicts conservative, variable, but steady programmatic growth. The projections are detailed in the cost and revenue projections and the budget narrative. The forecast assumes moderate levels of attrition offset by new incoming students. The student retention rates for full-time and part-time students is predicted to range from 81% to 86% annually. This retention rate is estimated based on data from other UW-Stevens Point graduate degree programs and UW System M.B.A. enrollment data collected from AACSB Data Direct.<sup>1</sup>

### **Tuition Structure**

UW-Stevens Point will charge students taking graduate courses in the School of Business and Economics (SBE) a service-based pricing rate of \$675 per credit.<sup>2</sup> This rate is competitive with the four schools that the target market is most likely to consider: UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-River Falls. Tuition and fees, excluding segregated fees but not distance education fees, appear to range at these four institutions between \$691 and \$815 per credit. Tuition will be collected outside of the credit plateau to ensure stable and predictable levels of funding. Segregated fees for hybrid courses and distance education fees will be required in addition to the service-based rate, and revenue from the program will cover all personnel and non-personnel expenses, including fringe benefits. The program will contribute 16% of net revenue as overhead to the institution.

For the 2019-20 academic year, a full-time student who is enrolled in 36 credits per year will pay \$27,465.84. Of this amount, \$3,165.84 is attributable to segregated fees and \$24,300.00 to tuition. For the 2019-20 and 2020-21 academic years, a part-time student who is enrolled in 16 credits (Year 1) will pay \$12,207.04, and enrolled in 20 credits (Year 2) will pay \$15,258.80. Of this amount, \$3,165.84 is attributable to segregated fees and \$24,300.00 to tuition.

Some courses may have additional fees, such as access fees for online materials, which will also be charged. Any fully online sections will also have a \$50-per-credit distance education

<sup>1</sup> AACSB Data Direct database. (2018). *Adhoc analysis conducted using a proprietary database available to AACSB accredited programs.*

<sup>2</sup> Details of the service-based pricing, as it relates to the program budget, are shared in the Cost and Revenue Projections spreadsheet and the accompanying narrative.

service fee applied to the class, with a concomitant reduction in segregated fees to offset the student cost. Fully online classes will be limited to some summer or elective courses.

### **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**

May 2019

## **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, the *Partnership for Thriving Communities* (available at [www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf](http://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 M.B.A. is an integral component of the SBE's plan to assist UW-Stevens Point to more fully achieve its vision. The SBE received Association to Advance Collegiate Schools of Business (AACSB) accreditation during the spring of 2017 for the undergraduate program, a recognition of the strong business program existing at UW-Stevens Point. The pursuit of AACSB accreditation was strongly supported by UW-Stevens Point institutional administration, and indicates a continuing dedication to improve the business programs of UW-Stevens Point and to provide business expertise to central Wisconsin. Pursuing an AACSB-accredited M.B.A. is the next logical step in the improvement process. Every AACSB-accredited school in the UW System offers an M.B.A., and as indicated by the SBE Business Advisory Council, there is a perception that business schools that are both AACSB-accredited and offer an M.B.A. are of superior quality.<sup>3</sup> The elevation of perceived quality due to the M.B.A. is anticipated to augment the SBE's ability to recruit for the undergraduate program. In this way, the undergraduate and graduate programs will complement each other to elevate the quality of UW-Stevens Point's integrated business education.

The proposed M.B.A., as a complement to the undergraduate programs, should significantly contribute to the economic development of the region. While there is no definite recipe for success, developing human capital and encouraging innovation are commonly cited contributors to regional economic growth (*Guidelines for Regional Investment* available at: <https://www.statsamerica.org/innovation/process/index.html>). At least one regional study has cited lower levels of higher education attainment as a challenge for the region (*Regional*

---

<sup>3</sup> UW-Stevens Point School of Business and Economics. (2015). *MBA Market Study: Curriculum Approaches, Faculty Interest, Employer Market Analysis, and Student Market Analysis*.

*Economic Growth Initiative, 2015*, available at:

[http://www.wirapids.org/egov/documents/1443642263\\_9023.pdf](http://www.wirapids.org/egov/documents/1443642263_9023.pdf)). The proposed curriculum of the M.B.A. will develop human capital by providing general business skills as well as courses focused on the central Wisconsin economy. The UW-Stevens Point M.B.A. will train future leaders to understand regional indicators, policies, trends, and development initiatives so that they can operate within the economic environment. The proposed curriculum will also encourage innovation and influence through its focus on applied decision making by teaching future leaders how to identify, communicate and influence others to act on opportunities innovatively and help them lead their businesses into new areas of success.

Prospective students and parents frequently ask whether the SBE offers an M.B.A., indicating that the two business programs are often thought of as a package. In 2015, 46% of 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](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. Data from fall 2015 support this contention, indicating that 87% of students enrolled at UW-Stevens Point came from Wisconsin. Data from 2015 also show 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). These trends demonstrate that a large segment of the regional population turns to UW-Stevens Point for their higher education needs, and stays in the region after graduation. Thus, the proposed graduate program complements and extends the existing SBE undergraduate degree programs, meets student demand for graduate education, and advances the UW-Stevens Point strategic plan.

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

During the third quarter of 2015, demand for a local M.B.A. was determined by engaging UW-Stevens Point alumni and central Wisconsin employers via interviews and surveys. The data from these sources suggest central Wisconsin students want a regional M.B.A. program. For example, the SBE targeted UW-Stevens Point graduates from the last two decades, identifying 12,633 alumni with current addresses in central Wisconsin. From this pool, 924 UW-Stevens Point alumni completed telephone and online surveys. Based on responses to two key questions concerning familiarity with the M.B.A. degree and the likelihood of enrollment in an M.B.A. program, respondents were categorized into one of three categories: a) non-prospects (n=786), who have little interest in an M.B.A. program; b) first-tier prospects (n=69), who clearly expressed interest in an M.B.A.; and c) second-tier prospects (n=68), who indicated some modest interest in an M.B.A. program.

Key findings also noted demand, motivation, curriculum, delivery, and location were important when choosing an M.B.A. program. Table 2 details the findings related to each of these areas.

**Table 2: Key Findings related to Demand, Motivation, Curriculum, Delivery, and Location**

Area of Importance	Key Findings
Demand	9.4% of all UW-Stevens Point alumni would consider an M.B.A. program offered by UW-Stevens Point and 7.6% of UW-Stevens Point graduates feel they are likely to enroll in some M.B.A. program in the next five years. In focus groups, SBE alumni indicated that they perceived earning a graduate degree to be an essential career development strategy.
Motivation	When asked what would motivate them to pursue an M.B.A., first-tier respondents offered a variety of responses including to advance their career, to improve skills or leadership, to increase income potential, to get a better job, and to build credentials.
Curriculum	Leadership was a preferred area of study for over 70% of the first-tier respondents.
Delivery	Nearly six in ten of first-tier respondents preferred to have hybrid course delivery.
Location	53% of all respondents said that location was the most important factor in considering an M.B.A. program; only 28% of first-tier respondents said they were willing to travel over 40 miles for an M.B.A. program.

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

The market research also suggests that there is enough student interest to meet enrollment targets from the region. According to analysis from the State of Wisconsin Department of Workforce and Development, management, business, and financial jobs are high projected growth occupations and have median salary above the state median. Statewide job growth in management, business and financial jobs was projected to increase by 10,232 jobs or 12.60% between 2014 and 2024 (Worknet Statewide Jobs Outlook, available at <http://worknet.wisconsin.gov/worknet/HotOcc.aspx?menuselection=ce&area=55&Group=A&areatype=1&Level=5&areaname=Statewide>).

Additionally, central Wisconsin employers desire a skilled workforce. The M.B.A. 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 support the proposed M.B.A., which illustrates the university's partnership with this group of local stakeholders. The SBE conducted twelve one-hour interviews with central Wisconsin organizations representing a variety of industries including banking, insurance, healthcare, retailing, manufacturing, and agriculture. Key findings include:

- **Necessary Skills:** In-demand regional skills are a mix of technical and people skills that include analytical decision-making and knowledge of management, finance, accounting, marketing, communication, project management and a broad understanding of regional economic drivers.
- **Applied Study:** Working professionals require flexibility, access to faculty and applied learning projects; "There has to be a strong focus on application and applied learning." (<https://www.uwsp.edu/busecon/Pages/about/Mission.aspx>).
- **Financial Support:** Most companies offer at least partial tuition reimbursement.

These findings also demonstrate the SBE's importance within the community as the university's academic unit works to provide skilled graduates for the regional labor force. During qualitative interviews with leading employers, documented in the previously cited 2015 SBE market study, employers expressed the need for an M.B.A. program that is geographically convenient for employees, rich in leadership and application-focused curriculum that can be applied on the job, and offered in a hybrid format for employee flexibility.

The recent and continuing integration of UW-Stevens Point with UW-Marathon County and UW-Marshfield/Wood County should also expand the market as it extends regional reach through additional campus locations. The possibility of offering classes on all three sites brings the SBE closer to populations of students who were not willing, or able, to travel further to extend their education.

## **DESCRIPTION OF PROGRAM**

### **General Structure**

The program will be housed in the School of Business and Economics (SBE) within the College of Professional Studies. Students will primarily receive academic and career advising through the SBE advising office and dedicated program faculty.

The proposed M.B.A. will allow students to obtain advanced training in the business field. The degree is a unique and differentiated M.B.A. – focusing on the application of students' learning to regional economic development. Market research of potential students and the business community resulted in adopting the emphasis on applied (as opposed to theoretical) learning. In addition, the program will offer three courses uniquely focused on business and regional economic development in Wisconsin. This approach provides (1) a differentiated curriculum relative to other UW System institution M.B.A.s, (2) consistency with UW-Stevens Point's mission to build thriving communities, and (3) a needed program that focuses on and informs regional economic development. For example, relative to other Midwestern states, between 1985 and 2014, Wisconsin was in the lower 50% of states in venture capital investments, an indicator of rapidly growing business opportunities, and lagged behind Michigan, Ohio, Minnesota, and Illinois (<https://www.uwsp.edu/busecon/Pages/about/Mission.aspx>).

The program will admit two distinct student market segments – adult and nontraditional students returning for a graduate degree as well as traditional undergraduates matriculating directly into graduate studies. According to the SBE alumni survey that was part of the previously cited 2015 SBE market study, those who graduated three to five years ago are among the most likely to consider an M.B.A. program. There is also evidence, across the Wisconsin and national M.B.A. marketplace, that new graduates are a growing source of demand for M.B.A. seats, with five-year B.S./B.B.A. to M.B.A. programs becoming increasingly common as the traditional M.B.A. evolves into other forms (*Accelerate Path to a Graduate Degree*, available at: <https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2014/11/25/accelerate-the-path-to-a-graduate-degree-with-a-bba-mba-program>). For example, at UW-Stevens Point, there are a number of undergraduate populations projected to

be potentially interested in moving directly into the M.B.A., outside of business administration students seeking to extend their undergraduate business education. These populations include international students seeking to finish their education while in the United States, accounting students who need to earn a total of 150 credits to take the CPA exam, and health sciences students seeking healthcare administration opportunities later in their careers.

The two market segments, although not identical populations, are similar enough to have their educational needs met by similar curriculum. Establishing a program with one curriculum that appeals to two markets will help the SBE meet enrollment targets while serving industry and the community. Students will be able complete the M.B.A. as full-time or part-time students. Full-time students will enroll for four continuous periods over 12 months: fall (13 credits), winterim (3 credits), spring (13 credits) and summer (9 credits). Part-time students will enroll in the same courses for six periods over 24 months: fall (7 credits each), spring (6-7 credits each), and summer (3-6 credits each). Course delivery will be designed to appeal to both segments by offering eight-week courses via hybrid, blended delivery, with all synchronous, face-to-face sessions scheduled during the week in late afternoons or evenings. This approach is similar to existing AACSB-accredited, five-year B.A./B.S./B.B.A. to M.B.A. programs (AACSB *Accredited Business Program List*, available at [http://www.aacsb.edu/accreditation/accredited-members/global-listing?F\\_Accreditation=Business](http://www.aacsb.edu/accreditation/accredited-members/global-listing?F_Accreditation=Business)).

Concerns were raised, in response to the Notice of Intent, that the curriculum may limit the employment opportunities of graduates due to its narrow focus on applied skills and leadership. While sensitive to these concerns, the SBE asserts that the curriculum is not narrowly focused and, in fact, has very wide applications to business. The applied skills requested by students and employers should permit graduates to step into any organization and contribute immediately. The program's focus on applied skills and competencies also matches SBE research on how M.B.A. curricula have been evolving (*Rethinking the MBA*, abstract available at: <https://www.emeraldinsight.com/doi/full/10.1108/02621711111132966>). The focus on regional economic development in Wisconsin is particularly serviceable to the many SBE students who stay locally and, more widely, in the state after they graduate. Importantly, students can apply the broad analytical skills developed through the three Wisconsin-focused courses to any region of the country, giving students the ability to analyze and understand any local economy.

The School of Business and Economics has the resources necessary to improve its programs. Since 2013, the SBE has consistently drawn more first-year students than almost every other UW-Stevens Point academic unit. In 2017, the SBE attracted the highest number of students with a declared interest. At the same time, the average SBE enrollment declined by 114 students between 2016 and 2017. Moreover, in 2016 and 2017, the SBE maintained the highest enrolled majors on campus (*UW-Stevens Point Repositioning*, available at: <https://www.uwsp.edu/forkintheroad/Pages/strategic-planning-budget.aspx>). During this challenging period, in response to university-wide enrollment and funding declines, SBE faculty and staff have been making difficult changes to operate more efficiently. The SBE has been methodically clarifying its curricular focus, reducing the number of low-enrollment courses, reducing the number of elective courses that are interesting but do not directly serve core curriculum, increasing some class sizes, reducing faculty release time for administrative work, and hiring dedicated administrative staff. By increasing efficiency in these ways, the SBE has the



existing resources to deploy faculty and staff in service of two strategic improvements: move three undergraduate concentrations to majors in finance, management, and marketing and add the proposed M.B.A.

Additionally, the budget for the proposed M.B.A. is based on a service-based pricing rate of \$675 per credit, and the program is designed to operate on a cost recovery basis. Once fully implemented, the program will generate enough tuition revenue to cover the costs – both departmental and institutional – incurred in the annual operation of the program. Cost recovery programs operate in Fund 131, completely separate from a department's Fund 102 base budget and any other Fund 131 operations. Once program and institutional costs have been covered, any additional revenue remains with the college or academic department. If the program grows beyond the conservative enrollment forecasts summarized in Table 1, additional resources will be funded through program revenue.

### **Institutional Program Array**

The program will fit well with existing programs at UW-Stevens Point. The program will leverage resources currently devoted to the undergraduate business program so the SBE anticipates little, if any, impact on other programs or departments because of the unit changes discussed in the previous section. The program will complement the existing undergraduate business curriculum, as well as the B.S. in Accounting. The program also complements the other professional degrees offered at UW-Stevens Point, as many other disciplines consider the M.B.A. as a path into management in their field.

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

Several M.B.A. programs are currently offered by UW System institutions in a variety of delivery formats. Along with UW-Madison and UW-Milwaukee, six of the regional universities offer an M.B.A. (UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-River Falls, and UW-Whitewater). All of the M.B.A.s are also AACSB-accredited. The SBE acknowledges this, and submits that the program, with its focus on applied leadership and decision making, is unique, attends to an underserved region, and will be delivered in ways that meet students' needs.

First, as discussed previously, the curriculum differentiates the SBE program from other M.B.A.s. The focus on applied skills and the Wisconsin economy addresses an area not covered as extensively in other programs. Second, meeting location and in-person delivery preferences of potential students also differentiate the program. No other existing, AACSB-accredited program serves the geographic area of central and northern Wisconsin like this SBE program will. UW-Stevens Point's ongoing integration with UW-Marathon County and UW-Marshfield/Wood County will allow the institution to reach an even broader population with geographically close, in-person course delivery. Finally, while some programs are moving primarily towards fully-online delivery modes, and are even phasing out on-campus programs, the SBE market research of potential students indicates that they still desire at least a partially face-to-face program. The hybrid course delivery will meet this demand that is not served by existing or expanding online programs. Thus, the proposed program will serve a unique market not fully served by existing UW programs.

## **Collaborative Nature of the Program**

The proposed M.B.A. has not extensively pursued collaboration regarding academic delivery, as the program will be staffed using resources currently available and reallocated from existing programs.

Outside of academic programming, the SBE will continue existing collaborations with the local community. As mentioned previously, 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.

## **Diversity**

Increasing diversity is an initiative 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 are asked to review and improve processes that support inclusion. Per the accrediting body, AACSB, business schools have a duty to uphold the equality of rights and opportunities for all individuals, regardless of differentiating traits, and to support knowledge and understanding of how individuals, organizations, and communities can be enriched through inclusive models and practices (*AACSB Diversity and Inclusion*, <http://www.aacsb.edu/about/advocacy-and-awareness/diversity>). The SBE is a signatory of the AACSB diversity and inclusion best practices as established by U.S. White House senior officials and business school deans in 2015. The SBE approach to diversity in curriculum, recruiting, support services, and faculty is outlined below.

With respect to diversity in curriculum, diversity is a priority in the M.B.A. program overall, and it is explicitly addressed in key curricular areas. As part of the communication core course and competency, students are taught to recognize the effects of different perspectives and backgrounds on the delivery and interpretation of messages. As part of the leadership core course and competency, students explore the effects of diversity on teams and the overall organization, learning to lead others to engage in a diversity of perspectives and experiences. The professional development courses engage students with self-assessments leading them to understand the impact of their own bias, skills, and personalities. In these three 1-credit courses, the *Competing Values Framework* theory provides pedagogical grounding in how organizational life is replete with competing views. Students learn to navigate and provoke diversity of thought in the face of competing values.<sup>4</sup>

In terms of diversity in recruiting, the UW-Stevens Point regional population is less racially diverse than some regions, and the institution faces challenges in recruiting from a range of underrepresented minority groups. However, UW-Stevens Point has acknowledged this challenge and has worked to address the issue. The institution has increased recruitment efforts in other regions of the state, particularly in the Milwaukee area. The campus has also worked to draw students into UW-Stevens Point from a significant regional Hmong population. This connection should be further strengthened by the incorporation of UW-Marathon County and UW-Marshfield/Wood County into UW-Stevens Point. UW-Stevens Point also recruits

---

<sup>4</sup> Cameron, K. S., Quinn, R. E., DeGraff, J., & Thakor, A. V. (2014). *Competing values leadership*.

internationally, and expects the M.B.A. to be of particular interest to the international student population. According to a study published in 2017 by Helen Eckmann, direct enrollment into an M.B.A. program after graduating with a Bachelor of Science degree can improve outcomes for at-risk, underrepresented minority and female students.<sup>5</sup> Targeted recruitment efforts will be designed to reach and appeal to international, at-risk, underrepresented and female students for the M.B.A.

With respect to diversity in student support services, UW-Stevens Point staffs a Diversity and College Access office that includes the Gender and Sexuality Resource Center, the Multicultural Resource Center, and the Native American Center. These centers focus on improving retention and graduation rates for underrepresented students by promoting academic and personal growth. Advising for the M.B.A. will be provided by SBE staff and faculty, using a shared calendar of milestones and checkpoints. Building strong relationships and monitoring progress frequently will allow advisors to quickly identify and resolve retention issues.

Finally, in terms of diversity in staff and faculty, UW-Stevens Point and the SBE have been successful in recruiting and hiring professors from diverse backgrounds. Positions are advertised 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 have made diverse hiring quite possible. The SBE will continue these hiring practices. Additionally, M.B.A. faculty are offered ongoing inclusion and diversity professional development opportunities through the UW-Stevens Point Center for Inclusive Teaching and Learning (CITL). For example, several SBE staff and faculty members have completed the *LGBTQ+ Safe Zone Workshop* (UW-Stevens Point *Safe Zone Workshop*, <https://www.uwsp.edu/dca/fsgsa/Pages/safeZone.aspx>).

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

The program objectives and learning outcomes were developed through an analysis of best practices in the field, and in consultation with the local business community and the school's accrediting body (AACSB). The program objectives are (1) to develop and enhance applied leadership skills and (2) to identify regional business opportunities. Evidence of graduates' level of preparation related to each of these program objectives will be demonstrated by their ability to:

#### **Developing and Enhancing Applied Leadership Skills**

**Competency A: Communicate professionally.** Students will be able to demonstrate professionalism, self-awareness and deliver effective oral and written reports and presentations.

**Competency B: Conduct data analysis.** Students will be able to collect, manage, and analyze data and use insights gained to influence business decisions and goals.

**Competency C: Integrate financial analysis.** Students will be able to integrate quantitative and qualitative analyses to recommend financial decisions.

---

<sup>5</sup> Eckmann, H. (2017). Supporting At-Risk, Underrepresented, and Female Undergraduate Students to Advance Directly to an MBA. *Critical Assessment and Strategies for Increased Student Retention*, 128.

**Competency D: Lead people, projects and organizations.** Students will be able to influence individuals, teams, and organizations to achieve goals and manage change.

**Competency E: Influence marketing strategy and initiates.** Students will be able to apply marketing principles and tools to make sound marketing recommendations and decisions.

### **Identifying Regional Business Opportunities**

**Competency F: Conduct economic analysis.** Students will be able to analyze regional economic indicators and use insights gained to influence business decisions and goals.

**Competency G: Facilitate economic development.** Students will be able to analyze regional economic development initiatives and influence business decisions and goals.

**Competency H: Influence regional strategy and initiatives.** Students will be able to integrate finance, marketing, data analysis, leadership, and communication skills to influence strategy.

### **Assessment of Objectives**

The SBE has a detailed AACSB assurance of learning process that has been in place in the undergraduate program for six years. Rubrics will be created for each M.B.A. learning outcome, with individual courses mapped to the learning outcomes. As part of the process, the SBE will assess each program learning outcome on a rotating five-year schedule, aligned with the undergraduate schedule. Each outcome will be 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**

Based on industry and student input, the M.B.A. is a hybrid, 36-credit graduate program. Full-time and part-time students will attend the same courses, allowing the university to maximize the use of faculty and staff resources. Full-time students enroll for four continuous periods over 12 months, and part-time students enroll in the same courses for six periods over 24 months. Students will be admitted during fall and spring terms. As noted below, the program involves 27 credits of required coursework plus an additional nine credits of a special topic of interest, internship, or fellowship.

#### Required: Applied Leadership Core Courses (15 credits)

- Financial Leadership through Applied Decision Making (3 credits)
- Marketing Leadership through Applied Decision Making (3 credits)
- Managerial Leadership through Applied Decision Making (3 credits)
- Effective Communication in Business Leadership (3 credits)
- Applied Data Analytics in Business Leadership (3 credits)

Required: Wisconsin-Specific Leadership Courses (9 credits)

- Economic and Business Analysis of Wisconsin (3 credits)
- Analysis of Economic Development in Wisconsin (3 credits)
- Wisconsin Leadership Seminar (3 credits)

Required: Professional Leadership Development (PLD) Courses (3 credits)

- PLD: Group and Individual Assessments (1 credit)
- PLD: Coaching and Influencing Stakeholders (1 credit)
- PLD: Leading Collaboration Across Boundaries and Values (1 credit)

Elective: Special Topics and Internship Credits (9 credits)

- Special topics in Accounting, Analytics, or Applied Leadership (0 - 9 credits)
- Internship or Fellowship (0 - 9 credits)

### **Projected Time to Degree**

Students can complete the M.B.A. as full-time or part-time students. Full-time students enroll for four continuous periods over 12 months: fall, winterim, spring, and summer. Part-time students extend enrollment to six periods over 24 months: fall, spring, and summer. This approach is similar to existing AACSB-accredited, five-year B.A./B.S./B.B.A. to M.B.A. programs ([AACSB Accredited Business Programs, available at http://www.aacsb.edu/accreditation/accredited-members/global-listing?F\\_Accreditation=Business](http://www.aacsb.edu/accreditation/accredited-members/global-listing?F_Accreditation=Business)).

### **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. Academic review occurs at five-year intervals. Additionally, the SBE evaluates its programs regularly. The M.B.A. will conduct formal five-year academic program reviews as required by UW System.

Every three years, UW-Stevens Point cost recovery programs undergo a financial and budgetary review process. The M.B.A. will conduct formal three-year budgetary and financial program reviews as required by UW-Stevens Point. The first cost recovery review will take place three years after program implementation begins. In terms of an external review, the proposed program will also be fully reviewed by the school's accrediting body, AACSB, as part of the required five-year review in July 2021 and every five years after that.

### **Accreditation**

AACSB will be notified of M.B.A. approval, and provide initial feedback and review, as part of a Substantive Change document that will be submitted to AACSB after the authorization is approved by the UW Board of Regents. This document is required to keep AACSB informed of significant alterations to an accredited school's programs between five-year reviews. The program will be fully evaluated relative to AACSB program standards as part of the Five-Year Review Report in July 2021, with an on-campus review in either fall of 2021 or spring of 2022. Additionally, UW-Stevens Point will submit a substantive change request with the Higher Learning Commission (HLC) for approval to offer the M.B.A. degree type.

**University of Wisconsin-Stevens Point**  
**Cost and Revenue Projections For the Master of Business Administration**

Items		Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	18	22	27	28	28
	<b>Enrollment (Continuing Student) Headcount</b>	0	5	5	8	7
	<b>Enrollment (New Student) FTE</b>	15	19	22.5	25	25
	<b>Enrollment (Continuing Student) FTE</b>	0	2.5	2.5	4	3.5
<b>II</b>	<b>Total New Credit Hours</b>	489	700	820	960	962
	<b>Existing Credit Hours</b>	0	0	0	0	0
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	1.625	1.625	1.625	1.625	1.65
	<b>FTE of Current Fac/IAS</b>	0	0	0	0	0
	<b>FTE of New Admin Staff</b>	0	0	0.375	0.375	0.375
	<b>FTE Current Admin Staff</b>	1.167	1.167	1.167	1.167	1.167
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition</i>	\$330,075	\$472,500	\$553,500	\$648,000	\$649,350
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
	<b>Total New Revenue</b>	\$330,075	\$472,500	\$553,500	\$648,000	\$649,350
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$221,946	\$231,059	\$240,448	\$250,120	\$260,082
	<i>Other Staff</i>	\$114,448	\$119,147	\$170,692	\$177,480	\$184,471
	<b>Other Expenses</b>					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other (please list)</i>					
	<i>Other (please list)</i>	\$105,750	\$107,639	\$122,843	\$138,364	\$138,580
	<b>Total Expenses</b>	\$442,143	\$457,845	\$533,982	\$565,963	\$583,133
<b>VI</b>	<b>Net Revenue</b>	-\$112,068	\$14,655	\$19,518	\$82,037	\$66,217
<b>Provost's Signature:</b>		<b>Date:</b>				
		5/3/2018				

**UNIVERSITY OF WISCONSIN - STEVENS POINT  
COST AND REVENUE PROJECTIONS NARRATIVE  
MASTER OF BUSINESS ADMINISTRATION (M.B.A.) IN  
APPLIED LEADERSHIP AND DECISION MAKING**

**Introduction**

UW-Stevens Point will charge students taking graduate courses in the School of Business and Economics (SBE) a service-based pricing rate of \$675 per credit. The SBE 36-credit M.B.A. will be delivered in a hybrid format and include 24 credits of core classes, nine credits of elective classes or internship credits, and three professional leadership development credits. Students can complete the M.B.A. as full-time or part-time students. Full-time students can complete the degree in one year. Part-time students can complete the degree in two years when enrolling half-time. Full-time students will enroll for four continuous periods over 12 months. Part-time students will enroll in the same courses for six periods over 24 months.

**Section I – Enrollment**

Table 1 represents enrollment and graduation projections for full-time (FT) and part-time (PT) students entering the program over the next five years. The SBE predicts conservative, variable, but steady programmatic growth. These projections are based on student and market demand research conducted within central Wisconsin.<sup>1</sup> Full-time students enroll for one year. Part-time students enroll for two years. In Years 1-5, full-time enrollment is forecast to steadily increase as more students from an increasing number of UW-Stevens Point undergraduate majors elect to add a fifth year of full-time study. In Years 1-5, part-time student enrollment is forecast to remain steady with a modest, but not sustained, spike in Year 3. The forecast assumes moderate levels of attrition offset by new incoming students. The student retention rates for full-time and part-time students are predicted to range from 81% to 86% annually.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New, FT	12	16	18	22	22
New, PT	6	6	9	6	6
Continuing, PT	0	5	5	8	8
Total Enrollment	18	27	32	36	36
Graduating	10	17	19	24	24

Table 2 represents student enrollment FTE and graduation projections for students entering the program over the first five years. FTE and headcount projections differ because the program allows for full-time and part-time study.

---

<sup>1</sup> UW-Stevens Point School of Business and Economics. (2015). *MBA Market Study: Curriculum Approaches, Faculty Interest, Employer Market Analysis, and Student Market Analysis*.

Table 2: Five-Year Projected Student Enrollments (FTE)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	15	19	23	25	25
Continuing	0	3	3	4	4
Total	15	22	26	29	29

## Section II – Credit Hours

Students can complete the M.B.A. as full-time or part-time students. Full-time students can complete the degree in one year. Part-time students can complete the degree in two years enrolling half-time or longer.

Credit hours were forecast based on enrollment and attrition projections with full-time students completing 36 credits and part-time students completing 16 credits in the first year of study, and 20 credits in the second year of study. Attrition was forecasted by term (fall, winterim, spring, and summer). Table 3 below illustrates these enrollment assumptions applied to the calculation of credit hours.

Table 3: Five-Year Projected Student Enrollments with Attrition

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time Enrollment	12	16	18	22	22
Part-time Enrollment, PT Y1	6	6	9	6	6
Part-time Enrollment, PT Y2		6	6	9	6
Total Annual Attrition	-3	-5	-5	-7	-5

Table 4 below details the forecasted number of courses taught per year, the total number of program credits offered per year, the average number of projected student enrollments per course, and the total estimated student credit hours (SCH) for the next five years.

Table 4: Five-Year Projected Courses, Credits, and Average Course Enrollment

Year	Year 1	Year 2	Year 3	Year 4	Year 5
No. of Courses	15	15	15	15	15
Total Credits Offered	39*	39	39	39	39
Average Enrollments Per Course	13	18	21	25	25
Total Student Credit Hours (SCH)	489	700	820	960	962



\* To accommodate part-time study, one elective course is offered twice during the year.

Annual SCH begins at 489 in Year 1 and rises to 946 by Year 5. Four years of steady enrollment growth are forecast, and by Year 5 the university expects some variability in average enrollments.

### **Section III – Faculty and Staff Appointments**

The proposed program will use resources currently devoted to the undergraduate business program, and the SBE anticipates little, if any, impact on other programs or departments. The program will complement the existing undergraduate business curriculum, as well as the accounting degree. The program also complements the other professional degrees offered at UW-Stevens Point, as many other disciplines see the M.B.A. as a path into management in their field.

### **Section IV – Program Revenues**

UW-Stevens Point will charge students taking graduate courses in the School of Business and Economics (SBE) a service-based pricing rate of \$675 per credit. Tuition will be collected outside of the credit plateau to ensure stable and predictable levels of funding. Segregated fees for hybrid courses and distance education fees will be required in addition to the service-based rate, and revenue from the program will cover all personnel and non-personnel expenses, including fringe benefits. The program will contribute 16% of gross revenue as overhead to the institution.

For the 2019-20 academic year, a full-time student who is enrolled in 36 credits per year will pay \$25,950.48. Of this amount, \$1,650.48 is attributable to segregated fees and \$24,300.00 to tuition. For the 2019-20 academic year, a part-time student who is enrolled in 16 credits (Year 1) will pay \$12,207.04, and enrolled in 20 credits (Year 2) will pay \$15,258.80. Of this amount, \$3,165.84 is attributable to segregated fees and \$24,300.00 to tuition.

Some courses may have additional fees that will be charged, such as access fees for online materials. Any fully online sections will also have a \$50-per-credit distance education service fee applied to the class. Segregated fees are not charged to fully online course sections. As a service-based pricing program, any future tuition increases exceeding the approved amount will be presented to the UW System president for approval.

### **Section V – Program Expenses**

The M.B.A. program is designed to operation on a cost recovery basis. Once fully implemented, the program will generate enough tuition revenue to cover the costs – both departmental and institutional – incurred in the annual operation of the program. Cost recovery programs operate in Fund 131, completely separate from a department's Fund 102 base budget and any other Fund 131 operations. Once program and institutional costs have been covered, any additional revenue remains with the college or academic department.

Instructional personnel expenses were calculated based on the forecasted 39 total credits offered each year divided by the total instructional capacity of an SBE faculty member. SBE faculty are expected to teach 12 credit hours per semester, and 24 credits per year; therefore, 1.625 FTE of new instructional faculty are forecast, including salary and fringe.

Non-instructional personnel expenses include salary and fringe for a 0.5 FTE SBE program specialist, a 0.5 FTE SBE program director, a 0.167 FTE College of Professional Studies (CPS) graduate program manager, and beginning in Year 3, a 0.375 FTE SBE graduate advisor.

Other expenses include instructional and program supplies, marketing, faculty travel to UW-Marathon County and UW-Marshfield/Wood County campuses, faculty course development grants, campus overhead and terminal leave charges, HRS service center costs, and campus network billing. The program will contribute 16% of gross revenue as overhead to the institution.

#### **Section VI – Net Revenue**

The negative net revenue predicted for Year 1 will be covered by program start-up funds from the College of Professional Studies (CPS). The M.B.A. program will begin producing positive net revenue in Year 2. These funds will be utilized in both the CPS and the SBE.



**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](http://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: MBA in Applied Leadership and Decision Making  
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 Master of Business Administration (MBA) in Applied Leadership and Decision Making for which we are presently seeking authorization.

As noted in the proposal documents, the program has been designed as a unique and differentiated MBA – focusing on applied learning and regional economic development. Prior to proposing this degree program, the School of Business and Economics (SBE) conducted market research by surveying the regional business community, as well as potential students. This market research indicated a need for an MBA program that is geographically convenient, focused on leadership and decision making, and offered in a hybrid format. The respondents also clearly favored an emphasis on applied learning and a regional focus. Therefore, in developing this program, the SBE created three courses that will uniquely focus on business and regional economic development in Wisconsin. This approach provides a differentiated curriculum relative to other UW System MBAs, is consistent with UWSP's mission to build thriving communities, and provides a needed program that focuses on regional economic development.

In February of 2017, the SBE was awarded accreditation of its programs by AACSB. Every AACSB-accredited school in the UW System currently offers an MBA, and as communicated to us by the SBE Business Advisory Council, there is a perception that business schools that are both AACSB-accredited and offer an MBA are of superior quality. A UW-Stevens Point MBA will enhance the institution's reputation for academic excellence, and its ability to attract students, and the development of this MBA demonstrates the SBE's commitment to the continuous improvement expected by AACSB.

The budget for the proposed MBA is based on service-based pricing, and the program is designed to operate on a cost-recovery basis. It is important to note that the enrollment projections, and resultant budget assumptions, are relatively conservative. Once fully implemented, the program will generate enough tuition revenue to cover the costs – both departmental and institutional – incurred in the annual operation of the program.

Finally, the proposed MBA in Applied Leadership and Decision Making 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.

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

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

**UNIVERSITY OF WISCONSIN SYSTEM  
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 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

**DISCUSSION**

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure (see Appendix A). The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2017 Report was issued are also included in the 2018 Report.

## **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**  
**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	WAGNER, TRICIA	AGRICULTURE & LIFE SCIENCES	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 ASSOCIATE 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 ASSOCIATE 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 ASSOCIATE 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 ASSOCIATE 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 ASSOCIATE 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 ASSOCIATE 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 ASSOCIATE 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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
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	DRESHOW, 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	ASSOCIATE 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

Approval of the  
Establishment of a College of General Studies  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.g.(1):

That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin-Milwaukee to establish a College of General Studies.

## **CREATION OF THE COLLEGE OF GENERAL STUDIES UNIVERSITY OF WISCONSIN-MILWAUKEE**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

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.g.(1), approving establishment of the College of General Studies (CGS) at the University of Wisconsin-Milwaukee.

#### **DISCUSSION**

**Summary and Desired Effective Date.** The University of Wisconsin-Milwaukee proposes to establish a new UW-Milwaukee College of General Studies (CGS), which will house the Associate of Arts and Sciences (AAS) degree, UW flexible option AAS degree, and Bachelor of Arts and Bachelor of Applied Arts and Sciences (BAAS) degree. The CGS will have three interdisciplinary departments, including: Arts and Humanities, Math and Natural Sciences, and Social Sciences and Business. The faculty, curriculum, and related academic programming needed to support the CGS already are in place at the branch campuses, which presently are accredited as UW-Washington County and UW-Waukesha. The College of General Studies will positively impact UW-Milwaukee's dual mission as an access and research institution. By aligning curricula, the CGS will positively impact the ability of students to seamlessly move from the two-year degree in the new college to the four-year degree programs at UW-Milwaukee. In addition, the wide range of scholarly activity by CGS faculty will contribute to UW-Milwaukee's mission as a research university.

The desired effective date for the new college is July 1, 2018, which aligns with the UW Colleges and UW-Extension Restructuring Initiative and the accreditation requirements set forth by the Higher Learning Commission (HLC).

**Rationale.** The purpose of this action is to preserve and build on the valuable qualities of UW Colleges and integrate UW-Washington County and UW-Waukesha into the University of Wisconsin-Milwaukee. The missions of UW Colleges and UW-Milwaukee strongly align, because both are committed to student access, student success, service to the state and communities in which the campuses are located, and high-quality educational programs. The College of General

Studies, with its student access mission and infrastructure focused on student success during the first two years of college, will provide a strong pipeline into UW-Milwaukee's four-year degree programs.

The focus of the College of General Studies will be to deliver the AAS and BAAS degrees with UW-Milwaukee classes, which also may count toward the first two years of the bachelor's degree for students needing a smaller campus environment, or an option close to their homes in the greater Waukesha and Washington County regions. The college's presence on the Washington County and Waukesha campuses expands UW-Milwaukee's reach within the Milwaukee 7 (M7) Region, thereby extending UW-Milwaukee's access mission throughout the M7 Region. Moreover, because UW-Washington County and UW-Waukesha already have expertise in a variety of distance education modalities, including point-to-point, node, online, and the UW flexible option degree program, UW-Milwaukee will gain opportunities to expand its reach well beyond individual branch campuses, and to provide a wider array of course offerings to its students.

One unique quality of the academics within this new college, as was present at each campus under UW Colleges, is an interdisciplinary approach to the structures and teaching of foundational courses in the college/university curriculum. Faculty and Instructional Academic Staff within the UW Colleges have significant access to members of other disciplines. For example, it has been common for members of humanities disciplines to collaborate with social scientists or natural scientists on research scholarship and academic teaching. Students have greatly benefited from this approach, which allows faculty and instructional staff to help students connect knowledge and learning from courses across multiple disciplines. Becoming a single new college keeps this valuable tradition of interdisciplinary work alive for freshman and sophomore students. In coordination with other UW-Milwaukee colleges and departments, the CGS will also continue to provide additional opportunities for graduate students to teach.

The two branch campuses have established relationships with local constituent groups that include non-profit, K-12, government, and business and industry. In addition to individual relationships, the Waukesha branch currently has a strong advocacy role and interest in the workforce pipeline through its ad hoc membership on the Waukesha County Business Alliance Board, which is the county's Chamber of Commerce. Moreover, the Washington County campus is part of the county's Business Education Partnership, which brings together local K-12 and higher education institutions with business and industry to address workforce pipeline issues. The new college also will actualize the potential of existing relationships with individual high schools in the counties to provide additional opportunities to engage students in Early College programs.

**Administrative Structure.** In 2018-19, all staffing will remain as it currently exists. Starting in 2019-20, the College of General Studies will be subject to the same central decision-making processes as other UW-Milwaukee schools and colleges. The CGS will include approximately 72 funded, full-time faculty lines with 63 currently active, along with Instructional Academic Staff across the two branch campuses. Some of the college's faculty will continue to pursue discipline-specific scholarship and will have the ability to request affiliate appointments with relevant academic departments in other UW-Milwaukee colleges. In this instance, members of the new college can contribute to the scholarship and possibly the teaching missions of the discipline-specific departments, broadening the scope of those departments.

Curriculum for the 2018-19 academic year will be planned and scheduled by UW Colleges curriculum committees and staff prior to the joining of the campuses with UW-Milwaukee. Appropriate academic support and other activities related to curriculum will continue as currently offered by UW Colleges with existing personnel, throughout 2018-19. During the 2018-19 academic year, the appropriate organizational structure and committee structure for decisions around curriculum and academically-related programming will be established, as will the organizational structure related to academic support. During this time, work to ensure alignment of courses across the two institutions will take place. Mapping of majors to two-year curriculum has already begun.

The College of General Studies will offer the HLC-accredited Associate of Arts and Sciences degree, the Flex AAS degree, and the BAAS degree. The BAAS degree shall continue to be offered to teach out those students currently enrolled in this applied degree program, but shall not admit new students. UW-Milwaukee is seeking HLC approval to offer the AAS degree currently offered by UW Colleges. Curricular codes for UW Colleges courses will be transferred to UW-Milwaukee under the new college, with a prefix to identify these courses as those offered within the new college. Over time, it is expected that the UW-Milwaukee and the College of General Studies courses will be fully aligned.

**Redirection of Campus Resources.** For the 2018-19 academic year, UW System will maintain current funding levels that will support the College of General Studies' activities. Nearly all of the personnel in the new college organizational chart currently exist in some form, including the dean and the associate dean lines. Therefore, the current portion of the UW Colleges' budget that will be transferred from UW System to UW-Milwaukee in 2019-20 will support this administrative structure. The implementation of the proposed staff, budget, and other planning elements contained here is subject to UW System funding allocations transferred to UW-Milwaukee and the relevant Colleges' budgets.

The College of General Studies will be located across two free-standing branch campuses located in the counties they serve. The facilities themselves are owned by Washington and Waukesha counties. While each county operates somewhat differently, large infrastructure projects such as roof or HVAC replacements are funded by the counties. Each branch campus was originally built as a full-service, free-standing campus and houses a library, academic support services space, student advising space, teaching labs, classrooms and lecture halls in a variety of sizes that adequately support the enrollment and academic programming that will be available within the new college.

**Confirmation that the Appropriate Institutional Governance Bodies Have Completed their Review Processes.** The proposal to create the College of General Studies was an inclusive process, which involved faculty and staff from all three campuses. This proposal was developed by a task force comprised of UW-Milwaukee, UW-Waukesha, and UW-Washington County governance leaders and administrators. The proposed structure of the College of General Studies has been presented to the Colleges' faculty/staff and has received their support. In accordance with the procedures at UW-Milwaukee, the proposal was reviewed by the Academic Planning and Budget Committee and approved unanimously by the Faculty Senate on March 15, 2018. On May 23, 2018, Chancellor Mark Mone submitted his approval to President Ray Cross, together with the proposal for approval by the Board of Regents.



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

Section 36.09(1)(gm), Wis. Stats.

Regent Policy 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.

## **Proposal to Establish the College of General Studies at UW-Milwaukee**

### **Executive Summary**

The proposal is to establish a new University of Wisconsin-Milwaukee (UWM) College of General Studies (CGS) that will house the AAS and BAAS degree programs, as well as the faculty and staff to deliver these degree programs. The College of General Studies will have three interdisciplinary departments (Arts and Humanities, Math and Natural Sciences, and Social Sciences and Business) that will have control over the curricula. The current UW Colleges courses will be transferred to UWM for the 2018-19 academic year by creating new curricular codes with a prefix identifier representing the new college (e.g., CGS MATH 105). The eventual goal will be to fully align the courses of the new college with those on the main campus. The proposed administrative structure for the College of General Studies is in line with typical practices of other UWM colleges, and the college's operating budget is also consistent with the current operating budget for the UW-Waukesha and UW-Washington County campuses. This new college will positively impact UWM's dual roles as an access and research institution. By aligning curricula, the College of General Studies will positively impact the ability of students to seamlessly move from the two-year degree in the new college to the four-year degree programs at UWM. In addition, the wide range of scholarly activity by faculty additions may contribute to UWM's mission as a research university.

### **Unit Identification**

Title: College of General Studies located across the two branch campuses located in West Bend, WI (Washington County) and Waukesha, WI (Waukesha County)

Title and location of unit that is proposing action: The UWM New School/College Task Force and the Faculty/Staff at UW-Waukesha and UW-Washington County

### **Nature of Proposed Action**

The purpose of this action is to preserve and build on the valuable qualities of UW Colleges and integrate into the University of Wisconsin-Milwaukee. To this end, the university proposes to form a new academic college within UWM that will serve as a home for the AAS degree and all its components (traditional-credit format and competency-based format), as developed and updated within UW Colleges. The degree includes the General Education core as well as courses that provide foundational work for most majors available at UWM. The faculty, curriculum, and related academic programming and support that will make up the College of General Studies are already in place at these two branch campuses, currently branches within UW Colleges.

It should be noted that the mission of UW Colleges and UWM strongly align; both are committed to access, service to the state and communities in which the campuses are located, student success, and high-quality educational programs. The new college will carry forward the original mission of UW Colleges, providing new opportunities for UWM to expand its own access mission. As a doctoral institution classified with the highest research activity, UWM also

has a strong research mission. In many ways, the new college may enhance the institution's research mission by bringing to it additional scholarship agendas currently pursued by members of the faculty to be folded into this new college.

The College of General Studies will provide access to the first two years of a UWM education to those who are place-bound or desire a small campus environment for their initial higher education experience. The college will extend UWM's access mission throughout the Milwaukee 7 (M7) region. The ability to establish a new college that has embedded in it an integrated approach to support academic success and degree completion that is directly focused on its academic program and the students it serves will benefit UWM by building a strong and well-prepared pathway to its baccalaureate degree programs. The establishment of a new college that has a single administrative and governance structure will facilitate the integration of the faculty and staff across the two branches into a cohesive unit that will benefit from the strengths of each, and expand opportunities to support students.

Currently, UW Colleges academic departments exist statewide, across the thirteen campuses, for each discipline (e.g., English, mathematics, etc.). With the joining of only two of these (Waukesha and Washington County) with UWM, there will not be sufficient numbers of faculty to maintain discipline-based departments. Therefore, the College of General Studies will create new departments representing three interdisciplinary areas: Arts and Humanities, Mathematics and Natural Sciences, and Social Sciences and Business (organizational chart in Appendix A). This departmental structure will allow the new college to take advantage of pre-existing working groups and practices to form the core of these new academic departments.

One unique quality of the academics within this new college, as was present at each campus under UW Colleges, is an interdisciplinary approach to the structures and teaching of foundational courses in the college/university curriculum. Faculty and Instructional Academic Staff within UW Colleges have had significant access to members of other disciplines. For example, it has been common for members of humanities disciplines like philosophy to collaborate with social scientists or natural scientists on scholarship and on academic teaching. Students have greatly benefited from this approach which allows faculty and instructional staff to help students connect knowledge and learning from courses across disciplines. Becoming a single new college keeps this valuable tradition of interdisciplinary work alive for freshman and sophomore students.

Curricular codes for UW Colleges courses will be transferred to UWM under the College of General Studies, with a prefix to identify these courses as those offered within the new college at the branch campuses (CGS). An Academic Affairs Integration working group is engaged in a process of aligning all courses to be offered within this new college (previous UW Colleges courses) within UWM courses. These courses already transfer as equivalents into UWM. It is expected that this phase will be completed in 2018-19, the first year of existence of the College of General Studies. The existence of this new college, with its completed work to align its AAS degree with UW System standards and with AAC&U LEAP standards for general studies in higher education, should enhance the work of the entire UWM in providing quality general studies to all of its undergraduate students.

## Timetable for Proposed Action

Effective date: July 1, 2018

Transition period/plan: Curriculum for the 2018-19 academic year will be planned and scheduled by UW Colleges curriculum committees and staff prior to the joining of the campuses with UWM. Appropriate academic support and other activities related to curriculum will continue as currently offered by UW Colleges with existing personnel, throughout 2018-19. During the 2018-19 academic year, the appropriate organizational structure and committee structure for decisions around curriculum and academically-related programming will be established, as will the organizational structure related to academic support. During this time, work to ensure alignment of courses across the two institutions will take place. Mapping of majors to two-year curriculum has already begun.

Duration of change: Ongoing

## Impact of Proposed Action on Academic Programs

### Programmatic impact of proposed action

1. Impact of proposed action on unit's instructional programs: quality of program by curricular code

The College of General Studies will offer the HLC-accredited Associate of Arts and Sciences degree, the Flex AAS degree (which is a competency-based program), and the BAAS degree. The BAAS degree shall continue to be offered to teach out those students currently enrolled in this applied degree program, but shall not admit new students. UWM is seeking HLC approval to offer the AAS degree currently offered by UW Colleges. Curricular codes for UW Colleges courses will be transferred to UWM under the new college, with a prefix to identify these courses as those offered within the new college. Over time, it is expected that UWM and the College of General Studies will be fully aligned.

Faculty who will be part of the College of General Studies are in the process of developing curricular pathways for students to improve retention and shorten time to completion of the associate's degree that map closely with UWM majors and complement UWM's meta majors work. The college will also be implementing math pathways, which UWM has implemented providing students with the appropriate math curriculum needed for their majors. The college's degree programs and pathways will ensure a smooth transition to bachelor's degree programs at UWM and other UW System institutions.

The College of General Studies will offer Developmental Education programming that includes co-requisite courses to speed a student's progress to and through the first credit-bearing college courses in math and English. The college will also offer appropriate academic support for both Developmental Education and other credit-bearing courses.

These elements of the Developmental Education program are already in place at the UW Colleges branch campuses at which the college will be located.

The College of General Studies will also offer for those high-achieving and/or highly-motivated students, an honors program that is well established at the UW Colleges Waukesha branch. With the new college structure, the program will be available at both branches. Conversations have begun with the Director of the Honors College at UWM to identify ways to align the two programs so that a four-year honors pathway is established. The branches currently also provide students with opportunities to participate in undergraduate research in both their freshman and sophomore years. This aligns well with the UWM Freshman/Sophomore Research Initiative. The structure of the new college will facilitate opportunities for students at the branches to learn about and take advantage of research opportunities that may be within the college at the alternate branch. The new college will work closely with UWM's program, further expanding opportunities for students, in this case at both the branches and main UWM campus.

The ability to establish a new college that has embedded in it an integrated approach, using national best practices to support academic success and degree completion, and that is singly focused on its academic program and the students it serves will benefit UWM by building a strong and well-prepared pipeline to its baccalaureate degree programs. In addition, the faculty and staff within the college have expertise that can be shared across the institution.

2. Impact of proposed action on scholarship, research, and creative activity, as it relates to campus mission and conception of urban doctoral research university

Many of the faculty who will be part of the College of General Studies currently carry out scholarly activity across the disciplines and publish manuscripts as well as articles in peer-reviewed journals relevant to their field. As an urban institution with an access mission, UWM and its students will benefit from scholarship around a wide range of methods from evidence-based approaches, archival research, and qualitative and quantitative work.

The College of General Studies will include approximately 72 funded, full-time faculty lines with 63 currently active, along with a few instructional academic staff across the two branch campuses that have historically engaged in interdisciplinary teaching and in some cases cross-disciplinary scholarship projects. Within the structure of the new college, faculty will be organized into three academic departments (Social Sciences and Business, Arts and Humanities, and Mathematics and Natural Sciences) that will further enhance cross-disciplinary exchange. It should be noted that at the same time, some of the college's faculty will continue to pursue discipline-specific scholarship and will have the ability to request affiliate appointments with relevant academic departments in other UWM colleges. In this instance, members of the new college can contribute to the scholarship and possibly the teaching missions of the discipline-specific departments, broadening the scope of those departments.

3. Impact of proposed action on curricula in other programs, departments, and units

The College of General Studies, with its access mission and infrastructure focused on student success during those first two years of college, can provide a strong pipeline into UWM's four-year degree programs. In addition to the General Education courses that are part of a student's core during those first two years, students can also enroll in courses that provide the foundation for a four-year UWM degree. The pathways to completion that the UW Colleges faculty and staff are currently developing, when implemented in the new college, will provide students with a map that will better prepare them for their four-year major. Collaboration between the College of General Studies and other UWM colleges can enhance the pathways work begun in UW Colleges and build a smoother transition to UWM majors. An integral part of this would be the work done by faculty in the new college and the appropriate UWM departments to align the curricula and courses. This work is expected to be completed in the 2018-19 academic year.

The two branch campuses have established relationships with local constituent groups that include non-profit, K-12, government, and business and industry. In addition to individual relationships, the Waukesha branch currently has representation on the Waukesha County Business Alliance Board (ad hoc membership), which is the county's Chamber of Commerce with a strong advocacy role and interest in the workforce pipeline. The Washington County campus is part of the county's Business Education Partnership that brings together K-12 and higher education institutions with business and industry to address workforce pipeline issues. The new college, through its continued relationships with these organizations, will bring to UWM information related to higher education needs across much of the Milwaukee 7 (M7) region, and opportunities for extending UWM programs at the branch campuses responding to those needs. The new college will take advantage of existing relationships with individual high schools in the counties to provide additional opportunities to engage students in Early College programs.

It is anticipated that the impact of the College of General Studies on current enrollments in courses in other UWM colleges will be minimal. Generally speaking, students in the AAS degree program will be restricted to enrolling in classes offered through the College of General Studies, while students in a four-year program will be restricted to enrolling in classes offered through the other UWM colleges. The tuition structure in the new college only will be available to students in the AAS degree program or to those who are special students within the new college.

Still, first-year and General Education courses are an important source of revenue in UWM's other colleges, and an important source of teaching support for graduate students, so it is important to assess the impact of the restructuring on these offerings carefully. There will continue to be substantial financial incentives for students to begin an AAS degree at a lower tuition rate in the new college and later transition into the BA or BS degree at UWM's campus. Even though that is possible now, it may prove easier once students no longer have to transfer between what are now separate institutions, and once the new college aligns its curriculum and course numbers with existing programs at UWM. To ensure that the restructuring does not adversely impact UWM's graduate

programs or its first-year and General Education courses, UWM will monitor enrollment patterns and report to appropriate administrators and governance bodies annually for the first four years after the merger (APCC, GFC).

4. Impact of proposed action on metro/regional, state, national/international programmatic needs, in light of existing programs and schools/colleges

The focus of the College of General Studies will be to deliver the associate's degree with UWM classes that also may count toward the first two years of the bachelor's degree for students needing a smaller environment or an option close to their homes in the greater Waukesha and Washington County regions. The college's presence on the Washington County and Waukesha campuses extends UWM's reach into these distant areas of the M7 region. This new college will be UWM's link to this population of students. As has been stated earlier, the College of General Studies will provide pathways for students from these regions into UWM degree programs, offer these students the AAS degree, and provide UWM opportunities to better reach out to the communities of this region.

5. Other programmatic impact of proposed action (e.g., advising, outreach, technology utilization, distance education, accreditation)

UW Colleges campuses are engaged in and have expertise in a variety of distance education modalities including point-to-point, node, online, and flex. This provides opportunities to expand their reach well beyond their individual branch campuses and throughout the M7 region, and to provide a wider array of course offerings to their students. The Waukesha campus is currently collaborating with online to offer courses in area high schools that are not available through the branch.

The nature of its programming provides UWM with deep knowledge and expertise in advising freshman and sophomore students, including undecided students and those entering the institution requiring developmental education. It should be noted that current experience in delivering the AAS degree will help to secure HLC accreditation for offering the AAS degree and the flex AAS degree.

#### Impact of proposed action on resource utilization in unit

1. Current budget information for a unit and the financial impact of proposed action for first two years

For the 2018-19 academic years, UW System will maintain current funding levels that will support the College of General Studies' activities. Nearly all of the personnel in the new college organizational chart currently exist in some form, including the dean and the associate dean lines. Therefore, the current portion of the UW Colleges' budget that will be transferred from UW System to UWM in 2019-20 will support this administrative structure (Appendix B). Note that the implementation of the proposed staff, budget, and other planning elements contained here is subject to UW System funding allocations transferred to UWM and the relevant Colleges' budgets.

The branch campus operations organizational charts are shown in Appendix C. Currently, the branch operations are supported through UW Colleges consolidated central units for some administrative functions including IT, HR, enrollment management, and related marketing. UWM has identified the additional resources to support the operations of the two campuses and is working to secure the necessary funds from UW System (Appendix D).

Currently, there is limited support for grants management (including grant submission) for faculty and staff at the branch campuses. Available funding is the responsibility of UW Colleges' central office administrators in academics and finance. Although grant activity is currently very limited, it will be important to ensure that grant management staff have capacity to take on some additional work. The majority of grants activity will likely be programmatic in nature rather than research-oriented.

Each of the UW Colleges branches has its own Foundation, dedicated to raise funds specifically for that branch campus. At both the Waukesha and Washington County branches, the majority of funds are raised for scholarships for students. Limited funding is made available for professional development support for faculty and staff or classroom materials or equipment, depending on the Foundation.

## 2. Impact of action on utilization of space, facilities, and infrastructure

The College of General Studies will be located across two free-standing branch campuses located in counties they serve. The facilities themselves are owned by the county. While each county operates somewhat differently, large infrastructure projects such as roof or HVAC replacements are funded by the counties.

Each branch campus was originally built as a full-service, free-standing campus and houses a library, academic support services space, student advising space, teaching labs, classrooms and lecture halls in a variety of sizes that adequately support the enrollment and academic programming that will be available within the new college. On both campuses there is room for both programmatic and enrollment growth; current enrollment at the Waukesha branch is 20.3% below its historical high in 2010 while the Washington County campus is 33.4% below its historical high, giving some ability to project capacity for each.

There is no research space available in which science faculty can carry out bench research; in a few instances a faculty member has taken over a small office space for a piece of equipment or a place to house non-mammalian animals. Those who wish to pursue bench research would benefit from some limited amount of dedicated space for that purpose. Any research support allocated centrally across UW Colleges is based on a competitive process across all thirteen of its campuses and is minimal. Resources will be required to continue such programs of support for faculty in the new college.



3. Impact of proposed action on program support (e.g., extramural research support, etc.)

As described elsewhere in this proposal, limited support for grants management is offered centrally for faculty and staff at UW Colleges. With the support of UWM staffing in this area, it is likely that grant proposal writing will increase, particularly for programmatic grant opportunities. UW Colleges also has a centrally-administered IRB and IACUC; faculty in the new college will need to take advantage of UWM's existing resources in these areas.

4. Other financial/resource impact of proposed action

None

#### Impact on proposed action on personnel in unit

1. Impact of proposed action on staffing, workload, and position descriptions in unit

Faculty and staff teaching, scholarship, and service workloads will be set according to the current practices of UW Colleges.

2. Impact on existing staff (will they be moved, terminated, how will change impact workload?)

In 2018-19, all staffing will remain as it currently exists. Starting in 2019-20, the College of General Studies will be subject to the same central decision-making processes as other UWM schools and colleges.

#### Impact of proposed action on students

1. Impact on students within the unit (e.g., overall SCH/enrollment, students pursuing course of study in unit)

Currently, students at the Waukesha and Washington County branches are pursuing the Associate of Arts and Sciences degree, with a few pursuing the BAAS degree. UWM will be applying for approval to offer the AAS program of study through the new college. UW Colleges also currently offers many of the courses that students need in preparation for their majors, including courses that meet entry-level degree requirements towards their major. These courses will continue to be part of the academic program within the new college. Such an array of courses provides students with a smooth transition into their four-year degree, whether at UWM or any UW System institution. It is believed that associate-degree students will be retained and complete that degree at a higher rate than currently experienced, because students in the program will see a clear pathway to a baccalaureate degree at UWM. The development of associate-degree pathways that are under development will be closely aligned with the four-year degree programs most often

pursued by associate-degree students, which will further provide a very clear path to the baccalaureate.

It is expected that the College of General Studies will develop new lower-division courses that do not currently exist to meet the requirements for four-year majors that align with faculty expertise and are of interest to community constituents. This will provide students with a wider array of options not only for course offerings, but also for baccalaureate degree pathways.

Students pursuing the associate's degree will also benefit from the supportive environment that will exist within the new unit, which will retain the elements that currently exist that impact student success. These elements are integrated on the branch campuses so that students have a holistic network of support that will be replicated within the college. The college structure will provide the flexibility needed to develop new courses such as new freshman transition courses that will support the students within it. Currently, approximately 20% of students arrive on these campuses requiring developmental English and approximately 60% arrive requiring developmental math skills. Currently, unique courses and programs consistent with national best practices are offered at these branches. These will be retained within the new college.

2. Impact on students outside the unit (courses needed for other majors, etc.)

The College of General Studies and the branch campuses on which it will be located currently have a number of programs that could benefit from an expanded pool of participants from students within other colleges at UWM and that could conversely provide opportunities to students who may not be able to access similar programs at UWM. Music, Theater, and undergraduate research in certain disciplines are some examples. More than 97% of the faculty who will join the College of General Studies have doctoral degrees or terminal degrees in their discipline; all are required to participate in scholarly activity, including research in their discipline. Following UWM Graduate Faculty membership guidelines, these faculty provide an expanded pool of potential dissertation mentors or readers, or undergraduate research mentors, particularly in sub-fields that may not be represented among faculty in other UWM departments and colleges. The College of General Studies faculty, working closely with affiliated departments in other colleges, may have opportunities to serve on graduate committees, advise graduate students, or teach courses in programs outside the new college. In coordination with other UWM colleges and departments, the College of General Studies will also continue to provide additional opportunities for graduate students to teach.

3. Plan for how students will matriculate after change (alternatives being offered and timeline for existing students to graduate)

Students will be graduates of UWM as of December 2018. Students currently enrolled in the BAAS program will complete their degrees as part of the teach-out plan that will be developed by UWM.

#### 4. Plan for assessing proposed outcomes

The UW Colleges current assessment model assesses at the AAS degree and discipline levels. At the Associate of Arts and Sciences degree level, the institution regards the following areas of proficiency to be of primary importance in the education of its students: analytical skills, quantitative skills, communication skills, aesthetic skills, and intercultural skills.

Degree-level assessment is implemented at the department level with the development of common tools and assessment assignments. Results are reported through department chairs to the provost's office. Assessment assignments measure the five institutional proficiencies on a rotating cycle. Results inform teaching, learning, and curriculum decisions for each department at the AAS program level. Discipline-level assessment occurs through academic department assessment of department/program-specific learning objectives. Department/program-specific learning objectives are congruous with the five institutional proficiencies. Like degree-level assessment, department/program-specific assessment of learning objectives inform teaching, learning, and curriculum decisions for the discipline.

During the transitional phase, the current UW Colleges assessment model will be in place for academic year 2018-19. Changes to the assessment model will be directed by departments and academic leadership in consultation with, and with approvals of, requisite governance at the new college and UW-Milwaukee.

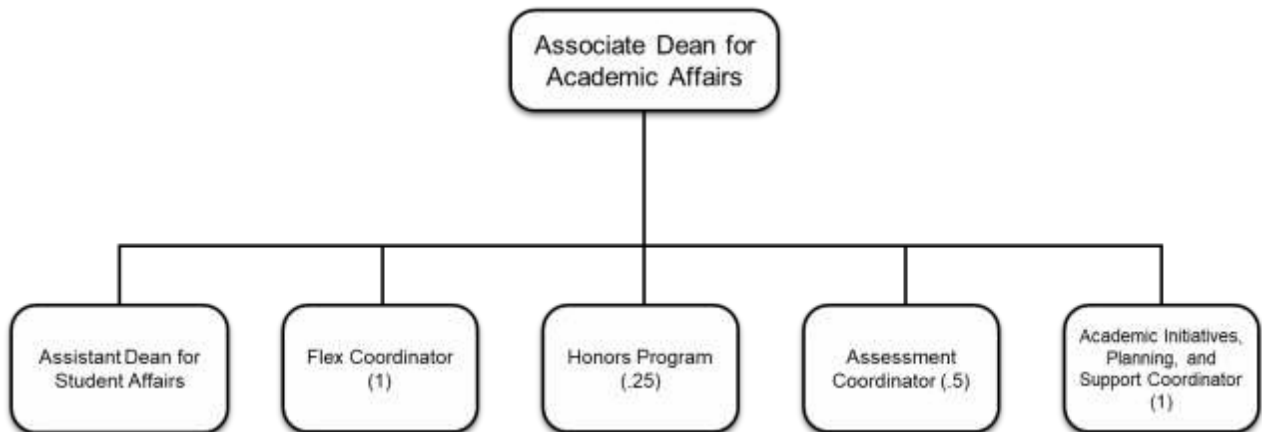
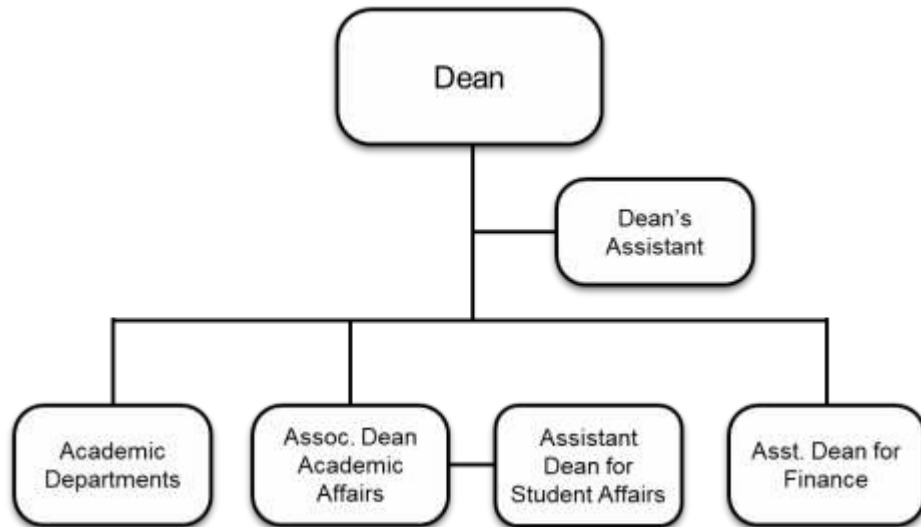
#### Path through campus approval matrix

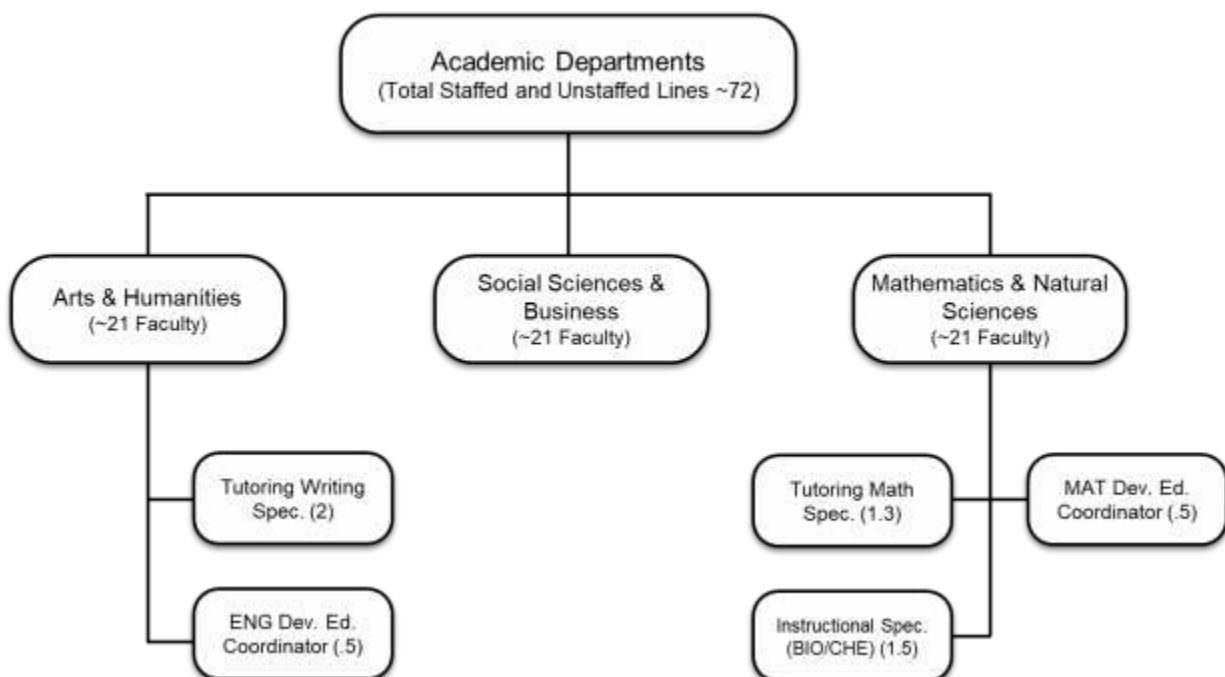
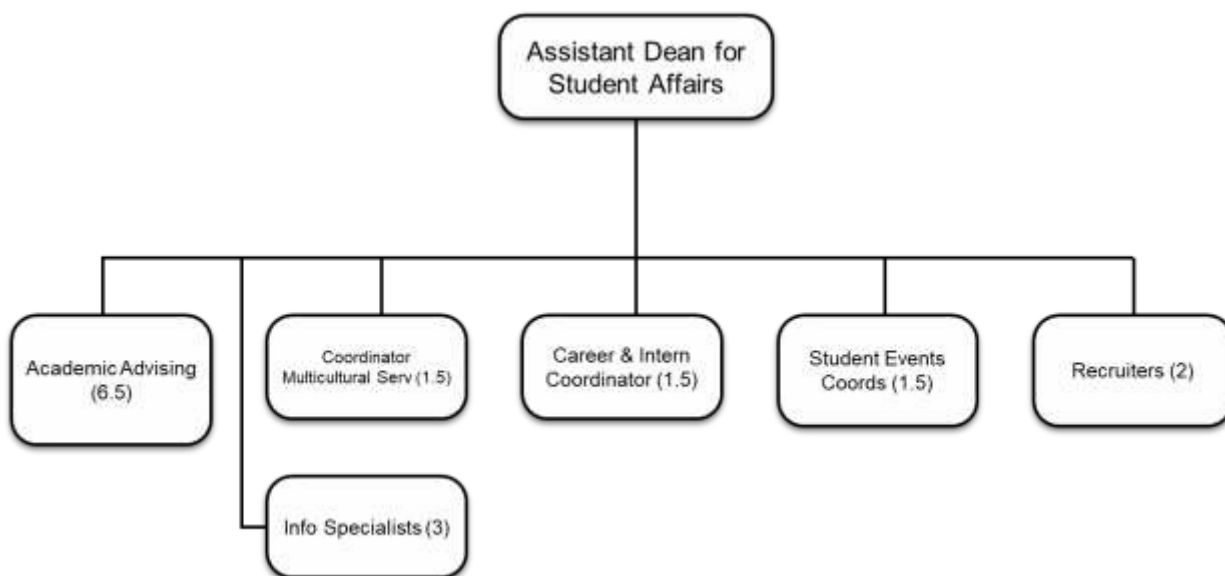
The proposal was developed by a task force comprised of UWM, UW-Waukesha, and UW-Washington County governance leaders and administrators. The proposed structure of the College of General Studies has been presented to the Colleges' faculty/staff and has received their support.

#### New bulletin copy (provided by unit initiating action)

Given that the UW Colleges' curriculum will remain in place for 2018-19, the new UWM bulletin copy will be created prior to the integration of the curricula for the 2019-20 academic year. The bulletin for 2018-19 will include references to the AAS degree program and point to the UW Colleges catalog for more information.

Appendix A. College of General Studies Organizational Chart





Appendix B. College of General Studies

Budget Overview of budgets transferred

Item	to UWM	\$	Status as of July 1, 2018
UWW/UWWC GPR/Tuition		\$9,438,919	Fully transferred to UWM
UWW/UWWC Auxiliary		\$949,572	Fully transferred to UWM
UWW and UWWC General operations		\$1,004,174	Fully transferred to UWM
Restricted: Federal/Gifts/Grants		\$402,270	Fully Transferred to UWM
<b>Total from UWW &amp; UWWC budgets</b>		<b>\$11,794,935</b>	

Note: Line 1 includes all budgeted (filled and vacant) positions including faculty, academic staff, and university staff positions. Total FTE: 106.59 and salary budget \$4,953,376.

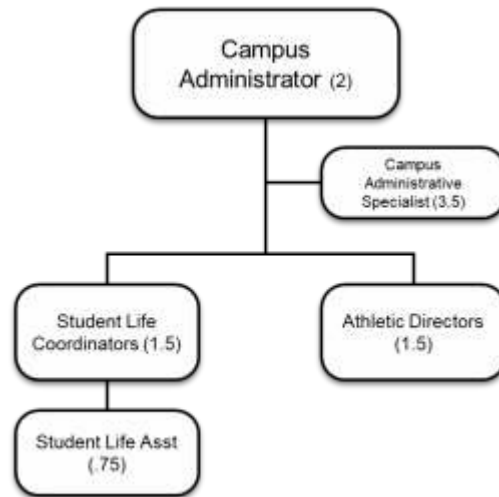
UWC Regional Funding (All Funds)	\$1,204,847	Transferred to UWM
UWC Central Administration	\$1,961,807	Transferred to UWM
<b>Total Amount transferred</b>	<b>\$14,961,589</b>	

Note: Line 5 includes funding for administrative positions for the new college that are currently budgeted in the SE Regional budget of UW Colleges.

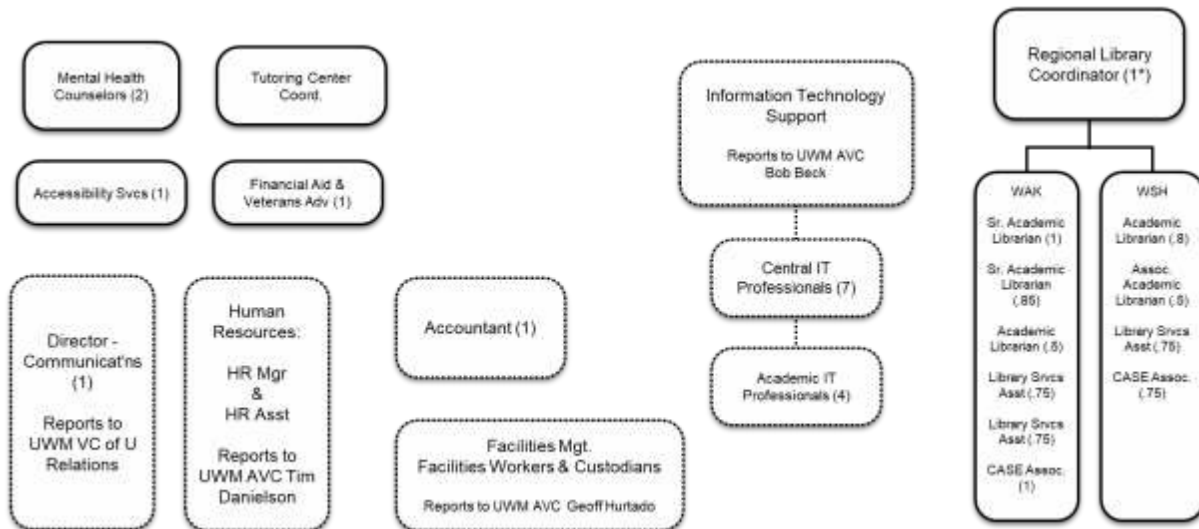
Note: Line 6 includes various items currently supported centrally by UW Colleges such as library, common systems, financial services, and professional development.

## Appendix C. Campus Operations and Central Support Organizational Charts

### Campus Administration (total FTE for both campuses)



### UWM Provided Services



Appendix D. Budget request to UWS for central functions

Item	FTE	\$
<b>Human Resources</b>		
HR Manager	1	\$65,000
HR Asst Adv	1	\$45,000
Total for Personnel		<b>\$110,000</b>
HR S&E		\$2,800
Total HR		<b>\$112,800</b>
<b>Information Technology</b>		
Central IT Professionals	7	\$420,000
Academic IT Professionals	4	\$240,000
Total for Personnel		<b>\$660,000</b>
Replacement Costs		\$150,000
Additional Work Stations		\$2,538
Computer Access		\$24,344
Total Non Staffing		\$176,882
Total IT		<b>\$836,882</b>
<b>Finance</b>		
Assistant Dean for Finance	1	\$105,000
Accountant	1	\$50,000
Total for Personnel		<b>\$155,000</b>
Finance S&E		\$2,800
Total Finance		<b>\$157,800</b>
<b>Total for central services</b>		<b>\$1,107,482</b>





*Office of the Chancellor*

---

Chapman Hall  
P.O. Box 413  
Milwaukee, WI  
53201-0413  
414 229-4331 phone  
414 229-2347 fax

May 23, 2018

MEMORANDUM

To: President Ray Cross, UWSA

From: Chancellor Mark A. Mone *M.A.M.*

Re: Creation of the new College of General Studies at UW-Milwaukee

As part of our restructuring plan, UW-Milwaukee desires to create a new college – College of General Studies – that will house the faculty, staff, and the programs currently at the UW-Waukesha and at UW-Washington County.

The proposal to create the College of General Studies was an inclusive process and involved faculty and staff from all three campuses. In accordance with the procedures at UW-Milwaukee, the proposal was reviewed by the Academic Planning and Budget Committee and approved unanimously by the Faculty Senate on March 15, 2018.

I am pleased to forward the proposal for approval by the Board of Regents.

Cc: Johannes Britz, Provost

Approval of the  
Establishment of a College of Integrated Studies  
UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.g.(2):

That, upon the recommendation of the Chancellor of UW-Whitewater and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin-Whitewater to establish a College of Integrated Studies.

## **CREATION OF THE COLLEGE OF INTEGRATED STUDIES UNIVERSITY OF WISCONSIN-WHITEWATER**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

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.g.(2), approving establishment of a College of Integrated Studies at University of Wisconsin-Whitewater.

#### **DISCUSSION**

**Summary and Desired Effective Date.** The University of Wisconsin-Whitewater (UW-W) proposes to establish the College of Integrated Studies to provide college access for the first two years of postsecondary education for the citizens of Rock County and its surrounding counties, and for students who desire a smaller campus environment for their initial college experience. The College of Integrated Studies will have one department that houses three academic areas, including: Arts and Humanities, Natural Science and Mathematics, and Social Sciences. The college will also serve as the home for professional programs, such as the AAS, BAAS, and collaborative degree programs, and it will offer courses in traditional, hybrid, and online formats. The faculty, curriculum, academic programming, and student support services that will constitute the College of Integrated Studies already are in place at UW-Rock County, which currently is a branch campus of UW Colleges.

The desired effective date for the new college is July 1, 2018, which aligns with the UW Colleges and UW-Extension Restructuring Initiative and the accreditation requirements set forth by the Higher Learning Commission.

**Rationale.** The mission statements of UW Colleges and UW-Whitewater are strongly aligned, with both committed to serving the state and the communities of southern Wisconsin by providing high-quality educational programs, which lead to productive lives and successful careers for students from diverse socioeconomic, cultural, and college preparedness backgrounds. Thereby, this new college will enhance the opportunities that UW-Whitewater has to expand its access mission to more people in the southern region of Wisconsin, as well as northern Illinois.

The following principles were used in the development of this proposal:

- Prioritize a structure that will ensure student success.
- Utilize information gathered from UW-Whitewater and UW-Rock County restructuring working groups, restructuring listening sessions, joint meetings of UW-Whitewater and UW-Rock County faculty, and other meetings with UW-Whitewater and UW-Rock County faculty, staff, and administrators.
- Create a structure that meets HLC accreditation requirements.
- Conservatively utilize available funding.
- Enhance and actualize existing human talent as much as possible.
- Align organizational structures with the current UW-Whitewater and UW-Rock County missions, as well as the administrative, student services, academic structures, and UW-Whitewater Faculty Personnel Rules for hiring, promotion and tenure.

The College of Integrated Studies will offer Developmental Education programming to include prerequisite or co-requisite courses that speed a student's progress to, and through, the first credit-bearing college courses in math and English. The college will also offer appropriate academic support for both Developmental Education programs and other credit-bearing entry-level courses, which already are in place at UW-Rock County.

The College of Integrated Studies will continue to offer the student success initiatives that exist at UW-Rock County, such as the: First-Year Experience, Honors, Service Learning, TRIO, and Undergraduate Research programs. Moreover, given the commitment of both the new college and UW-Whitewater to offering dual enrollment courses in collaboration with Rock County high schools, as well as the principles of LEAP, Inclusive Excellence, and High-Impact Practices for all students, this new college will likely result in increased post-secondary credential attainment in the southern Wisconsin and northern Illinois regions.

**Administrative Structure.** The proposed administrative structure will be similar to other academic units at UW-Whitewater with a dean and a department chair but with the addition of area coordinators for each of the academic areas listed above. The dean will serve as the designated campus administrator and have oversight for administrative, budget, hiring, program quality, and community relations. An associate dean will have responsibility for campus administrative functions and student services. A department chair will have responsibility for academic programs, personnel review, and department operations.

Tenure, rank, and years of service will transfer with faculty to this new college. Promotion and tenure guidelines will be created for the new college to follow UW-Whitewater personnel rules with approval by the UW-Whitewater Faculty Senate and the chancellor. The departmental structure will allow for appropriate review of UW-Whitewater faculty Purple Books, and the dean will function to review faculty personnel files as is required in existing UW-Whitewater Faculty Personnel Rules. Overall, this structure will provide appropriate department and college tenure homes for faculty members at the University of Wisconsin-Whitewater at the Rock County branch campus, subject to final approval by the UW Board of Regents. In addition, mechanisms for new college faculty to participate in UW-W disciplinary departmental activities will be developed through shared governance processes during the 2018-19 academic year, so that faculty can have a disciplinary departmental affiliation for curriculum development, scholarly and creative activities, as well as other community-building activities across the two campuses.

A joint working group of faculty, staff and administrators is currently conducting a curriculum crosswalk to improve articulation of courses for transfer to UW-W degree programs. The existing UW Colleges AAS degree will be offered during the 2018-19 academic year. During this time, College of Integrated Studies faculty will work with UW-Whitewater faculty to develop AAS and BAAS curricula that take advantage of the strengths of the branch and main campuses.

**Redirection of Campus Resources.** The College of Integrated Studies will be located at the current UW Colleges' Rock County location. The facilities there are owned and operated by Rock County, including funding for large infrastructure projects, new buildings, and ongoing maintenance and improvements. This structure also allows UW-Whitewater to maximize the use of existing administrative FTE and conservatively use funding provided by UW System to support the new college.

For the 2018-19 academic year, the UW System will maintain current funding levels to support the College of Integrated Studies' activities. The local new college budget (currently the UW Colleges' Rock County local campus budget) will be held in a UW System *holding company* for the 2018-19 academic year in order to provide seamless payroll and other HR services until employees can be transferred to the UW-Whitewater HRS system. UW System is providing an additional allocation to provide for an administrative structure and hire additional staff required to augment services at the new college. The current UW Colleges' Rock County branch has its own Foundation that is dedicated to raising funds for that branch campus. The majority of funds raised are used for scholarships for students.

**Confirmation that the Appropriate Institutional Governance Bodies Have Completed their Review Processes.** This proposed structure was developed based on information gained from the work of various UW-Whitewater and UW-Rock County restructuring working groups, UW-Whitewater and UW-Rock County listening sessions, joint meetings between UW-Whitewater and UW-Rock County faculty, and other conversations with UW-Rock County faculty, staff, and administrators. This proposal format is based on the University of Wisconsin-Milwaukee Faculty Document No. 3141, March 15, 2018. This proposal was reviewed and approved by the UW-Whitewater / Rock County Joint Restructuring Committee, UW-Whitewater Faculty Senate, the Rock County Collegium, Provost Susan Elrod, and Chancellor Beverly Kopper.

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

Section 36.09(1)(gm), Wis. Stats.

Regent Policy 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-Whitewater at Rock County Organizational Structure Proposal**

April 3, 2018

Reflects discussion during April 2, 2018 Joint Restructuring Committee meeting, amendments from the April 10, 2018 Faculty Senate meeting, and amendments from the April 12, 2018 Rock County Collegium meeting

### **Executive Summary**

Although the tight timeline of this restructuring forces making decisions about structures and processes quickly, UW-Whitewater (UW-W) acknowledges that its university's long-term success would be best served if more information were gathered and more meaningful deliberations were held prior to making decisions with permanent effects. The organizational structure proposed in this document will come under comprehensive review. Enrollment patterns will be monitored (as described on page 7) and information will be gathered about the new college's impact on student access and success, on curriculum maintenance and development, especially regarding general education and core courses, and on faculty and staff support and growth. Feedback will be gathered from all affected constituencies, and data will be reviewed by relevant governing bodies, including the Faculty Senate. The organizational structure will then be either reauthorized or changed to better meet the needs of the university community.

The proposal is to establish a new college at the University of Wisconsin-Whitewater at Rock County with the proposed name of the College of Integrated Studies. This new college will house the AAS, BAAS, and collaborative degrees in nursing, engineering, the online AAS (should UW-W choose to participate), and other programs offered there in the future. The College of Integrated Studies will have one department that will house three academic areas (Arts and Humanities, Natural Science and Mathematics, and Social Sciences) and that will manage the curriculum. A new curricular prefix (or element of the prefix) will be created for all UW Colleges courses that will be offered by this new college. Over time, the goal will be to align all courses at the branch location with UW-W courses and programs. This includes the AAS, BAAS and other degree options.

The proposed administrative structure will be similar to other academic units at UW-W with a dean and a department chair but with the addition of area coordinators for each of the academic areas listed above. The dean will serve as the designated campus administrator and have oversight for administrative, budget, hiring, program quality, and community relations. An associate dean will have responsibility for campus administrative functions and student services. A department chair will have responsibility for academic programs, personnel review, and department operations.

This new college will significantly enhance UW-W's access mission that "is a national and international leader in providing transformational and empowering educational experiences." The aligned curricula will enhance the ability of students to transfer into four-year degree programs at UW-W while maintaining smooth transfers to other UW System institutions. In addition, the coherent college structure will allow the branch campus to function as a cohesive unit to offer the specified programs as well as to be eligible for federal and other grant funds that

are only available to two-year colleges. It will be responsible for the AAS, BAAS and other access-oriented and collaborative degree programs that are specific to the branch campus, in addition to collaborating with the academic colleges and departments of the main campus to expand program offerings to Rock County and nearby counties.

This proposed structure was developed based on information gained from the work of various UW-W/Rock County restructuring working groups, UW-W and UW-Rock County listening sessions, joint meetings between UW-W and UW-Rock County faculty, and other conversations with UW-Rock County faculty, staff and administrators. This proposal format is based on the University of Wisconsin-Milwaukee Faculty Document No. 3141, March 15, 2018. This proposal will be reviewed by the UW-W/Rock County Joint Restructuring Committee, UW-W Faculty Senate, the Rock County Collegium and other governance groups.

### Unit Identification

Title and location of the unit: College of Integrated Studies located at the Rock County branch campus of the University of Wisconsin-Whitewater.

### Timetable

Effective July 1, 2018; ongoing from this date forward

### Transition Plan

Curriculum for the 2018-19 academic year will be that of UW Colleges, but course and program offerings beginning in the 2019-20 academic year will be those of the new college. Appropriate academic support and other activities related to curriculum will continue as currently offered by UW Colleges with existing personnel, throughout 2018-19. During the 2018-19 academic year, the appropriate organizational structure and committee structure for decisions around curriculum and academically-related programming and support will be established to work within the UW-W committee and governance structures. During the 2018-19 academic year, curriculum mapping will occur with the goal of alignment by the 2019-20 academic year.

### Purpose of the New College

The formation of a new academic college within UW-W will serve as the home for the designated Integrated Studies and professional programs, such as the AAS, BAAS and collaborative degrees. It will offer courses in traditional, hybrid and online formats to achieve degree goals. The degrees include the general education breadth courses as well as courses that provide foundational requirements for transfer to many majors available at UW-Whitewater and other UW System universities. The faculty, curriculum, and related academic programming and

support that will make up the College of Integrated Studies are already in place at the branch campus, which is currently a branch campus of UW Colleges.

The College of Integrated Studies will provide access to the first two years of higher education to those who are in the Rock County and surrounding counties area or desire a smaller campus environment for their initial higher education experience. Students who begin their higher education studies in the College of Integrated Studies will build a solid foundation for matriculation into a variety of four-year degree programs at UW-W or other UW institutions of their choosing. They will also be able to enroll in and complete a B.S. degree in nursing through collaborative degree programs with UW-Oshkosh and Blackhawk Technical College or a B.S. degree in electrical or mechanical engineering through a collaboration with UW-Platteville. This new partnership will benefit UW-W by providing clearer and stronger pathways for students to prepare for transfer to UW-W degree programs.

### Organizational Structure

A structure is proposed with a new constituency of the College of Integrated Studies. This new college will be led by a dean, and will consist of one academic department with three academic areas as currently exist in the form of *divisions* at the UW-Rock County campus (see organizational charts in Appendix A). The name of the academic department could reflect the disciplines (e.g., Department of Arts, Humanities, Mathematics, Natural and Social Sciences).

The dean of the new college will be responsible for administration of the new college as well as for continuing education programs across the branch and main campuses. This will allow for independent administration at the new college as a branch campus but also for enhanced coordination of community and continuing education programs, including summer camps, conferences, credit outreach, domestic travel study, adult student services, English Language Academy, and summer and winterim course offerings. The dean will serve as the designated campus administrator and have oversight for administrative, budget, hiring, program quality, and community relations. An associate dean for administration and student services will have day-to-day responsibility for campus administrative operations and a variety of student services. A department chair will have responsibility for academic program offerings, assignment of faculty workload, program and course quality, faculty and staff evaluations, assessment, audit and review, recruiting/outreach, and other typical department chair functions.

The following principles were used in the development of this organizational structure:

- Prioritize a structure that will ensure student success
- Use information gathered from UW-W/Rock County restructuring working groups, restructuring listening sessions, joint meetings of UW-W and UW-Rock County faculty, other meetings with UW-W and UW-Rock County faculty, staff and administrators
- Create a structure that meets HLC branch campus criteria
- Conservative use of available funding
- Capitalize upon existing talent as much as possible



- Align structure with current UW-W administrative, student services and academic structures and enabling compliance with UW-W Faculty Personnel Rules for hiring, promotion and tenure

A branch campus as recognized by HLC is geographically apart and independent of the main or home campus of the institution and has all or most of the following five attributes:

- Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential. (Campuses offer at least one, but typically multiple, degree programs.)
- Is permanent in nature. (Campuses typically have a permanent physical structure.)
- Has its own faculty and administrative or supervisory organization. (Campuses typically have a body of faculty associated with that facility. That body of faculty should have some responsibility for the oversight of curriculum at the facility. It may also have responsibility for development of curriculum there and/or shared responsibility for development of curriculum across the institution.)
- Campuses typically have an administrator or administrative team on-site that oversees operations at the facility. (Has academic resources and support services for students that include library, laboratories, business operations, admissions, advising, and registrar/records maintenance housed on this location. Campuses typically provide academic resources, advising and other services to support students attending that facility. Campuses may also have their own accounts receivable, human resources, and other functions supporting the business and personnel at that facility.)
- Has its own budgetary and hiring authority. (Campuses typically have a designated budget.)

The coherent college structure will allow the branch campus to function as a unit to offer specified degree programs as well as to be eligible for federal and other grant funds that are only available to two-year colleges. This could be advantageous to both the branch and main campuses. The College of Integrated Studies will be responsible for the AAS, BAAS and other access-oriented and collaborative degree programs that are specific to the branch campus in addition to collaborating with the academic colleges and departments of the main campus to expand program offerings to Rock County and nearby counties.

The library at the new college will report directly to the Director of the Library at UW-W.

Currently, UW Colleges academic departments exist statewide, across the thirteen campuses, for each discipline (e.g., English, mathematics, etc.). With the joining of UW-Rock County with UW-Whitewater, there will not be sufficient numbers of faculty to maintain discipline-based departments. Overall, there are 60 total faculty and staff FTE, with 20 faculty FTE. Therefore, the College of Integrated Studies will create one new department that consists of academic areas representing their existing three interdisciplinary academic areas: Humanities, Natural Science and Mathematics, and Social Sciences. Each academic area will have a designated academic area coordinator who will serve in the same capacity as existing divisional leaders. This structure will allow the new college to take advantage of pre-existing working groups and practices to continue the strong interdisciplinary working relationships that already exist.

Tenure, rank, and years of service will transfer with faculty to this new college. Promotion and tenure guidelines will be created for the new college to follow UW-W personnel rules with approval by the UW-W Faculty Senate and the chancellor. The departmental structure will allow for appropriate review of UW-W faculty Purple Books, and the dean will function to review faculty personnel files as is required in existing UW-W Faculty Personnel Rules. Overall, this structure will provide appropriate department and college tenure homes for faculty members at the University of Wisconsin-Whitewater at the Rock County branch campus, subject to final approval by the UW Board of Regents. In addition, mechanisms for new college faculty to participate in UW-W disciplinary departmental activities will be worked out during the 2018-19 academic year so that faculty can have a disciplinary departmental affiliation for curriculum development and scholarly and creative activities as well as other community-building activities across the two campuses.

This structure also allows UW-W to maximize the use of existing administrative FTE and conservatively use funding provided by UW System to support the new college. The new college dean position utilizes one UW-W administrative FTE from the Dean of the School of Graduate Studies and Continuing Education (SGSCE) at UW-Whitewater and 50% salary for this position obtained from UW Colleges' additional funds (see Appendix B). There is currently an administrative support staff position at UW-Rock County that carries out a variety of support functions across the administrative, student services and academic functions. Future administrative support functions will be evaluated in the future.

### Impact on UW-W Mission

The missions of UW Colleges and UW-Whitewater are already strongly aligned, with both committed to access and serving students from a variety of different ethnic, socio-economic, identity, ability, and preparation backgrounds. Both are also committed to serving the state and the communities of southern Wisconsin by providing high-quality educational programs that lead to productive lives and successful careers. A revised UW-W mission statement will articulate the shared commitment of the new branch campus with UW-W (being developed by the UW-W Strategic Planning and Budget Committee, with subsequent approvals by campus governance groups). It is believed that this will enhance the opportunities for UW-W to expand its access mission to more people in the southern region of Wisconsin as well as northern Illinois. Given the commitment of both the new college and UW-W to the principles of LEAP and Inclusive Excellence, and to the utilization of providing High-Impact Practices (HIPs) to all students, UW-Whitewater believes that this new partnership will result in increased post-secondary credential attainment in the southern Wisconsin and northern Illinois regions.

### Curricular Codes for UW Colleges Courses Offered by the New Unit

Curricular codes for UW Colleges courses will be transferred to UW-W under the College of Integrated Studies, with a prefix to identify these courses as those offered within the new college at the branch campus. A UW-W/Rock County working group is engaged in a process of creating a curriculum crosswalk for all courses to be offered within this new college (previous UW

Colleges courses) with UW-W courses. Many of these courses already transfer as equivalents into UW-W. It is expected that this phase will be completed in 2018-19, the first year of existence of the College of Integrated Studies.

#### Academic Programming Impact at the New College

The new college will continue to offer current degree programs (AAS, BAAS), collaborative degrees with other UW universities (BS Nursing, BS Engineering), or programs that prepare students to enter appropriate programs at UW-W. The new college may also choose to participate in the online collaborative AAS degree. In addition, existing or new UW-W programs may be offered at the UW-Rock County branch campus location, in collaboration with UW-W faculty and academic departments. A joint working group of faculty, staff and administrators is currently conducting a curriculum crosswalk to improve articulation of courses for transfer to UW-W degree programs. The existing UW Colleges' AAS degree will be offered during the 2018-19 academic year. During this time, College of Integrated Studies faculty will work with UW-W faculty to develop AAS and BAAS curricula that take advantage of the strengths of the branch and main campuses.

The College of Integrated Studies will offer developmental education programming that includes prerequisite or co-requisite courses to speed a student's progress to and through the first credit-bearing college courses in math and English. The college will also offer appropriate academic support for both developmental education programs and other credit-bearing entry-level courses. These elements of the developmental education program are already in place at the UW Colleges branch campus at which the college will be located.

The College of Integrated Studies will also offer other academic programs already in existence at the UW Colleges' Rock County branch campus, e.g., First-Year Experience, Honors, Service Learning, TRIO, and Undergraduate Research. The new college faculty currently offer many dual enrollment courses in collaboration with Rock County high schools as well. All curriculum actions—including course revisions, new course proposals, program revisions, and new program proposals—will have robust consultations with the relevant department(s) in other colleges.

#### Student Services Programming Impact at the New College

Current student services will continue to be offered at the new college, such as admissions, registration, campus previews/tours, academic advising, placement testing, student life and events, new student orientation, tutoring, veterans' services, mental health counseling, international programs, academic appeals, etc. To ensure that the ongoing delivery of student services at the new college are well supported, a joint working group comprised of Rock County Solution Center staff and Student Affairs and Enrollment Services staff from the receiving campus have been and will continue to meet on a regular basis.

## Impact on UW-W Academic Programs

The College of Integrated Studies will provide a clear and direct pipeline into a variety of UW-Whitewater's four-year degree programs. In addition to the general education core courses that are part of a student's first two years, students will also be able to enroll in other courses that articulate with four-year degree programs in math, science, business, education, social science, and the arts. The curriculum crosswalk that is currently being developed jointly by UW Colleges' Rock County faculty and UW-W faculty will contribute to a clearer map that will help students better prepare for success in their chosen four-year degree program. This work is expected to be completed in the 2018-19 academic year.

It is anticipated that the impact of the College of Integrated Studies on current UW-W enrollment and tuition will be minimal. Final tuition structure decisions are pending UWSA-level action. One of the objectives of the restructuring was to continue "existing tuition levels post-integration for courses currently offered at the two-year institutions." (see: <https://www.wisconsin.edu/uw-restructure/frequently-asked-questions>) A variety of models are being considered.

One such model would establish a tuition and course enrollment structure in the new college that would only be available to those students who have been accepted to the degree programs (AAS, BAAS, nursing and engineering) currently offered in the new college. In this model, UW-W students enrolled in four-year programs would not be eligible to enroll in courses offered in the new college unless they apply for special student status there. Tuition bills would be separate for any courses taken in the new college. Therefore, the tuition plateau would not apply to combined credits. In effect, the ability for UW-W students to take courses at the lower tuition rate in the new college will be the same as it was before the restructuring. It is anticipated that, in the future, courses that count towards four-year or graduate degree programs at UW-W may be offered at the new college location. In that case, four-year or graduate tuition would be charged for students taking those programs. All of this is pending final recommendations from UW System Administration on the tuition structures.

Given that first-year and general education core courses are an important source of revenue in UW-W's other colleges, it will be important to assess the impact of the restructuring on these offerings as the new partnership is implemented. There will continue to be substantial financial incentives for students to begin the AAS degree at a lower tuition rate in the new college and later transition into the BAAS at the new college or into BA, BS, BSE, or BBA degrees at UW-W's campus. Even though that is possible now, it may become easier once students are able to apply to change their major rather than apply as a transfer student to what was a separate institution (UW-W).

To ensure that the restructuring does not adversely impact UW-W's first-year and general education core courses, enrollment patterns will be monitored and reported to appropriate administrators and governance bodies annually for the first four years after the joining.

Other programmatic impact of proposed action (e.g., advising, outreach, technology utilization, distance education, accreditation)

The UW Colleges at Rock County is currently engaged in distance education with faculty having expertise in a variety of modalities including point-to-point, node, online, and flex options. This provides opportunities to expand its reach well beyond the southern region of Wisconsin. Several current UW Colleges' Rock County faculty teach in the existing online AAS degree as well.

#### Impact of Resource Utilization within the Unit

For the 2018-19 academic year, UW System will maintain current funding levels that will support the College of Integrated Studies' activities. Nearly all of the faculty and staff proposed for the new college currently exist in some form of employment, except those who currently function in regional appointments. The local new college budget (currently the UW Colleges' Rock County local campus budget) will be held in a UW System *holding company* for the 2018-19 academic year in order to provide seamless payroll and other HR services until employees can be transferred to the UW-W HRS system. UW System is providing an additional allocation to provide for an administrative structure and hire additional staff required to augment services at the new college. The current UW Colleges' Rock County branch has its own Foundation that is dedicated to raising funds for that branch campus. The majority of funds are raised for scholarships for students.

Note that the implementation of the proposed staff, budget, and other planning elements contained here is subject to UWS funding allocations transferred to UW-W and the relevant new college budgets. See Appendix B. Branch Campus Budget Information.

#### Impact of Action on Utilization of Space, Facilities, and Infrastructure

The College of Integrated Studies will be located at the current UW Colleges' Rock County location. The facilities there are owned and operated by Rock County, including funding for large infrastructure projects, new buildings, and ongoing maintenance and improvements.

The UW-Rock County branch campus was originally built as a full-service, free-standing campus and houses a library, academic support services space, student advising space, teaching labs, classrooms and lecture halls, and sports facilities in a variety of sizes that adequately support the enrollment and academic programming that will be available within the new college. There is room for both programmatic and enrollment growth at the UW-Rock County branch campus; fall 2017 enrollment was 932 headcount (661 FTE), which represents a 27.6% decline in headcount (24.5% decline in FTE) from its historical high in 2011, with 1288 headcount (876 FTE).

Of note are the specialized engineering labs and classrooms that were funded by generous donations from the community. UW-Whitewater anticipates fuller utilization of these facilities with a renewed collaboration with UW-Platteville (UW-P), including support for new equipment and faculty to provide needed resources to assist in degree completion. An MOU is currently

being developed between UW-W and UW-P to make clear the terms of this collaboration in service to students.

The nursing degree relies on clinical facilities at Blackhawk Technical College as well as upper-level coursework options offered by UW-Oshkosh in the BSN@Home program. The latter does not require any facilities at the UW-Rock County branch location.

#### Services Provided to the Branch Campus from the Main UW-W Campus:

The main UW-W campus will provide a variety of services to support/enhance services provided by UW System Administration centrally or on the UW-Rock County branch campus in order to ensure smooth operations and a positive student and employee environment.

#### Impact of proposed action on program support (e.g., extramural research support, etc.)

Currently, there is limited support for grants management (including grant submission) for faculty and staff at the branch campus. Available funding is the responsibility of UW Colleges' central office administrators in academics and finance. Although grant activity is currently very limited and most likely will be programmatic in nature, it will be important to ensure that UW-W grant management staff have capacity to take on some additional work.

#### Impact of Personnel in the Unit

It is the belief of the UW-Whitewater Faculty Senate that all faculty and staff should be compensated fairly for the same work. Since UW-Whitewater and UW-Rock County will become one institution, the former faculty and staff at UW-Rock County shall be compensated on an equal basis as their colleagues at UW-Whitewater. This will result in the former UW-Rock County faculty receiving an increase in compensation so that it is comparable to that of UW-Whitewater faculty.

Staff teaching, scholarship, and service workloads will be set according to the current practices of UW Colleges. In 2018-19, all staffing will remain as it currently exists. Starting in 2019-20, the College of Integrated Studies will be subject to the same central decision-making processes as other UW-W schools and colleges.

#### Impact of Proposed Action on Students

Currently, students at the UW-Rock County branch are pursuing the Associate of Arts and Sciences degree, with a few pursuing the BAAS degree, the collaborative nursing and engineering degrees, or the online AAS degree. UW-W will be applying for HLC approval to offer the AAS and BAAS programs through the new college so that current students can continue their academic progress.

It is believed that AAS degree students will be retained and will complete their degree at a higher rate than is currently experienced because these students will see a clear pathway to a baccalaureate degree at UW-W. The development of degree pathways that are closely aligned with the most popular four-year degree programs at UW-W will further provide a clear pathway to the baccalaureate.

It is expected that the College of Integrated Studies will develop new lower-division courses that do not currently exist to meet the requirements for four-year majors that align with faculty expertise and are of interest to community constituents. This will provide students with a wider array of options not only for course offerings, but also for baccalaureate degree pathways. In addition, it is anticipated that collaborations between the new college faculty and UW-W faculty will result in other course and program development.

Students pursuing the associate's degree will also benefit from the supportive environment that currently exists and will continue to exist within the new unit. These elements are integrated on the branch campus site so that students have a holistic network of support that will continue to be offered within the new college. The new college structure will provide the flexibility needed to develop new courses such as new freshman transition courses that will support the students within it.

#### Impact on Students outside the Unit (courses needed for other majors, etc.)

One hundred percent (100%) of the faculty who will join the College of Integrated Studies have doctoral degrees or terminal degrees (Ph.D., D.M.A., and M.F.A.) in their disciplines, and all are required to participate in scholarly activity, including research in their discipline. These faculty provide a potentially expanded pool of upper-division or graduate course instructors, mentors in undergraduate research or other HIPs, including community-based learning and travel study. The College of Integrated Studies faculty, working closely with affiliated departments in other colleges, may have opportunities to serve on graduate committees or advise graduate students.

#### Plan for How Students Will Matriculate after Change (alternatives being offered and timeline for existing students to graduate)

Students will be able to complete any degree program in which they are currently enrolled and will be UW-W graduates beginning in August 2018.

#### Plan for Assessing Proposed Outcomes

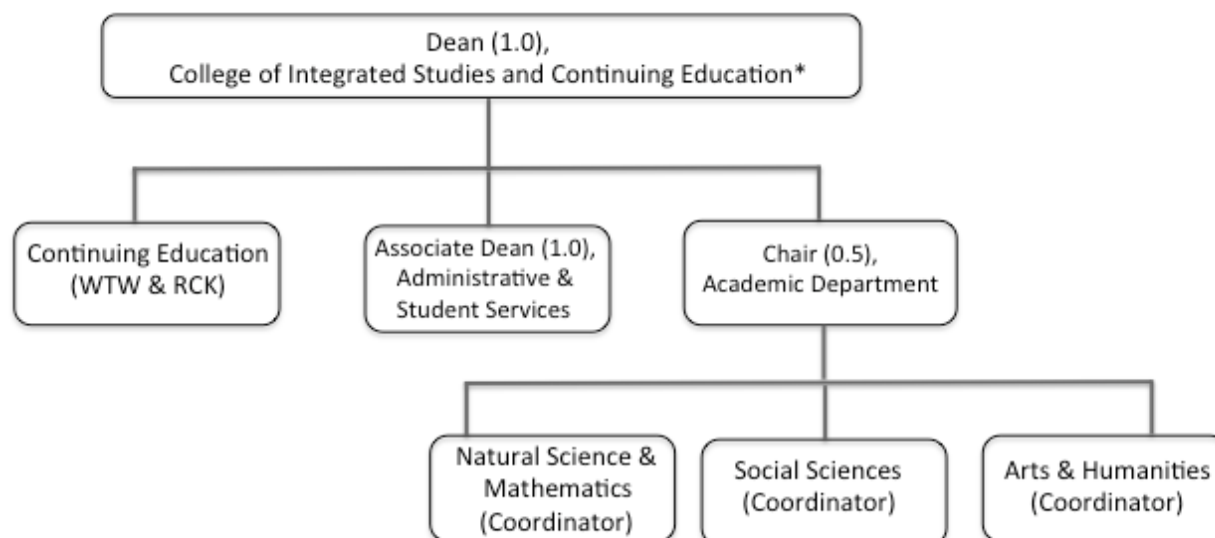
The UW Colleges current assessment model operates at the AAS degree and discipline levels. At the Associate of Arts and Sciences degree level, the institution regards the following areas of proficiency to be of primary importance in the education of its students: analytical skills, quantitative skills, communication skills, aesthetic skills, and intercultural skills.

Degree-level assessment is implemented at the existing department level with the development of common tools and assessment assignments. Results are reported through department chairs to the provost's office. Assessment assignments measure the five institutional proficiencies on a rotating cycle. Results inform teaching, learning, and curriculum decisions for each department at the AAS program level. Discipline-level assessment occurs through academic department assessment of department/program-specific learning objectives. Department/program-specific learning objectives are congruous with the five institutional proficiencies. Like degree-level assessment, department/program-specific assessment of learning objectives inform teaching, learning, and curriculum decisions for the discipline.

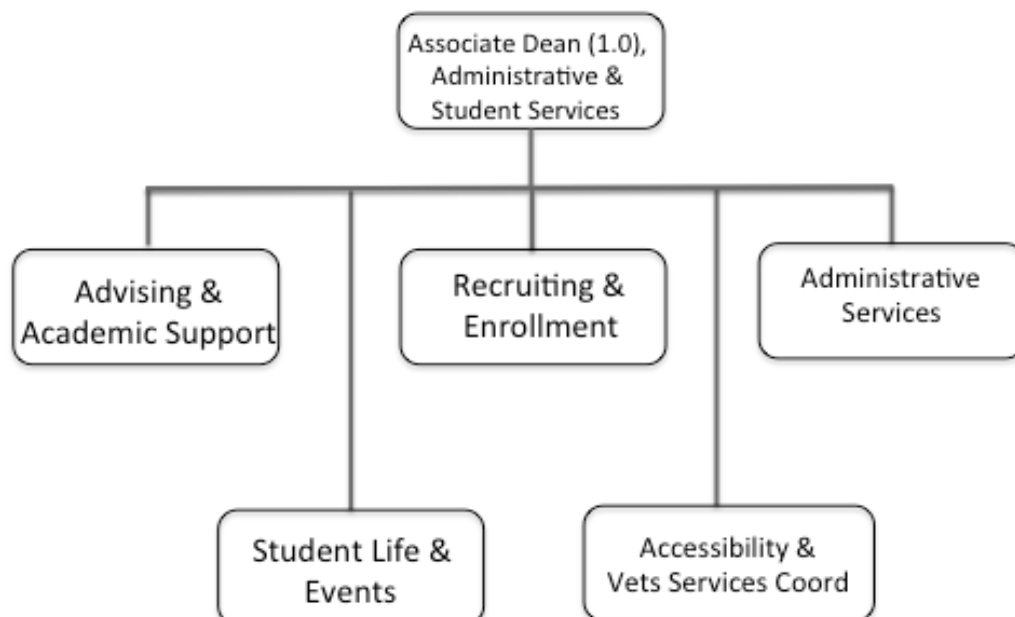
During the transitional phase, the current UW Colleges assessment model will be in place for 2018-19. Changes to the assessment model will be directed by departments and academic leadership in consultation with, and with approvals of, requisite governance at the new college and appropriate committees at UW-W.



## Appendix A: Organizational Charts



\* This title reflects both responsibilities: Oversight of the College of Integrated Studies and the combined offices of continuing education at Whitewater and Rock County. The order in which the responsibilities are listed as well as the name of Continuing Education may change in the future.



## Appendix B: Branch Campus Budget Information

The following pro-forma is a projection of the UW-Whitewater and UW-Rock County budgets based on FY18 Budget (not actual expenses) and is a projection of what the budget might look like in the future. It is based on flat enrollment and expense estimates and therefore the actual results may either be higher or lower than projected.

Some key information as to the fiscal health of the UW-Rock County campus: The campus has no debt service on its buildings, which are maintained by the county at a standard much higher than many of the other Colleges. The Rock County campus has a small tuition target shortfall of \$60,000, which is being addressed through a redistribution of central funds. It is projected to have a slight increase in enrollment in the fall of 2018. The transactional functions such as invoicing, purchasing, payroll and other financial and human resource operations will continue to be completed by UW Colleges central office until at least June 30, 2019. The buildings will continue to be maintained by Rock County.

	FY2017-2018	FY2018-2019			FY2019-2020		
	UWW FY17/FY18 Total	UWW	From UW Colleges	FY18/19 Total	UWW and UW Colleges	From UW Colleges	FY19/FY20 Total
<b>REVENUE</b>							
GPR/Tuition	\$ 116,963,354	\$ 116,963,354	\$ 3,504,099	\$ 120,467,453	\$ 120,467,453	\$ -	\$ 120,467,453
Auxiliary Operations	\$ 43,637,253	\$ 43,637,253	\$ 494,192	\$ 44,131,445	\$ 44,131,445	\$ -	\$ 44,131,445
General Operations	\$ 10,052,917	\$ 10,052,917	\$ 402,193	\$ 10,455,110	\$ 10,455,110	\$ -	\$ 10,455,110
Other Unrestricted Program Revenue	\$ 10,388,358	\$ 10,388,358	\$ -	\$ 10,388,358	\$ 10,388,358	\$ -	\$ 10,388,358
Federal Indirect Cost Reimbursement	\$ 407,865	\$ 407,865	\$ 2,821	\$ 410,686	\$ 410,686	\$ -	\$ 410,686
Restricted: Federal/Gifts/Grants	\$ 83,949,717	\$ 83,949,717	\$ 312,617	\$ 84,262,334	\$ 84,262,334	\$ -	\$ 84,262,334
UWC Regional Funding (All Funds)	\$ -	\$ -	\$ 519,514	\$ 519,514	\$ 519,514	\$ -	\$ 519,514
UWC Central Administration	\$ -	\$ -	\$ 861,757	\$ 861,757	\$ 861,757	\$ -	\$ 861,757
<b>Subtotal Revenue:</b>	<b>\$ 265,399,464</b>	<b>\$ 265,399,464</b>	<b>\$ 6,097,193</b>	<b>\$ 271,496,657</b>	<b>\$ 271,496,657</b>	<b>\$ -</b>	<b>\$ 271,496,657</b>
<b>EXPENDITURES</b>							
GPR/Tuition	\$ 116,963,354	\$ 116,963,354	\$ -	\$ 116,963,354	\$ 116,963,354	\$ -	\$ 116,963,354
Auxiliary Operations	\$ 41,955,471	\$ 41,955,471	\$ -	\$ 41,955,471	\$ 41,955,471	\$ -	\$ 41,955,471
General Operations	\$ 10,052,917	\$ 10,052,917	\$ -	\$ 10,052,917	\$ 10,052,917	\$ -	\$ 10,052,917
Other Unrestricted Program Revenue	\$ 10,388,358	\$ 10,388,358	\$ -	\$ 10,388,358	\$ 10,388,358	\$ -	\$ 10,388,358
Federal Indirect Cost Reimbursement	\$ 407,865	\$ 407,865	\$ -	\$ 407,865	\$ 407,865	\$ -	\$ 407,865
Federal/Gifts/Grants	\$ 83,949,717	\$ 83,949,717	\$ -	\$ 83,949,717	\$ 83,949,717	\$ -	\$ 83,949,717
Service/Program Investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UWC Expenditures	\$ -	\$ -	\$ 6,097,193	\$ 6,097,193	\$ 6,097,193	\$ -	\$ 6,097,193
<b>Subtotal Expenditures:</b>	<b>\$ 263,717,682</b>	<b>\$ 263,717,682</b>	<b>\$ 6,097,193</b>	<b>\$ 269,814,875</b>	<b>\$ 269,814,875</b>	<b>\$ -</b>	<b>\$ 269,814,875</b>
<b>NET OPERATIONS</b>	<b>\$ 1,681,782</b>	<b>\$ 1,681,782</b>	<b>\$ -</b>	<b>\$ 1,681,782</b>	<b>\$ 1,681,782</b>	<b>\$ -</b>	<b>\$ 1,681,782</b>
<b>OPERATING FUND ADJUSTMENTS*</b>							
Tuition Revenue Adjustments				\$ -			\$ -
Performance-Based Funding Allocation (TBD)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue Share (TBD)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bridge Funding/Use of Reserves (TBD)				\$ -	\$ -		\$ -
<b>Subtotal Adjustments:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET OPERATIONS (Less Adjustments)</b>	<b>\$ 1,681,782</b>	<b>\$ 1,681,782</b>	<b>\$ -</b>	<b>\$ 1,681,782</b>	<b>\$ 1,681,782</b>	<b>\$ -</b>	<b>\$ 1,681,782</b>

\* At this juncture (January 2018), all adjustments are still to-be-determined.

In addition to the UW-Rock County central campus budget, note the figures highlighted, these are the Regional and Central funds for FY18-19 and FY19-20. These funds were not part of the central campus budget prior to FY18-19, rather these funds were used to pay for regional staff and central services from which the UW-Rock County campuses received services. The Regional

Fund of \$519,514 is currently available for hiring staff. The \$861,757 Central Fund is not fully available at this time, but rather will be released over time as services from the central offices are transferred to the receiving campuses. Just recently a small amount of the Central Fund in the amount of \$53,482 was released for the purposes of recruitment. Note that the funding must cover both salary and fringe benefits.

The chart below identifies the current available funding, pending analysis of vacancies:

Funding Sources		
Salary	Fringe	
\$ 311,708.00	\$ 207,506.00	Regional Budget to be transferred at time of hire
\$ 36,502.00	\$ 16,980.00	Central Budget (Recruiting line transfer from System 3/20/18)
\$45,876	\$ 21,938.78	Campus Budget (Librarian Vacancy)
\$ 44,000.00	\$ 20,680.00	Campus Budget (Adjunct Salary Vacancy)
\$ 22,500.00	\$ 9,000.00	UW-W Budget (.25 of Salary Savings)
\$ 460,586.00	\$ 276,104.78	

Potential use of funds:

Dean (part-time)	CAMPUS DEAN	103	\$	70,000.00	0.50
Adm/Student Affairs	ASSOC CAMPUS DEAN & STUDENT AFFAIRS	103	\$	107,000.00	1.00
Dept Chair (part-time)	DEPT CHAIR	103	\$	20,000.00	0.50
Student Services Staff	STUDENT SERVICES STAFF	103	\$	55,000.00	1.00
Recruiter	RECRUITER	103	\$	55,000.00	1.00
Facilities	DIR, PHYSICAL PLANT/M	103	\$	84,000.00	1.00
			\$	391,000.00	5.00

Final use of funds will be decided by the main campus chancellor.



UNIVERSITY OF WISCONSIN  
WHITEWATER

Office of the Chancellor

## MEMORANDUM

TO: Ray Cross  
President, University of Wisconsin System

FROM: Beverly Kopper *BK*  
Chancellor, University of Wisconsin-Whitewater

RE: Organizational Structure for UW-Rock County

DATE: May 23, 2018

We at the University of Wisconsin – Whitewater and the University of Wisconsin – Rock County have completed a process of approval for an organizational structure for our shared university.

Following Higher Learning Commission approval, the University of Wisconsin – Rock County will move under the umbrella of the University of Wisconsin – Whitewater as a new college, the College of Integrated Studies. Details on the organizational structure are explained in a document included in this submission.

On April 2, this organizational structure was reviewed by the Joint Restructuring Committee including representatives from administration, faculty, academic staff, university staff, and students from both the main and branch campuses as well as the chair of the Rock County Board of Supervisors.

The Faculty Senate of the University of Wisconsin – Whitewater unanimously approved the organizational structure on April 10, and on April 12, the University of Wisconsin – Rock County Collegium unanimously approved the structure.

Both Provost Elrod and I have approved the structure as well.

We look forward to a bright future built on open communication and a collaborative relationship between our two campuses.

Attachments: Proposed College Structure  
Minutes of the Faculty Senate, University of Wisconsin – Whitewater  
Minutes of the UW-Rock County Collegium

2018 Tenure Transfer Report  
for UW Colleges

EDUCATION COMMITTEE

Resolution I.1.h.:

That, upon the recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the 2018 Tenure Transfer Report for UW Colleges be approved.

**UNIVERSITY OF WISCONSIN SYSTEM  
ACCEPTANCE OF THE UW COLLEGES  
TENURE TRANSFER REPORT**

**BACKGROUND**

On November 9, 2017, the University of Wisconsin System Board of Regents approved a proposal to restructure the UW Colleges and UW-Extension, joining the 13 two-year campuses with four-year comprehensive and research institutions, and joining UW-Extension divisions with UW-Madison and UW System Administration.

The BOR resolution authorizing the restructuring stated, in part, that the:

*“UW Colleges and UW-Extension employees who become employees of a UW System campus or UW System Administration shall continue to enjoy job security rights and shared governance rights consistent with their current appointment at UW Colleges and UW-Extension, the particulars of which will be developed by campus administration and UW System Administration in consultation with relevant governance bodies.”*

This action is necessitated by the UW System Restructuring Initiative, and the accompanying accreditation requirements of the Higher Learning Commission and the U.S. Department of Education. Both entities require continuity of academic programs, instruction, and student services as part of the approval process for the UW System application to restructure UW Colleges and UW-Extension, which was submitted to the Higher Learning Commission on January 16, 2018, and which is scheduled for hearing on June 28, 2018.

**REQUESTED ACTION**

Adoption of Resolution I.1.h., accepting the UW Colleges Tenure Transfer Report.

**DISCUSSION**

The UW Colleges Tenure Transfer Report formally memorializes the legally protected job security rights of the tenured faculty members from UW Colleges whose employment will transfer to the seven receiving institutions on July 1, 2018. Each faculty member who is listed in the report has already been granted tenure by the UW System Board of Regents, pursuant to s. 36.13, Wis. Stats. and s. UWS 3.06, Wis. Admin. Code.

The report lists each faculty member’s name, rank, UW Colleges home campus, and the designated academic unit and/or department where the faculty member’s appointment will reside within the UW receiving institution.

## **RELATED REGENT POLICY**

Regent Policy Document 20-23, Faculty Tenure.

**UNIVERSITY OF WISCONSIN SYSTEM**  
**2018 UW COLLEGES TENURE TRANSFER REPORT**

<b>RECEIVING INSTITUTION</b>	<b>UW COLLEGE</b>	<b>NAME</b>	<b>RANK</b>	<b>UNIT/DEPARTMENT AT RECEIVING INSTITUTION</b>
UW-Eau Claire	Barron	FRIEDERICH, JOEL ALLEN	Associate Professor	English
UW-Eau Claire	Barron	KOZMA, TROY A	Associate Professor	Philosophy
UW-Eau Claire	Barron	PATRICK, SUE CAROL	Professor	History
UW-Eau Claire	Barron	VIEREGGE, QUENTIN D	Associate Professor	English
UW-Eau Claire	Barron	WENTZ, LAUREN E	Associate Professor	Biology
UW-Eau Claire	Barron	PETERSON, BRADLEY W	Associate Professor	Physics and Astronomy
UW-Green Bay	Manitowoc	LUTSKY, BEREL	Professor	Art & Design, Art
UW-Green Bay	Sheboygan	UEBELHERR, THOMAS C	Professor	Art & Design, Art
UW-Green Bay	Manitowoc	ABLER, REBECCA A	Professor	Natural and Applied Sciences, Biology
UW-Green Bay	Manitowoc	HEIN, RICHARD G	Professor	Natural and Applied Sciences, Biology
UW-Green Bay	Sheboygan	RAUNIO, MATTHEW I	Associate Professor	Business Administration



REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Green Bay	Manitowoc	SCHINDL, KARL F	Professor	Business Administration
UW-Green Bay	Marinette	KLEMP, MARK A	Associate Professor	Natural and Applied Sciences, Chemistry
UW-Green Bay	Manitowoc	KABRHEL, AMY J	Associate Professor	Natural and Applied Sciences, Chemistry
UW-Green Bay	Sheboygan	KABRHEL, JAMES E	Associate Professor	Natural and Applied Sciences, Chemistry
UW-Green Bay	Manitowoc	VAN SLOOTEN, JESSICA L	Associate Professor	Humanities, English Composition/English
UW-Green Bay	Manitowoc	EMMETT, PAUL J	Professor	Humanities, English Composition/English
UW-Green Bay	Sheboygan	MATTIS, ANN M	Associate Professor	Humanities, English Composition/English
UW-Green Bay	Sheboygan	MURRENUS PILMAIER, VALERIE A	Associate Professor	Humanities, English Composition/English
UW-Green Bay	Marinette	FLATT, JENNIFER M	Professor	Humanities, English Composition/English
UW-Green Bay	Marinette	WEST, KEITH D	Associate Professor	Natural and Applied Sciences, Geology
UW-Green Bay	Marinette	KALLGREN, DANIEL C	Associate Professor	Humanities, History
UW-Green Bay	Manitowoc	STONE, CHRISTOPHER D	Associate Professor	Humanities, History

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Green Bay	Sheboygan	KARAU, MARK D	Professor	Humanities, History
UW-Green Bay	Manitowoc	DALBERG, JARED K	Associate Professor	Human Biology
UW-Green Bay	Manitowoc	MURPHY, BRIAN M	Associate Professor	Natural and Applied Sciences, Mathematics
UW-Green Bay	Manitowoc	ONODA, MEGUMI	Associate Professor	Natural and Applied Sciences, Mathematics
UW-Green Bay	Sheboygan	BICKNER, DEVIN R	Assistant Professor	Natural and Applied Sciences, Mathematics
UW-Green Bay	Sheboygan	YANG, YONGJUN	Associate Professor	Natural and Applied Sciences, Mathematics
UW-Green Bay	Marinette	FLATT, JENNIFER M	Professor	Humanities, Modern Languages/English
UW-Green Bay	Sheboygan	TALBOTT, CHRISTY J	Associate Professor	Music
UW-Green Bay	Sheboygan	LOUZECKY, DAVID J	Professor	Humanities, Philosophy
UW-Green Bay	Marinette	ERDMAN, PAUL S	Associate Professor	Natural and Applied Sciences, Physics
UW-Green Bay	Marinette	BUGAJ, ALBERT M	Professor	Human Development, Psychology
UW-Green Bay	Marinette	HENDRICK, CRYSTAL L	Associate Professor	Human Development, Psychology

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Green Bay	Sheboygan	ATWOOD, DANA R	Associate Professor	Public and Environmental Affairs, Sociology
UW-Green Bay	Marinette	STONE THORNBERRY, REBECCA	Associate Professor	Theater & Dance, Theater
UW-Milwaukee	Waukesha	ALITTO, JULIANNA M	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	DECKER, STEVEN J	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	DUNN, TIMOTHY J	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	HAGER, LISA M	Associate Professor	Arts & Humanities
UW-Milwaukee	Washington	LESNIAK, JOSHUA P	Associate Professor	Arts & Humanities
UW-Milwaukee	Marathon	LISS, BARRY D	Associate Professor	Arts & Humanities
UW-Milwaukee	Washington	MALCUIT, WILLIAM Q	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	PAPROCKI, DEBORAH A	Associate Professor	Arts & Humanities
UW-Milwaukee	Washington	SZABO, TAIT C	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	JONESON, SUZANNE L	Associate Professor	Natural Sciences & Mathematics

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Milwaukee	Waukesha	LEE, KEVIN J	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	PRICE, ALAN PAUL	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	RODRIGUEZ, LUIS G	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Washington	SELBY, TALITHA M	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	SOLESKI, TATIANA V	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	TEWELDEMEDHIN, AMANUEL G	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Washington	THAPA, MOHAN	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Washington	TRIPATHI, SWAPNIL	Associate Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	BENNETT, DYLAN C	Associate Professor	Social Sciences & Business
UW-Milwaukee	Washington	BRUNETTE-HILL, SANDI L	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	GULOTTA, RONALD G	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	HANKENSON, MARGARET H	Associate Professor	Social Sciences & Business

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Milwaukee	Waukesha	HERVERT, JOHN F	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	RINZEL, JILL A	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	THERING, TIMOTHY B	Associate Professor	Social Sciences & Business
UW-Milwaukee	Washington	TYVELA, KIRK A	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	WANG, JUCHUAN	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	WANG, YONGQING	Professor	Social Sciences & Business
UW-Milwaukee	Washington	WESSEL-BLASKI, TRICIA L	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	AHRENHOERSTER, GREGORY M	Professor	Arts & Humanities
UW-Milwaukee	Washington	GIBEAU, PETER W	Professor	Arts & Humanities
UW-Milwaukee	Waukesha	HEINERT, JENNIFER LJ	Professor	Arts & Humanities
UW-Milwaukee	Waukesha	KOWALSKI, DEAN A	Professor	Arts & Humanities
UW-Milwaukee	Waukesha	LEM, ELLYN A	Professor	Arts & Humanities

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Milwaukee	Washington	PETERSON, MARK C E	Professor	Arts & Humanities
UW-Milwaukee	Waukesha	PHILLIPS, CASSANDRA M	Professor	Arts & Humanities
UW-Milwaukee	Washington	WIDMAYER, ANNE F	Professor	Arts & Humanities
UW-Milwaukee	Waukesha	ZANICKOWSKY, ELIZABETH MARIE	Professor	Arts & Humanities
UW-Milwaukee	Washington	AYOUB, MOHAMED E	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Washington	EKUNSANMI, TOYE J	Professor	Natural Sciences & Mathematics
UW-Milwaukee	UW Colleges Online	KRYUKOV, ALEXEY ANDREW	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	OTU, JOSEPH OBI	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Marathon	PECH, LOUIS L	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Washington	PETERSON, ROGER D	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	STALDER, SHUBHANGI S	Professor	Natural Sciences & Mathematics
UW-Milwaukee	Waukesha	BERMANT, ROBERT I	Professor	Social Sciences & Business

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Milwaukee	Waukesha	ESSUMAN, JOE W	Professor	Social Sciences & Business
UW-Milwaukee	Washington	HAMILTON, MARGARET MARY	Professor	Social Sciences & Business
UW-Milwaukee	Washington	HAYS, CHRISTOPHER T	Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	SCHMID, STEPHEN E	Associate Professor	Arts & Humanities
UW-Milwaukee	Waukesha	ANAND, JAYANT	Associate Professor	Social Sciences & Business
UW-Milwaukee	Waukesha	KASPAREK, JONATHAN J	Professor	Social Sciences & Business
UW-Milwaukee	Rock County	JULIAN, MICHAEL	Associate Professor	Art
UW-Oshkosh	Fond Du Lac	DEMEZAS, DAVID H	Associate Professor	COLS: Biology
UW-Oshkosh	Fond Du Lac	GUSTIN, RICHARD E	Professor	COLS: Theatre
UW-Oshkosh	Fond Du Lac	HARRIS, PAISLEY J	Associate Professor	COLS: History
UW-Oshkosh	Fond Du Lac	HUSSEIN, KHALED H	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fond Du Lac	JURMU, MICHAEL C	Professor	COLS: Geography and Urban Planning

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Oshkosh	Fond Du Lac	LIANG, YANTING	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fond Du Lac	MUMM-JANSEN, VALERIE ANNE	Associate Professor	COLS: Foreign Languages and Literatures
UW-Oshkosh	Fond Du Lac	PAYESTEH, SAYEED	Professor	COB: Economics
UW-Oshkosh	Fond Du Lac	PETERSON, ALAYNE M	Associate Professor	COLS: English
UW-Oshkosh	Fond Du Lac	SCHREIBERSDORF, LISA B	Associate Professor	COLS: English
UW-Oshkosh	Fond Du Lac	WATSON, LEE W	Associate Professor	COEHS: Human Kinetics and Health Education
UW-Oshkosh	Fond Du Lac	WILKUM, KRISTI LC	Associate Professor	COLS: Communication Studies
UW-Oshkosh	Fond Du Lac	WOODWARD Jr, ROLAND C	Associate Professor	COLS: Physics and Astronomy
UW-Oshkosh	Fox Valley	ALLEN, MALCOLM D	Professor	COLS: English
UW-Oshkosh	Fox Valley	BARTLETT, MICHAEL O	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fox Valley	BEAVER, JOHN E	Professor	COLS: Physics and Astronomy
UW-Oshkosh	Fox Valley	BULTMAN, WILLIAM J	Professor	COLS: Computer Science



REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Oshkosh	Fox Valley	DOUGLAS, JAMIE	Associate Professor	COLS: Engineering Technology
UW-Oshkosh	Fox Valley	EMMERT, SCOTT D	Professor	COLS: English
UW-Oshkosh	Fox Valley	ENGELHART, HILLARY M	Associate Professor	COLS: Foreign Languages and Literatures
UW-Oshkosh	Fox Valley	GEARY, CAROLINE D	Professor	COLS: Chemistry
UW-Oshkosh	Fox Valley	GILLARD, WILLIAM F	Associate Professor	COLS: English
UW-Oshkosh	Fox Valley	GONYA, TERESA J	Professor	COLS: Biology
UW-Oshkosh	Fox Valley	GRALEWICZ, RENEE M	Associate Professor	COLS: Anthropology
UW-Oshkosh	Fox Valley	JOHNSON, BETH A	Associate Professor	COLS: Geology
UW-Oshkosh	Fox Valley	KNIGHTEN, RACHEL S	Associate Professor	COLS: Foreign Languages and Literatures
UW-Oshkosh	Fox Valley	KREIDER, SAMUEL E	Professor	COLS: Philosophy
UW-Oshkosh	Fox Valley	KROENING, KURT D	Professor	COLS: Biology
UW-Oshkosh	Fox Valley	LADWIG, TAMMY J	Associate Professor	COEHS: Teacher Education

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Oshkosh	Fox Valley	LAVRENTIEV, ALEXANDER	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fox Valley	MASSEY, PAMELA A	Professor	COEHS: Human Kinetics and Health Education
UW-Oshkosh	Fox Valley	PETER, GREGORY A	Associate Professor	COLS: Sociology
UW-Oshkosh	Fox Valley	PHILLIPPI-IMMEL, KATHY R	Associate Professor	COLS: Psychology
UW-Oshkosh	Fox Valley	RABIDEAU, SUSAN M	Professor	COLS: Theatre
UW-Oshkosh	Fox Valley	RUDD, MARTIN D	Professor	COLS: Chemistry
UW-Oshkosh	Fox Valley	SACKMAN, MARC L	Professor	COLS: Music
UW-Oshkosh	Fox Valley	DIRLAM-SCHATZ, KIMBERLY A	Professor	COLS: Chemistry
UW-Oshkosh	Fox Valley	SHEEHAN, STEVEN T	Associate Professor	COLS: History
UW-Oshkosh	Fox Valley	TAHERI, ABBAS A	Professor	COB: Economics
UW-Oshkosh	Fox Valley	TIREL, CARRIE J	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fox Valley	WALLER, JUDITH L	Professor	COLS: Art

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Oshkosh	Fox Valley	ZAIDAN, YOUNIS	Associate Professor	COLS: Mathematics
UW-Oshkosh	Fox Valley	ZETZMAN, FRANKLIN K	Professor	COLS: Art
UW-Oshkosh	Fox Valley	HALL, TERESA C	Associate Professor	COLS: Biology
UW-Oshkosh	Fox Valley	HALVERSON, JILLAYNE M	Associate Professor	COB: Accounting
UW-Platteville	Baraboo/Sauk County	ANDERSON, NOAH J	Associate Professor	Biology
UW-Platteville	Baraboo/Sauk County	AYAR, MUSA	Associate Professor	Business
UW-Platteville	Baraboo/Sauk County	JACOBS, MICHAEL D	Associate Professor	History
UW-Platteville	Baraboo/Sauk County	SEALS, MARC T	Associate Professor	Humanities
UW-Platteville	Baraboo/Sauk County	PREMADASA, ANGURU KANKANANGE K	Professor	Mathematics
UW-Platteville	Baraboo/Sauk County	ERNEST, DAMIAN L	Associate Professor	Performing and Visual Arts
UW-Platteville	Baraboo/Sauk County	KELSEY, LETHA A	Associate Professor	Performing and Visual Arts
UW-Platteville	Baraboo/Sauk County	WILBUR, CHRISTOPHER	Associate Professor	Psychology

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Platteville	Baraboo/Sauk County	FENCL, MATTHEW J	Associate Professor	School of Education
UW-Platteville	Baraboo/Sauk County	KUHLMANN, ANNETTE	Professor	Social Sciences
UW-Platteville	Baraboo/Sauk County	KALISH, CATHERINE S	Associate Professor	Humanities
UW-Platteville	Baraboo/Sauk County/Richland	MURRAY, DALE F	Professor	Humanities
UW-Platteville	Baraboo/Sauk County	BYRNES, CHRISTA R	Professor	Civil and Environmental Engineering
UW-Platteville	Richland	PENG, ZHIFANG	Associate Professor	Business
UW-Platteville	Richland	FETTERLY, BRANDON M	Professor	Chemistry
UW-Platteville	Richland	ZOREA, AHARON W	Professor	History
UW-Platteville	Richland	DRESSER, MARNIE LB	Professor	Humanities
UW-Platteville	Richland	LUTZ, ZOIE E	Professor	Performing and Visual Arts
UW-Platteville	Richland	CARPENTER, DENNIS D	Associate Professor	Psychology
UW-Platteville	Richland	HOFFMAN, GAIL K	Professor	School of Education

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Stevens Point	Marathon	BARKER, BRETT R	Professor	History & International Studies
UW-Stevens Point	Marathon	BUCHHOLZ, TIMOTHY	Associate Professor	Music
UW-Stevens Point	Marathon	FLEMING, THOMAS M	Professor	Art & Design
UW-Stevens Point	Marathon	GREGORI SELLES, EDUARDO	Associate Professor	World Languages and Literatures
UW-Stevens Point	Marathon	HALL, MARK S	Associate Professor	CNMT
UW-Stevens Point	Marathon	HASSEL, HOLLY J	Professor	English
UW-Stevens Point	Marathon	HEMENWAY, CLARE T	Associate Professor	Mathematical Sciences
UW-Stevens Point	Marathon	HERDA-RAPP, ANN E	Professor	Sociology and Social Work
UW-Stevens Point	Marathon	HOLDHUSEN, MARK H	Professor	Physics and Astronomy
UW-Stevens Point	Marathon	HOSLER, DOUGLAS E	Associate Professor	Philosophy
UW-Stevens Point	Marathon	LEIGH, JEFFREY T	Professor	History & International Studies
UW-Stevens Point	Marathon	MARTIN, PAUL A	Professor	Mathematical Sciences

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Stevens Point	Marathon	MCCLUSKEY, JAMES M	Professor	Geography and Geology
UW-Stevens Point	Marathon	PRAHL, KRISTINE M	Associate Professor	Biology
UW-Stevens Point	Marathon	RUDOLPH, SARAH J	Professor	Theatre and Dance
UW-Stevens Point	Marathon	STEFFEN, AARON T	Associate Professor	Physics and Astronomy
UW-Stevens Point	Marathon	STUKENBERG, JILL B	Associate Professor	English
UW-Stevens Point	Marathon	WHITAKER, PAUL M	Professor	Biology
UW-Stevens Point	Marathon	WORKMAN, PENNY S	Associate Professor	Chemistry
UW-Stevens Point	Marathon	MONTGOMERY, KEITH	Professor	Geography and Geology
UW-Stevens Point	Marshfield/Wood County	BHATIA, KAVITA G	Professor	Mathematical Sciences
UW-Stevens Point	Marshfield/Wood County	BRUNSON, RICHARD B	Associate Professor	Music
UW-Stevens Point	Marshfield/Wood County	HAAGENSON, DANA C	Associate Professor	Chemistry
UW-Stevens Point	Marshfield/Wood County	KINGSTON, KITTY L	Professor	Art & Design

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW-Stevens Point	Marshfield/Wood County	KLEIMAN, JEFFREY D	Professor	History & International Studies
UW-Stevens Point	Marshfield/Wood County	LEE, LAURA R	Associate Professor	Biology
UW-Stevens Point	Marshfield/Wood County	NEUMANN, SANDRA	Associate Professor	Psychology
UW-Stevens Point	Marshfield/Wood County	THARP, JULIE ANN	Professor	English
UW-Stevens Point	Marshfield/Wood County	WILZ, KELLY L	Associate Professor	Communication
UW-Stevens Point	Marathon	GIORDANO, ERIC R	Associate Professor	Political Science
UW - WHITEWATER	Rock	BUSH, CALEB M	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	CABALLERO MENGIBAR, ANA	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	CLASEN, PATRICIA R	Professor	Integrated Studies
UW - WHITEWATER	Rock	FULLER, MARK E	Professor	Integrated Studies
UW - WHITEWATER	Rock	JONES, GEORGE H	Professor	Integrated Studies
UW - WHITEWATER	Rock	JOZWIAK, ELIZABETH A	Associate Professor	Integrated Studies

REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW - WHITEWATER	Rock	KLUBERTANZ, THOMAS H	Professor	Integrated Studies
UW - WHITEWATER	Rock	KOSTKA, KIMBERLY L	Professor	Integrated Studies
UW - WHITEWATER	Rock	MCCALLISTER, ROBERT B	Professor	Integrated Studies
UW - WHITEWATER	Rock	MILLEVOLTE, ANTHONY J	Professor	Integrated Studies
UW - WHITEWATER	Rock	PLESSEL, KRISTIN	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	PRUITT, JOHN A	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	RODELL, ROLAND L	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	SALEH, IBRAHIM A	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	STREDULINSKY, EDWARD W	Professor	Integrated Studies
UW - WHITEWATER	Rock	SUAREZ, JEFF W	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	WRINN, KERRI M	Associate Professor	Integrated Studies
UW - WHITEWATER	Rock	FONS, JOHN T	Associate Professor	Integrated Studies



REVISED 6/6/2018

RECEIVING INSTITUTION	UW COLLEGE	NAME	RANK	UNIT/DEPARTMENT AT RECEIVING INSTITUTION
UW - WHITEWATER	Rock	CLARK, CHARLES E	Associate Professor	Integrated Studies

Program Authorization (Implementation)  
UW Flexible Option B.S. in Business Administration  
UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.i.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the UW Flexible Option Bachelor of Science in Business Administration at UW-Parkside.

**UW FLEXIBLE OPTION BACHELOR OF SCIENCE  
IN BUSINESS ADMINISTRATION  
UNIVERSITY OF WISCONSIN-PARKSIDE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Parkside submits this request to transfer the UW Flexible Option Bachelor of Science degree in Business Administration from the Division of Continuing Education, Outreach and E-Learning (CEOEL) at UW-Extension. 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.i., authorizing the implementation of the UW Flexible Option Bachelor of Science in Business Administration at the University of Wisconsin-Parkside.

**DISCUSSION**

The University of Wisconsin (UW)-Parkside proposes to offer the UW Flexible Option Bachelor of Science in Business Administration (BSBA) degree. This degree program was previously approved by the UW System Board of Regents on June 10, 2016. The degree is currently offered through the Division of Continuing Education, Outreach and E-Learning (CEOEL) at UW-Extension. After July 1, 2018, CEOEL will move to UW System Administration and UW-Extension will no longer be able to offer the degree program. The degree program must move to an accredited institution. The degree program is a complement to the current curricular offerings at UW-Parkside, and will support the institution's mission and will meet a need for the UW-Parkside student population.

The UW Flexible Option program (see <http://flex.wisconsin.edu/faqs/> for further information) is a self-paced, direct-assessment, and competency-based education format that allows working adults to start any month, study at their own pace, and earn credit using their existing knowledge. The proposed B.S. in Business Administration is structured to comprise the last two years of the business and management degree. Students will be required to achieve the general education requirements in addition to the 111 competencies making up the degree-completion program. Graduates will demonstrate mastery of fundamental management skills applicable in nearly every career field. Specific competencies in multiple functional areas – Microeconomics, Macroeconomics, Financial Accounting, Managerial Accounting, Business Communication, Business Law and Ethics, Business Statistics, Information Systems, Finance, Operations Management, Marketing, Organizational Behavior and Leadership, Human Resource

Management, Global Business, Strategic Management, Project Management, Sales, and Supply Chain Management – will be included as part of the degree program.

Students enrolled in the B.S. in Business Administration will progress through the degree program requirements by demonstrating mastery of established competencies as acquired through formal and informal learning, whether that knowledge was gained through prior coursework, military training, on-the-job training, or other learning experiences. The degree is designed to be equivalent to a two-academic-year, degree-completion program. The 111 business competencies that comprise degree program requirements represent the last two academic years of a traditional four-year degree program, commonly comprised of 60 credits. All competencies will be assessed through a sequence of performance measures that include quizzes, tests, short essays, reports, oral presentations, poster presentations, demonstrations, interactive video presentations, case studies, and projects – all asking students to demonstrate what they know in real-world settings.

UW-Extension expects that most students will enroll part-time and take an average of 45 to 65 competencies per year (out of the 111 total across the curriculum of this degree). Students will enroll in a three-month subscription period at the beginning of each month. At that rate, students who enter the program with an associate degree could complete the program in 1.75 to 2.5 years. Because the proposed B.S. in Business Administration is entirely a self-paced program, students will not have the same degree-completion rates as the traditional degree program students who complete their degree in two academic years.

## **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.

Acceptance of the Proffer  
from the Trustees of the Vilas Estate  
to UW-Madison and UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.j.:

That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the proffer of \$9,893,364.00 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2018 to June 30, 2019, as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music; and approves the proffer of \$1,018,666.19 for the special fund for the construction of a music performance building adjacent to the Chazen Museum at the University of Wisconsin-Madison.

**2018 PROFFER TO UW-MADISON AND UW-MILWAUKEE FROM THE  
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE  
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND  
SPECIAL PROGRAMS IN ARTS AND HUMANITIES,  
SOCIAL SCIENCES AND MUSIC  
AND FOR THE SPECIAL FUND FOR THE CONSTRUCTION OF A  
MUSIC PERFORMANCE BUILDING AT UW-MADISON**

**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.j., accepting the proffer from the Trustees of the William F. Vilas Trust Estate, as follows: \$9,775,095.00 for UW-Madison, \$118,269.00 for UW-Milwaukee, and \$1,018,666.19 for the special fund for the construction of a music performance building adjacent to the Chazen Museum 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 is asked to approve the proffer from the Vilas Trustees for both UW-Madison and UW-Milwaukee, and for the music performance building at UW-Madison.

In addition, the Vilas Trustees have 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. Accordingly, President Cross is working with UW-Madison and UW-Milwaukee to develop a supplemental request for submission to both the Board of Regents and Vilas Trustees for continuation of approved programs and/or one-time-only program allocations.

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

May 2, 2018

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

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2018. The Trustees met on Monday, April 23, 2018, to consider the annual audited financial statements, the request for funding for the Madison campus, as set forth in Chancellor Rebecca M. Blank's letter of March 20, 2018, to President Ray Cross, and the request for funding from the Milwaukee campus, as set forth in Chancellor Mark A. Mone's letter of March 14, 2018 to President Cross.

Our audit confirmed that the Trust realized net income of \$14,665,363.18 this year. After considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in the letters of Chancellor Blank and Chancellor Mone. The Trustees have also resolved to fund Vilas Life Cycle Professorship program described in B.1.; 20 Vilas Distinguished Achievement Professorships described in B.2.; Vilas Faculty Young/Mid-Career Investigator Awards described in B.3.; continuation of the expansion of scholarships and fellowships described in B.4.a., b., and c.; and supplemental funds for the auxiliary allowances of the Vilas Research Professors, as set forth in B.5.-16. of Chancellor Blank's letter. Notwithstanding the foregoing, the Trustees reduced the award to the University of Wisconsin Madison Campus for music appreciation from \$30,000 to \$27,667 to comply with the limitation imposed by Article n4 (Fourth), paragraph (B).

In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$9,893,364.00** for its fiscal year July 1, 2018, to June 30, 2019, to be expended in the following manner:

**A. CONTINUATION OF APPROVED PROGRAMS**

1. Continuation of ten (10) Vilas Undergraduate Scholarships  
for the 2018-2018 academic year at \$400.00 each \$ 4,000.00

2. Continuation of ten (10) Graduate Fellowships for the 2018-2018 academic year:
  - a. Five (5) Resident Fellowships at \$600.00 each \$ 3,000.00
  - b. Five (5) Traveling Fellowships at \$1,500.00 each 7,500.00 10,500.00

3. Continuation of the salaries and the respective allowances of twenty-one (21) Vilas Research Professorships:

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

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

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

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

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

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

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

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

Samuel Gellman – Vilas Research Professor of Chemistry,  
College of Letters and Science, Madison

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

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

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



Jo Handelsman – Vilas Research Professor of  
Wisconsin Institute of Discovery and Vice Chancellor for  
Research and Graduate Education, Madison

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- |    |    |   |                  |           |
|----|----|---|------------------|-----------|
| 4. | a. | Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each   | 20,000.00        |           |
|    | b. | Continuation of fifty (50) additional graduate fellowships at \$600.00 each   | <u>30,000.00</u> | 50,000.00 |
| 5. |    | Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance: |                  | 32,000.00 |

As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraphs 4 and 5, above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."

- |     |  |            |
|-----|--|------------|
| 6.  | Retirement benefits for eight (8) Vilas Professors at \$2,500.00 each: Bethea, Bird, Brock, Hauser, Hermand, Keisler, Kung, and Weinbrot | 20,000.00  |
| 7.  | Fourteen (14) Vilas Associates in the Arts and Humanities  | 588,336.00 |
| 8.  | Twelve (12) Vilas Associates in the Social Sciences  | 426,682.00 |
| 9.  | Fifteen (15) Vilas Associates in the Physical Sciences   | 588,547.00 |
| 10. | Eleven (11) Vilas Associates in the Biological Sciences  | 339,136.00 |
| 11. | Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:              |            |
|     | a. Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music   | 27,667.00  |

b. Milwaukee: Department of Music Request	<u>58,269.00</u>	85,936.00
---	------------------	-----------

<b>TOTAL CONTINUATION REQUEST</b>		<b>\$3,405,137.00</b>
-----------------------------------	--	-----------------------

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

**B. ONE-TIME ONLY PROGRAM ALLOCATION**

1. Renewal of Vilas Life Cycle Professorship Program:	600,000.00
2. Twenty (20) Vilas Distinguished Achievement Professorships, in the amount of \$50,000.00 each:	1,000,000.00
3. Vilas Faculty Young/Mid-Career Investigator Awards (up to \$50,000.00 per award per year for one or two years) pursuant to Article 4, Section (E) as described in part B, paragraph 3 of Chancellor Blank's letter of March 20:	3,000,000.00
4. Continuation of expansion of approved programs:	
a. 1,000 additional undergraduate scholarships at \$400.00 each pursuant to Article 4, Section (E) of the Deed of Gift and Conveyance	400,000.00
b. 500 additional fellowships at \$600.00 each pursuant to Article 4, Section (E) of the Deed of Gift and Conveyance	300,000.00
c. 600 Traveling Graduate Fellowships at \$1,200.00 each, pursuant to Article 4, Section (a), paragraph 3 of the Deed of Gift and Conveyance	720,000.00
5. Vilas Professor Vernon Barger auxiliary allowance for particle physics and cosmology project	85,000.00
6. Vilas Professor Li Chiao-Ping auxiliary allowance for performance at N.Y.U.'s Tisch School of the Arts	15,000.00
7. Vilas Professors Richard Davidson and Vilas Professor Jo Handelsman joint auxiliary allowance for study on stress biology equipment	110,000.00

8.	Vilas Professor Judith Kimble auxiliary allowance for workstation upgrade	8,000.00
9.	Vilas Professor William Reese auxiliary allowance for computer equipment	1,282.00
10.	Vilas Professor Gregg Mitman auxiliary allowance for creation of a documentary film	50,000.00
11.	Vilas Professor Karen Strier auxiliary allowance for modernization of data collection	50,000.00
12.	Vilas Professor Monica Tuner auxiliary allowance for field experiment equipment	24,000.00
13.	Vilas Professor Sau Lan Wu auxiliary allowance for graduate student and research associates	84,445.00
14.	Vilas Professor Erik Olin Wright auxiliary allowance for publication of Real Utopias	7,500.00
15.	Vilas Professor Mark Seidenberg's auxiliary allowance for eye movement tracking apparatus	13,000.00
16.	Vilas Professor Emeritus David Bethea auxiliary allowance to complete Pushkin projects	50,000.00
<b>TOTAL ONE-TIME ONLY ALLOCATION</b>		<b>\$6,488,227.00</b>
<b>TOTAL PROFFER FOR 2018 – 2018</b>		<b>\$9,893,364.00</b>

In addition, as requested by Chancellor Blank's letter to President Ray Cross, dated May 4, 2016, the Trustees are adding the final installment to the special fund for the construction of a music performance building adjacent to the Chazen Museum at the University of Wisconsin, Madison, in the amount of \$1,018,666.19, bringing the total to \$5,000,000.00 available for this building project. Please be advised that the Trustees are holding unallocated income of \$3,753,332.99 from the net income for the fiscal year which ended on March 31, 2018. The Trustees expect to receive from the Regents a supplemental request for part or all of this unallocated income, to be expended on endowments permitted by the Deed of Gift and Conveyance. This unallocated income may not be used for a special building fund, but may be used for any of the purposes set forth in Article 4 (Fourth) of the Deed of

The Regents of the University of Wisconsin  
May 2, 2018  
Page 8

Gift and Conveyance. The Trustees will add the unallocated income not requested for endowments to the Surplus of Income Account, as provided by Article 2 (Second) of the Deed of Gift and Conveyance. If you have any questions about this additional income, please contact the undersigned.

Very truly yours,

A handwritten signature in black ink, appearing to read "Robert R. Stroud", written in a cursive style.

Robert R. Stroud  
Secretary of the Trustees

RRS/neb

cc: ✓ President Ray Cross  
Chancellor Rebecca M. Blank, UW-Madison  
Chancellor Mark A. Mone, UW-Milwaukee  
Sandy Shackelford



**Office of the President**

1700 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1559  
(608) 262-2321 Phone  
(608) 262-3985 Fax

e-mail: [rcross@uwsa.edu](mailto:rcross@uwsa.edu)  
website: [www.wisconsin.edu/](http://www.wisconsin.edu/)

April 17, 2018

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

Dear Vilas Trustees:

The Board of Regents, upon my recommendation and the recommendation of the Chancellor of the University of Wisconsin-Madison and the Chancellor of the University of Wisconsin-Milwaukee, approved on April 6, 2018, a request that the Trustees of the William F. Vilas Trust Estate supply funds for the fiscal year July 1, 2018 through June 30, 2019, subject to their availability, as provided by the terms of the William F. Vilas Trust. On behalf of the Board of Regents, I am submitting this request to you for consideration by the Vilas Trust Estate.

The amounts requested, by category, are as follows:

**I. UW-MADISON**

A. Continuation of Trustee Approved Programs \$3,289,201.00

B. One-time Program Allocations \$6,488,227.00

**Total Requested by UW-Madison** **\$9,777,428.00**

**II. UW-MILWAUKEE**

A. Department of Music, Peck School of the Arts \$58,269.00

B. Vilas Research Professor Kumkum Sangari \$60,000.00

**Total Requested by UW-Milwaukee** **\$118,269.00**

**TOTAL AMOUNT REQUESTED** **\$9,895,697.00**

The attached documents provide a detailed breakdown of the specific elements of the request. Thank you for your consideration of this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Ray Cross". The signature is fluid and cursive, with the first name "Ray" being more prominent than the last name "Cross".

Ray Cross  
President

Attachments

cc: James Henderson, Vice President for Academic and Student Affairs  
Rebecca M. Blank, Chancellor, UW-Madison  
Mark Mone, Chancellor, UW-Milwaukee  
Jess Lathrop, Interim Executive Director and Corporate Secretary, Board of Regents  
Laura A. Dunek, Special Assistant, Vice President for Academic and Student Affairs



Review and Approval of Changes to Regent Policy Document 14-6,  
“Discrimination, Harassment, and Retaliation,” and  
Removal of Regent Policy Document 14-7,  
“Implementation of Statute on Discrimination Against Students”

EDUCATION COMMITTEE

Resolution I.1.k.(1):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents: (1) approves the attached revisions to Regent Policy Document 14-6, “Discrimination, Harassment, and Retaliation;” and (2) directs the Executive Director and Corporate Secretary of the Board of Regents to remove Regent Policy Document 14-7, “Implementation of Statute on Discrimination Against Students,” from the Regent Policy Documents.

**REGENT POLICY REVIEW:  
RPD 14-6, “DISCRIMINATION, HARASSMENT, AND RETALIATION” AND  
RPD 14-7, “IMPLEMENTATION OF STATUTE ON  
DISCRIMINATION AGAINST STUDENTS”**

**BACKGROUND**

The UW System Board of Regents codifies its policies in Regent Policy Documents (RPDs), which it adopts under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies. The Regents have adopted RPDs over time, with some dating back to the creation of the UW System.

In February 2011, the President of the Board of Regents formally announced a process to review and update the RPDs. Under this process, the original purpose of each policy is analyzed to determine whether the policy is still relevant and to determine the likely impact of any proposed revision. Policies are also formatted to meet policy standards established by the Regents in RPD 2-3. Since the Board began this process, it has revised numerous policies, repealed obsolete policies, and established new policies to meet changing needs and policy priorities.

Based on a review of two related RPDs, the Education Committee will consider amending Regent Policy Document 14-6, “Discrimination, Harassment, and Retaliation,” to ensure compliance with state statutes. The Education Committee will also consider eliminating RPD 14-7, “Implementation of Statute on Discrimination Against Students,” because the requirements of the policy are addressed in RPD 14-6 and it is duplicative of both RPD 14-6 and state statutes. Approving this resolution will establish a single policy that will provide greater context of issues related to student discrimination, harassment, and retaliation.

**REQUESTED ACTION**

Adoption of Resolution I.1.k.(1), which approves revisions to Regent Policy Document 14-6, “Discrimination, Harassment, and Retaliation,” and removes Regent Policy Document 14-7, “Implementation of Statute on Discrimination Against Students” from the Regent Policy Documents.

**DISCUSSION**

Section 36.12, Wis. Stats., prohibits discrimination against students, with s. 36.12(2)(a), Wis. Stats., directing the Board to require each UW System institution to establish policies and procedures that:

1. Provide criteria for determining whether the statute has been violated;
2. Provide remedies and sanctions for violations of the statute;
3. Require a complainant to file a complaint with the institution within 300 days of the alleged violation; and
4. Provide periods within which the complainant and the institution must act for each procedural step.

Under s. 36.12(2)(b), Wis. Stats., the Board is also required to establish policies and procedures for the appeal of a chancellor's or dean's decision under this section.

RPD 14-6, "Discrimination, Harassment, and Retaliation," prohibits discrimination and harassment, and requires institutions to have policies and procedures for the prevention and prohibition of discrimination, harassment and retaliation against students and employees, implementing most but not all of the requirements under s. 36.12, Wis. Stats. RPD 14-7, "Implementation of Statute on Discrimination against Students," restates the statutory prohibition against discrimination of students from s. 36.12, Wis. Stats., and directs institutions to establish policies and procedures in accord with statutory requirements. Current versions of RPDs 14-6 and 14-7 can be found in Appendix A.

This proposal recommends modifications to RPD 14-6 to address all of the requirements of s. 36.12, Wis. Stats., making RPD 14-7 duplicative and unnecessary. Specifically, RPD 14-6 would be modified to:

1. Require a student to file a complaint under this policy with the institution within 300 days of the alleged violation, as required under s. 36.12(2)(a)3., Wis. Stats.; and
2. Require institutions to incorporate a statement in their policies to notify students who file a complaint under s. 36.12, Wis. Stats., of their right to appeal a dean's or chancellor's decision to the Board.

Proposed changes to RPD 14-6 are included as Appendix B.

Revising RPD 14-6 and removing RPD 14-7 as a Regent Policy Document will have no negative effect and will enhance the UW System's compliance with state law by consolidating related policies into one document.

## **RELEVANT REGENT POLICIES**

Regent Policy Document 14-6, "Discrimination, Harassment, and Retaliation"

Regent Policy Document 14-7, "Implementation of Statute on Discrimination Against Students"

## **APPENDIX A: CURRENT VERSIONS OF RPD 14-6 AND 14-7**

### **14-6 DISCRIMINATION, HARASSMENT, AND RETALIATION**

#### **Scope**

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

#### **Purpose**

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

#### **Policy Statement**

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

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

The following protections shall apply to this policy in regard to an individual's characteristics ("protected status"):

**Students:** No student may be denied admission to, or participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, or any other category protected

by law, including physical condition or developmental disability as defined in Wisconsin Statutes §51.01(5).

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

### **Definitions**

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

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

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

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

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

### **Institutional Policies and Procedures**

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

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

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

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

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

### **Related Regent Policies and Applicable Laws**

RPD 14-2: Sexual Harassment Policy Statement and Implementation

RPD 14-3: Equal Opportunities in Education: Elimination of Discrimination Based on Gender

RPD 14-4: Reserve Officers Training Corps

RPD 14-5: Measures to Alleviate Racism

RPD 14-7: Implementation of Statute on Discrimination Against Students

RPD 14-10: Nondiscrimination on Basis of Disability: Policy Statement

History: Res. 5063, adopted 10/07/88, created Regent Policy Document 88-12. Res. 6193, adopted 09/11/1992; Res. 6278, adopted 12/11/1992; and Res. 8963, adopted 02/11/2005 amended Regent Policy Document 88-12. Regent Policy Document 88-12 was renumbered 14-6. Res. 10272, adopted 10/11/2013, amended Regent Policy Document 14-6 and deleted Regent Policy Document 14-9.

## **APPENDIX A: CURRENT VERSIONS OF RPD 14-6 AND 14-7**

### **14-7 IMPLEMENTATION OF STATUTE ON DISCRIMINATION AGAINST STUDENTS (Formerly 91-4)**

Pursuant to 1997 Wisconsin Act 237, Wis. Stats. § 36.12, “No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course, or facility of the system or its institutions because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”

In accord with stated statutory requirements, the Board directs each institution of the University of Wisconsin System to establish policies and procedures to protect students from discrimination in violation of the statute.

History: Res. 5748 adopted 4/11/91.



## APPENDIX B: PROPOSED CHANGES TO RPD 14-6

### 14-6 DISCRIMINATION, HARASSMENT, AND RETALIATION

#### Scope

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

#### Purpose

The purposes of this policy ~~is~~are to: express the Board of Regents' commitment to providing an ~~educational, program, activity, and workplace~~ environment free of discrimination, harassment, and retaliation; codify in Board of Regents policy the statutory prohibitions against discriminatory conduct; and assign oversight responsibility.

#### Policy Statement

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

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

The following protections shall apply to this policy in regard to an individual's ~~characteristics~~ ("protected status"):

#### Students

No student may be denied admission to, or participation in or the benefits of, or be discriminated against in any service, program, course or facility of the ~~system~~

UW System or its institutions on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, or any other category protected by law, including physical condition or developmental disability as defined in Wisconsin Statutes §51.01(5).

## Employees

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

## Definitions

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

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

To constitute prohibited harassment, the conduct must be both objectively and subjectively harassing in nature. Harassment may include but is not limited to verbal or physical ~~attacks~~ assaults, threats, slurs or derogatory or offensive comments that meet the definition set forth ~~herein~~ in this policy. Harassment does not have to be targeted at a particular individual in order to create a harassing environment, nor must the conduct

result in a tangible injury to be considered a violation of this policy. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved. Sexual harassment is defined under Regent Policy 14-2 and is regulated through existing institutional policies and procedures.

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

### **Institutional Policies and Procedures**

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

- A. Institutional policies and procedures shall, at a minimum, contain the following provisions:
1. A clear statement of the institution's commitment to the elimination of discrimination and discriminatory harassment toward students or employees. This statement may be presented in an existing policy statement concerning general principles of nondiscrimination or anti-harassment, or articulated in a separate institutional policy.
  2. A definition of what constitutes discrimination, discriminatory harassment and retaliation that is consistent with this policy and a statement that such conduct is prohibited.
  3. A prohibition against using institution technology (computers, e-mail systems, voice mail system, and webpages) in any manner that would violate this policy.
  4. A statement that specific incidents of alleged discrimination or discriminatory harassment will be reviewed on a case-by-case basis in accordance with the procedures developed by each institution. Due consideration will be given to the protection of individual First Amendment rights to freedom of speech, expression, and academic freedom.
  5. A process under which an informal or formal complaint may be filed with the appropriate identifiable university office or department. Under this process, student complainants must file a complaint with the institution within 300 days of the alleged violation. The process shall set forth the manner and timeline in which complaints will be received, investigated, and resolved through either voluntary action on the part of the parties involved or through university action in the form of sanctions, disciplinary action, or other appropriate remedies or redress.

6. A statement indicating that retaliation against an individual for filing a complaint of discrimination or discriminatory harassment or participating in the process is prohibited. In developing these processes, existing grievance and disciplinary procedures applicable to students, student organizations, and employees will be incorporated by reference.

~~6.7.~~ A statement that informs students who file a complaint under this policy of their right to appeal the chancellor's or dean's decision to the Board of Regents, as permitted under s. 36.12(2)(b), Wis. Stats.

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

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

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

### **Related Regent Policies and Applicable Laws**

#### Section 36.12, Wisconsin Statutes

RPD 14-2: ~~Sexual Violence and~~ Sexual Harassment ~~Policy Statement and Implementation~~

RPD 14-3: Equal Opportunities in Education: Elimination of Discrimination Based on Gender

~~RPD 14-4: Reserve Officers Training Corps~~

RPD 14-5: Measures to Alleviate Racism

~~RPD 14-7: Implementation of Statute on Discrimination Against Students~~

RPD 14-10: Nondiscrimination on Basis of Disability: ~~Policy Statement~~

*History: 5063, adopted 10/07/1988, created Regent Policy Document 88-12. Res. 6193, adopted 09/11/1992; Res. 6278, adopted 12/11/1992; and Res. 8963, adopted 02/11/2005 amended Regent Policy Document 88-12. Regent Policy Document 88-12 was renumbered 14-6. Res. 10272, adopted 10/11/2013, amended Regent Policy Document 14-6 and deleted Regent Policy Document 14-9.*

Removal of Regent Policy Document 24-1,  
“Coeducational Housing”

EDUCATION COMMITTEE

Resolution I.1.k.(2):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents authorizes the Executive Director and Corporate Secretary of the Board of Regents to remove Regent Policy Document 24-1, “Coeducational Housing,” from the Regent Policy Documents because it is obsolete.

Removal of Regent Policy Document 24-3,  
“Residence Halls Visitation”

EDUCATION COMMITTEE

Resolution I.1.k.(3):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents authorizes the Executive Director and Corporate Secretary of the Board of Regents to remove Regent Policy Document 24-3, “Residence Halls Visitation,” from the Regent Policy Documents because it is obsolete.

## **REGENT POLICY REVIEW RECOMMENDATION TO ARCHIVE OBSOLETE POLICIES**

### **BACKGROUND**

The UW System Board of Regents codifies its policies in Regent Policy Documents (RPDs), which it adopts under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies. The Regents have adopted RPDs over time, with some dating back to the creation of the UW System.

In February 2011, the President of the Board of Regents formally announced a process to review and update the RPDs. Under this process, the original purpose of each policy is analyzed to determine whether the policy is still relevant and to determine the likely impact of any proposed revision. Policies are also formatted to meet policy standards established by the Regents in RPD 2-3. The Board has revised numerous policies, repealed obsolete policies, and established new policies to meet changing needs and policy priorities under this process.

At its June 2018 meeting, the Education Committee will be asked to consider removing two obsolete policies related to university residence halls.

### **REQUESTED ACTION**

Adoption of Resolutions I.1.k.(2) and I.1.k.(3), authorizing the Executive Director and Corporate Secretary of the Office of the Board of Regents to remove Regent Policy Documents 24-1 and 24-3.

### **DISCUSSION**

The Board of Regents' policies include two student housing policies that address coeducational housing and visitation. The Board adopted these policies in the 1970s, and they have not updated the policies since that time. The policies address issues that are more appropriately addressed by institutional leaders and administrators. The Office of the Board of Regents, in consultation with the Office of the General Counsel and the Office for Academic and Student Affairs, recommends that the Board remove these policies.

#### **RPD 24-1, "Coeducational Housing"**

In April of 1972, shortly after the merger that created the UW System, the Board of Regents adopted Res. 142, now codified as RPD 24-1 (included as Attachment A). This policy authorizes chancellors to designate a sufficient number of rooms to meet the demand for students who wish to live in coeducational housing, as well as for those who prefer not to live in coeducational

housing. In addition, the policy states that chancellors shall have responsibility for providing the necessary supervision and direction to ensure that a suitable environment for study and learning prevails, and requires that minor students have written parental consent to live in coeducational housing. Finally, the policy requires the Board of Regents to approve any exceptions to the policy.

There are no likely policy implications for removing 24-1 as a Regent policy as this policy addresses time-specific issues that no longer carry the same significance as they did 46 years ago. Since the Board adopted this policy, coeducational housing has become the norm on all UW campuses. UW System institutions now offer a variety of housing options and programming to address student needs and interests.

#### RPD 24-3, “Residence Halls Visitation”

The Board of Regents originally developed the visitation policy for residence halls when it was developing its policy on coeducational housing. Discussion of both issues was extensive, spanning a nearly six-year period.

RPD 24-3 establishes general guidelines for UW System institutions to use in their visitation policies. The policy describes visitation as those time-periods when residents may invite friends or relatives of the opposite sex to visit them in their residence hall rooms. The policy allows institutions to choose among visitation options (i.e. closed, limited, or open). It requires each institution to provide an opportunity for both male and female students to choose to reside in areas having closed and limited visitation. It also requires institutions to assign any student under the age of 18 at the beginning of the academic year to non-coeducational, non-visitation areas unless the student’s parent or guardian grants special permission to be exempt from this requirement. A copy of RPD 24-3 is included as Attachment B.

The Board initially approved the current visitation policy in 1975 for a four-year trial period. It adopted the policy on a permanent basis in 1979. There are no likely policy implications for removing RPD 24-3 as a Regent policy as the policy addresses time-specific issues that no longer carry the same significance as they did 43 years ago.

Removing RPDs 24-1 and 24-3 from the body of Regent Policy Documents will have no substantive effect, as these policies are obsolete. Removing these policies would be another step toward making the Regent Policy Documents a more cohesive set of policies that provide broad, strategic, and enduring statements of the Board’s expectations.

### **RELEVANT REGENT POLICIES**

Regent Policy Document 24-1, “Coeducational Housing”  
Regent Policy Document 24-3, “Residence Halls Visitation”



## **ATTACHMENT A**

### **24-1 COEDUCATIONAL HOUSING (Formerly 72-4)**

All previous rules and regulations concerning coeducational housing promulgated by the Board of Regents of the University of Wisconsin and the Board of Regents of State Universities are rescinded. Coeducational housing in the University of Wisconsin System, as implemented under the conditions of this policy, shall be construed to mean men and women occupying separate living areas by floor or room. Each university chancellor, as appropriate, may designate for coeducational housing a number of residence hall rooms sufficient to meet the desires of those who choose to live in coeducational housing. Adequate provision shall be made for those who do not wish to live in coeducational housing. It shall be the responsibility of each chancellor who elects to implement coeducational housing to provide such supervision and direction as is required in order to insure that a suitable environment for study and learning prevails; and that minor students (under 18 years of age) must have parental consent in writing to live in a coeducational housing unit. The public lounges and desks, service, and recreation areas will be shared in designated coeducational housing areas.

Any exception to this policy must come to the Board of Regents for consideration as a recommendation of the chancellor and the President of the University System.

History: Res. 142 adopted 4/7/72.

## **ATTACHMENT B**

### **24-3 RESIDENCE HALLS VISITATION (Formerly 75-8)**

Residence hall visitation policy is a matter for individual campus action within the guidelines below. Within this policy, each institution shall insure that the visitation option, or options, selected fall consistently within the educational mission of the institution and not interfere with the institution's educational program.

1. Visitation is defined as those time periods when residents may invite friends or relatives of the opposite sex to visit them in their residence hall rooms. The visitation policies developed under these guidelines shall permit only visitation; cohabitation and sexual behaviors illegal under Wisconsin statute are prohibited.
2. Campus visitation options are defined by this resolution as: (a) Closed: A policy in which no visitation is permitted; (b) Limited: A policy in which in no case shall room visitation exceed a maximum of 17 hours per day, with residence halls closed not later than 2:00 a.m. on any day; and (c) Open: A policy in which a maximum of 24 hours of visitation is permitted.
3. Campuses may elect to have closed and limited visitation or closed, limited, and open visitation, but whatever options are chosen, the opportunity to reside in areas having closed and limited visitation shall be provided to both men and women on every campus.
4. When applying for a room in a residence hall, students shall choose among the visitation options offered by the campus.
5. All students under the age of 18 at the beginning of the academic year in which they enroll shall live in non-coeducational, non-visitation areas unless special parental or guardian permission to live in limited or open visitation areas accompanies their application for residence.
6. Students who live in University of Wisconsin System residence halls shall participate in the development of visitation policies for the halls in which they reside through local campus housing governments.
7. Campus visitation policies must be approved by the Chancellor.

History: Res. 1089 adopted 10/24/75; replaces 73-1; amended by 79-1.

Approval of Reappointment and  
Approval of Appointment to the  
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.1.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the reappointment of Dr. David J. Mladenoff and the appointment of Dr. Donald M. Waller for three-year terms, effective beginning July 1, 2018 and ending July 1, 2021, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

## **UW SYSTEM APPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL**

### **BACKGROUND**

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

Recognizing the critical role that State Natural Areas (SNAs) play in protecting Wisconsin's natural heritage and pursuant to ss. 23.26, Wis. Stats., the Natural Areas Preservation Council's mission is to: (1) advocate for a strong SNA program; (2) promote research and education on SNAs; and (3) encourage scientifically-based management on and decision making for SNAs. More information on the NAPC is available at:

<http://dnr.wi.gov/topic/lands/naturalareas/council.html>

Council members are appointed for three-year terms by their respective appointing institutions. The UW System is one of five appointing institutions, and it makes four of these appointments, which must be approved by the Board of Regents. The other appointing institutions include: the Wisconsin Department of Natural Resources; the Wisconsin Academy of Sciences, Arts, and Letters; the Wisconsin Department of Public Instruction; and the Milwaukee Public Museum.

The Regents are asked to approve two council members to the NAPC for three-year terms, including the reappointment of Dr. David J. Mladenoff and the new appointment of Dr. Donald M. Waller. If approved, they will serve for three years as University of Wisconsin System representatives to the Natural Areas Preservation Council, and their terms will expire on July 1, 2021. Professor Mladenoff, is a Professor of Forest and Wildlife Ecology at UW-Madison, and Dr. Donald M. Waller is a Professor of Botany and Environmental Studies at UW-Madison. Attached in Appendices A and B are their curricula vitae.

### **REQUESTED ACTION**

Approval of Resolution I.1.1., authorizing the reappointment of Dr. David J. Mladenoff and the new appointment of Dr. Donald M. Waller as University of Wisconsin System representatives to the Natural Areas Preservation Council.

## **Short CV- David J. Mladenoff**

Department of Forest and Wildlife Ecology  
University of Wisconsin-Madison  
Madison, WI 53706  
Tel: (608) 262-1669  
Fax: (608) 262-9922  
Email: djmladen@wisc.edu

### **Professional Preparation:**

1973	Univ. of Wisconsin-Madison Anthropology and Psychology	B.S. Honors
1979	Univ. of Wisconsin-Madison Natural Resources	M.S.
1985	Univ. of Wisconsin-Madison Forest Ecology	Ph.D.

### **Appointments:**

2011-2016	Kellett Faculty Award
2005-2010	Beers-Bascom Professor of Conservation
1994-present	Asst., Assoc. and Full Professor, Dept. of Forest & Wildlife Ecology, U of Wisc-Madison
1994-1996	Natural Resources Scientist, Wisconsin Dept. of Natural Resources
1988-1994	Research Scientist, University of Minnesota, Natural Resources Research Institute
1985-1988	Director of Science and Stewardship, Western Region, The Nature Conservancy.
1979-1982	Program Coordinator, The Nature Conservancy, Washington Natural Heritage Program

### **Selected Publications (of >240 peer-reviewed publications):**

Mladenoff, DJ and JR Forrester. 2018. Historical patterns and contemporary processes in Northern Lake States old-growth landscapes. 27 pp. Chap. 7 in: Eastern Old-Growth Forests. A. Barton & W. Keeton, eds. In press. Island Press.

Mladenoff, DJ, R Sahajpal, CP Johnson, DE Rothstein. 2015. Recent land use change to agriculture in the U.S. Lake States: Impacts on cellulosic biomass potential and natural lands. PLoS ONE 11(2): e0148566. doi:10.1371/journal.pone.0148566.

Forrester, JA, DJ Mladenoff, AW D'Amato, S Fraver, DL Lindner, NJ Brazee, MK Clayton, and ST Gower. 2015. Temporal trends and sources of variation in carbon flux from coarse woody debris in experimental forest canopy openings. *Oecologia* 179:889-900.

Munoz, SE, DJ Mladenoff, S Schroeder and JW Williams. 2014. Defining the spatial patterns of historical land use associated with the indigenous societies of eastern North America. *Journal of Biogeography* 41:2195-2210.

- Foster, JR, PA Townsend and DJ Mladenoff. 2013. Spatial dynamics of a gypsy moth defoliation outbreak and dependence on habitat characteristics. *Landscape Ecology* 28:1307-1320.
- Rhemtulla, J.M., D.J. Mladenoff and M.K. Clayton. 2009. Historical forest baselines reveal potential for continued carbon sequestration. *Proceedings of the National Academy of Sciences* 106: 6082-6087.
- Schulte, L.A., and D.J. Mladenoff. 2005. Severe wind and fire regimes in northern Wisconsin (USA) forests: Historical variability at the regional scale. *Ecology* 86:431-445.
- Miller, T. F., D. J. Mladenoff, and M. K. Clayton. 2002. Spatial autocorrelation and patterns of understory vegetation and environment in old-growth northern hardwood forests. *Ecological Monographs* 72:487-503.
- Mladenoff, D. J., and H. S. He. 1999. Design and behavior of LANDIS, an object-oriented model of forest landscape disturbance and succession. Chapter 6 in D. J. Mladenoff and W. L. Baker, editors, *Spatial modeling of forest landscape change: approaches and applications*. Cambridge University Press, Cambridge, UK.
- Mladenoff, D. J. 1987. Dynamics of nitrogen mineralization and nitrification in hemlock and hardwood treefall gaps. *Ecology* 68: 1171-1180.

### **Books Published**

- Moss, M. R, J. A. Wiens, M. G. Turner, and D. J. Mladenoff. 2007. *Foundations Papers in Landscape Ecology*. Columbia University Press, New York, NY.
- Mladenoff, D. J. and W. L. Baker. 1999. *Spatial modeling of forest landscape change: approaches and applications*. Cambridge University Press, Cambridge, UK.

### **Synergistic Activities**

1. Science Advisory Committee, Andrews LTER 1999-present.
2. Developer of LANDIS simulation model development, 1992- present, used by dozens of research groups in NA, Europe, and Asia. *Ecological Modelling* LANDIS Special Issue, Dec. 2005. Hosted and trained LANDIS users by request.
3. Active in recruiting women into science careers. Over one-half of completing grad students and postdocs have been women.
4. Editorial Activity: Editorial Board, *Ecological Applications* 2003-2006, Advisory Board, *Landscape Ecology* 2006-present. Editor-in-Chief 1999-2005.
5. Board of Trustees, The Nature Conservancy Wisconsin.

## **Other Outreach and Information Transfer Activities**

Member, Governor's Council on Forestry, Biomass Fuels Committee, Science Subcommittee 2012-2014.

Member, The Nature Conservancy Wisconsin Board of Trustees 2011-2017.

Member, Governor's Task Force on Climate Change, Ag and Forests Work Group 2007-.

Member, Governor's Council on Forestry, Biomass Fuels Committee 2007-2008.

## **Selected Invited Lectures**

2016. Wisconsin Academy of Arts, Sciences, and Letters. History and status of Wisconsin forests. October 2016.

2009. Carbon Storage Potential of Formerly Forested Lands. Columbia University. September, 2009.

2009. Mladenoff, DJ. Distinguished Ecologist Lecture, Michigan Tech University, Houghton, MI. October 2009.

2008. EU Summer PhD School, Bialowieza National Park, Poland. Mammal Research Institute. June, 2008.

2007 University of Stockholm, Sweden. April, 2007.

2007. SLU (Swedish University of Agricultural Sciences), 2007, Uppsala, Sweden.

Scale and disturbance in northern Lake States Forests. Ohio University, May, 2005.

2004. Plenary address. 50<sup>th</sup> Anniversary, Chinese Academy of Science, Institute of Applied Ecology. Shenyang, China. (declined).

2002. Max-Planck-Institute for Biogeochemistry, Jena, Germany, June 2002.

2000. Invited Seminar, University of Montreal; University of Quebec at Montreal, and McGill University, Montreal, PQ, Canada, 7-10 May.

2000. Invited Lecture in Conservation, University of British Columbia, Vancouver, BC, Canada, 23-27 October.

1993. Analyzing spatial pattern in forest landscapes. University of Helsinki, Finland. March 1993.

**Donald M. Waller**  
**Curriculum Vitae – May, 2018**

**Address:** Department of Botany (608) 263-2042  
University of Wisconsin 265-2191  
430 Lincoln Drive [dmwaller@wisc.edu](mailto:dmwaller@wisc.edu)  
Madison, WI 53706 FAX: 262-7509  
<http://www.wisc.edu/botany/waller.html>  
[https://www.researchgate.net/profile/Donald\\_Waller2](https://www.researchgate.net/profile/Donald_Waller2)

**Professional Positions:**

2014-2015	Visiting Professor, Université de Montpellier, Montpellier, France
2007 – present	Chair, Conservation Biology Major (also 1986-1991)
1989 – present	Professor of Botany and Environmental Studies University of Wisconsin - Madison
2012 – 2015	Chair, Department of Botany - <a href="http://botany.wisc.edu/">http://botany.wisc.edu/</a>
2012-2013	Chair, Wisconsin Ecology - <a href="http://www.ecology.wisc.edu/">http://www.ecology.wisc.edu/</a>
1984-1989	Associate Professor of Botany, University of Wisconsin - Madison
1978-1984	Assistant Professor of Botany, University of Wisconsin - Madison

**Education:**

1978	Bussey Post-doctoral Fellow, The Gray Herbarium, Harvard University
Ph.D., 1978	Biology / Population Biology, Princeton University
A.B., 1973	Biology / Independent Scholar, Amherst College

**Positions, Awards, and Service:**

2012-2017	John T. Curtis Professor of Botany and Environmental Studies (Named professor award, Wisconsin Alumni Research Foundation)
2015-present	Associate Editor, Botany Letters
2010-present	<b>Chair, Science Advisory Board</b> , Environmental Law and Policy Center, (Chicago, IL: <a href="http://www.elpc.org">http://www.elpc.org</a> )
2008	<b>Palme Academique</b> Award, Rank: Chevalier (Knight), French Ministry of Education
2006-07	<b>President</b> , international <b>Society for the Study of Evolution</b>
2005	<b>Elected Fellow</b> , AAAS (American Assoc. for the Advancement of Science)
2005-06	Board of Directors, <b>Midwest Invasive Plant Network</b>
2003-06	Associate Editor, <i>Ecology Letters</i> (one of 3 senior editors)
1999-2003	Editor-in-chief, <i>Evolution</i>
1996-97	<b>Vilas Associate</b> Award - Univ. of Wisconsin - Madison
1994-96	Associate Editor, <i>Evolution</i>
1991-94	Executive Vice-President, <b>Society for the Study of Evolution</b>
1992-93	Co-Chair, "Scientific Roundtable on Biological Diversity"
1990-92	Editorial Board, <i>Oecologia</i>
1989-91	Board of Directors, <b>Natural Areas Association</b>
1988	<b>Alexander von Humboldt Fellow</b> and Visiting Scientist, Institut für Ökologie, Technische Universität, Berlin (West)
1986	<b>Visiting Fellow</b> , Smithsonian Tropical Research Institute, Panama
1978-89	Assistant and Associate Professor of Botany
1977-1978.	<b>Bussey Fellow</b> (post-doc), Gray Herbarium, Harvard University.



1973-1977 NIH Graduate Traineeship in Genetics, Princeton University  
 Various Review Panels, **National Science Foundation**  
**Testimony** before House and Senate Sub-committees (U.S. Congress) regarding Forest  
 Service Reform, Ecosystem Management, and biological diversity issues.  
 (1991, 1993, 1994, 1998)

#### Fields of Interest:

**Conservation** The demography and genetics of rare plants; conservation genetics;  
**Biology:** Plant-ungulate interactions; monitoring; forest management policy.  
**Ecology:** Metacommunity and metapopulation structure and dynamics; dynamics of species  
 declines and extinction; impacts of habitat fragmentation, exotic species, and  
 ungulate browsing on plant communities.  
**Genetics** Dynamics of the genetic load; causes and consequences of inbreeding;  
**& Evolution:** the evolution of breeding systems; life history theory; population genetic structure.

#### PUBLICATIONS –

Overall statistics, Google Scholar:

	All	Since 2012
Citations	12,749	5573
h-index	52	32
i10-index	105	75

#### Books:

1. **Waller, D.M., and T.P. Rooney, eds. 2008. The Vanishing Present: Wisconsin's changing lands, waters, and wildlife.** Univ. of Chicago Press. 507 pp.
2. **Alverson, W.S., W. Kuhlmann, and D.M. Waller. 1994. Wild Forests: Conservation Biology and Public Policy.** Island Press, Washington, DC. 300 pp.

#### Book Chapters:

1. **Waller, D.M. 2014. Effects of deer on forest herb layers.** Ch. 16 (pp. 369-399) in F.S. Gilliam, ed., *The Herbaceous Layer in Forests of Eastern North America*, 2<sup>nd</sup> ed. Oxford University Press, New York.
2. **Waller, D.M., and S. Flader. 2010. Leopold's legacy: An ecology of place.** Chap. 3, pp. 40-62, in I. Billick and M. Price, eds., **The Ecology of Place: Contributions of Place-Based Research to Ecological Understanding**, Univ. of Chicago Press.
3. **Waller, D.M., and T.P. Rooney. 2008. Assembling the puzzle.** In D.M. Waller & T.P. Rooney, eds., **The Vanishing Present: Wisconsin's changing lands, waters, and wildlife.** Univ. of Chicago Press, Chicago.
4. **Waller, D.M. 2008. The Big Picture.** In D.M. Waller & T.P. Rooney, eds., **The Vanishing Present: Wisconsin's changing lands, waters, and wildlife.** Univ. of Chicago Press, Chicago.
5. **T.P. Rooney and D.M. Waller. 2008. Plant Diversity in the once and future Northwoods.** In D.M. Waller & T.P. Rooney, eds., **The Vanishing Present: Wisconsin's changing lands, waters, and wildlife.** Univ. of Chicago Press, Chicago, pp. 75-90.
6. **Waller, D.M. 2007. White-tailed deer impacts and the challenge of managing a hyperabundant herbivore.** In Gaston, A.J.; Golumbia, T.E.; Martin, J.-L.; Sharpe, S.T. (eds.), *Lessons from the Islands: introduced species and what they tell us about how ecosystems work.* Pp. 135-147, *Proceedings from the Research*

- Group on Introduced Species 2002 Symposium, Queen Charlotte City, Queen Charlotte Islands, BC. Special Publication, Canadian Wildlife Service, Environment Canada, Ottawa.
7. **Waller**, D.M., Y.Q. Lu, and P. David. 2000. Population genetic variation among Wild Rice populations in northern Wisconsin. In : Proceedings of the Wild Rice Research and Management Conference, Williamson, L., L. Dlutkowski and A. McCammon Soltis eds., Great Lakes Indian Fish and Wildlife Commission, Odanah, WI.
  8. J.P. Bennett, E.D. Chiriboga, J. Coleman, D.M. **Waller**. 2000. Heavy metal baselines for wild rice from north-central Wisconsin. In Wild Rice: Great Lakes Indian Fisheries and Wildlife Commission, Odanah, WI.
  9. **Waller**, D.M. 1998. Getting back to the right nature: A reply to Cronon's "The trouble with Wilderness." pp. 540-567 in: **The Great New Wilderness Debate**, J.B. Callicott and M.P. Nelson, eds., Univ. of Georgia Press, Athens, GA. [ reprinted in various anthologies, including J. Engell et al., eds., *Environment: An interdisciplinary anthology*, Yale Univ. Press, 2005 ]
  10. Peters, R., D.M. **Waller**, et al. 1997. Standard scientific procedures for implementing ecosystem management on public lands. pp. 320-336 in S.T.A. Pickett, R.S. Ostfeld, M. Shachak, & G.E. Likens, eds., **The Ecological Basis of Conservation: Heterogeneity, Ecosystems, and Biodiversity**, Chapman & Hall, New York.
  11. **Waller**, D.M., W.S. Alverson, and S. Solheim. 1996. Local and regional factors influencing the regeneration of eastern hemlock. In G. Mroz and J. Martin, editors, **Hemlock Ecology and Management**, Conference Proceedings, Sept. 27-28, Iron Mountain, MI. Michigan Technological University, Houghton.
  12. Alverson, W.S., and D.M. **Waller**. 1997. Deer populations and the widespread failure of hemlock regeneration in northern forests. pp. 280-297 in W. McShea and J. Rappole, eds., **The Science of Overabundance: Deer ecology and population management**, Smithsonian Inst. Press, Washington, DC.
  13. **Waller**, D.M. 1996. Biodiversity as a basis for conservation efforts. pp. 16-32, in W. Snape, ed., **Biodiversity and the Law**, Island Press, Washington, DC.
  14. **Waller**, D.M., and D.A. Steingraeber. 1995. Opportunities and constraints in the placement of flowers and fruits. Pp. 51-73 in Barbara Gartner, ed., **Plant Stems: Physiology and Functional Morphology**, Academic Press, New York.
  15. **Waller**, D.M. 1993. The statics and dynamics of mating system evolution. In N.W. Thornhill, ed., **The Natural History of Inbreeding and Outbreeding: Theoretical and empirical perspectives**, Univ. of Chicago Press.
  16. **Waller**, D.M. 1991. Conserving biodiversity: A unified approach. Introductory chapter for **Landscape Linkages and Biological Diversity: A Strategy for Survival**, W. Hudson, ed., Defenders of Wildlife, Seattle.
  17. **Waller**, D.M. 1988. Plant morphology and reproduction. Ch. 10 in **Plant Reproductive Ecology: Patterns and Strategies**, J. & L. Lovett Doust, eds., Oxford U. Press.
  18. **Waller**, D.M. 1986. The Dynamics of Growth and Form. Chapter 9 in M. J. Crawley, ed., **Plant Ecology**. Blackwells.
  19. **Waller**, D.M. and D. A. Steingraeber. 1985. Branching and modular growth: Theoretical models and empirical patterns. pp. 225-257 in J. B. C. Jackson, L. W. Buss, and R. E. Cook, eds., **The Population Biology and Evolution of Clonal Organisms**, Yale University Press.

#### **Pending book proposal:**

Princeton University Press for their Monographs in Population Biology series. Title:  
**Meta-community structure and dynamics**

### Pending petition to the U.S. Fish & Wildlife Service:

Petition to emergency list the Venus flytrap (*Dionaea muscipula* Ellis) as Endangered under the 1973 Endangered Species Act. Submitted Oct. 2016. Approved for full review, Dec. 22, 2017.

DOI: [10.13140/RG.2.2.24190.59204](https://doi.org/10.13140/RG.2.2.24190.59204)

### Papers in preparation:

1. Clark, C.M., S.M. Simkin, E.B. Allen, . . . D.M. Waller. Terrestrial eutrophication: Plant species declines in response to sulfur and nitrogen deposition. Ms in preparation for *Science*.
2. Mudrak, E.L. and D.M. Waller. On the distribution of species abundance among sites. Revising ms for *J. Ecology*.
3. Waller, D.M. How and why should we monitor deer impacts on forests? In preparation for *Forest Ecology and Management* as a Tamm Review.
4. Alverson, W.S., Marian Lea, and D.M. Waller. Impacts of white-tailed deer on the survival and growth of seedlings of eastern hemlock (*Tsuga canadensis*). In prep. for *Canadian Journal of Forest Research*.
5. Waller, D.M., D. Rogers, S. Johnson, and G. Sonnier. Partitioning within- versus among-population and species variation in plant functional traits. In prep. for *Functional Ecology*.
6. Waller, D.M. and R. Toczyldowski. How not to measure inbreeding depression. In prep for *Heredity*, invited by Editor.
7. Throop, H, M. Lea, A. Delacruz, Delacruz, and D.M. Waller. Increases in aerial nitrogen deposition enrich leaves in nitrogen and increase insect herbivory.
8. Daijiang Li, T. Poisot, D. Waller, and B. Baiser. Homogenization of species composition and species association networks are decoupled.
9. Martin, J-L, S. Chamaillé, N. Lescureux, and D.M. Waller. Deer, wolves, and human society: Costs, benefits, and challenges in living together.

### Papers submitted:

1. Spalink, D., R. Kriebel, T.J. Givnish, M.A. Feist, W.S. Alverson, D.M. Waller, K.M. Cameron, K.J. Sytsma. High-resolution phylofloristics reveal evolutionary constraints on the assembly and future migration of a regional vascular flora. In revision.
2. Ash, J.D., D. Li, S.E. Johnson, D.A. Rogers and D.M. Waller. Do traits predict species-climate relationships among forest understory plants and how species respond to climate change? In revision for *Journal of Vegetation Science*.
3. Stevens, C.J., Simkin, S.M., W.D. Bowman, E.B. Allen, M.L. Brooks, C.M. Clark, J. Belnap, S.L. Collins, S.E. Jovan, L.H. Pardo, B.K. Schulz, K.N. Suding, H.L. Throop, and D.M. Waller. Increases in invasive plant species under atmospheric nitrogen deposition. Submitted, *Global Change Biology*.

### Publications – journal articles, reviews, popular articles, and reports:

1. Beck, Jared, and D.M. Waller. Phantom species: Adjusting estimates of colonization and extinction for pseudo-turnover. In press, *Oikos*. May 2018.
2. Waller, D.M. 2018. From twig to tree: Simple methods for teachers and students to track deer impacts. Invited “On the nature of things” essay. *American Journal of Botany*.
3. Waller, D. M., and N. J. Reo. 2018. First stewards: ecological outcomes of forest and wildlife stewardship by indigenous peoples of Wisconsin, USA. *Ecology and Society* 23(1):45.  
<https://doi.org/10.5751/ES-09865-230145>

4. **Waller**, D.M., S.E. Johnson, and J. Witt. 2017. A new rapid and efficient method to estimate deer browse impacts on woody species from twig age. *Forest Ecology & Management* 404: 361–369.
5. **Waller**, D.M. 2017. Dilemmas in managing deer. *Drummond Island Digest*, Sept. 2017.
6. Knight, D., R. Gorman, E. Menges, R. Peet, D. **Waller**, and J. Zedler. 2017. Resolution of respect: Orie L. Loucks 1931-2016. In press, *Bulletin of the Ecological Society of America*.
7. Li, D., and D.M. **Waller**. 2017. Fire exclusion and climate change interact to affect long-term changes in the functional composition of fire-adapted plant communities. *Diversity and Distributions* 23: 496-506.
8. Sabo, A., K. Frerker, D.M. **Waller**, E. Kruger. 2017. Deer-mediated changes in environment compound the direct impacts of herbivory on understory plant communities. *J. Ecology* 105: DOI10.1111/1365-2745.12748.
9. **Waller**, D.M., D. Rogers, and E. Mudrak. 2017. Do metacommunity mass effects predict changes in species incidence and abundance? *Ecography* 41: 11-23. DOI: 10.1111/ecog.02539
10. Li, D. A.R. Ives, and D.M. **Waller**. 2017. Can functional traits explain phylogenetic signal in the composition of a plant community? *New Phytologist* DOI: 10.1111/nph.14397
11. Verheyen, K., P. De Frenne, L. Baeten, D.M. **Waller**, et al. 2016. Combining community resurvey data to advance global change research. *BioScience*. DOI:10.1093/biosci/biw150
12. Paulson, A.K., S. Sanders, J. Kirschbaum, and D.M. **Waller**. 2016. Post-settlement ecological changes in forests of the Great Lakes National Parks. *Ecosphere* 7: e01490.
13. Johnson, S. E., K. L. Amatangelo, P. A. Townsend, and D. M. **Waller**. 2016. Large, connected floodplain forests prone to flooding best sustain plant diversity. *Ecology* 97: 3019-3030. DOI: 10.1002/ecy.1556.
14. Ash, J.D., T.J. Givnish, and D.M. **Waller**. 2016. Tracking lags in historical plant species' shifts in response to regional climate change. *Global Change Biology* 23: 1305-1315. DOI: 10.1111/gcb.13429.
15. **Waller**, D.M., E.L. Mudrak, K.L. Amatangelo, S.M. Klionsky, and D.A. Rogers. 2016. Do associations between native and invasive plants provide signals of invasive impacts? *Biological Invasions* 18: 3465-3480. DOI: 10.1007/s10530-016-1238-7
16. Bradshaw, L., and D.M. **Waller**. 2016. Impacts of white-tailed deer on regional patterns of forest tree recruitment. *Forest Ecology and Management*. 375: 1-11.
17. Kartzinel, R., D. Spalink, D.M. **Waller**, and T. Givnish. 2016. Divergence and isolation of cryptic sympatric taxa within the annual legume *Amphicarpaea bracteata*. *Ecology and Evolution* 6: 3367–3379.
18. Brim Box, J., C.E.M. Nano, G. McBurnie, D.M. **Waller**, K. McConnell, C. Brock, R. Paltridge, A. McGilvray, A. Bubba, and G.P. Edwards. 2016. The impact of feral camels (*Camelus dromedarius*) on woody vegetation in arid Australia. *J. Rangeland Management*. DOI: 10.1071/RJ15073
19. Simkin, S.M., E.B. Allen, W.D. Bowman, C.M. Clark, J. Belnap, M.L. Brooks, B.S. Cade, S.L. Collins, L.H. Geiser, F.S. Gilliam, S.E. Jovan, L.H. Pardo, B.K. Schulz, C.J. Stevens, K.N. Suding, H.L. Throop, and D.M. **Waller**. 2016. Conditional vulnerability of plant diversity to atmospheric nitrogen deposition across the United States. *Proc. Natl. Acad. Sci.* 113: 4086-4091. Web of Science: As of May/June 2017, this highly cited paper received enough citations to place it in the top 1% of papers in Environment/Ecology . . . for the field and publication year."
20. Alstad, A.O., E.I. Damschen, T.J. Givnish, J.A. Harrington, M.K. Leach, D.A. Rogers, and D.M. **Waller**. 2016. The pace of plant community change is accelerating in temperate prairies. *Science Communications* 2: e1500975. DOI: 10.1126/sciadv.1500975
21. Li, D., and D. **Waller**. 2016. Long-term shifts in the patterns and underlying processes of plant associations in Wisconsin forests. *Global Ecology and Biogeography* 25: 516-526. DOI: 10.1111/geb.12432
22. Lyons, S.K., K.L. Amatangelo, . . . D.M. **Waller**, and N.J. Gotelli. 2016. Holocene shifts in the assembly of plant and animal communities implicate human impacts. *Nature* 529: 80-83. This paper won the 2016 Science Achievement Award of the Smithsonian Institution, Washington, DC.

23. **Waller, D.M., J. Ash. A. Paulson, G. Sonnier.** 2015. Tempering threats to temperate forests. *Science* 350: 747-748.
24. **Waller, D.M.** 2015. Genetic rescue: A safe or risky bet? *Molecular Ecology*. 24: 2595–2597.
25. Li, D., and D.M. **Waller.** 2015. Drivers of observed biotic homogenization in the pine barrens of central Wisconsin. *Ecology* 96: 1030-1041.
26. Williams, E.W., and D.M. **Waller.** 2015. Tracking morphological change and demographic dynamics in ephemeral *Botrychium* s.s. (Ophioglossaceae) populations. *Journal Torrey Botanical Society* 142: 152-165.
27. Frerker, K. L., A. Sabo, and D. M. **Waller.** 2014. Long-term regional shifts in plant community composition are largely explained by local deer impact experiments. *PLoS-ONE* 9: e115843.
28. Moeller, J., N. Moehn, D.M. **Waller,** and T.J. Givnish. 2014. Paramagnetic cellulose DNA isolation improves DNA yield and quality among diverse plant taxa. *Applications in Plant Sciences* 2: 1400048.
29. Sonnier, G., S.E. Johnson, K.L. Amatangelo, D.A. Rogers, and D.M. **Waller.** 2014. Is taxonomic homogenization linked to functional homogenization in temperate forests? *Global Ecology and Biogeography* 23: 894-902.
30. Haynes, M.A., K.-J. S. Kung, J.S. Brandt, Y.P. Yang, & D.M. **Waller.** 2014. Accelerated climate change and its impact on yak herding livelihoods in the eastern Tibetan Plateau. *Climatic Change* 123: 147-160. DOI: 10.1007/s10584-013-1043-6.
31. Amatangelo, K.L., S.E. Johnson, D.A. Rogers, & D.M. **Waller.** 2014. Trait-environment relationships remain strong despite fifty years of trait compositional change in temperate forests. *Ecology* 95: 1780–1791.
32. Frerker, K.L., G. Sonnier, and D.M. **Waller.** 2013. Browsing rates and ratios provide reliable indices of ungulate impacts on forest plant communities. *Forest Ecology and Management* 291: 55 – 64.
33. Johnson, S.E., E.L. Mudrak, and D.M. **Waller.** 2013. Local increases in diversity accompany community homogenization in floodplain forest understories. *J. Vegetation Science* DOI: 10.1111/jvs.12147.
34. De Frenne, P., F. Rodríguez-Sánchez, D.A. Coomes, L. Baeten, G. Verstraeten, M. Vellend, M. Bernhardt-Römermann, C. Brown, J. Brunet, J. Cornelis, G. Decocq, H. Dierschke, O. Eriksson, F.S. Gilliam, R. Hédli, T. Heinken, M. Hermy, P. Hommel, M.A. Jenkins, D.L. Kelly, K. Kirby, F. J.G. Mitchell, T. Naaf, M. Newman, G. Peterken, P. Petřík, J. Pfadenhauer, J. Schulz, G. Sonnier, H. Van Calster, D.M. **Waller,** G-R. Walther, P.S. White, K. Woods, M. Wulf, B.J. Graae, and K. Verheyen. 2013. Microclimate moderates plant responses to macroclimate warming. *Proceedings of the National Academy of Sciences* 110: 18561-18565. DOI: 10.1073/pnas.1311190110.
35. **Waller, D.M. & L.I. Maas.** 2013. Do white-tailed deer and the exotic plant, garlic mustard, interact to affect the growth and persistence of native forest plants? *Forest Ecology and Management* 304: 296-302. DOI: 10.1016/j.foreco.2013.05.011
36. Brandt, J.S., M.A. Haynes, T. Kuemmerle, D.M. **Waller,** and V.C. Radeloff. 2013. Regime shift on the roof of the world: Alpine meadows converting to shrublands in the southern Himalayas. *Biological Conservation* 158: 116-127
37. Johnson, S.E., and D.M. **Waller.** 2013. Influence of dam regulation on 55-year canopy shifts in riparian forests. *Canadian J. of Forest Research* 43: 159-170.
38. Haynes, M.A., Z.D. Fang, D.M. **Waller.** 2013. Grazing impacts on the diversity and composition of alpine rangelands in northwest Yunnan. *J. Plant Ecology*, doi: 10.1093/jpe/rts021
39. Bai, Changke, A. Follansbee, W.S. Alverson, and D.M. **Waller.** 2012. New reports of nuclear DNA content for 407 vascular plant taxa from the United States. *Annals of Botany* 110: 1623-1629. doi: 10.1093/aob/mcs222
40. Williams, E.W., and D.M. **Waller.** 2012. Phylogenetic placement of species within the genus *Botrychium* s.s. (Ophioglossaceae) on the basis of plastid sequences, Amplified Fragment Length Polymorphisms, and flow cytometry. *International Journal of Plant Sciences* 173: 516-531.

41. **Waller**, D.M., K.L. Amatangelo, S.E. Johnson, and D. Rogers. 2012. Wisconsin Vegetation Database - Plant community survey and resurvey data from the Wisconsin Plant Ecology Laboratory. *Biodiversity and Ecology* 4: 255-264. DOI: 10.7809/b-e.00082.
42. Frerker, K., and D.M. **Waller**. 2012. A comparison and evaluation of the methods used to assess the impacts of ungulate browsing and their practicality for use by the Great Lakes Network Office of the National Park Service. National Resource Report NPS/GLKN/NRR-2012. National Park Service, Fort Collins, CO. February, 2012. 41 pp.
43. Hansen, M.M., I. Olivieri, D.M. **Waller**, and E.E. Nielsen. 2012. Monitoring adaptive genetic responses to environmental change. *Molecular Ecology*. doi: 10.1111/j.1365-294X.2011.05463.x
44. Crall, A.W., R. Jordan, K. Holfelder, G.J. Newman, J. Graham, and D.M. **Waller**. 2012. The impacts of an invasive species citizen science training program on participant attitudes, behavior, and science literacy. *Public Understanding of Science* doi: 10.1177/0963662511434894
45. Wright, Sarah D. and D.M. **Waller**. 2012. Ecotypic variation and plasticity in populations of *Lupinus perennis*, hostplant of the Karner Blue Butterfly. *Ecological Restoration*.
46. **Waller**, D.M. 2011. Review of A Natural History of the New World: The Ecology and Evolution of Plants in the Americas by Alan Graham, Univ. of Chicago Press. *Quarterly Review of Biology*. 86: 357-358.
47. Stetz, J.B., K.C. Kendall, et al. 2011. Genetic monitoring for managers: A new online resource. *J. Fish & Wildlife Mgmt*. 2: 216-219.
48. Crall, A.W., G.J. Newman, T.J. Stohlgren, K.A. Holfelder, J. Graham, and D.M. **Waller**. 2011. Assessing citizen science data quality: An invasive species case study. *Conservation Letters* DOI: 10.1111/j.1755-263X.2011.00196.x
49. Amatangelo, K.L., M.R. Fulton, D.A. Rogers, and D.M. **Waller**. 2011. Convergence in forest community composition along an edaphic gradient threatens landscape-level diversity. *Diversity and Distributions* 17: 201–213.
50. Klionsky, S., K. Amatangelo, and D.M. **Waller**. 2011. Above- and below-ground impacts of European buckthorn (*Rhamnus cathartica* L.) on four native forbs. *Restoration Ecology* 19: 728–737. doi: 10.1111/j.1526-100X.2010.00727.x
51. Laikre, L., M.K. Schwartz, R.S. Waples, N. Ryman, and The GeM Working Group. 2010. Compromising genetic diversity in the wild: Unmonitored large-scale release of plants and animals. *Trends in Ecology & Evolution* 25: 520-529. doi:10.1016/j.tree.2010.06.013
52. Crall, A.W., G.J. Newman, C.S. Jarnevich, T.J. Stohlgren, D.M. **Waller**, and J. Graham. 2010. Improving and integrating data on invasive species collected by citizen scientists. *Biological Invasions*. DOI 10.1007/s10530-010-9740-9
53. Kuemmerle, Tobias, Volker C. Radeloff, Kajetan Perzanowski, Piotr Kozlo, Taras Sipko, Pavlo Khoyetskyy, Andriy-Taras Bashta, Evgenia Chikurova, Ivan Parnikoza, Leonid Baskin, Per Angelstam, and Donald M. Waller. 2010. Predicting potential European bison habitat across its former range. *Ecological Applications*.
54. Kuemmerle, T., Perzanowski, O. Chaskovskyy, K. Ostapowicz, L. Halada, A-T. Bashta, I. Kruhlov, P. Hostert, D.M. **Waller**, and V.C. Radeloff. 2010. European bison habitat in the Carpathian mountains. *Biological Conservation* 143: 908-916.
55. Cole, C.T., J.E. Anderson, R.W. Lindroth, and D.M. **Waller**. 2010. Rising concentrations of atmospheric CO<sub>2</sub> have increased growth in natural stands of quaking aspens (*Populus tremuloides*). *Global Change Biology* 16: 2186–2197. doi: 10.1111/j.1365-2486.2009.02103.x
56. **Waller**, D.M. 2009. Retour à la vraie nature. *Écologie et Politique* 39: 149-175.
57. **Waller**, D.M., S. Johnson, R. Collins, E. Williams. 2009. Threats posed by ungulate herbivory to forest structure and plant diversity in the Upper Great Lakes Region with a review of methods to assess those threats. National Resource Report NPS/GLKN/NRR-2009/102. National Park Service, Fort Collins, CO. ‘Vital Signs’ program. March, 2009. 57 pp.

58. Gibson, T.C., and D.M. **Waller**. 2009. Evolving Darwin's "most wonderful plant": An ecological scenario for evolving snap-traps. *New Phytologist* 183: 575–587. DOI: 10.1111/j.1469-8137.2009.02935.x. News stories - BBC, Smithsonian, etc.
59. Laikre, L. F. Allendorf, L. Aroner, C.S. Baker, D. Gregovich, M. Hansen, J. Jackson, K. Kendall, K. McKelvey, M. Neel, I. Olivieri, N. Ryman, M. Schwartz, R. Short Bull, J. Stetz, D. Tallmon, B. Taylor, C. Vojta, **D. Waller**, R. Waples. 2009. Genetic diversity is neglected in implementing the Convention on Biological Diversity. *Conservation Biology* 23: 1378-1381. DOI: 10.1111/j.1523-1739.2009.01425.x
60. Rogers, D.A., T.P. Rooney, T. Hawbaker, V. Radeloff, and D.M. **Waller**. 2009. Paying the extinction debt in southern Wisconsin forest understories. *Conservation Biology* 23: 1497-1506. DOI: 10.1111/j.1523-1739.2009.01256.x
61. Mudrak, E.L., S.E. Johnson, and D.M. **Waller**. 2009. Forty-seven year changes in vegetation at the Apostle Islands: Effects of deer on the forest understory *Natural Areas Journal* 29: 167-176.
62. Cardina, J., Renz, M., Gibson, K.D., Hillmer, J., Howe, K.M., and **Waller**, D.M. 2009. Land manager and researcher perspectives on invasive plant research needs in the Midwestern United States. *Invasive Plant Science and Management* 2: 83 – 91.
63. Latham, R., M. D. Grund, S. B. Horseley, B. C. Jones, W. H. McWilliams, C. K. Nielsen, C. S. Rosenberry, R. S. Seymour, B. P. Shissler, and D.M.**Waller**. 2009. Monitoring deer effects on forest ecosystems in Pennsylvania State Forests. Research peer review and recommendations, Pennsylvania Dept. of Conservation & Natural Resources, Bureau of Forestry, Harrisburg, PA.
64. Kraszewski, Sarah, and D.M. **Waller**. 2008. Fifty-five year changes in species composition on dry prairie remnants in southcentral Wisconsin. *J. Torrey Bot. Soc.* 135: 236–244.
65. Rogers, D.A., T.P. Rooney, and D.M. **Waller**. 2008. Shifts in southern Wisconsin forest canopy and understory richness, composition and heterogeneity. *Ecology* 89: 2482–2492.
66. **Waller**, D.M., J. Dole, and A. Bersch. 2008. Effects of stress and phenotypic variation on inbreeding depression in *Brassica rapa*. *Evolution* 62(4): 917-931. doi:10.1111/j.1558-5646.2008.00325.x
67. Johnson, S.E, E.L. Mudrak, E.A. Beever, S. Sanders, and D.M. **Waller**. 2008. Comparing power among three sampling methods for monitoring forest vegetation. *Can. J. For. Res.* 38(1): 143-156. doi:10.1139/X07-121.
68. Stevens, M.T., D.M. **Waller**, and R. Lindroth. 2007. Resistance and tolerance in *Populus tremuloides*: Genetic variation, costs, and environmental dependency. *Evolutionary Ecology* 21: 829–847. DOI 10.1007/s10682-006-9154-4
69. Steven, J.C., and D. M. **Waller**. 2007. Isolation affects reproductive success in low-density but not high-density populations of two wind-pollinated *Thalictrum* species. *Plant Ecology* 190: 131-141. DOI 10.1007/s11258-006-9196-2
70. **Waller**, D.M. 2006. Tracking plant diversity across forest landscapes: Indicators and drivers. Invited paper, IUCN/ UNESCO conference **Biodiversity–Science and Governance**, Paris, Jan. 2005 (<http://www.recherche.gouv.fr/biodiv2005paris/en/>)
71. Wiegmann, S. M., and D. M. **Waller**. 2006. Fifty years of change in northern upland forest understories: Identity and traits of “winner” and “loser” plant species. *Biological Conservation* 129:109-123.
72. **Waller**, D.M. 2006. Women editors: nominees turned down *Evolution* job. *Nature* 441: 812.
73. **Waller**, D.M. and S. Wright. 2006. Trouble in the understory. (cover article) *Woodland Management* 27(2): 20-23.
74. **Waller**, D.M. 2006. Re-visioning conservation (a review of Dave Foreman’s ‘Rewilding North America’ Island Press). *Conservation Biology* 20: 587-588.



75. Lu, Y., D.M. **Waller**, and P. David. 2005. Genetic variability is correlated with population size and reproduction in American wild rice (*Zizania palustris* var. *palustris*) populations. *American Journal of Botany* 92: 990-997.
76. **Waller**, D.M. 2005. Backing up our botanical hard disk (review of *Ex Situ Plant Conservation: Supporting species survival in the wild*, Edward O. Guerrant, Jr., Kayri Havens, and Mike Maunder, eds., Island Press). *Ecological Restoration*.
77. **Waller**, D.M. 2004. Cougars in our backyards (review of David Baron's *The Beast in the Garden*). *Natural Areas Journal*.
78. Schoennagel, T., D.M. **Waller**, M.G. Turner, and W.H. Romme. 2004. The influence of fire interval on postfire understory communities in Yellowstone National Park USA. *J. Veget. Science* 15: 797-806.
79. Steven, J. C. and D. M. **Waller**. 2004. Reproductive alternatives to insect pollination in four species of *Thalictrum* (Ranunculaceae). *Plant Species Biology* 19:73-80.
80. LaRosa, R.J., D.A. Rogers, T.P. Rooney, and D.M. **Waller**. 2004. Does steeplebush (*Spiraea tomentosa*) facilitate the pollination of Virginia meadow beauty (*Rhexia virginica*)? *Michigan Botanist* 43: 57-63.
81. Rooney TP, DA Rogers, S.M. Wiegmann, and DM **Waller**. 2004. Monitoring non-native plant invasions over fifty years in Wisconsin forests. *Weed Technology* 18: 1266-1268.
82. Côté, S.D., T.P. Rooney, J-P. Tremblay, C. Dussault, and D. M. **Waller**. 2004. Ecological impacts of deer overabundance. *Ann. Rev. Ecol. Evol. System.* 35: 113-147.
83. Rooney, T.P., S. Wiegmann, D.A. Rogers, and D.M. **Waller**. 2004. Biotic impoverishment and homogenization in unfragmented forest understory communities. *Conservation Biology* 18: 787-798.
84. **Waller**, D. M., and T. P. Rooney. 2004. Nature is changing in more ways than one. *Trends in Ecology & Evolution* 19:6-7.
85. Boyle, O.D., E.S. Menges, D.M. **Waller**. 2003. Dances with fire: Tracking meta-population dynamics of *Polygonella basiramia* in Florida scrub (USA). *Folia Geobotanica* 38: 255-262.
86. Rooney, T.P. and D.M. **Waller**. 2003. Direct and indirect effects of deer in forest ecosystems. *Forest Ecology and Management* 181: 165-176. (Special issue – Forest Dynamics and Ungulate Herbivory: From leaf to landscape)
87. Steven, J. C., T. P. Rooney, O. D. Boyle, and D. M. **Waller**. 2003. Density-dependent pollinator visitation and self-incompatibility in upper Great Lakes populations of *Trillium grandiflorum*. *Journal of the Torrey Botanical Society* 130: 23-29.
88. Keller, L. and D.M. **Waller**. 2002. Inbreeding effects in wild populations. *Trends in Ecology & Evolution* 17: 230-241. (ISI 'Hot new paper' Oct. 2003)
89. Rooney, T.P., S.L. Solheim, and D.M. **Waller**. 2002. Factors influencing the regeneration of northern white cedar in lowland forests of the Upper Great Lakes region, USA. *Forest Ecology & Management* 163: 119-130.
90. **Waller**, D.M. 2002. A steady conscience for troubled times. (Review of R.L. Knight and S. Riedel, eds., *Aldo Leopold and the Ecological Conscience*, Oxford Univ. Press). *Nat. Areas J.* 23 (1): 85-86.
91. **Waller**, D.M. 2002. Evolution Evolves. *Evolution* 59 (1): i-iv.
92. Willers, W., T. Rooney, R. Fenner, and D. **Waller**. 2002. Evaluating Wildness in the North Woods: A Connected Reserve System for the Midwest. *Wild Earth*.
93. Rooney, T.P. and D.M. **Waller**. 2001. How experimental defoliation and leaf height affect growth and reproduction in *Trillium grandiflorum*. *Journal of the Torrey Botanical Society* 128: 393-399.
94. Barry, G.R., T.P. Rooney, S.J. Ventura, & D.M. **Waller**. 2001. Evaluation of biodiversity value based on wildness: a study of the western Northwoods, Upper Great Lakes, USA. *Nat. Areas Journal* 21: 229-242.
95. Rooney, R., D. **Waller**, & S. Wiegmann. 2001. Revisiting the Northwoods – a lesson in biotic homogenization. *Wild Earth* 11 (Spring): 45-49.



96. Stevens, M.T., M.G. Turner, G.A. Tuskan, W.H. Romme, L.E. Gunter, and **D.M. Waller**. 2001. Within-Site genetic variation is negatively correlated with average stem diameter in post-fire Yellowstone aspen seedlings. *Aspen Bibliography*. Paper 488.  
[http://digitalcommons.usu.edu/aspen\\_bib/488](http://digitalcommons.usu.edu/aspen_bib/488)
97. Bennett, J.P., E. Chiriboga, J. Coleman, D.M. **Waller**. 2000. Heavy metals in wild rice from northern Wisconsin. *Science of the Total Environment* 246: 262-269.
98. Rooney, T.P., R.J. McCormick, S.L. Solheim, and D.M. **Waller**. 2000. Regional variation in recruitment of eastern hemlock seedlings and saplings in the Upper Great Lakes, USA *Ecological Applications* 10: 1119-1132.
99. Callahan, H.S., and D.M. **Waller**. 2000. Phenotypic integration and the plasticity of integration in an amphicarpic annual. *International Journal of Plant Sciences* 161: 89-98.
100. Byers, D., and D.M. **Waller**. 1999. Do plant populations purge their genetic load? Effects of population size and mating history on inbreeding depression. *Ann. Rev. Ecol. Syst.* 30: 479-513.
101. Schoennagel, T., and D.M. **Waller**. 1999. Understory responses to high-intensity fire and artificial seeding in an eastern Cascades grand fir forest, USA. *Canadian J. Forest Research* 29: 1393-1401.
102. Stevens, M.T., M.G. Turner, G.A. Tuskan, W.H. Romme, L. Gunter, and D.M. **Waller**. 1999. Genetic variation in postfire aspen seedlings in Yellowstone National Park. *Molecular Ecology* 8: 1769-1780.
103. Borgmann, K.L., D.M. **Waller**, and T.P. Rooney. 1999. Does Balsam Fir (*Abies balsamea*) facilitate the recruitment of Eastern Hemlock (*Tsuga canadensis*)? *American Midland Naturalist* 141: 391-397.
104. Rooney, T., and D.M. **Waller**. 1998. Local and regional variation in hemlock seedling establishment in forests of the upper Great Lakes region, USA. *Forest Ecology and Management* 111: 211-224.
105. G.K. Meffe, P.D. Boersma, D.D. Murphy, B.R. Noon, H.R. Pulliam, M.E. Soulé, D.M. **Waller**. 1998. Independent Scientific Review in Natural Resource Management: A Statement by the Society for Conservation Biology. *Conservation Biology* 12:268-270.
106. **Waller**, D.M. 1998. Review of: Applied Population Ecology: Principles and computer exercises using RAMAS EcoLab 1.0. *Q. Rev. Biol.* 73: 380-381.
107. **Waller**, D.M., and W.S. Alverson. 1997. The white-tailed deer: A keystone herbivore. *Wildlife Soc. Bull.* 25: 217-226. (lead article in an issue devoted to overabundant deer)
108. **Waller**, D.M. 1998. The Legacy of Leopold: Shooting the messenger. [invited response to B. Zeide's attack on Aldo Leopold's "Land Ethic" essay] *J. Forestry* 96(4): 26-27. [reprinted 1998 in the Society of American Foresters *Forestry Forum: The Land Ethic*, pp. 125-128]
109. **Waller**, D.M. 1997. Scientists sue the Forest Service to protect biodiversity: Is the Forest Service taking care of business? [Interview] *Environmental Review* 4(3): 1-8.
110. **Waller**, D.M. 1996. Wilderness redux: Can biodiversity play a role? *Wild Earth* (Winter): 36-45.
111. Balgooyen, C.P., and D.M. **Waller**. 1995. The use of *Clintonia* and other indicators to gauge the impacts of White-tailed Deer on plant communities in northern Wisconsin. *Natural Areas Journal* 15: 308-318.
112. Lu, Y.Q., and D.M. **Waller**. 1996. Genetic variability in wild rice (*Zizania palustris* var. *palustris*) populations in northern Wisconsin. Report prepared under contract for the Great Lakes Indian Fish and Wildlife Commission (GLFWC), May, 1996.
113. **Waller**, D.M., J. Cracraft, T. Givnish, R. Kiester, R. Lande, D. Murphy, B. Noon, and S.T.A. Pickett. 1995. Scientific procedures for implementing Ecosystem Management: Summary of Workshop on Analysis and Assessment of Biological Diversity. (Report forwarded to the Chief, U.S. Forest Service, and Directors, Bureau of Land Management and U.S. Fish & Wildlife Service, reporting on the Workshop held at the Univ. of Wisconsin Arboretum in July, 1994).
114. **Waller**, D.M. 1995. Is Rarity a Granfalloon? (review of K.J. Gaston's book "Rarity") *Ecology* 76: 2671.

115. McCall, C., D.M. **Waller**, and T. Mitchell-Olds. 1994. Effects of serial inbreeding on fitness components in *Impatiens capensis*. *Evolution* 48: 818-827.
116. **Waller**, D.M. 1994. Testimony before the Committee on Natural Resources, Joint Oversight hearing on Reform of the Forest Service, Subcommittees on National Parks, Forests, and Public Lands, and Oversight and Investigations, Feb. 1, 1994
117. **Waller**, D.M. 1994. Testimony before the Subcommittee on Agricultural Research, Conservation, Forestry, and General Legislation, Committee on Agriculture, U.S. Senate, Nov. 9, 1993. Wisconsin Academy Review (Spring, 1994): 14-18.
118. **Waller**, D.M. 1993. How does mast-fruiting get started? *Trends in Ecology and Evolution* 8: 122-123.
119. Uyenoyama, M.K., K.E. Holsinger, and D.M. **Waller**. 1993. Ecological and genetic factors directing the evolution of self-fertilization. *Oxford Surveys in Evolutionary Biology* 9: 327-381.
120. Crow, T.R., A. Haney, and D.M. **Waller**. 1993. Report on the scientific roundtable on biological diversity convened by the Chequamegon and Nicolet National Forests. Gen. Tech. Rep. NC-166. St. Paul, MN: U.S. Dept. Agriculture, Forest Service, North Central Forest Experiment Station. 55pp.
121. **Waller**, D.M. 1993. Wisconsin's Scientific Roundtable: Uniting research and management. *Inner Voice* 5(3): 13.
122. **Waller**, D.M. 1992. Priorities for plants. Review of **Genetics and Conservation of Rare Plants**, D.A. Falk and K.E. Holsinger, eds. *Science* 256: 1055-1056.
123. Alverson, W.S., and D.M. **Waller**. 1992. Is it un-biocentric to manage? *Wild Earth* 2(4): 9-10.
124. Uyenoyama, M.K., & D.M. **Waller**. 1991. Coevolution of self-fertilization and inbreeding depression III. Homozygous lethal mutations at multiple loci. *Theoretical Population Biology* 40: 173-210.
125. McCall, C., T. Mitchell-Olds, & D. **Waller**. 1991. The distance between mates affects seedling characters in a population of *Impatiens capensis* (Balsaminaceae). *Amer. J. Bot.* 78: 964-970.
126. Uyenoyama, M.K., & D.M. **Waller**. 1991. Coevolution of self-fertilization and inbreeding depression II. Symmetric overdominance in viability. *Theoretical Population Biology* 40: 47-77.
127. Uyenoyama, M.K., & D.M. **Waller**. 1991. Coevolution of self-fertilization and inbreeding depression I. Mutation-selection balance in haploids and diploids. *Theoretical Population Biology* 40: 14-46.
128. Solheim, S.L., D.M. **Waller**, & W.S. Alverson. 1991. Inventory and monitoring in the Chequamegon National Forest. Report to Congress's **Office of Technology Assessment** (32 pp)
129. **Waller**, D.M., M. Kuchenreuther, & S. Solheim. 1990. Rare plants, unusual habitats, and disappearing disturbance regimes. Paper delivered to Society for Ecological Restoration and International Congress of Systematics and Evolutionary Biology.
130. **Waller**, D.M., and S.E. Knight. 1989. Genetic consequences of outcrossing in the cleistogamous annual, *Impatiens capensis*. III. Multilocus associations. *Heredity* 63: 1-9.
131. McCall, C., T. Mitchell-Olds, & D.M. **Waller**. 1989. Fitness consequences of outcrossing in *Impatiens capensis*: Tests of the frequency dependent and sib competition hypotheses. *Evolution* 43: 1075-1084.
132. **Waller**, D.M., and S.E. Knight. 1989. Genetic consequences of outcrossing in the cleistogamous annual *Impatiens capensis*. II. Outcrossing rates and genotypic correlations. *Evolution* 43: 860-869.
133. **Waller**, D.M. 1989. Evolutionary mechanisms. Review of **Mutation, Developmental Selection, and Plant Evolution**, E.J. Klekowski, Jr., Columbia University Press, New York. *Science* 243: 676-677.
134. **Waller**, D.M. 1989. Preserving biological diversity. *Public Lands* (Newsletter of the Sierra Club Public Lands Committee) 7(2): 1-2.
135. **Waller**, D.M. 1988. Sharing responsibility for conserving diversity: The complementary roles of conservation biologists and public land agencies. *Conservation Biology* 2(4): 398-401.
136. Alverson, W.S., D.M. **Waller**, & S.L. Solheim. 1988. Forests too deer: Edge effects in northern Wisconsin. *Conservation Biology* 2(4): 348-358.
137. **Waller**, D.M., D.M. O'Malley, and S.C. Gawler. 1988. Genetic variation in the extreme endemic, *Pedicularis furbishiae*. *Conservation Biology* 1: 335-340.

138. Knight, S.E., and D.M. **Waller**. 1987. Genetic consequences of outcrossing in the cleistogamous annual *Impatiens capensis*. I. Population genetic structure. *Evolution* 41: 969-978.
139. Gawler, S.C., D.M. **Waller**, and E.S. Menges. 1987. Environmental factors affecting establishment and growth of *Pedicularis furbishiae*, a rare endemic of the St. John River valley, Maine. *Bull. Torrey Bot. Club* 114: 280-292.
140. Chung, J.C., and D.M. **Waller**. 1986. Ecological correlates of insect predation intensity on seeds of smooth sumac (*Rhus glabra* L.). *Am. Midl. Nat.* 116: 315-322.
141. Steingraeber, D.A., and D.M. **Waller**. 1986. Nonstationarity of tree branching patterns and bifurcation ratios. *Proc. Roy. Soc., London (B)* 228: 187-194.
142. **Waller**, D.M. 1986. Is there disruptive selection for self-fertilization? *Amer. Natur.* 128: 421-426.
143. Menges, E.S., D.M. **Waller**, and S.C. Gawler. 1986. Seed set and seed predation in *Pedicularis furbishiae*, a rare endemic of the St. John River, Maine. *Amer. J. Bot.* 73: 1168-1177.
144. Schnee, B.K., and D.M. **Waller**. 1986. Reproductive behavior of *Amphicarpaea bracteata* (Leguminosae), an amphicarpic annual. *Amer. J. Bot.* 73: 376-386.
145. Menges, E.S., S.C. Gawler, and D.M. **Waller**. 1985, 1986. Population Biology of the endemic plant, Furbish's Lousewort (*Pedicularis furbishiae*). Unpublished reports on 1984 and 1985 research to the U. S. Fish & Wildlife Service, April 1985 (126 pp.) and July 1986.
146. **Waller**, D.M. 1985. The genesis of size hierarchies in seedling populations of *Impatiens capensis*. *New Phytologist* 100: 243-260.
147. Mitchell-Olds, T., and D.M. **Waller**. 1985. Relative performance of seedlings derived from chasmogamous and cleistogamous flowers in *Impatiens capensis*. *Evolution* 39: 533-544.
148. **Waller**, D.M. 1984. Niklas's simulations of branching in early land plants: Canalization of parameters? *Paleobiology* 10: 115-117.
149. **Waller**, D.M. 1984. Differences in fitness between seedlings derived from cleistogamous and chasmogamous flowers in *Impatiens capensis*. *Evolution* 38: 427-440.
150. Menges, E.S., and D.M. **Waller**. 1983. Plant strategies in relation to elevation and light in floodplain herbs. *Amer. Natur.* 122: 454-473.
151. Madsen, J.D., and D.M. **Waller**. 1983. A note on the evolution of gamete dimorphism in algae. *Amer. Natur.* 121: 443-447.
152. **Waller**, D.M. 1982. Factors influencing seed weight in *Impatiens capensis* (Balsaminaceae). *Amer. J. Bot.* 69: 1470-1475.
153. **Waller**, D.M. 1982. Jewelweed's sexual skills. *Natural History* 91(5): 32-39.
154. **Waller**, D.M. 1981. Neighborhood competition in several violet populations. *Oecologia* 51: 116-122.
155. **Waller**, D.M., and D. Green. 1981. Implications of sex for the analysis of life histories. *Amer. Natur.* 117: 810-813.
156. **Waller**, D.M. 1980. Environmental determinants of outcrossing in the woodland annual, *Impatiens capensis*. *Evolution* 34: 747-761.
157. **Waller**, D.M. 1979. Models of mast-fruiting in trees. *J. Theoretical Biology* 80: 223-232.
158. **Waller**, D.M. 1979. The relative cost of selfed and outcrossed seed in *Impatiens capensis*. *Amer. J. Bot.* 66: 313-320.

### Synergistic Activities:

#### 1. **Teaching:** I currently teach courses in

Conservation Biology (Bot/Zool/ES/F&WE 651),  
Evolutionary Biology (Anthropology /Botany /Zoology 410), and  
Conservation and Agriculture (Botany 575/Plant Path 875)

I also designed and taught courses in Population Biology (Biocore 333, with J. Crow), General Ecology (Botany / Zoology / Forestry 460), Introductory Ecology (Bot/Zoo 260, aka 'Ecology

for Voters'), Introductory Biology (Biology 151 – evolution & diversity), a senior capstone course in Tropical field biology (Bot/Zoo 639-640), Suburban Sprawl and Land Use (Environmental Studies 400, and a web-based course ("Ecological issues: a case study approach" - Bot/Zool 450) for science teachers and naturalists. I have also taught graduate courses in Population Genetics (Genetics / Zoology 560), Evolutionary Plant Ecology (Botany 828), Theoretical Ecology (Botany 830) and graduate seminars on diverse topics including:

Plant functional traits; Neutral community models; Conservation & development; Ecological monitoring & assessment; Meta-population dynamics; Landscape ecology; Public lands management; Conservation biology; History of the Modern Synthesis; Pollination and dispersal ecology; Coevolution; Genetic population structure.

2. **Advising:** I chair UW's undergraduate major in Conservation Biology (about 110 students). I led the design of that major and helped design UW's MS program in Conservation Biology and Sustainable Development and majors in Environmental Studies and Environmental Sciences. I advise 15+ undergraduates and 2-3 seniors doing thesis research, and 5 graduate students.
3. **Data archiving and sharing:** While Editor of *Evolution* and President of the Soc. for the Study of Evolution, I worked with the National Science Foundation, NESCent, and other groups to promote permanent public data archives (including the '**Dryad**' initiative). I maintain the Plant Ecology Laboratory website (<http://www.botany.wisc.edu/PEL/>) to share data and results related to long-term studies of ecological change. I serve on the Executive Council of **ForestREplot** to compile and share long-term data on forest community composition and change and promote comparative work and international collaborations.
4. **Forest and Wildlife Management:** I have worked for 30+ years on policy issues related to biodiversity, wildlife, and forest management resulting in several popular articles, two books, testimony before the U.S. House and Senate and the Wisconsin Assembly, and consultations with Departments of Natural Resources, Forestry, or Fish and Wildlife in six states and two Canadian provinces. I co-chaired the US Forest Service "Scientific Roundtable on Biological Diversity" in 1991. I worked with the Great Lakes Indian Fisheries and Wildlife Commission on managing Wild Rice populations on Ojibway reservations and with the Natl. Park Service and Wisconsin DNR to design protocols for monitoring and interpreting data on long-term changes in vegetation and ungulate (deer) browsing impacts.

#### **Undergraduate Advising:**

2006-present; 1989-1994. Chair, undergraduate major in **Biological Aspects of Conservation**, College of Letters and Sciences (redesigned and revitalized this major and managed it through a period of growth from ~10 to more than 150 students in the early 90's)  
Typically advising 20+ students in BAC and Botany plus 2-4 seniors doing independent projects or thesis research.

#### **Post-Graduate Training:**

I have trained 9 post-docs, 24 Ph.D. students, and 16 MS students in several programs including Botany, Genetics, Plant Breeding & Plant Genetics, and Conservation Biology & Sustainable Development

**Current Ph.D. students:**

Jeremy Ash, Alison Paulson, Rachel Toczydlowski (all Botany)  
Jeannine Richards (Nelson Institute)

**Former post-docs and visiting scientists:**

1. Grégory Sonnier (Univ of Sherbrooke and Univ. of Montpellier, France PhD) – Now post-doc at Archbold Biological Station, Lake Wales, FL.
2. Tobias Kuemmerle – Feodor Lynen post-doc (AvHumboldt Foundation). Now Professor at the Humboldt University, Berlin, Germany.
3. Sara Souther (Univ. of West Virginia PhD) – now a professor at West Virginia Wesleyan Univ.
4. Dr. Chengke Bai, Visiting Scientist. Professor, Shaanxi Normal University, China.
5. Kathryn Amatangelo (Stanford PhD) – Post-doc, Brown Univ.. now Asst. Prof., SUNY-Brockport
6. Christopher Cole, Visiting Professor from Univ. of Minnesota – Morris. Now in Lindroth Lab, Univ. of Wisconsin-Madison.
7. Thomas P. Rooney (UW-Madison PhD) – now Associate Professor, Wright State University, OH.
8. Rachel Collins – now Assoc.. Prof., Roanoke College.
9. Jeffrey Dole (Univ. California-Davis PhD) – deceased.
10. Yingqing Lu (UW-Madison PhD) – Chinese Academy of Sciences, Beijing
11. Claire McCall – now Assoc. Prof., Trinity College, Austin, Texas.

**Former Doctoral Students and their current positions:**

1. Alison Paulson (2018) – BS, Univ of Washington, Seattle. Post-doc, Mississippi State Univ. with Prof. Heather Alexander leading field research team on fire and boreal forests in Siberia.
2. Jeremy Ash (2016) – McGill Univ., Univ. of Florida. Now employed by the U.S. Forest Service, Region 5, Milwaukee, Wisconsin.
3. Daijiang Li (2016) – Yunnan Univ., Sun-Yat Sen Univ., PhD Botany. Now a post-doc at the Univ. of Florida, Gainesville.
4. Evelyn Williams (2011) – BS Carleton College, PhD - Botany. Currently post-doc and staff at Chicago Botanical Garden, Northbrook IL.
5. Michelle Haynes (2011) – BS Abilene Christian University. PhD - Botany. "Impacts of a changing climate and yak herding practices on alpine rangelands and Tibetan livelihoods in southwest China." Now Trainer for U.S. Fish & Wildlife Service, Shepardstown, WV.
6. Sarah Johnson (2011) – BS Northland College. PhD – Botany: "55-year changes in the groundlayer and overstory plant communities in southern Wisconsin lowland forests." Post-doc: Univ. of Wisconsin – Madison (2011). Now Asst. Prof., Northland College (since 2011).
7. Erika Mudrak (2010) – BS Univ. of Rochester. MS – Biometry + PhD – Botany: "Linking local population structure to regional trends in community structure in Wisconsin upland forest plant communities." Now post-doc in quantitative ecology, Iowa State University, Ames, IA.
8. Alycia Crall (2010) – BS Franklin College, Athens, GA. MS Ecology, Colorado State Univ. PhD – Land Resources (now Environment & Resources): "Developing and evaluating a national citizen science program for invasive species." Now Coordinator, Virginia Master Naturalist program (Adjunct faculty), Virginia State Univ.
9. David Rogers (2006) – BS - UW-Stevens Point. MS – UW Landscape Architecture. PhD – Botany: "Long-term shifts in southern Wisconsin forest communities" Post-doc with Dr. Sara Hotchkiss, UW-Botany. Now Asst. Prof., Univ. of Wisconsin – Parkside.

10. Shannon Wiegmann (2005) BS - Washington & Lee University, Lexington, VA PhD – Botany: “Fifty years of change in northern forest understory plant communities of the upper Great Lakes” Now Adjunct Professor of Biology (9/06-present): Anne Arundel Community College.
11. Catherine Woodward (2005) BS – Univ. of Wisconsin-Madison. PhD - Botany: “Reproductive success, genetic diversity, and gene flow in fragmented populations of two understory tree species in Costa Rica” Instructor, Center for Biology Education, Univ. of Wisconsin-Madison. Field instructor, Semester Abroad program: Quito, Ecuador. Founder: Ceiba Foundation.
12. Michael Stevens (2005) BS - Brigham Young Univ., Provo, UT. MS & PhD - Botany: “Plant defense against herbivores: Resistance and tolerance in *Populus tremuloides*” Assistant Professor, California State University, Stanislaus.
13. Owen Boyle (2004) BS – Rutgers Univ., New Brunswick, NJ. PhD - Botany: “Metapopulation ecology, genetics, and viability of *Polygonella basiramia*, an endangered plant of Florida scrub” Now State Director, Citizen Science programs, Wisconsin Department of Natural Resources.
14. Janet Steven (2003) BS - Davidson College, Davidson, NC. PhD - Botany: "Pollination and resource allocation in *Thalictrum* (Ranunculaceae): Implications for the evolution of dioecy." Post-doc, Indiana Univ. with Lynda Delph & Edmund D. Brodie III on the quantitative genetics of sexual dimorphism in *Silene latifolia*. Sweet Briar College, Sweet Briar, VA.
15. Tania Schoennagel (2003) BA – Dartmouth College. MS – Geography and Conservation Biology and Sustainable Development, UW-Madison. PhD – Botany & Zoology, UW-Madison: "The influence of fire interval and climate on successional patterns in Yellowstone National Park." NSF BioInformatics and Smith Fellow Post-docs, University of Colorado, Boulder. Now Research Scientist and Adjunct Assistant Professor. Institute of Arctic and Alpine Research and Dept. of Geography, University of Colorado-Boulder.
16. Thomas Rooney (2000) Associate Professor, Department of Biology, Wright State University, Dayton, Ohio.
17. Hilary Callahan (1995) Associate Professor, Barnard College, Columbia University, New York, NY.
18. YingQing Lu (1995) Chinese Academy of Sciences, Beijing (following Post-doc at Duke University).
19. James Meeker (1993) Professor Emeritus, Northland College, Ashland, WI. Deceased, 27 Dec., 2014.
20. Stephen L. Solheim (1991) Associate Professor, Univ. of Wisconsin-Whitewater.
21. Margaret Kuchenreuther (1991) Professor, Univ. of Minnesota-Morris.
22. C. Rick Williams (1991) Director, Idaho State Museum of Natural History and Associate Professor, Idaho State University, Pocatello.
23. Susan Gawler (1988) Ecologist, Maine State Natural Areas Program and NatureServe. Deceased 8/21/2015.
24. Susan Knight (1988) Research limnologist, Wisconsin Dept Natural Resources.
25. S. Thomas Mitchell-Olds (1985) Professor, Duke University, Durham, NC.
26. Eric Menges (1983) Senior Research Scientist, Archbold Biological Station, Lake Placid, Florida
27. David Steingraeber (1980) Associate Professor, Colorado State University, Fort Collins.

**Former Masters of Science Students (not listed above, Botany unless noted otherwise):**

1. Lauren Bradshaw – 2016 – Environment & Resources, Nelson Institute; American Forest Foundation; Aldo Leopold Nature Center.

2. Caitlin Williamson – 2015 – Environmental Conservation, Nelson Institute. Worked on resolving elephant – human conflicts in Gabon. Now Director, Conservation Program, Natural Resources Foundation, Wisconsin.
3. Katie Frerker - 2012 – Botany; U.S, Forest Service, Minnesota.
4. M. Pulver – 2012 - Conservation Biology & Sustainable Development
5. K. Marie Russo - 2012 - Conservation Biology & Sustainable Development
6. Lisa Maas - 2011 – Conservation Biology & Sustainable Development; USFWS
7. Ann Busche – 2010 – Conservation Biology & Sustainable Development
8. Sarah Klionsky – 2009 – Botany & Conservation Biology & Sustainable Development
9. Sarah Wright – 2008 – High School Teacher, Madison, WI
10. Andrew Bersch – 2007 – Botany and Biometry – USFWS Animal Disease Lab
11. David McWethy – 1998 – Conservation Biology & Sustainable Development
12. Cara Nelson - 1997 – Conservation Biology & Sustainable Development. Now Professor, Montana State Univ.
13. Christine Balgooyen – 1995 - Teacher, Asheville, NC
14. Leticia Hernandez-Lopez – 1991 - Univ. of Guadalajara, Manatlán
15. Jayson Chung – 1984. Wisconsin DNR – coastal zoning
16. Karen Crossley – 1983 UW Foundation; Chair, Dane Co. Arts Board; now Mortgridge Institute, Univ. of Wisconsin – Madison.
17. Brad Schnee – 1981 - Now physician, working in Baraboo, WI
18. Don Pay – 1980 - TNC, South Dakota

**Recent University Service:**

Chair, Department of Botany (2012-2015)  
Arboretum Director Search & Screen Committee – Chair (2013-14)  
Sustainability Task Force – Co-Chair, Transportation Working Group (2010)  
Academic Planning Council, College of Letters and Sciences (2009-2012)  
Academic Planning Council, Nelson Inst. for Environmental Studies (2009-2010)  
Campus Lakeshore Preserve Committee (2005-2010)  
Campus Transportation Committee - Bicycle-Pedestrian Sub-committee (2004-2010),  
Chair, 2007-08  
Graduate Faculty Executive Committee (2002-2006)  
Arboretum Committee - Chair, 1994-1998; 1986-88.  
Campus Planning Committee - 1994-95 (and Master Planning Steering Committee).

**Grants and Awards** – I am PI on all of these unless listed otherwise

**Pending:**

**Current:** A new rapid and efficient method to detect, map, monitor, and manage invasive species. Univ. of Wisconsin Graduate School, 9/2016 – 8/2017, \$38K.

Wisconsin Alumni Research Foundation (WARF) Professor. Discretionary research funding of \$75,000 for 2013-2017.

Analyzing impacts of white-tailed deer on northern forests using experimental exclosures. Huron Mountain Club, Marquette, MI (\$6K initially, \$2k / year since)

**Previous:** Dimensions: Roles of functional, phylogenetic, and genetic diversity in structuring and sustaining plant communities through environmental change. NSF – Dimensions of Biodiversity program. DEB 1046355, 9/1/2010 - 8/31/2015. (\$2,934,940, with co-PI's Cameron, Givnish, and Sytsma, UW-Botany). See: <http://botany.wisc.edu/dob/>

Comparative analyses of forest tree and vegetation monitoring. National Park Service - Great Lakes Network Office. Oct. 2011 - Sept. 2013 (\$26,061)

Predicting invasions and their impacts on forest regeneration and plant diversity. USDA – NRI 51.1 – Weedy & invasive Species program, Oct. 2007 – Dec. 2010 (\$326K) - 2008-35320-18680

Integrating Invasive Plant Species Data in the Midwest: Solutions for Data Collection and Management. Meeting grant - USDA - North Central IPM Center, Oct. 2007 – Apr. 2008 (\$10K)

A functional approach to analyzing long-term change in plant communities. NSF – DEB - 0717315, Sept. 2007 – Dec. 2010. (\$362,770)

Conservation science and environmental issues in cross-cultural perspective. NSF OISE-0623583, International Programs, Aug. 1, 2006 – Dec. 2009 (\$147K) – To support graduate student research exchange program with a university (SupAgro) in Montpellier, France.

UW Graduate School. Causes and consequences of plant invasions in S Wisconsin forests: Predicting invasions, impacts and interactions with deer herbivory. July 2006 – Sept. 2007 (\$24K)

State of knowledge and future monitoring of white-tailed deer browsing impacts in the Great Lakes network. Natl. Park Service / Univ. Minnesota, Aug. 2004 – March 2007. (\$45,475)

Mechanisms of species loss and biotic homogenization in forest herb communities. NSF–Ecology Award DEB 023633, Sept., 2003 – June 2007 (\$300,000).

Local perspectives on global ecological change. NSF – Ecology, Feb. 2005 – May 2006 (\$10,200) – Supplement to above to support U. Chicago book.

Causes and consequences of weedy plant invasions in forestlands. USDA-NRI, program 51.9, July 2003 – Dec. 2006 (\$253K) CSREES: 2003-02472

Gene flow, reproductive success, and inbreeding depression in fragmented populations of three tropical tree species. NSF Dissertation Improvement Award, 5/02 – 5/03 (\$9650)  
Patterns of species loss in forest understory plant communities. (NSF DEB 9974041, August, 1999 – Dec, 2002, \$150,000)



Shifts in the genetic load in response to inbreeding and population size in *Brassica rapa*.  
NSF Jan. 1998 - June 2001 (DEB 97-28855, \$135,000 + supplements)

**Recent Invited Seminars & Talks:** (alone unless indicated otherwise)

Stewardship Network, Restoring Native Ecosystems 2018, East Lansing, MI. “A Citizen Science program to enhance forest and wildlife health by monitoring deer habitat conditions” T.R. Van Deelen & D.M. Waller. Jan. 2018.

150<sup>th</sup> Meeting of the American Society of Naturalists. “Inbreeding: origins, tools, and tasks” D.M. Waller & L. Keller. Jan. 2018.

Université de Lausanne, Lausanne, Switzerland. March 2016.

Université de Lille, Lille, France. Feb. 2016.

Université de Montpellier, Montpellier France. Oct. 2015

Cornell University, Ithaca, NY “Disassembly rules: Local, landscape, and hoofed drivers of ecological change in Wisconsin forests” Mar. 15, 2011.

**Professional Affiliations:**

American Society of Naturalists, Botanical Society of America, British Ecological Society, Natural Areas Association, Society for Conservation Biology, Society for the Study of Evolution, American Association for the Advancement of Science, Torrey Botanical Society, Wisconsin Botanical Club.

## **UW SYSTEM PROGRAM ARRAY PRESENTATION BY THE PROVOST WORK GROUP**

### **BACKGROUND**

This presentation advances the process that was developed by the Education Committee for considering issues related to licensure and teacher education. A working group of four Provosts from UW-Extension, UW-Milwaukee, UW-Stevens Point, and UW-Superior will complete a presentation for the Education Committee of the Board of Regents, addressing issues confronting teacher education programs in the State of Wisconsin. The primary issues include:

- (1) **Low Enrollment.** Since 2010 there has been a significant drop-off in undergraduate enrollment in teacher education programs.
- (2) **Increased Demand for Teachers.** Conversely, there is increased demand for teachers both nationally and in Wisconsin, especially in the rural regions of Wisconsin, and in Special Education and STEM fields throughout the state.
- (3) **Pace of Change.** The field of education has seen dynamic change, driven by changes in DPI licensure, the charter school movement, and advancements in technology that have reshaped how students are educated.
- (4) **Need for Collaboration and Innovation.** The Schools of Education within the UW System seek to collaboratively advance innovation and reduce program duplication among teacher education programs.

### **REQUESTED ACTION**

None

### **RELATED REGENT 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.