5/29/2019

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, June 6, 2019
9:00 a.m. – 10:30 a.m.
UW-Milwaukee
2200 East Kenwood Boulevard
UWM Union, 2nd Floor, Wisconsin Room
Milwaukee, Wisconsin

a. Approval of the Minutes of the April 4, 2019 meeting of the Education Committee

b. Update: UW System Task Force for Advancing Teacher Education and School Leadership in Wisconsin, by Dr. Diana Hess, Dean, UW-Madison School of Education; and Dr. Deborah Kerr, Brown Deer School District Superintendent, and President-Elect of the American Association of School Administrators

c. UW-Eau Claire: Approval of the Master of Science in Athletic Training
[Resolution I.1.c.]

d. UW-Madison: Approval of the Bachelor of Arts and Bachelor of Science in Landscape and Urban Studies
[Resolution I.1.d.]

e. UW-Milwaukee:
- Approval of the Master of Science in Biostatistics
[Resolution I.1.e.(1)]
- Approval of the Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering
[Resolution I.1.e.(2)]
- Approval of the Master of Arts in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics
[Resolution I.1.e.(3)]

f. UW-Oshkosh: Approval of the Bachelor of Science in Education in Technology and Engineering Education
[Resolution I.1.f.]

g. Approval of the 2019 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
[Resolution I.1.g.]

h. Approval of the Transfer of Tenured UW-Extension Faculty to UW-Madison Cooperative Extension
[Resolution I.1.h.]

i. Approval of the Transfer of UW Colleges and UW-Extension Emeritus Status to the Seven Receiving UW System Institutions
[Resolution I.1.i.]

j. Approval of the Proffers from the Vilas Trust Fund to UW-Madison and UW-Milwaukee
[Resolution I.1.j.]

k. Report of the Vice President for Academic and Student Affairs
- Update: UW System Math Initiative

l. Host Campus Presentation by Provost and Vice Chancellor of Academic Affairs Johannes Britz, titled "An Outstanding Learning Environment for All Students"

UW SYSTEM TASK FORCE FOR ADVANCING TEACHERS AND SCHOOL LEADERS IN WISCONSIN

EXECUTIVE SUMMARY

BACKGROUND

At its July 6, 2017 meeting, the Education Committee considered whether to develop a set of strategic objectives. The Committee also discussed whether to focus upon a Teacher Education Initiative that considered:

- How Wisconsin teachers are taught today;
- How to respond to reduced enrollment in our Schools of Education, perhaps through loan forgiveness or tuition remission; and
- How best to provide teachers and leaders for Wisconsin, not only for high-need fields, such as special education, but also for rural school districts, which comprise 72% of Wisconsin's school districts.

As a result, the Education Committee commissioned five presentations on the topics of academic degree programs for teachers within the UW System, and teacher licensure in the State of Wisconsin. These presentations included:

(1) "The Process for Approving Educator Preparation Programs Leading to Licensure," which was presented by Dr. Sheila Briggs, from the State of Wisconsin, Department of Public Instruction.

(2) "An Overview of 20+ Years of UTeach and Its Impact," which was presented by Dr. Mary Ann Rankin, Provost, University of Maryland at College Park.

(3) "The UW System Academic Array for Teacher Education Programs," which was presented by a working group of four Provosts from UW-Extension, UW-Milwaukee, UW-Stevens Point, and UW-Superior.

(4) "Building a Strong Teacher Workforce for Wisconsin," which was presented by four Deans from UW System Schools and Colleges of Education.

(5) "What is the Experience of Students and Graduates of UW System Schools and Colleges of Education?" which was presented by four panelists, including:

- One student currently enrolled in a teacher education program,
- One student currently in a student teaching practicum, and
- Two recent graduates of a teacher education program.

At the December 6, 2018 meeting of the Education Committee, the UW System Office of Academic and Student Affairs was instructed by the Education Committee to charge a Task Force for Advancing Teachers and School Leaders in Wisconsin.

As a result, on January 11, 2019, the UW System Interim Vice President for Academic and Student Affairs, Karen Schmitt, charged the Task Force for Advancing Teachers and School Leaders in Wisconsin. The Task Force was charged to develop an evidence-based report with actionable proposals to address the two following questions:

(1) How can the UW System work collaboratively with key stakeholders to develop financial incentive programs for students to: improve affordability, reduce student loan debt, address teacher workforce shortages in Wisconsin, and increase access, enrollment, and graduation from teacher education and administrative leadership programs at UW Colleges and Schools of Education?
(2) How can the UW System engage with key stakeholders to understand their concerns, and to consider how to raise public esteem for the teaching profession in the State of Wisconsin?

REQUESTED ACTION

None.

DISCUSSION

The Task Force is co-chaired by Diana Hess, Dean of the School of Education at UW-Madison; and Deborah Kerr, Superintendent of Schools, Brown Deer School District. At the June 6, 2019 meeting of the Education Committee, the Co-chairs will provide an update on the progress of the Task Force for Advancing Teachers and School Leaders in Wisconsin.

RELATED 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.

Program Authorization (Implementation)
Master of Science in Athletic Training
UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.c.:

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

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN ATHLETIC TRAINING
UNIVERSITY OF WISCONSIN-EAU CLAIRE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Eau Claire submits this proposal to establish a Master of Science in Athletic Training (MSAT). 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 at the University of Wisconsin-Eau Claire.

DISCUSSION

Program Description. The University of Wisconsin-Eau Claire submits this proposal to establish a Master of Science in Athletic Training (MSAT). This program responds to newly adopted accreditation requirements from the Commission on the Accreditation of Athletic Training Education (CAATE), which require all institutions that offer athletic training as a major to do so at the master's level, so that graduates will be eligible to take the Athletic Training Certification examination. Thus, the degree while new in name, actually elevates an existing Bachelor of Science in Athletic Training to the master's level.

The curriculum includes the competencies and proficiencies delineated by the National Athletic Trainers' Association (NATA) Education Committee and incorporated into CAATE standards, as well as incorporating skills and knowledge sets seen in current healthcare practice and supported by evidence-based medicine. The program's culminating experience is an evidence-based research project that requires students to complete a case study, disseminate their findings to the campus community through a formal evaluated presentation, and submit their final product for possible publication/presentation.

The MSAT will be associated with the Institute for Health Sciences and extends UW-Eau Claire's ongoing collaborations with Mayo Clinic Health System, Marshfield Clinic, and other healthcare organizations in the Chippewa Valley. The multidisciplinary and interdisciplinary nature of these partnerships will provide high-quality advising and innovative learning, research, and service-related experiences for enrolled students.

Graduates will serve as healthcare providers who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions of the physically active population. As such, the program offers students the integration of course content and experiential learning opportunities to yield an evidence-based education and practices that prepare them for their future careers.

Mission. The MSAT aligns with the university's strategic plan by adding distinctive graduate programs and developing strong professional healthcare programs with intentional learning that engages students in both the classroom and the community. It also aligns a graduate program to the existing undergraduate programs in the pre-professional health and wellness fields offered at UW-Eau Claire.

Market Demand. The *U.S. News and World Report* and the U.S. Bureau of Labor Statistics project that by 2026, there will be a 23% increase in the need for athletic trainers in the healthcare workforce. In addition, the Centers for Disease Control and Prevention and other public health entities have reported increased participation in high school sports and an increasing number of adults seeking leisure-time physical activity and exercise, increased participation that often parallels a rise in injuries to the musculoskeletal system that needs specifically trained professionals to diagnosis and rehabilitate these conditions.

Credit Load and Tuition. This degree comprises 66 credits, focused on advanced clinical practice through required clinical education experience, fully immersive clinical experiences, and courses that involve applied clinical skills and research, culminating in a clinical-based research project. Full-time students will be able to complete all degree requirements in two years. Part-time enrollment is not an option due to the program's cohort model and the sequencing of graduate courses. Coursework will start with the summer semester in year one, and students will graduate after the spring semester of year two.

The MSAT degree will follow a cost-recovery model, and use service-based pricing of $435 per credit hour, plus an $850 annual program fee. This tuition structure makes the program affordable for both traditional and nontraditional students.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN ATHLETIC TRAINING AT UW-EAU CLAIRE PREPARED BY UW-EAU CLAIRE

ABSTRACT

The University of Wisconsin-Eau Claire proposes to establish a Master of Science in Athletic Training (MSAT). The development of this program responds to newly adopted accreditation requirements that all undergraduate athletic training education programs transition to the graduate level as established by the Commission on the Accreditation of Athletic Training Education (CAATE). Completion of a CAATE-accredited program is required in order to qualify for the national certification exam. The degree, while new in name, is more accurately described as a transition and elevation to the graduate level of the existing Bachelor of Science in Athletic Training, currently housed in the Department of Kinesiology. This degree is comprised of 66 credits focused on advanced clinical practice through required clinical education experience, fully immersive clinical experiences, and courses that involve applied clinical skills and research culminating in a clinical-based research project. This healthcare degree will be part of UW-Eau Claire's ongoing collaboration with the Mayo Clinic Health System as well as other healthcare organizations in the Chippewa Valley. As such, advancing the degree level is beneficial to entry-level professionals for the current and future state of healthcare.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Eau Claire

Title of Proposed Program
Athletic Training

Degree/Major Designation
Master of Science

Mode of Delivery

Single institution, using primarily face-to-face instruction in the classroom, laboratory, and clinical setting. Clinical experiences will occur at UW-Eau Claire and the surrounding communities with opportunities for experiences in diverse settings and other national settings.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduaton projections for students entering the program over the next five years. The projected enrollment is a cohort of 20 students per year, for a program total of 40 students. By the end of year five, it is expected that 77 students will have enrolled in the program and 53 will have graduated from the two-year program. UW-Eau Claire expects to lose one student, per cohort, to attrition. These projections are based on current enrollment in its undergraduate program, with approximately 60 students in the pre-athletic training phase each year, completing prerequisites prior to applying to the professional phase,

and with an average of 18 to 20 students per cohort starting the three-year professional phase. The current undergraduate program has an enrollment of 53 students (2017-18).

Table 1: Five-Year Projected Enrollment for the M.S. in Athletic Training Program

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted	10	12	15	20	20
Continuing Students	0	9	11	14	19
Total Enrollment	10	21	26	34	39
Graduating Students	0	9	11	14	19

Tuition Structure

The Master of Science in Athletic Training (MSAT) degree will follow a cost-recovery model and will use service-based pricing of $435 per credit hour plus an $850 annual program fee. Full-time students will be able to complete all degree requirements in two years. Part-time enrollment is not an option due to the program's cohort model and the sequencing of graduate courses. Coursework will start with the summer semester in year one, and students will graduate after the spring semester of year two. Program coursework is separated into two categories: didactic courses and clinical courses.

Department or Functional Equivalent

Department of Kinesiology

College, School, or Functional Equivalent

College of Education and Human Sciences

Proposed Date of Implementation

Summer 2021, subject to accreditation approval

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed MSAT is a 66-credit program designed as a face-to-face graduate degree to be delivered in a two-year program (eight semesters comprised of two summer, two fall, two winterim, and two spring semesters). At the time of admission, a student must have a Bachelor of Science or Bachelor of Arts degree from an accredited institution. Students applying to the MSAT program must have a cumulative 3.00 G.P.A and 50 hours of supervised observation in athletic training. Additionally, students will be required to have completed specific prerequisite courses in human anatomy, human physiology, statistics, chemistry, physics, and other areas. Graduate applicants who do not have the required prerequisite undergraduate courses or their equivalents for admission will have to complete them prior to matriculating into the master's program.

Students in the Department of Kinesiology at UW-Eau Claire will be encouraged to apply, but must complete all degree and university graduation requirements before matriculating into the MSAT program. In addition, UW-Eau Claire will allow up to five applying freshmen to the university with the opportunity for direct admission into the MSAT program. This will be

contingent upon those students successfully maintaining and completing the required prerequisite courses and program admission requirements prior to matriculating into the graduate program.

The external accreditation standards for athletic training programs include requirements of interprofessional, integrated education as well as the teaching of diversity-specific content. Graduate athletic training programs follow the educational structure of most professional healthcare programs, which include a combination of integrated didactic courses and a variety of clinical experiences. Required clinical education experiences will be completed on-campus as well as with partnerships established in the local and regional community, including a full-time clinical experience during the winterim semester of the second year that will serve as a capstone clinical integration. These experiences will include exposure to prevention, assessment, treatment and care of injuries related to physical activities and contact/non-contact athletics. Students completing this program will be eligible to sit for the Board of Certification (BOC) exam and then enter the profession of athletic training.

Student Learning Outcomes and Program Objectives

The mission of the MSAT is to prepare students to become clinicians, reflective practicitioners, and certified/licensed athletic trainers. Graduates will serve as healthcare providers who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions of the physically active population. As such, the program offers students the integration of course content and experiential learning opportunities to yield an evidence-based education and practices that prepare them for their future career.

Program Outcomes for Students:

- Practice independently as athletic trainers;
- Integrate research evidence, clinical expertise, and patient/client values and goals to provide safe and effective patient-centered care;
- Employ moral, ethical, and legal behavior and decision-making during the practice of athletic training; and
- Demonstrate effective communication, teamwork, and professionalism as part of the larger healthcare community.

Program Requirements and Curriculum

The proposed curriculum for the MSAT consists of eight semesters (two summer, fall, winterim, and spring semesters) that involve both didactic and clinical education. The curriculum includes the competencies and proficiencies delineated by the National Athletic Trainers' Association (NATA) Education Committee and incorporated into CAATE standards as well as incorporating skills and knowledge sets seen in current healthcare practice and supported by evidence-based medicine. The program's culminating experience is an evidence-based research project that requires students to complete a case study, disseminate their findings to the campus community through a formal evaluated presentation, and submit their final product for possible publication/presentation. Table 2 below illustrates the two-year, eight-term graduate curriculum.

Table 2: Athletic Training Graduate Program Curriculum

Summer – Year 1 Pre-Clinical Phase					
KINS 700 Principles of Athletic Training					3
KINS 701 Applied Anatomy					2
KINS 710 Foundations of Clinical Practice					3
				Total Credit Hours	*8*
Year 1 – Clinical Phase					
FALL SEMESTER		**WINTERIM**		**SPRING SEMESTER**	
KINS 720 Physical Assessment and Treatment of the Lower Extremity	5	KINS 721 Physical Assessment and Treatment of the Head & Spine	4	KINS 722 Physical Assessment and Treatment of the Upper Body	5
KINS 662 Psychosocial Aspects in Healthcare	1			KINS 663 Pharmacological Agents in Healthcare	1
KINS 714 Pathophysiology & Emergency Medicine	3			KINS 791 Evidence Based Practice & Research I	3
KINS 780 Clinical Practicum I	2			781 Clinical Practicum II	2
Total Credit Hours	*11*	*Total Credit Hours*	*4*	*Total Credit Hours*	*11*
Summer – Year 2 Clinical Phase					
KINS 450/650 Applied Nutrition in Kinesiology					3
KINS 788 Clinical Immersion Experience I					4
				Total Credit Hours	*7*
Year 2 – Clinical Phase					
FALL SEMESTER		**WINTERIM**		**SPRING SEMESTER**	
KINS 723 General Medicine & Diagnostic Modalities	4			KINS 730 Healthcare Management & Practice	3
KINS 724 Manual Medicine	3			KINS 655 Performance Enhancement in the Physically Active	2
KINS 792 Evidence Based Practice & Research II	2			KINS 731 Special Topics in Athletic Training	3
KINS 782 Clinical Practicum III	2	KINS 789 Clinical Immersion Experience II	4	KINS 783 Clinical Practicum IV	2
Total Credit Hours	*11*	*Total Credit Hours*	*4*	*Total Credit Hours*	*10*

Assessment of Outcomes and Objectives

The approved assessment plan specific to CAATE standards requires the Athletic Training program to report yearly program data addressing a number of factors such as graduation rate, NATA Board of Certification test pass rate, clinical site distribution, gender and student of color demographic data, and faculty and staff numbers and workload requirements. Competencies and proficiencies are imbedded within coursework and clinical education sites throughout the total curriculum. They are assessed per course by faculty and staff teaching the course to ensure that students are on track and prepared to take and pass the certification exam. Internally, the UW-Eau Claire's University Assessment unit coordinates efforts for consistent program review across campus. Currently, the Department of Kinesiology has a curriculum assessment plan for all majors, which will include the Athletic Training program following final approval. The program will be reviewed on a four-year cycle, with each learning outcome assessed yearly across the cycle. A report, containing assessment data related to student/preceptor, course, clinical site, and program evaulations, will be generated at the departmental level and submitted to the University Assessment Committee for review and revision as necessary. The results of the assessment will be disseminated to the department and the college dean, and be used as part of the curricular revision process.

Diversity

The design of the athletic training curriculum provides room for the inclusion of high-impact practices through faculty/student research and clinical education experiences within and outside of the department, with an intentional focus on expanding students' interactions with diverse populations. The Department of Kinesiology and the Athletic Training program offer outreach programs as well as collaboration with community partners in developing and delivering various healthcare initiatives. Students in the Athletic Training program will specifically be afforded the opportunity to work with patients across the lifespan who are physically active and have various abilities/disabilities. Accreditation requires students to have opportunities to interact and learn from working with diverse groups, such as varying ages (pediatrics to geriatrics), levels of physical fitness (sedentary to athletic), physical abilities, gender, socioeconomic backgrounds, etc. These experiences will be completed through the program's clinical experiences as students will be required to complete a minimum of six clinical experiences. In addition, programming will be included in classes related to how needs, medical care, and personal interactions vary based on patient populations (e.g., dietary restrictions for varying cultures and biopsychosocial approaches to prevention, evaluation, and rehabilitation of patient needs).

UW-Eau Claire faculty, staff, and administration actively engage in several initiatives to attract a diverse student and faculty body. When engaging in the search and screen process for faculty and staff, the department is required to follow all procedures as outlined by the university's Affirmative Action unit. The Affirmative Action unit meets with search committees to review search processes and to avoid bias in candidate selection, provides guidance on best practices to advertise for and recruit a diverse pool of candidates, and closely tracks the demographics of search pools to ensure an equitable process is being followed. This work is tracked through its Strategic Accountability Matrix (SAM). The latest SAM data show the department enrollment as 8.4% students of color, which is slightly greater than the percentage for UW-Eau Claire as a whole (7.0%). The department's percentage of students of color has increased from 5.6% in 2010-11. The anticipated student body of the proposed program will include in-state, out-of-state, and international students. The program will be advertised at the regional, national, and global levels. Students will engage with diverse populations in their clinical learning environments. The marketing of the program will also be targeted to professional networks that reflect underrepresented populations.

Collaborative Nature of the Program

Athletic training students have the opportunity to collaborate on research projects, including through the Mayo Clinic Health System research collaboration. In addition, athletic training will be part of the initiatives of the Institute for Health Sciences (Institute) on the UW-Eau Claire campus. The multidisciplinary and interdisciplinary collaborative nature of this partnership, such as curriculum development, research and scholarship, and service, will provide high-quality advising and innovative learning experiences for students in the health sciences. The connections made in the community through collaboration with the Institute and university partners will provide clinical experiences for athletic training students. Many entities in the region will serve as placement sites, where students can complete clinical education rotations to gain experience working with a wide range of clientele (e.g., UW-Eau Claire, UW-Stout, Mayo Clinic Health System, Marshfield Clinic, Chippewa Valley Orthopedics and Sports Medicine,

outpatient rehabilitation clinics, physician offices, and urgent care facilities). In addition, athletic training program students will collaborate with Department of Kinesiology faculty and community partners in conducting research as part of their culminating experience. Additionally, select departmental faculty will serve as co-instructors within the curriculum, and UW-Eau Claire will capitalize on its faculty's diverse backgrounds and expertise to increase the breadth and depth of the material covered. As the program matures, this may include formal collaborations with other UW institutions.

Projected Time to Degree

Students who apply and are admitted to the MSAT program summer cohort will complete the degree in two years. The graduate program is designed for full-time students only, as the courses are sequential due to the learning-over-time instructional format.

Program Review

Academic programs are currently reviewed at UW-Eau Claire every seven years. The review process includes a self-study conducted by the department chair along with faculty and staff, a review by a three-to-five member faculty internal review committee, and a review by an appointed external evaluator who also participates in a site visit. The perspectives and recommendations for improvement from these reviewers are forwarded to the university's Academic Policies Committee and the Office of the Provost for consideration. The proposed Athletic Training program would be included in the department's next program review cycle.

Aspects of the program that will be evaluated to help determine quality specific to athletic training are: (1) graduates meet identifiable regional and state needs; (2) department provides outreach, community service, and other external linkages that support the cultural, educational, and economic development of the region and state; (3) department provides experiences and a high degree of student/faculty interaction that lead to transformative learning; (4) department assessment process is well-developed, adequately documented with measurable student learning outcomes, and used to improve student learning; and (5) department contributes in a unique or an unusual way (through its students, faculty, and innovative curriculum) that enhances the university's identity and distinctiveness. The external accreditor, CAATE, will initially review the new program through a substantive change review at implementation to transition the accreditation of this program to the graduate degree level. Thereafter, CAATE will complete yearly reviews based on the annual report submitted by the program and the continued self-studies completed every five to ten years for reaccreditation.

Accreditation

The current athletic training major is accredited by CAATE, and UW-Eau Claire will seek to transition this accreditation to the Master of Science in Athletic Training program. In addition, the Athletic Training program will undergo yearly review by CAATE in the form of an annual report and be required to complete an in-depth self-study for renewal of the program's accreditation on a regular basis (five, seven, or ten years) as determined by the initial review findings. Program accreditation is required in order for the graduates of the program to be eligible for the National Athletic Trainers' Association Board of Certification exam. Successful completion of this national exam is required for a graduate to obtain state licensure as an athletic trainer in order to practice as a healthcare provider.

JUSTIFICATION

Rationale and Relation to Mission

UW-Eau Claire's athletic training undergraduate program contributes directly to the university's institutional mission in that the program will foster creativity, critical insight, empathy, and intellectual courage, which are the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry. Authorization of this program extends the B.S. in Athletic Training to the master of science degree level and, in doing so, complies with the new standards of its accrediting agency (CAATE). The MSAT degree program will contribute to the institutional mission by delivering a program with critical insight into the healthcare system and by developing students who exhibit empathy and the intellectual ability for employment in an interprofessional healthcare system. The program will build upon the university's hallmarks of student-faculty research, intentional learning experiences, and mastery of methodologies, techniques, and practices specific to athletic training that are built upon evidence-based research and clinical practice.[1] As UW-Eau Claire refines the program design and delivery in both the didactic and clinical phases of the program, it will build on UW-Eau Claire's relationships with Mayo Clinic Health System, Marshfield Clinic, and other healthcare organizations in the region.

The proposed program aligns with the university's strategic plan (i.e., the goal of adding distinctive graduate programs) by developing a strong professional healthcare program at the graduate level to promote purposeful learning that engages students both in the classroom and the community. This program will expand the variety of programs offered at UW-Eau Claire and align a graduate program to the existing undergraduate programs in the pre-professional health and wellness fields. Through intentional clinical experiences, students will have opportunities to apply their classroom knowledge in a variety of settings to demonstrate mastery of the field's clinical proficiencies. The M.S. in Athletic Training aligns well with other graduate programs in the College of Education and Human Sciences and allows for interprofessional collaborations with the Master of Science in Communication Sciences and Disorders, the College of Nursing and Health Sciences graduate programs, and the Institute for Health Sciences.

UW- Eau Claire is building upon a long history of athletic training education that dates back to the late 1960s when athletic training was initially an internship program and more formalized as an academic emphasis in the 1980s. In 2004, UW-Eau Claire gained approval from the UW System for an undergraduate major in athletic training. All healthcare education models have changed over time, and athletic training education continues to adapt to changes within the healthcare field. The proposed MSAT program is designed to better prepare students for a future in the profession as researchers, clinicians, and highly effective educators.

Institutional Program Array

The MSAT program builds on an already existing major, which will be enhanced as it transitions to the graduate level. The undergraduate major in athletic training will be eliminated,

[1] University of Wisconsin-Eau Claire. Undergraduate and Graduate Catalogs, 2018-19.

and undergraduate students will be able to enroll in the pre-professional athletic training program in order to effectively prepare for graduate school admission. The MSAT will fit well with the Department of Kinesiology's other majors so that students will be able to continue their studies in this area. The MSAT also aligns with majors offered by departments in other health fields. The MSAT will allow for undergraduate students to continue their studies at UW-Eau Claire, perpetuating its own pool of applicants for the program. Additionally, the College of Education and Human Sciences has recently added a pre-professional, pre-athletic training designation so undergraduate students can declare their intent early in their academic studies. The Department of Kinesiology is positioned to deliver some of the content courses in this area and to work in collaboration with the university's Institute for Health Sciences (a multidisciplinary program that provides high-quality advising and innovative learning experiences) to continue expansion of the university's offerings of professional healthcare programs.

The MSAT program will be led by existing faculty/staff with expertise in the areas of athletic training and the addition of a faculty member who will also serve as the master's program director. This will bring the program into compliance with the CAATE requirement for three core faculty. This staffing will fit within the current 3.0 FTE assigned to the undergraduate program. The current infrastructure, including laboratory, rehabilitation, and clinical education locations, combined with faculty scholarly expertise within the department, is sufficient to deliver this program in its proposed form. No overlap will exist with other programs on campus.

Other Programs in the University of Wisconsin System

Currently there are six (6) universities within the UW System that are accredited by CAATE at the undergraduate level to offer the Bachelor of Science in Athletic Training degree: UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. Further, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point currently admit students into their graduate program. It is assumed that each of the remaining institutions will also transition their programs to the graduate level to meet the new accreditation requirements. Also, since the late 1960s, UW-Eau Claire has been a forerunner in preparing candidates for the field of athletic training, first as an internship option, later as a degree emphasis in the 1980s, and then a full major with initial accreditation in 2004. The MSAT is a revision of current offerings and, therefore, creates no overlap or duplication within the UW System. Thus, elevation of the athletic training program to an MSAT will continue to serve a need as evidenced by current enrollments in the program and the successful employment of UW-Eau Claire graduates. Additionally, during the pre-authorization period of degree planning, no concerns of duplication or overlap were raised by any UW System institution, only offers of well wishes during pursuit of the MSAT.

Need as Suggested by Current Student Demand

The proposed MSAT is a transformation of the current undergraduate program. This proposed change would be an elevation of an already existing academic undergraduate degree to the graduate level by revising the curriculum to meet the expectations and demands of an accredited, advanced degree program. Over the past 10 years, the current athletic training program has seen a dramatic increase in numbers, averaging 50 to 70 new freshman students per year, with an admittance rate of 18 to 20 students into the professional phase of the major on a

yearly basis.[2] Offering an MSAT degree would also help attract students to UW-Eau Claire's undergraduate majors in rehabilitation science and exercise science.[3] One pipeline option for students is to pursue an undergraduate degree within the kinesiology department and then apply to the graduate program in athletic training. Since UW-Eau Claire will have the only Athletic Training graduate program in the northwest Wisconsin region, it should be well-positioned to recruit from its existing demographic of students in the region as well as from eastern Minnesota. Finally, the program could potentially serve as a landing spot for students graduating in pre-professional programs associated with the Institute for Health Sciences on campus.[4] UW-Eau Claire has a tradition of pre-professional programs that have a healthcare slant to them. The department currently draws students, and may draw more, from health-related majors with the addition of its pre-athletic training, pre-professional program.

Need as Suggested by Market Demand

The CAATE has recently announced that all institutions offering athletic training as a major must do so at the master's level for graduates to be eligible to take the Athletic Training Certification examination. Over the past 20 years or more, there has been a shift in healthcare education to move programs to the graduate level for nearly all health professional fields (e.g., physical therapy, occupational therapy, physician assistant).[5-7] The MSAT will allow students to fully immerse themselves in a program that offers both the knowledge and clinical skills needed to become a healthcare professional. In addition, there is an increased need for athletic trainers in the workforce. The U.S. Bureau of Labor Statistics project that by 2026, there will be a 23% increase in the need for athletic trainers in the healthcare workforce.[8] Participation rates in high school sports have increased yearly for the past 25 years with over 100,000 new students joining each year, and the United States is nearing a total of 8 million high school athletes (with approximately 4.5 million boys and 3.4 million girls).[9, 10] In addition, the Centers for Disease Control and Prevention and other public health entities have reported a rising need to increase time spent performing leisure-time physical activity and exercise in the United States.[11] As the number of participants increases due to these continuing initiatives promoting health and exercise, injuries to the associated parts of the musculoskeletal system creates a need for

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[2] UW-Eau Claire Institutional Research, UW Eau Claire Factbook, Enrollment by Major. https://www.uwec.edu/institutional-research/factbook-landing-page/factbook-enrollment/

[3] Education Advisory Board. Market demand for Bachelor's degrees in Exercise Science and Rehabilitation Science in Wisconsin and Twin Cities region. 2014.

[4] UW-Eau Claire Institute for Health Science, planning and organization documents.

[5] American Physical Therapy Association. History of Physical Therapy. http://www.apta.org/History/.

[6] The American Occupational Therapy Association, Inc. About AOTA. https://www.aota.org/AboutAOTA.aspx.

[7] American Academy of Physician Assistants. History of the PA profession. https://www.aapa.org/about/history/.

[8] U.S. Bureau of Labor Statistics. http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm. 2019. Accessed February 14, 2019.

[9] National Federation of State High School Associations. http://www.nfhs.org/articles/high-school-participation-increases-for-25th-consecutive-year/. 2014. Accessed February 14, 2019.

[10] National Federation of State High School Associations 2017-2018 High School Athletics Participation Survey. 2019. http://www.nfhs.org/ParticipationStatistics/PDF/2017-18%20High%20School%20Athletics%20Participation%20Survey.pdf. Accessed February 14, 2019.

[11] Office of Disease Prevention and Health Promotion. http://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity. 2019. Accessed February 14, 2019.

professionals who are specifically trained to diagnosis and rehabilitate these conditions. Athletic trainers could meet this need with their specialty training and knowledge base.[12]

[12] National Athletic Trainers' Association. http://www.nata.org/athletic-training. 2019. Accessed February 14, 2019.

University of Wisconsin - Eau Claire
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2021-22	2022-23	2023-24	2024-25	2025-26
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	10	12	15	20	20
	Enrollment (Continuing Student) Headcount	0	9	11	14	19
	Enrollment (New Student) FTE	10	12	15	20	20
	Enrollment (Continuing Student) FTE	0	9	11	14	19
II	**Total New Credit Hours**	34	66	66	66	66
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**	1.3	1.3	1.3	2.3	2.3
	FTE of Current Fac/IAS	1	1	1	0	0
	FTE of New Admin Staff	0.5	0.5	0.5	0.5	0.5
	FTE Current Admin Staff	0	0	0	0	0
IV	**Revenues**					
	From Tuition	$147,900	$307,484	$388,308	$517,944	$605,994
	From Fees	$8,500	$17,850	$22,100	$28,900	$33,150
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	$128,520				
	Total New Revenue	$284,920	$325,334	$410,408	$546,844	$639,144
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$205,660	$247,290	$249,912	$351,986	$358,074
	Other Staff	$28,560	$29,131	$29,714	$30,308	$30,914
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$5,000	$5,000	$5,000	$5,000	$5,000
	Preceptor payments, marketing, accreditation, supplies, trave	$23,800	$34,300	$36,300	$38,300	$40,300
	Personal bag & supplies, clothing, vaccines, membership, tes	$8,700	$16,950	$19,950	$25,950	$29,700
	Total Expenses	$271,720	$332,671	$340,876	$451,544	$463,988
VI	**Net Revenue**	$13,200	-$7,337	$69,532	$95,300	$175,156

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:** 5/3/19

UNIVERSITY OF WISCONSIN-EAU CLAIRE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF SCIENCE IN ATHLETIC TRAINING

Introduction

The Master of Science in Athletic Training (MSAT) degree will follow a cost-recovery model and will use service-based pricing of $435 per credit hour plus an $850 annual program fee. As UW-Eau Claire transitions from an undergraduate degree in athletic training to a graduate degree, the university will add one full-time faculty member to meet the rigorous standards of graduate work, but over time, the program will also assume financial responsibility for all faculty teaching in the program, thus freeing up GPR resources to be reallocated across the institution.

Section I – Enrollment

When fully implemented, the MSAT program will admit 20 students per year as a cohort. UW-Eau Claire assumes attrition of one student per cohort. Since this is a new graduate program, all of the students will be new students; no existing students will be changing their course of study to this program. Students must enroll full-time in the program; therefore, headcount and FTE are the same.

Section II – Credit Hours

Since this MSAT degree replaces an undergraduate degree, it is a little confusing to think about new credit hours versus existing credit hours. The undergraduate degree will be eliminated, and the master's degree will be developed with all new courses at the graduate level. The program will require 66 credits over a two-year period to complete the program.

The size of the graduate cohort will be the same size as the existing undergraduate cohort. However, there will be an increased workload for teaching at the graduate level, especially in terms of mentoring graduate-level research.

A 66-credit program in athletic training is typical. It is also typical to offer the program over a two-year period including summer, fall, winterim, and spring. Accreditation standards dictate the content included in the program. Accreditation standards also require a learning-over-time model which allows students to learn increasingly complex content in a didactic setting and then apply the content in a variety of clinical experiences that increase in responsibility for the student.

Section III – Faculty and Staff Appointments

The program will require 2.3 FTE for faculty to fully implement and sustain the program. One of those FTE will be a new graduate program director. The other 1.3 FTE will come from continuing faculty/instructional staff with current appointments. This total 2.3 FTE will be distributed across at least three core faculty members, a requirement to meet accreditation standards. When fully implemented, the program will fully support the salary and fringe for the 2.3 FTE.

The program will require a half-time administrative support person to assist with marketing, recruitment, and admission activities as well as with clinical placement processes.

Section IV – Program Revenues

This program will eventually operate on a cost-recovery basis. The expectation is that the program will be self-sustaining during the fourth year of the program, AY 2024-25. The program will have a positive cash flow from the beginning, but this includes a commitment by the university to invest $128,520 for the new graduate program director as well as to continue to pay an existing faculty member until AY 2024-25.

Tuition Revenues

UW-Eau Claire will propose service-based pricing for this graduate program at a rate similar to regular in-state tuition for other graduate programs at UW-Eau Claire. Based on current graduate tuition, a rate of $435 per credit hour is proposed. Tuition estimates follow this formula: $435 per credit hour (with 2% increases per year) x 33 credits per year x number of students = tuition estimates.

Program/Course Fees

Students will be charged a yearly $850 materials and resource program fee to pay for personal equipment (i.e., bag, stethoscope, scissors, etc.), vaccinations, membership in the accrediting body, and preparation for the licensure exam. Including these costs in a program fee assures that students complete the necessary vaccinations and purchase the required equipment, and also allows students to use financial aid to cover these costs.

Grants/Extramural Funding

No grant or extramural funding.

Program Revenue (PR)

No program revenue from other sources will be used.

General Program Revenue (GPR)

The university will invest $128,520 in salary plus fringe to pay the graduate program director in AY 2021-22, the first year of enrollment in the program. The allocation is based on the estimated salary and fringe necessary to attract a qualified and experienced program director to lead this new master's degree program.

Section V – Program Expenses

Expenses – Salary and Fringe

The program will provide support for the 2.3 FTE in three different ways. From the first year of the program, the program will pay for the program director at 1.0 FTE plus a summer appointment of 0.2 FTE; the estimated salary for the program director is $91,800, with a 2% raise each year. Beginning in Year 4 of the program, the program will pay for 1.0 FTE for the clinical coordinator at a salary of $70,000 per year, with an expected raise of 2% per year. This is an existing line which will be moved from GPR-funding to this program revenue. The remaining 0.3 FTE will be paid by the program through buyouts of existing faculty who are teaching in a

variety of kinesiology programs. UW-Eau Claire has estimated this expense at the full-professor overload rate of $2,000 per credit hour. This is a high estimate, but it should enable UW-Eau Claire to estimate clearly the viability of the program.

During the first summer, when the program is not paying the clinical coordinator salary, the program will need to pay the clinical coordinator for a 0.2 FTE summer appointment. In addition, opportunities to pay faculty to make content revisions to courses as necessary have been planned to maintain accreditation standards as well as to pay for graduate student project mentorship as students complete their final projects to receive their master's degrees.

The program will require 0.5 FTE in administrative support at an annual salary of $40,000, with an anticipated raise of 2% per year. All of the personnel costs for the first five years of the program are outlined in the chart below.

	2021-22	2022-23	2023-24	2024-25	2025-26
Personnel					
Faculty Position (1FTE) incl Director	$ 91,800	$ 93,636	$ 95,509	$ 97,419	$ 99,367
Faculty Position (1FTE) incl Clinical				$ 70,000	$ 71,400
Summer Program Director (.2/3mos)	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Summer Clinical Coordinator (.2/3mos)	$ 5,100				
Instruction—additional credits (.3F/S)	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000
Instruction—summer/winter 12/24cr	$ 24,000	$ 48,000	$ 48,000	$ 48,000	$ 48,000
Course Content Revisions		$ 3,000	$ 3,000	$ 3,000	$ 3,000
Project Mentorship ($500/project)		$ 6,000	$ 6,000	$ 7,000	$ 8,000
SALARY SUBTOTAL	$146,900	$176,636	$178,509	$251,419	$255,767
Fringe	$ 58,760	$ 70,654	$ 71,403	$100,568	$102,307
TOTAL FACULTY SALARIES	**$205,660**	**$247,290**	**$249,912**	**$351,986**	**$358,074**
Administrative Support	$ 20,400	$ 20,808	$ 21,224	$ 21,649	$ 22,082
Fringe	$ 8,160	$ 8,323	$ 8,490	$ 8,659	$ 8,833
Total Admin Support	$ 28,560	$ 29,131	$ 29,714	$ 30,308	$ 30,914

Other Expenses

There are three areas of other expenses for the program. First, $5000 per year has been allocated for equipment. It is anticipated that this will be sufficient, in conjunction with other funds within the department, for equipment shared across programs.

Second, expenses have been included that relate to administering the program, such as payments to preceptors who supervise students in their clinical placements ($150 per placement), recruiting and marketing expenses ($5,000 per year), annual accreditation fees ($4,000 per year), annual expendable supplies ($4,000 in the beginning and $12,000 when at full capacity), travel to clinical sites for clinic coordinator ($1,000 per cohort), annual liability insurance ($1,800 per year), and software for accreditation tracking ($500 per year).

Finally, the yearly $850 materials and resource program fee will be used to support the following items: athletic training equipment bag and equipment ($500 per student), clothing to

be worn at clinical sites ($150 per student), yearly flu vaccinations ($20 per student), professional organization membership (NATA at $80 per student per year), and preparation for the licensure (BOC) exam, which costs the program $1,200 per year.

The chart below outlines these expenses over the first five years of the program.

	2021-22	2022-23	2023-24	2024-25	2025-26
Other Expenses					
Equipment	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Preceptor Payments	$ 7,500	$15,000	$15,000	$15,000	$15,000
Recruiting/Marketing	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Accreditation Fees	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000
Expendable Supplies	$ 4,000	$ 6,000	$ 8,000	$10,000	$12,000
Travel to Clinic Sites	$ 1,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Liability Insurance	$ 1,800	$ 1,800	$ 1,800	$ 1,800	$ 1,800
ATACT Tracking	$ 500	$ 500	$ 500	$ 500	$ 500
	$23,800	$34,300	$36,300	$38,300	$40,300
ATS Personal Bag & Supplies	$ 5,000	$10,500	$12,500	$16,500	$19,000
Clothing	$ 1,500	$ 3,150	$ 3,750	$ 4,950	$ 5,700
Vaccination	$ 200	$ 420	$ 500	$ 660	$ 760
NATA Membership	$ 800	$ 1,680	$ 2,000	$ 2,640	$ 3,040
BOC Prep	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200
	$ 8,700	$16,950	$19,950	$25,950	$29,700

Section VI – Net Revenue

The positive net revenue of the first four years (projected to be $170,695) will be used to pay back the university's initial investment of $128,520 to fund the program director salary in the first year. This will enable the university to use those funds to seed additional new programs. Once the university's investment is repaid, the program revenue will be distributed to the Chancellor's Division, Academic Affairs, and the Dean's office to cover indirect and direct overhead costs, such as student support services, financial aid, facilities and campus resources, and administrative costs. Additional revenue will then be used to reinvest in new programs and initiatives across the university.

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

March 6, 2019

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

Dear President Cross:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's proposed Master of Science in Athletic Training for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The UW-Eau Claire Department of Kinesiology is well positioned to move forward to offer an Master of Science in Athletic Training degree. As the proposal notes, there has been considerable demand from current athletic training undergraduates for an Master of Science in Athletic Training to better position them for job opportunities. The program is also of considerable interest to prospective athletic training students who now need a master's degree in order to practice in their field.

After reviewing the proposal, I am confident internal allocation and projected enrollment will align with available resources to support the program initially. Once established, the Master of Science in Athletic Training program will follow a cost recovery model and will use service-based pricing. Should the program enrollment exceed expectations, additional resources/faculty lines will be given to the Department of Kinesiology.

The proposed degree has been approved through the UW-Eau Claire shared governance program approval process (February 28, 2019). All programs at the University are subject to an in-depth review every seven years. Student retention, time-to-graduate, four-year graduation rates, participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual programs. The kinesiology department has been most successful in garnering these resources; it is anticipated the athletic training master's program will be equally successful.

In closing, I enthusiastically support the athletic training master's program proposal and look forward to UW System Administration and UW System Board of Regents granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

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Program Authorization (Implementation)
Bachelor of Arts and Bachelor of Science in Landscape and Urban Studies
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts and the Bachelor of Science in Landscape and Urban Studies at UW-Madison.

NEW PROGRAM AUTHORIZATION
BACHELOR OF ARTS AND BACHELOR OF SCIENCE
IN LANDSCAPE AND URBAN STUDIES
UNIVERSITY OF WISCONSIN-MADISON

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Madison submits this request to establish Bachelor of Arts / Bachelor of Science (B.A. / B.S.) degrees in Landscape and Urban Studies. 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 Arts and Bachelor of Science degrees in Landscape and Urban Studies at the University of Wisconsin-Madison.

DISCUSSION

Program Description. The University of Wisconsin-Madison proposes to establish Bachelor of Arts / Bachelor of Science (B.A. / B.S.) degrees in Landscape and Urban Studies. The proposed program will complement the Bachelor of Landscape Architecture (B.L.A.). The B.L.A. is a program that is professionally accredited, and for individuals wishing to become licensed landscape architects. The B.S. in Landscape and Urban Studies will prepare students for starting positions in public or private agencies, which oversee conservation, land management, cultural resource preservation, as well as urban and regional planning. As well, it will provide students with a solid foundation for graduate study in urban and regional planning, landscape architecture, geography, and related natural resource, design, or communication fields.

Graduates will acquire the broad knowledge and skills needed to recognize and address future challenges of cities and regions, including sustainable and equitable land use, social and spatial inequalities, and the conservation, management, and restoration of natural and cultural systems, in a broader context of urban planning and studies.

Mission. The B.A. / B.S. in Landscape and Urban Studies is an interdisciplinary program that integrates the biological and physical sciences, social studies, and humanities with a focus on topics such as restoration and ecological design; culture, health and community; and urban studies. As such, the proposed program will serve the missions of UW-Madison and the College of Letters and Science by preparing students to make connections and to critically analyze content across disciplines, people, cultures, and methods, and by equipping students with skills to design creative solutions to complex problems.

Market and Student Demand. Demand for these skills is evinced by U.S. Bureau of Labor Statistics data. Employment in related fields is expected to increase steadily, 12% to 18% between 2016 and 2026. Further, survey data compiled by UW-Madison indicated that of the students graduating from the related Landscape Architecture program in 2017 and 2018 who responded to the survey, 75% percent were employed, serving in the military, or working in a volunteer program and 25% percent of respondents were in graduate school.

Demand among current students is evinced by existing interest in introductory courses, the recent emergence of a new UW-Madison student organization called Urban Planning Undergraduates, and national attention on future challenges of cities and regions. The growing demand is further reinforced through UW-Madison's UniverCity Alliance via its related UniverCity Year program, which engages current students across campus in coordinated efforts to address practical planning and design challenges facing local governments.

Credit Load and Tuition. The program will comprise 47 major credits, to include a set of introductory courses, breadth in the major under three categories (Biological and Physical Environment, Social and Cultural Studies, and Technology), 15 credits of electives, and core B.A. / B.S. and general education requirements.

Students may enroll in the B.A. / B.S. in Landscape and Urban Studies program upon admission to the UW-Madison as a new freshman or transfer student, or may declare the major later in their course of study. For students enrolled in the Landscape and Urban Studies program, standard undergraduate tuition and fee rates will apply. For the 2018-19 academic year, residential tuition and segregated fees total $5,277.76 per semester for a full-time student enrolled in 12-18 credits per semester or $440 per credit. Of this amount, $4,636.68 is attributable to tuition and $641.08 is attributable to segregated fees. Nonresident tuition and segregated fees total $18,402.64 per semester for a full-time student enrolled in 12-18 credits per semester or $1,534 per credit. Of this amount, $17,761 is attributable to tuition and $641.08 is attributable to segregated fees.

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 ARTS AND BACHELOR OF SCIENCE IN LANDSCAPE AND URBAN STUDIES AT UW-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin-Madison proposes to establish Bachelor of Arts / Bachelor of Science (B.A / B.S.) degrees in Landscape and Urban Studies. The proposed program will complement the undergraduate Landscape Architecture major that is currently offered as a Bachelor of Landscape Architecture (B.L.A.) and a B.S. The B.L.A. is a degree that is professionally accredited and for individuals wishing to become licensed landscape architects. The B.S. in Landscape Architecture is offered as a degree option for students wishing to pursue general landscape studies. The proposed program will replace the B.S. degree option, and the curriculum will be further distinguished from the B.L.A. Graduates will acquire the broad knowledge and skills needed to recognize and address urban and regional challenges including sustainable and equitable land use, social and spatial inequalities, and the conservation, management, and restoration of natural and cultural systems, in a broader context of urban planning and studies. The program will be comprised of 47 major credits, which will include a set of introductory courses, breadth in the major under three categories (Biological and Physical Environment, Social and Cultural Studies, and Technology), 15 credits of electives, and core B.A. / B.S. and general education requirements.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Madison

Title of Proposed Program
Landscape and Urban Studies

Degree/Major Designations
Bachelor of Arts / Bachelor of Science

Mode of Delivery
Single institution, face-to-face

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the B.A. / B.S. Landscape and Urban Studies program over the next five years. It is anticipated that one student who is currently enrolled in the B.S. in Landscape Architecture will move to the proposed program and may graduate in its first year. Students are unlikely to enter the program as new UW-Madison students, and the projections assume that students will first enroll in the program in year two or year three, of a four-year college experience. By the end of year five, it is expected that the program will maintain a steady enrollment of 80 students, with

approximately 25 graduates each year. Projections assume that 90% of the students will continue each year, with modest enrollment growth for the first three years of the program. The student retention rate is projected to be similar to the retention rates of undergraduate students overall on campus.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	2019-20	2020-21	2021-22	2022-23	2023-24
New Students	0	0	0	0	0
Continuing Students	10	29	53	70	82
Total Enrollment	10	29	53	70	82
Graduating Students	1	3	8	15	27

Tuition Structure

For students enrolled in the Landscape and Urban Studies program, standard undergraduate tuition and fee rates will apply. For the 2018-19 academic year, residential tuition and segregated fees total $5,277.76 per semester for a full-time student enrolled in 12-18 credits per semester or $440 per credit. Of this amount, $4,636.68 is attributable to tuition and $641.08 is attributable to segregated fees. Nonresident tuition and segregated fees total $18,402.64 per semester for a full-time student enrolled in 12-18 credits per semester or $1,534 per credit. Of this amount, $17,761 is attributable to tuition and $641.08 is attributable to segregated fees.

Department or Functional Equivalent

Department of Planning and Landscape Architecture

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

September 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The Landscape and Urban Studies major is an evolution of the existing undergraduate Landscape Architecture program, which has been offered at UW-Madison for decades in two versions – as an accredited professional program curriculum and as a non-professional, liberal arts-oriented curriculum. The professional landscape architecture curriculum is accredited by the American Society of Landscape Architects. In 2017, the Landscape Architecture program was moved from the College of Agricultural and Life Sciences to the College of Letters and Science into the newly established Department of Planning and Landscape Architecture (DPLA). At the time of this transition, the professional landscape architecture curriculum was further distinguished with the addition of the Bachelor of Landscape Architecture (B.L.A.) degree type. The non-professional curriculum continued to be offered as a B.S. degree. The proposed program will replace the B.S. degree in Landscape Architecture, and the Landscape and Urban Studies

curriculum will be further distinguished from the B.L.A., which will continue under the original authorization.

The proposed major in Landscape and Urban Studies will be comprised of 47 credits, which will include a set of introductory courses, breadth in the major under three categories (Biological and Physical Environment, Social and Cultural Studies, and Technology), and 15 credits of electives. The program can be completed as part of the B.A. or B.S. degrees in the College of Letters and Science, which requires 120 credits to complete. In addition to the major requirements, there are general education requirements and the distinct B.A. or B.S. degree requirements. Students may also pursue the Landscape and Urban Studies major as an additional major in combination with other undergraduate programs of study, both within the College of Letters and Science (L&S) and in other schools and colleges.

Student Learning Outcomes and Program Objectives

The B.A. / B.S. in Landscape and Urban Studies integrates the biological and physical sciences, social studies and humanities with a focus on topics such as restoration and ecological design; culture, health and community; and urban studies. The major allows for exploration of the design and planning professions and prepares students for graduate study in those areas. Students will achieve the following program learning outcomes:

1. Demonstrate competence and critical judgment in creatively applying the intellectual and technical skills necessary for site and landscape-scale natural and cultural resource conservation, planning, and management; these skills include cultural, historical and landscape literacy, data collection and analysis, spatial and temporal analysis, multidisciplinary problem-solving approaches and communication skills.
2. Demonstrate critical thinking and the ability to explore ideas and synthesize information, both independently and in collaboration with interdisciplinary team members.
3. Understand, apply and evaluate the principles, theories and research findings underlying at least one of the following advising pathways: Ecological Restoration and Design; Culture, Health, and Community; and Urban Studies.
4. Integrate social, cultural, ecological and technological dimensions in solving design and planning problems concerning the conservation or management of sustainable natural and cultural landscapes.
5. Demonstrate preparedness to perform as a member of a public, private or non-profit office or agency in the fields represented within the department.

Program Requirements and Curriculum

Students may enroll in the B.A. / B.S. in Landscape and Urban Studies program upon admission to the UW-Madison as a new freshman or transfer student or may declare the major later in their course of study (typically during the first or second year of study). The department will recruit students into the program through an entry in the Guide (the university's online catalog), through new student advising, through campus-advising networks, through affiliated student associations, and through social media. Requirements for the major are completed in the context of the university-wide general education requirements and the L&S-specific baccalaureate degree requirements; courses taken in the major may also be used to meet these general requirements. Table 2 illustrates the program curriculum. In general, L&S majors govern

no more than 60 of the minimum 120 credits required for a B.A. or B.S. degree, to allow for breadth of study across the *ways of knowing* essential to undergraduate study in the arts and sciences. Students must maintain a 2.00 GPA in all LAND ARC and URB R PL courses and courses that count toward the major; a 2.00 GPA on 15 upper-level credits, taken in residence; and complete 15 credits in LAND ARC, taken on the UW-Madison campus.

Table 2: B.A. / B.S. in Landscape and Urban Studies Program Curriculum

UNIVERSITY GENERAL EDUCATION REQUIREMENTS	**22-30 total credits**
Breadth—Humanities/Literature/Arts	6 credits
Breadth—Natural Science	4-6 credits
Breadth—Social Studies	3 credits
Communication Part A & Part B	3-6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	3-6 credits
Additional L&S B.A. / B.S. Breadth and Degree Requirements (summarized)	**39 total credits**
MATHEMATICS: Met either by GER QRA and QRB (BA), or by two additional 3+ cr. courses of intermediate/advanced level MATH, COMP SCI, or STAT courses (BS).	0-6 credits
WORLD LANGUAGE: Met either by completion of the 4th unit of a foreign language OR by completion of the 3rd unit of a foreign language and the 2nd unit of an additional foreign language (for BA); OR by completion of the 3rd unit of a foreign language (BS).	3-15 credits
L&S BREADTH: Humanities, 12 credits; Social Sciences, 12 credits; Natural Sciences, 12 credits	18 credits above GER Breadth
MAJOR REQUIREMENTS	**47 total credits**
Introductory Courses	**13-14 credits**
LAND ARC 250 Survey of Landscape Architecture Design	3 credits
LAND ARC 260 History of Landscape Architecture	3 credits
GEOG/ENVIR ST 127 Physical Systems of the Environment *or* LAND ARC 211 Landscape Inventory and Evaluation Methods	4-5 credits
URB R PL/ LAND ARC 463 Evolution of American Planning	3 credits
Biological and Physical Environment, Take 2 courses from:	**6-9 credits**
BOTANY 100 Survey of Botany *or* BOTANY/BIOLOGY 130 Gen. Botany	3-5 credits
BOTANY/ENVIR ST/ZOOLOGY 260 Introductory Ecology *or* BOTANY/F&W ECOL/ZOOLOGY 460 General Ecology	3-4 credits
BOTANY/GEOG 338 Environmental Biogeography	3 credits
GEOG/ENVIR ST 339 Environmental Conservation	4 credits
SOIL SCI/ENVIR ST/GEOG 230 Soil: Ecosystem and Resource *or* SOIL SCI 301 General Soil Science	3-4 credits
Social and Cultural Studies, Take 2 courses from:	**6-7 credits**
ART HIST 457 History of American Vernacular Architecture and Landscapes	3 credits
DS 211 Person and Environment Interactions	3 credits

ECON 101 Principles of Microeconomics *or* ECON 111 Principles of Economics-Accelerated Treatment	4 credits
ECON/REAL EST/URB R PL 420 Urban and Regional Economics	3 credits
GEOG 104 Introduction to Human Geography	3 credits
GEOG/ENVIR ST 139 Global Environmental Issues	3 credits
GEOG/ENVIR ST/HISTORY 469 The Making of the American Landscape	4 credits
HISTORY/ENVIR ST/GEOG 460 American Environmental History	4 credits
POLI SCI 104 Introduction to American Politics and Government	3-4 credits
SOC/C&E SOC 140 Introduction to Community and Environmental Sociology	3 credits
Technology, Take 2 courses from:	6-8 credits
GEOG/CIV ENGR/ENVIR ST 377 An Introduction to Geographic Information Systems	4 credits
LAND ARC 211 Landscape Inventory and Evaluation Methods	4 credits
LAND ARC 460 Advanced Visual Communication in Landscape Architecture	3 credits
LAND ARC/URB R PL 622 Applications of Geographic Information Systems in Planning	3 credits
LAND ARC/ENVIR ST/SOIL SCI 695 Applications of Geographic Information Systems in Natural Resources	3 credits
Capstone	3 credits
LAND ARC 677 Cultural Resource Preservation and Landscape History *or* LAND ARC 688 Restoration Ecology	3 credits
Electives	**15 credits**
AGRONOMY/BOTANY/SOIL SCI 370 Grassland Ecology	3 credits
ANTHRO/AMER IND 354 Archaeology of Wisconsin *or* ANTHRO/AMER IND 353 Indians of the Western Great Lakes *or* AMER IND 250 Indians of Wisconsin *or* AMER IND/ANTHRO/FOLKLORE 431American Indian Folklore *or* AMER IND/LSC 444 Native American Environmental Issues and the Media *or* AMER IND/C&E SOC/SOC 578 Poverty and Place	3 credits
ANTHRO/AMER IND/BOTANY 474 Ethnobotany	3-4 credits
ART HIST 457 History of American Vernacular Architecture and Landscapes *or* ART HIST/ANTHRO/DS/HISTORY/LAND ARC 264 Dimensions of Material Culture	3-4 credits
BOTANY 400 Plant Systematics *or* BOTANY 401 Vascular Flora of Wisconsin	4 credits
BOTANY/F&W ECOL 455 The Vegetation of Wisconsin	4 credits
DS 221 Person and Environment Interactions	3 credits
ENVIR ST/F&W ECOL/ZOOLOGY 360 Extinction of Species	3 credits
ENVIR ST/BOTANY/F&W ECOL/ZOOLOGY 651Conservation Biology	3 credits
GEOG/ENVIR ST 309 People, Land and Food: Comparative Study of Agriculture Systems *or* GEOG 501 Space and Place: A Geography of Experience *or* GEOG/URB R PL 305 Introduction to the City *or* GEOG/C&E SOC/ENVIR ST 434 People, Wildlife and Landscapes *or* GEOG 301 Revolutions and Social Change	3-4 credits

GEOG/ENVIR ST 439 US Environmental Policy and Regulation	3-4 credits
GEOG/ENVIR ST/HISTORY 460 American Environmental History	4 credits
GEOG/URB R PL 506 Historical Geography of European Urbanization	3 credits
FOLKLORE 439 Foodways *or* FOLKLORE 540 Local Culture and Identity in the Upper Midwest	3 credits
LAND ARC 321 Environment and Behavior Studio - Designing Health Promoting Environments	4 credits
LAND ARC/ENVIR ST 361 Wetlands Ecology	3 credits
LAND ARC 668 Restoration Ecology	3 credits
LAND ARC 677 Cultural Resource Preservation and Landscape History	3 credits
REAL EST/A A E/ECON/URB R PL 306 The Real Estate Process	3 credits
REAL EST/ECON/URB R PL 420 Urban and Regional Economics	3 credits
SOIL SCI/PL PATH 323 Soil Biology	3 credits
URB R PL/ECON/ENVIR ST/POLI SCI 449 Government and Natural Resources	3-4 credits
URB R PL 601 Site Planning	3 credits
URB R PL 611 Urban Design: Theory and Practice	3 credits
URB R PL/C&E SOC/SOC 617 Community Development	3 credits
ANY ADDITIONAL CREDITS NEEDED TO COMPLETE 120 CREDITS	
DEGREE TOTAL	**120 credits**

Assessment of Outcomes and Objectives

A program learning assessment plan will be implemented to evaluate outcomes relative to each learning goal. Direct and indirect assessment methods will be used. Direct assessment activities will include the senior capstone project completion and review (final semester) and class project evaluations (every semester). Examples of indirect assessments include the new alumni survey (annual) and comprehensive alumni survey (every three years), job and continuing education placement data (annual), and exit interviews (annual).

The B.A. / B.S. in Landscape and Urban Studies major program committee chair, in coordination with the department chair, is responsible for assessment updates. The program chair will keep track of timelines and report progress for (direct) assessment. The program committee chair, in coordination with academic staff, will compile and perform the initial analysis, grades, survey, and interview results. The DPLA curriculum committee will review assessment information annually and compile a summary report to be reviewed by all faculty during a department summer retreat or the first faculty meeting in September. After reviewing the assessment summary, faculty will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost's office by the annual deadline. Actionable items will be discussed during program and curriculum committee meetings held in the fall and spring semesters. The results of these discussions will be presented and reviewed by all faculty. If approved, changes will be implemented the following fall semester or thereafter.

Diversity

Landscape and Urban Studies integrates the biological and physical sciences, social sciences, and humanities to provide students with the holistic perspective, knowledge, and skills needed to engage with the challenges and opportunities facing cities and regions. Social equity and inclusion are central themes of this major, and key learning outcomes relate to the knowledge and skills needed to understand cultural and historical context and to work with diverse and underrepresented populations. This emphasis will be attractive to a broad spectrum of undergraduates, including students wishing to work with specific underserved groups (e.g., racial or ethnic minorities, low-income, elderly, and/or rural populations) around issues such as housing, transportation, food security, health, or environmental protection. The major will also support students wishing to understand how people with diverse backgrounds function in a multicultural society, interact with the spaces in which they live, and engage in equitable cultural and natural resource protection. The emphasis on applied skills and knowledge to address varied social inequalities across cities and regions will prove attractive to students from underrepresented groups currently or potentially attending UW-Madison, as well as to faculty and staff considering employment in the department or at UW-Madison.

This new major will support ongoing strategic initiatives related to ensuring inclusion and increasing diversity among faculty, staff, and students within the department, the college, and across campus. The College of Letters and Science is firmly committed to providing a transformative liberal arts education experience for all, and the Landscape and Urban Studies program and the Department of Planning and Landscape Architecture (DPLA) will work with L&S and UW-Madison diversity programs to achieve this goal. L&S is home to all of the campus-wide ethnic studies programs; a number of DPLA faculty are affiliated with these units. For example, over the past few years, the DPLA has grown its connection to the Chican@/Latin@ Studies program, and increased its diversity in terms of Chicanx/Latinx faculty through new hires who can provide mentoring and pathways for a more diverse group of students to engage with the program and who may be interested in connections to their communities. More generally, the L&S Center for Academic Excellence serves as the administrative hub for several programs and initiatives that serve undergraduates in targeted minority groups.

The Center for Academic Excellence (CAE) aspires to provide an enriching, inclusive community for L&S students who have been historically underrepresented in higher education, including first-generation and low-income students and students of color. CAE programs include the Summer Collegiate Experience, which serves as a *quick-start* program for at-risk students, and learning communities that serve students who are enrolled in STEM disciplines or who are on track for post-baccalaureate professional or graduate study, as well as general academic advising, peer mentoring, and learning support services. More broadly, the Landscape and Urban Studies program and the DPLA intend to reach out to other units on campus that sponsor student-centered initiatives that provide services to and support for students, including Residential Learning Communities, the First Wave (spoken word) program, and the Multicultural Student Center. The program is intended to leverage student interest in their communities and to teach students skills that can foster positive change, and connection with these groups will be essential to achieving that objective.

Projected Time to Degree

The B.A. / B.S. in Landscape and Urban Studies program is designed to be completed in four years of full-time study. The courses that count toward the program are offered with a frequency to meet this demand. To provide students with greater flexibility, some courses may also be offered in the summer. A four-year plan is published in the Guide to outline how students may complete the program within that time frame.

Program Review

The B.A. / B.S. in Landscape and Urban Studies program will undergo an initial, formal program review (chaired by a member of the UW-Madison University Academic Planning Council (UAPC)) approximately five years after the implementation date (i.e., during the 2024-25 academic year), followed by regular UAPC reviews, initiated by the dean and at a maximum of 10-year intervals. These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and program faculty.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). There are no specialty accreditation requirements in this area.

JUSTIFICATION

Rationale and Relation to Mission

One element of the UW-Madison mission is to "offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels." The B.A. / B.S. in Landscape and Urban Studies will serve this mission as an interdisciplinary program that integrates the biological and physical sciences, social studies, and humanities with a focus on topics such as restoration and ecological design; culture, health and community; and urban studies. The curriculum will serve multiple elements contained within the mission of the College of Letters and Science by preparing students to make connections and to critically analyze content across disciplines, people, cultures, and methods; and will equip students with skills to creatively develop solutions to complex problems. Graduates will be equipped to recognize and address urban and regional challenges including sustainable and equitable land use, social and spatial inequalities, and the conservation, management, and restoration of natural and cultural systems, in a broader context of urban planning and studies.

As noted above, this program is proposed as an L&S major to provide continuity for a long-standing program of study that had previously been available to students when the Department of Landscape Architecture was located in the College of Agricultural and Life Sciences. This program has long provided an opportunity for students who do not enroll in the accredited Bachelor of Landscape Architecture a program that offers knowledge and skills associated with that specialty. The proposed program will retain features of the landscape architecture curriculum but situate it in a broader context of urban planning and studies.

Institutional Program Array

This program will complement the B.S. and B.L.A. in Landscape Architecture. The B.L.A. prepares students for practice as licensed landscape architects; whereas the proposed B.A. / B.S. in Landscape and Urban Studies will prepare students for design and planning professions and/or for graduate study in those areas. In anticipation of this transition, new students are not being admitted to the non-professional curriculum, which is the B.S. in Landscape Architecture. Currently enrolled students in the B.S. in Landscape Architecture will be permitted to complete the program, and all are on track to do so by August 2019. Alternatively, any student remaining in the old B.S. in Landscape Architecture may choose to transfer to the B.A. / B.S. in Landscape and Urban Studies program if the student so chooses when the program begins to enroll students in Fall 2019.

Other Programs in the University of Wisconsin System

UW-Madison offers the only undergraduate Landscape Architecture program in Wisconsin. UW-Milwaukee and UW-Green Bay offer bachelor's degrees in Urban Studies, and UW-Oshkosh has offered a bachelor's degree in Urban Planning; however, admission to the program has been suspended. The UW-Madison program is distinguished from and complements these programs by its connection to the long-standing landscape architecture program, which brings a strong ecology, conservation, and landscape-planning focus to the program, and also integration with the urban planning aspects of the department.

Need as Suggested by Current Student Demand

The non-professional B.S. in Landscape Architecture curriculum primarily served students who were interested in, but not eligible to be admitted into or to continue in, the accredited, professional B.S. in Landscape Architecture curriculum. During the five-year period preceding the program's move to the College of Letters and Science, annual enrollments hovered around eight students, as might be expected for a curriculum that served as an alternative pathway for a professional curriculum. The program was not designed for appeal to students on its own merits. The proposed B.A. / B.S. in Landscape and Urban Studies will have higher visibility, and will serve a wider variety of students, many of whom may seek to combine the program with other majors; therefore, enrollments and degrees awarded are expected to increase.

There is substantial interest among current students to study and understand the broad array of landscape and urban studies issues offered through this major, as evidenced by existing interest in introductory courses, the recent emergence of a new UW-Madison student organization called Urban Planning Undergraduates, and national attention on future challenges of cities and regions. The growing demand is further reinforced through UW-Madison's UniverCity Alliance via its related UniverCity Year program, which is generating additional interest by engaging current students across campus in coordinated efforts to address practical planning and design challenges facing local governments.

Need as Suggested by Market Demand

The Landscape and Urban Studies major will prepare students for starting positions in public or private agencies that oversee conservation, land management, cultural resource preservation and planning. It will also provide students with a solid foundation for graduate

study in urban and regional planning, landscape architecture, geography, and related natural resource, design, or communication fields. According to the U.S. Bureau of Labor Statistics, employment in those and related fields is expected to increase steadily, with employment of “social and community service managers” anticipated to increase by 18.0% and employment of "urban and regional planners" to increase by 12.8% between 2016 and 2026 (BLS, 2016). Based on survey data compiled by UW-Madison, students graduating from the related Landscape Architecture program in 2017 and 2018 who responded to the survey reported the following: 75% were employed, serving in the military, or in a volunteer program; and 25% were in graduate school. Those results support the department’s anecdotal reports that 100% of the 2018 Landscape Architecture graduates had accepted positions or confirmed post-graduate plans prior to graduation.

References

U.S. Bureau of Labor Statistics (2016). Occupational Employment Projections 2016-2026. Table 1.7 Occupational projections, 2016-26, and worker characteristics.

University of Wisconsin - Madison
Cost and Revenue Projections For BA/BS Landscape and Urban Studies

	Items	Projections				
		2019-20	2020-21	2021-22	2022-23	2023-24
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	0	0	0	0	0
	Enrollment (Continuing Student) Headcount	10	29	53	70	82
	Enrollment (New Student) FTE	0	0	0	0	0
	Enrollment (Continuing Student) FTE	10	29	53	70	82
II	**Total Credit Hours in BA/BS-LUS coursework**	157	454	830	1097	1285
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	0.8	1.0	1.0	1.2	1.2
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1.0	1.0	1.0	1.0	1.0
IV	**Revenues**					
	From Tuition (LUX credit hours x $386.39/credit)	$60,534	$175,550	$320,832	$423,741	$496,382
	From Fees	$0	$0	$0	$0	$0
	GPR Reallocation	$185,606	$146,092	$55,548	$3,379	-$50,756
	Total New Revenue	$246,140	$321,642	$376,380	$427,120	$445,626
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$80,000	$102,000	$104,040	$127,345	$129,892
	Teaching Assistants	$38,000	$58,140	$79,070	$80,652	$82,265
	Advising Staff	$30,000	$30,600	$31,212	$31,836	$32,473
	Administrative Staff	$30,000	$30,600	$31,212	$31,836	$32,473
	Fringe benefits - est at 33% applied to all salaries	$58,740	$73,042	$81,026	$89,651	$91,444
	Other Expenses					
	Instructional Supplies and expenses	$9,400	$27,260	$49,820	$65,800	$77,080
	Total Expenses	$246,140	$321,642	$376,381	$427,120	$445,627
VI	**Net Revenue**	$0	$0	$0	$0	$0

Submit budget narrative in MS Word Format

Provost's Signature: Sarah C. Mangelsdorf

Date: 3/24/2019

UNIVERSITY OF WISCONSIN-MADISON
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF ARTS / BACHELOR OF SCIENCE
IN LANDSCAPE AND URBAN STUDIES

Introduction

The Department of Planning and Landscape Architecture (DPLA) was created via the merger of two departments and relocation of the merged department in the College of Letters and Science. Thus, resources were consolidated and are sufficient to support this program. The proposed B.A. / B.S. in Landscape and Urban Studies represents an evolution of a concentration within a former degree program, the B.S. in Landscape Architecture. The department merger and program restructuring has afforded DPLA new opportunities, and new faculty have been hired who will participate in delivering this program. The program will not require new resources because this is, in effect, a redirection of an existing program; no new coursework is required and there is capacity to expand enrollment at the projected levels.

The proposed B.A. / B.S. in Landscape and Urban Studies will be comprised of 120 credits, with 47 credits specifically in the major. All of the courses are currently offered at UW-Madison. By 2023-24, the fifth year of the program, enrollment is expected to be approximately 82 full-time students, and expectations are that this will not require additional capacity because the program is an evolution of a previously existing program that was enrolling under capacity.

The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101) rather than a non-pooled, program revenue-based offering. All tuition revenues collected from students enrolled in this program will be pooled at the institution-level. Tuition revenues will be allocated from the fund to the College of Letters and Science to support the faculty and staff for instructional, advising, and administration. No new funding will be allocated to support this program.

Section I – Enrollment

All anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the major will draw from currently enrolled UW-Madison undergraduates, and the budget model assumes that students will enter the program in their second year. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed major in Landscape and Urban Studies as a choice among UW-Madison's more than 100 undergraduate programs. Enrollment retention and persistence rates are estimated to be 95% or more from year to year, similar to the retention rate for all undergraduates at UW-Madison. By the end of Year 5 (AY 2023-24), program enrollment is projected to stabilize at approximately 82 students.

Section II – Credit Hours

All of the courses for the major are currently being offered at UW-Madison. The program enrollment is projected to be moderate – less than 100 students out of approximately 30,000 undergraduate students. The major curriculum offered as core and elective credits in DPLA and the College of Letters and Science will total 47 credits. For the purposes of the credit-hour estimate, it is expected that students will enroll in the major and take these credits over three

years. Projections make a simplifying assumption that students will enroll in and distribute these credits evenly over their 2nd, 3rd, and 4th years of study. Therefore, the total number of credits attributed specifically to the major each year is estimated to be the number of enrolled students x 47 divided by 3 years. By the fourth year of the program, as enrollment grows, the total number of credits attributed specifically to the major is projected at 1285 student credit-hours.

Section III – Faculty and Staff Appointments

The B.A. / B.S. in Landscape and Urban Studies is projected to reach peak enrollment in AY 2023-24, in the fifth year of implementation. There is current capacity for the program based on efficiencies and the new capacity created by the department merger because all of the courses are already offered and because this is a substantial redirection of an existing degree. As a major, the program is projected to grow to fill some existing capacity. DPLA will contribute an estimated 1.2 FTE faculty to the program, which represents an estimated 0.1 to 0.2 FTE contribution from approximately ten faculty involved in the program. DPLA will also contribute an estimated 2.0 FTE of teaching assistants across the program courses per year. Approximately 0.5 FTE of an advisor and 0.5 FTE of an academic administrative staff person are contributing to the existing program.

Section IV – Program Revenues

The major in Landscape and Urban Studies will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. Revenue sufficient to cover program costs will be allocated by the College of Letters and Science from existing institutional funding provided to the College. No additional funding specifically for this program will be provided to the College. Budget allocation may be somewhat influenced by the enrollment and student credit-hour formula followed by UW-Madison's academic year budget model.

For the purposes of illustrating the amount of tuition revenue that may be attributable to students enrolled in the proposed program, the revenue projections include a simple estimate of revenues based on estimated student major credit hours taken annually at $386.39 per-credit tuition. The per-credit tuition estimate was based on the 2018-19 Wisconsin resident undergraduate rate. The estimate does not account for tuition collected for credits taken above the credit plateau, credits taken outside of the major requirements, or tuition based on nonresident tuition rates. The GPR reallocation line is included to illustrate that the tuition revenues from enrolled students will not be sufficient to cover estimated costs in early years. The negative values (beginning in Year 5) indicate the projected time at which the program tuition will contribute to general academic costs that are funded from the GPR pool.

Section V – Program Expenses

The program expenses essentially represent a reallocation and continuation of expenses incurred by the antecedent program as estimated in Section III. Salary estimates are based on current salary schedules and anticipate a 2% increase each fiscal year. Fringe is calculated at 33% for all positions. Salary and fringe expenses also include those attributable to current FTE faculty appointments noted in Section III. No new additional expenses will be incurred to implement the new major. Promotion and marketing will be incorporated into the general promotional materials (i.e., website, brochures) prepared for all majors. Because the program

uses existing courses, most of the costs already exist. To support renewal and growth, the budget format estimates $60 per year per student credit-hour in additional instructional supplies and expenses.

Section VI – Net Revenue

The major in Landscape and Urban Studies will be revenue neutral. Actual tuition revenues collected from students enrolled in this program will be pooled at the institution-level. Student instruction and support will be funded from the Fund 101 instructional/tuition pool. Students enrolled in the major will partake of a range of courses and student services across campus, beyond the 47 credits of instruction and direct advising allocated in this budget.

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Date: March 25, 2019

To: Karen Schmitt, Interim Vice President for Academic and Student Affairs, University of Wisconsin System (via email to apei@uwsa.edu)

From: Sarah C. Mangelsdorf., Provost and Vice Chancellor for Academic Affairs SCM

RE: Authorization Proposal: BA/BS major in Landscape and Urban Studies

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a BA/BS major in Landscape and Urban Studies at the University of Wisconsin-Madison. This program is a redirection of the previously existing program BS-Landscape Architecture.

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

In keeping with UW-Madison policy, this program proposal has been endorsed by the faculty of the Department of Planning and Landscape Architecture. The dean and the academic planning council of the College of Letters & Science have approved the proposal and support this program. The proposal has been approved by the University Academic Planning Council. I send you this proposal with wide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The College of Letters & Science is committed to the necessary financial and human resources required to continue the program. The instructional and administrative resources for this program will come from a reallocation of resources that supported the existing program from which this proposed program derives. Assuming Board of Regents approval, the faculty plan to implement the new program in fall 2019.

We are requesting that this proposal be scheduled for consideration at the June 6-7 Board of Regents meeting. The proposal, budget, and a budget narrative are attached. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments

Copies:
Rebecca Blank, Chancellor, UW-Madison
Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation
Diane Treis Rusk, Director of Undergraduate Education, UW System Administration
Karl Scholz, Dean, College of Letters & Science
Greg Downey, Associate Dean, College of Letters & Science
Elaine Klein, Associate Dean, College of Letters & Science
Ken Genskow, Chair, Department of Planning and Landscape Architecture
Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research
Laurent Heller, Vice Chancellor for Finance and Administration
Jennifer Klippel, Madison Budget Office

Office of the Provost and Vice Chancellor for Academic Affairs
150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

Program Authorization (Implementation)
Master of Science in Biostatistics
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(1):

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

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN BIOSTATISTICS
UNIVERSITY OF WISCONSIN-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Milwaukee submits this proposal to establish a Master of Science (M.S.) in Biostatistics. 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.(1), approving the implementation of the Master of Science in Biostatistics at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin-Milwaukee (UW-Milwaukee) proposes to establish a Master of Science (M.S.) in Biostatistics. Given the ongoing evolution of big data and the myriad ways large information datasets can be utilized, this degree program responds to unfolding public health challenges in Wisconsin, as well as critical workforce needs in Wisconsin and the United States.

The M.S. in Biostatistics is a two-year program, and students must complete 39 graduate credits of courses beyond the bachelor's degree, plus an additional 3 credits dedicated toward thesis writing and research, for a total of 42 credits. This credit requirement aligns with several regional biostatistics M.S. programs in accredited schools of public health, which require 38-48 credits. Coursework focuses on applied biostatistical methods, statistical consulting, computing, and the intersection of public health and statistical research. Completion of a high-quality master thesis based on original research is a key indicator of the student's capacity to integrate and apply various biostatistical methods and public health knowledge in real-world problems.

Students will be trained to lead the design and analyses of large information datasets to advance public health research studies in both applied and academic settings. Graduates will be prepared to be effective collaborators in many settings, including the biomedical industry, academia, and public service at all levels of national and international government.

Mission. The M.S. in Biostatistics will contribute to fulfilling UWM's mission to be a top-tier research university. The program also aligns with the UWM Select Mission Statement, because it will be a high-quality degree delivered by faculty with established success in research and teaching. Moreover, because master's-level statisticians and biostatisticians are a critical component of many research teams, this degree program will help to fulfill workforce demand for biostatisticians to support research efforts at UWM and beyond. Finally, the projects and internships undertaken by M.S. students in local organizations, such as health departments or

hospital systems, will help to build relationships between those organizations and the Zilber School, as well as at UWM as a whole.

Market and Student Demand. The M.S. in Biostatistics is fast growing, and the number of applications among U.S. and international students is increasing quickly. Currently, the 74 biostatistics programs that offer M.S. degrees nationwide awarded 693 degrees during 2017. This represents an increase of greater than 100% from 2010, in which 336 degrees were conferred. The dramatically increasing popularity of the degree rests, in part, on the articulation of the degree with the ongoing evolution of big data and the myriad of ways this data can be utilized in public health settings. UW-Milwaukee anticipates these trends to be similar for the Zilber School of Public Health.

Students with an M.S. in Biostatistics are employable in a wide variety of settings, including in the governmental sector, at research universities and non-profit institutions, in the pharmaceutical and biomedical industry, and within health systems, such as health insurance companies, hospitals, and other large healthcare companies. The typical entry-level educational requirement for a job as a statistician or biostatistician is an M.S. degree. The skills gained in this new M.S. program will enable students to be competitive in this robust job market.

Credit Load and Tuition. The curriculum meets the requirements outlined by the national Council on Education for Public Health (CEPH), and the program will comprise 42 credits, including 39 credits of coursework and 3 credits of thesis.

The program will charge standard rates for tuition and fees. For the current academic year, residential tuition and segregated fees total $5,941.81 per semester for a full-time student, enrolled in 8 or more credits per semester. Of this amount, $5,193.36 is attributable to tuition, and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,460.29 per semester for a full-time student enrolled in 8 or more credits per semester. Of this amount, $11,711.84 is attributable to tuition, and $748.45 is attributable to segregated fees. For students in the Midwest Student Exchange program, tuition and segregated fees total $8,538.49. Of this amount, $7,790.04 is attributable to tuition, and $748.45 is attributable to segregated fees.

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 BIOSTATISTICS AT UW-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UW-Milwaukee) proposes to establish a Master of Science (M.S.) in Biostatistics. The development of this proposed program responds to ongoing public health challenges in Wisconsin, as well as critical workforce needs in Wisconsin and nationally. The addition of this M.S. degree program in Biostatistics, an indispensable discipline in the field of public health, will provide training opportunities to meet the local and national needs for skilled biostatisticians. The goal of the proposed program will be for students to acquire rigorous theoretical and technical training needed to provide statistical consultation and perform data analysis. Graduates will be prepared for many career paths, including academia, managed care organizations, the pharmaceutical industry, and public service at all levels of local, national and international government. The proposed program will be comprised of 42 credits, comprised of 39 credits of coursework and 3 credits of thesis. The curriculum meets the requirements outlined by the national Council on Education for Public Health (CEPH).

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Program
Biostatistics

Degree/Major Designations
Master of Science

Mode of Delivery
Single institution, face-to-face

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected that 39 students will have enrolled in the program and 26 students will have graduated from the program. The average student retention rate is projected to be 85% based on current enrollment data in the master's-level program in the Zilber School of Public Health (ZSPH). It is also anticipated that the program will enroll a mix of in-state (50%) and out-of-state (50%) students.

Note that enrollment projections reflect a conservative estimate at the start of the program. Healthcare systems and public health organizations in the Milwaukee area are actively looking for talent with strong data analysis skills. Therefore, a much higher demand is

anticipated in the near future. In addition, UW-Milwaukee (UWM) plans to develop an online program which would increase enrollment over time. The proposed M.S. program leverages existing resources from Biostatistics in the Master of Public Health (M.P.H.) and Ph.D. in Public Health programs, ZSPH, and UWM (i.e., biostatistics courses, faculty) without incurring additional expense, making it highly cost effective.

Table 1: Enrollment and Graduation Projections from Years 1 to 5

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	7	8	8	9
Continuing Students	0	6	6	7	7
Total Enrollment	7	13	14	15	16
Graduating Students	0	6	6	7	7

Tuition Structure

For students enrolled in the M.S. in Biostatistics program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $5,941.81 per semester for a full-time student enrolled in 8 or more credits per semester. Of this amount, $5,193.36 is attributable to tuition and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,460.29 per semester for a full-time student enrolled in 8 or more credits per semester. Of this amount, $11,711.84 is attributable to tuition and $748.45 is attributable to segregated fees. For students in the Midwest Student Exchange program, tuition and segregated fees total $8,538.49. Of this amount, $7,790.04 is attributable to tuition and $748.45 is attributable to segregated fees.

Department or Functional Equivalent

Joseph J. Zilber School of Public Health. The school is non-departmentalized.

College, School, or Functional Equivalent

Joseph J. Zilber School of Public Health

Proposed Date of Implementation

Fall 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Biostatistics is a two-year program, and students must complete 39 graduate credits of courses beyond the bachelor's degree, plus an additional 3 credits dedicated toward thesis writing and research, for a total of 42 credits. This credit requirement aligns with several regional biostatistics M.S. programs in accredited schools of public health, which require 38-48 credits. For example, Michigan’s program requires 48 credits in four terms (two years), while Iowa’s program requires at least 38 semester hours of coursework.

Coursework focuses on applied biostatistical methods, statistical consulting, computing, and the intersection of public health and statistical research. Completion of a high-quality

master thesis based on original research is a key indicator of the student's capacity to integrate and apply various biostatistical methods and public health knowledge in real-world problems.

Student Learning Outcomes and Program Objectives

Graduates of the M.S. in Biostatistics will be able to meet the following program competencies:

1. Perform all responsibilities of a statistician in collaborative research; in particular: design studies, manage and analyze data and interpret findings from a variety of biomedical, clinical or public health experimental and observational studies
2. Communicate statistical information effectively with individuals with varying degrees of statistical knowledge through written and oral presentations
3. Use statistical, bioinformatic and other computing software to organize, analyze, and visualize data
4. Review and critique statistical methods and interpretation of results in published research studies, presentations, or reports
5. Understand and implement modern statistical approaches emerging in the literature to improve biomedical and public health

Graduates will be prepared to be effective collaborators in many settings, including the biomedical industry, academia, and public service at all levels of national and international government. Students will be trained to lead the design and data analysis of health research studies both in applied and academic settings.

Program Requirements and Curriculum

Applicants with strong quantitative backgrounds are encouraged to apply for the M.S. in Biostatistics. Applicants should have an earned bachelor's degree in any field with a cumulative undergraduate GPA of 3.0. Applicants with a 3.0 (A=4.0) in undergraduate mathematics calculus I and II are preferred. Graduate Record Examination (GRE) scores and three letters of recommendation are required. Students will be asked to identify their primary research areas of interest and faculty with potential shared interests; faculty will be matched to serve as a career mentor and advisor.

The program will meet the above outlined outcomes by providing didactic coursework, opportunities to conduct both guided and independent research, and professional development. The curriculum consists of 42 credits to degree completion beyond the bachelor's degree – 39 credits of didactic coursework and 3 credits of independent study toward thesis writing in research. This program meets all of the requirements established by CEPH, including a "rigorous discovery-based paper/project" (PH 699), coursework related to scientific and analytic approaches to population-level public health problems, and coursework with an overview of public health (PH 801). Of the 39 total didactic course credits, students will take 30 credits to gain advanced knowledge and skills in the principles of epidemiology and biostatistical methods and consulting practice (PH 813). The latter course will include training in collaborative research and career development to prepare students for work in public health practice, academics, and biomedical industry settings. The remaining 9 credits include 6 credits of elective coursework in subject matter areas (genomics, clinical trial, biostatistical computing)

and 3 credits of coursework in an elective in a public health or biological area that aligns with their research interests. Table 2 below provides a suggested program of study for a full-time student.

Table 2: M.S. in Biostatistics Program Curriculum

Fall 1 (9 credits)
PH702 Introduction to Biostatistics (3 credits)
PH704 Principles & Methods of Epidemiology (3 credits)
PH712 Probability and Statistical Inference (3 credits) (or another elective)
Spring 1 (12 credits)
PH711 Intermediate Biostatistics (3 credits)
PH718 Data Management, Visualization, and Advanced Statistical Computing (3 credits)
PH716 Applied Survival Analysis (3 credits)
PH705 Principles of Public Health Policy & Admin (3 credits) (or another elective from Group B)
Fall 2 (12 credits)
PH801 Seminar in Public Health Research (3 credits)
PH715 Applied Categorical Data Analysis (3 credits)
PH717 Applied Longitudinal Analysis (3 credits)
PH714 Statistical Genetics and Genetic Epidemiology (3 credits) (or another elective from Group A)
Spring 2 (9 credits)
PH813 Practice of Biostatistical Consulting (3 credits)
PH990 Master's Thesis (3 credits)
PH721 Intro to Translational Bioinformatics (3 credits) (or another elective from Group A)

Required Group A Electives (Choose 2 courses, 6 cr.)
PH714 Statistical Genetics and Genetic Epidemiology (3)
PH721 Intro to Translational Bioinformatics (3)
PH722 An Introduction to Bayesian Statistics (3)
PH723 Clinical Trials (3)
PH812 Statistical Learning and Data Mining (3)
PH818 Statistical Computing (3)
EDPSY823 Structural Equation Modelling (3)
EDPSY832 Theory of Hierarchical Linear Modelling (3)
CS708 Scientific Computing (3)
CS711 Pattern Recognition - Statistical, Neural, and Fuzzy Approaches (3)

Public Health and Biology Courses Group B Electives (Choose 1 course, 3 cr.; other courses as approved)
PH703 Environmental Health Sciences (3)
PH705 Public Health Policy and Administration (3)
PH706 Perspectives in Community and Behavioral Health (3)
BIOL597 RNA Structure, Function, and Metabolism (3)

BIOL490 Molecular Genetics (3)
MCW20240 Translational Genetics (3)

NOTE: Students may apply previous graduate coursework towards didactic M.S. credits, contingent on assessment of course equivalencies, in accordance with UW-Milwaukee policies.

Thesis

Near the end of their programs, students will consult with their academic advisor to identify a Biostatistics Track faculty member to be their master's thesis advisor for the applied independent study project. Advising is by mutual agreement between student and faculty member. This faculty member then supervises and approves the candidate's master thesis. Every student must finalize the thesis with the master's thesis advisor and prepare a brief thesis research plan no later than the start of the semester in which the student plans to graduate. It is highly recommended that each student speaks to the potential thesis advisor and finds the project of interest as early as possible. The thesis research plan should include basic background, outline of specific aims and hypotheses, proposed analysis methods, draft timelines, and expected outcomes. Once the approved thesis research and write-up has been completed, the candidate will submit the work to the thesis advisor for review and approval. The candidate will present his/her thesis in a session that is open to the academic community. Once the thesis committee chair has certified completion of all requirements, the candidate will be awarded the M.S. in Biostatistics and encouraged to submit the thesis for publication.

Assessment of Objectives

Student learning outcomes will be assessed both at the course and program level. At the course level, learning objectives will be developed that align with the competencies listed above (see Student Learning Outcomes), and learning will be assessed via problem sets, consulting projects, oral presentations, in-class participation, exams and written assignments. Faculty will also use the thesis research and paper as documentation for the CEPH accreditation criterion for academic master's degree programs.

At the program level, student learning will be assessed through competency self-assessment surveys. Students will provide a self-assessment of competencies achieved at the end of the first year and at the end of the program. Students will discuss progress and future goals for achieving competencies with their faculty advisors. The Zilber School of Public Health staff will also administer an alumni survey at least six months after graduation to ask students how well prepared they were for their positions. The Zilber School Evaluation Workgroup and Graduate Program Committee will summarize survey results, review findings and recommend improvements on a yearly basis.

Diversity

The Zilber School at UW-Milwaukee was founded in 2009, with an explicit commitment to "advancing population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond." Consistent with this mission, the access mission of the UW-Milwaukee, the UW System Mission, as well as the UW-Milwaukee Select Mission statements, UW-Milwaukee aims, with this Biostatistics M.S. program, to provide academic opportunities for a diverse student body

that reflects the social and racial/ethnic composition of the surrounding community. To this end, UW-Milwaukee has an explicit goal of recruiting and admitting students from populations that have been systematically underrepresented in higher education including women, financially or educationally disadvantaged individuals and other marginalized groups. As part of the school's efforts UW-Milwaukee proactively seeks and nominates these students for campus fellowships such as the Advanced Opportunity Program (AOP) Fellowship, which is designed to assist underrepresented racial/ethnic minority and underrepresented non-minority students in graduate study to enter and complete a graduate degree at UWM. Minority faculty members can avail themselves of the campus' *Faculty of Color Mosaic*, whose purpose is to work with schools, colleges, and the administration to create a more inclusive campus where minority faculty members feel welcomed, supported, and have equal access to resources that will help them thrive.

Biostatistics Track faculty also strive to integrate divergent theoretical, methodological, and computational approaches to biostatistical practices that aim to design research studies and translate complex data into meaningful information for a broad range of biomedical and public health applications including genomics, biomarker discovery, electronic medical record, precision medicine, clinical trial, as well as all facets of population health (e.g., chronic diseases, environmental health, aging, health economics, policy). In addition, the proposed M.S. program explicitly employs pedagogical approaches designed to train students not only to provide biostatistical solutions but also to become effective collaborators to promote health in Milwaukee, Wisconsin, nationally, and worldwide.

Collaborative Nature of the Program

There is strong collaboration across the different biostatistics programs within the Zilber School at UWM. The M.S. in Biostatistics shares 16 required credits with the M.P.H. in Biostatistics, and at least 25 credits for the M.S. in Biostatistics could be counted toward the Ph.D. program in Biostatistics. Faculty collaborate across the five program areas at the Zilber School. The proposed M.S. requires 3 credits of epidemiology as well as at least one 3-credit non-biostatistics elective public health course. There are also increasing efforts to foster collaboration across campus. Depending on research interests, students may enroll in elective coursework in other programs on the UW-Milwaukee campus. The 6 credits of electives could be taken either in the Biostatistics Track or in other programs, such as educational psychology, mathematics, and the mathematical statistics and computer science programs. There are no plans for collaborations with other institutions at this time.

Projected Time to Degree

The average time to degree completion for full-time students is anticipated to be two years beyond the bachelor's degree (see Suggested Course Plan above). Average time to degree completion will be shorter for full-time students who previously earned a master's degree, depending on previous coursework (e.g., one year to one and a half years).

Program Review Process

The internal program review process for the M.S. in Biostatistics will involve the annual collection of feedback from faculty and students regarding curriculum, advising, and job placement. Quantitative and qualitative data will be used to improve courses, assess whether

students achieved program competencies, measure time to graduation, and provide input about processes. The Zilber School Biostatistics Track faculty, Graduate Program Committee, and Evaluation Workgroup will ensure that a schedule of specific evaluation activities is maintained and that improvement actions are carried out in a timely manner. This review will be coordinated with campus and school accreditation cycles. Review of the Biostatistics M.S. program will also be incorporated into the school's overall evaluation plan, which is designed to provide data for specific measurable objectives and ensure quality improvement.

The M.S. in Biostatistics program will be reviewed in accordance with UW-Milwaukee's graduate program review process. The first full-scale Graduate School review will take place after five years. Zilber School faculty and staff will complete a self-study report of the M.S. program in coordination with the Zilber School Graduate Program Committee, and external reviewers will prepare a site visit report. These materials will be presented to the UW-Milwaukee Graduate Faculty Committee for recommendations.

Accreditation

The Zilber School is currently accredited by CEPH, the accrediting body for schools of public health nationally. Accreditation applies to the school itself rather than to individual programs within the school. The Zilber School is engaged in an ongoing self-study process to assess and document the extent to which each student has met the competencies outlined for the M.S. in Biostatistics. This process will include student competency self-assessment, graduation, and alumni surveys, and interviews with employers. The next self-study process will begin in 2020-21 for reaccreditation in 2022.

JUSTIFICATION

Rationale and Relation to Mission

An M.S. in Biostatistics in the Zilber School will contribute to fulfilling UWM's mission to be a top-tier research university. The program also aligns well with the UWM Select Mission Statement in the following ways:

- The M.S. in Biostatistics will be a high-quality degree delivered by faculty with established success in research and teaching. A master's-level research degree in biostatistics is an important offering for the only comprehensive school of public health in Wisconsin.
- Master's-level statisticians and biostatisticians are a critical component of many research teams. The M.S. in Biostatistics will help to fulfill the need for this skill set in research efforts at UWM and beyond.
- Biostatistics is an extremely marketable degree, which will attract high-caliber students interested in pursuing careers in a wide range of settings, including government, hospital systems, and pharmaceutical companies.
- Projects and internships undertaken by M.S. students in local organizations, such as health departments or hospital systems, will help to build relationships between those organizations and the Zilber School as well as at UWM as a whole.

Institutional Program Array

The Zilber School offers both applied public health and research-focused degrees through five program areas: Epidemiology, Community and Behavioral Health Promotion, Biostatistics, Public Health Policy and Administration, and Environmental Health Sciences. The school currently offers an M.P.H. degree with a specialization in each of the above areas. It also offers a Ph.D. in Public Health with a focus in either Community and Behavioral Health or Biostatistics, a Ph.D. in Epidemiology, as well as a Ph.D. in Environmental Health Sciences. The proposed M.S. in Biostatistics will be the only such program at UW-Milwaukee.

Other Programs in the University of Wisconsin System

There is currently no other UW System school that offers an M.S. in Biostatistics. The UW-Madison Department of Statistics, in collaboration with the Department of Biostatistics and Medical Informatics in the School of Medicine and Public Health, offers an M.S. in Statistics with an emphasis in Biostatistics. UW-Madison also offers an M.S. in Biometry and an M.S. in Biomedical Data Science. The proposed program of an M.S. in Biostatistics at the Zilber School is distinct from these existing degree programs as the only program at a CEPH-accredited school of public health. The proposed M.S. at UWM will complement the UW-Madison M.S. degree by emphasizing curriculum and applications in public health.

Need as Suggested by Market Demand

The M.S. in Biostatistics is fast growing, and the number of applications among U.S. and international students is increasing quickly. Currently, the 74 biostatistics programs that offer M.S. degrees nationwide awarded 693 degrees during 2017, an increase of greater than 100% from 2010, in which 336 degrees were conferred.[1] UW-Milwaukee anticipates that the M.S. degree will attract more students locally and internationally than the current M.P.H. degree track in biostatistics.

Students with an M.S. in Biostatistics are employable in a wide variety of settings, including in the governmental sector, at research universities and non-profit institutions, in the pharmaceutical and biomedical industry, and within health systems, such as health insurance companies, hospitals, and other large healthcare companies. According to the U.S. Bureau of Labor Statistics, there were 37,200 jobs available for statisticians (biostatisticians share the same job market) in 2016, with a median annual income of $84,060 in 2017. Jobs are projected to increase 34% from 2016 to 2026.[2] The typical entry-level educational requirement for a job as a statistician or biostatistician is an M.S. degree. The skills gained in this new M.S. program will enable students to be competitive in this robust job market.

Need as Suggested by Student Demand

According to 2017 data from the Association of Schools and Programs of Public Health, a review of CEPH-accredited schools of public health offering both an M.P.H. and an M.S. in Biostatistics revealed 413 students enrolled in M.S. in Biostatistics compared to 314 in the

[1]ASA Community. (2019). Retrieved from http://community.amstat.org/blogs/steve-pierson/2014/02/09/largest-graduate-programs-in-statistics

[2]Mathematicians and Statisticians: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics. (2019). Retrieved from http://www.bls.gov/ooh/math/statisticians.htm

M.P.H. in Biostatistics.[3] It is also the case that the number of master's degrees awarded in Biostatistics has risen dramatically over the last several years. According to data provided by the American Statistical Association,[4] annual awards of master's degrees in biostatistics rose from 259 awards in 2007 to 693 awards in 2017. The dramatically increasing popularity of the degree rests, in part, on the articulation of the degree with the ongoing evolution of big data and the myriad of ways this data can be utilized in public health settings. UW-Milwaukee anticipates these trends to be similar for the Zilber School of Public Health.

[3] Association of Schools and Programs of Public Health: ASPPH | Data Center. (2019). Retrieved from https://www.aspph.org/connect/data-center/

[4] American Statistics Association: Statistics and Biostatistics Degree Data. (2019). Retrieved from https://www.amstat.org/asa/education/Statistics-and-Biostatistics-Degree-Data.aspx?hkey=0a32a96f-2f47-4d67-b91e-0b329f93eece

University of Wisconsin - [Institution Name]
Cost and Revenue Projections For Newly Proposed Program - MS in Biostatistics

	Items	Projections				
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	7	7	8	8	9
	Enrollment (Continuing Student) Headcount	0	6	6	7	7
	Enrollment (New Student) FTE	7	7	8	8	9
	Enrollment (Continuing Student) FTE	0	6	6	7	7
II	**Total New Credit Hours** (# new sections x credits per section)	147	273	294	315	336
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS	5	5	5	5	5
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$118,336	$219,768	$236,673	$253,578	$270,483
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue					
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff					
	Other Staff					
	Other Expenses					
	Facilities					
	Supplies and expenses	$5,000	$5,000	$5,000	$5,000	$5,000
	Other:Financial Aid-Fellowships	$30,000	$30,000	$30,000	$30,000	$30,000
	Other:Travel Award		$5,000	$5,000	$5,000	$5,000
	Total Expenses					
VI	**Net Revenue**	$83,336	$179,768	$196,673	$213,578	$230,483

a - Number of students enrolled

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

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

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

Provost's Signature:

Date: 4/16/2019

UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF SCIENCE IN BIOSTATICS

The University of Wisconsin-Milwaukee proposes to establish a Master of Science in Biostatistics. The development of this proposed program responds to ongoing public health challenges in Wisconsin, as well as critical workforce needs in Wisconsin and nationally. The addition of this M.S. degree program in Biostatistics, an indispensable discipline in the field of public health, will provide training opportunities to meet the local and national needs for skilled biostatisticians. The goal of the proposed program will be for students to acquire rigorous theoretical and technical training needed to provide statistical consultation and perform data analysis. Graduates will be prepared for many career paths, including academia, managed care organizations, the pharmaceutical industry, and public service at all levels of local, national and international government.

Section I – Enrollment

By the end of Year 5, it is expected that 39 new students will have enrolled in the program and 26 students will have graduated from the program. All students are expected to be enrolled full-time.

Section II –Credit Hours

The program study plan requires students to complete 21 credits in each of the two academic years. The credit hours are calculated by multiplying the number of students by 21.

Section III – Faculty and Staff Appointments

No new faculty or staff appointments are anticipated during the five-year period. Current faculty appointments are sufficient to maintain the quality of the program if the number of students in the program is held at the indicated levels. There are no new courses developed for the program as the courses are also shared by other programs at the institution, and there is no expectation to open new sections of the courses at the indicated level of enrollment. An existing administrative staff person can support this program as well.

Section IV-Program Revenues

New revenues are calculated in the following way: The expected enrollment pattern is 50% resident and 50% nonresident students. The average full-time tuition for resident and nonresident students is used to calculate the new revenues.

Section V – Program Expenses

There will be no increases to program expenses if the Authorization to Implement is approved. Incoming students will enroll in currently offered graduate classes. Given the estimated number of new students, the program will not require additional sections of graduate classes. There are no anticipated additional personnel costs associated with this proposal. UW-Milwaukee has added a modest amount for the cost of supplies and expenses, up to $5,000, to cover the costs of marketing (such as revising the school

brochures and website). The Zilber School of Public Health expects to award up to $30,000 in fellowships to students enrolled in the program from allowable funds, including extramural funds. An additional $5,000 is added to support student participation in conferences.

Section VI – Net Revenue

The worksheet shows a net revenue for UW-Milwaukee from this program. These funds will be allocated to the Zilber School of Public Health and to the central campus pool in accordance with the budget model.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

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Provost and Vice Chancellor

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https://uwm.edu/academicaffairs/

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: April 2, 2019

RE: Authorization to Implement a Master of Science in Biostatistics

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 Master of Science in Biostatistics.

The program will be housed in the Joseph J. Zilber School of Public Health (ZSPH). The need for the program was identified by national trends. Currently, the 74 biostatistics programs that offer MS degrees nationwide awarded 693 degrees in 2017 an increase greater than 100% from 2010 in which 327 degrees were conferred. We anticipate that the MS degree will attract more students locally and internationally that the current MPH degree track in biostatistics.

Individuals with an MS in Biostatistics are employable in a wide variety of settings, including the governmental section, research universities and non-profit organizations, the pharmaceutical and biomedical industries, and within health systems, such as health insurance companies, hospitals, and other large healthcare companies. The U.S. Department of Labor projects jobs in Biostatistics to grow 34% during the next ten years.

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 graduate 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: Karen Schmitt, Interim Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Ron Perez, Interim Dean, Zilber School of Public Health
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)
Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(2):

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

NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN ENGINEERING (B.S.E.)
IN ENVIRONMENTAL ENGINEERING
UNIVERSITY OF WISCONSIN-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Milwaukee submits this request to establish a Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering. 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.(2), approving the implementation of the Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering. The program fills a gap in the institutional engineering program array and will train students in the broad environmental field of engineering including air, water, and soil. The program also will augment existing relationships with over 200 water technology businesses in the region, and with economic development organizations dedicated to the advancement of freshwater technologies.

The B.S.E. in Environmental Engineering program is interdisciplinary and combines several disciplines of the College of Engineering and Applied Science, School of Freshwater Sciences, College of Letters and Sciences, and School of Public Health. Coursework will focus on the scientific aspects of the environment, and will provide students with the knowledge and skills needed to conduct engineering analyses, as well as to devise and implement engineering solutions to address environmental issues, and manage the quality of air, surface and ground water systems, and the impact of industrial effluents on the environment. The program will prepare students to enter the workforce as environmental engineers, as well as for advanced study in a variety of fields including freshwater sciences and technology, civil engineering, and environmental engineering.

Mission. The B.S.E. in Environmental Engineering will contribute to the fulfillment of the UW-Milwaukee mission, in part, by providing educational leadership in meeting future social, cultural, and technological challenges of Wisconsin's largest metropolitan area.

Market and Student Demand. Occupational employment projections further support market needs for this academic program. Projections developed for Wisconsin by Labor Market Information (LMI) projected a 16.72% increase in employment for environmental engineers from 2014 to 2024. As well, job posting data for the period from August 1, 2017 to July 31, 2018, suggest that the number of posted positions for bachelor's degree-prepared environmental engineers outpaced degrees conferred to environmental engineers by a ratio of 2:1.

Many current and potential students are aware of the growth of environmental engineering as an area of study and practice. UW-Milwaukee regularly receives inquiries from prospective students about the availability of an environmental engineering program at UW-Milwaukee, many from students belonging to underrepresented groups. It is anticipated that the proposed program will appeal to a broad range of students. According to the American Society for Engineering Education, female enrollment in Environmental Engineering programs grew from 38.3% in 2005 to 47.4% in 2014. By the end of the fifth year of this program, it is expected that program enrollments will reach 137 students and 21 students will have graduated from the program. It is expected that most students will enter as first-time new freshmen or transfer students. Approximately 80% of enrollments are expected to come from within Wisconsin and 20% from the states participating in the Midwest Student Exchange Program. The average student retention rate is projected to be 85% in the first year, based on the data for programs in the College of Engineering and Applied Science.

Credit Load and Tuition. The program requirements consist of 127 credits, which meet the expectations of the Accreditation Board for Engineering and Technology criteria for mathematics, basic sciences, and engineering topics. The curriculum will include 29 core engineering credits and 26 credits of required environmental engineering courses. Mathematics and basic sciences will make up 36 credits of the program. The program curriculum includes 15 credits of technical electives that will allow students to select a track leading to preparation for an advanced degree or to select a broader spectrum of coursework and tracks in industrial applications. Through this curriculum, students will be prepared to successfully complete the Fundamentals of Engineering examination, which is the first step in the process to become a professional licensed engineer.

For students enrolled in the B.S.E. in Environmental Engineering program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,794.01 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $4,045.56 is attributable to tuition and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,433.65 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $9,685.20 is attributable to tuition and $748.45 is attributable to segregated fees. For students in the Midwest Student Exchange Program (MSEP), the tuition and segregated fees total $6,816.49 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $6,068.04 is attributable to tuition and $748.45 is attributable to segregated fees. Additionally, for courses taken in the College of Engineering and Applied Science, a differential tuition of $21.63 per credit will be assessed.

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.

PREQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN ENGINEERING (B.S.E.) IN ENVIRONMENTAL ENGINEERING AT UW-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UW-Milwaukee) proposes to establish a Bachelor of Science in Engineering (B.S.E.) in Environmental Engineering. The development of the proposal responds to market needs for graduates to fill a gap in the institutional engineering program array and to train students in the broad environmental field of engineering including air, water, and soil. Establishing the program will provide students with the preparation to enter the workforce as environmental engineers as well as for advanced study in a variety of fields including freshwater sciences and technology, civil engineering, and environmental engineering. Graduates will be better equipped to develop and implement engineering solutions and manage the quality of air, surface and ground water systems and the impact of industrial effluents on the environment. The program requirements consist of 127 credits, which meet the expectations of the Accreditation Board for Engineering and Technology criteria for mathematics, basic sciences, and engineering topics. The curriculum will include 29 core engineering credits and 26 environmental engineering credits, 36 credits of mathematics and basic sciences, and 15 credits of technical electives that will allow students to select a track leading to preparation for an advanced degree or coursework in industrial applications. Through this curriculum, students will be prepared to successfully complete the Fundamentals of Engineering examination, which is the first step in the process to become a professional licensed engineer.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Program
Environmental Engineering

Degree/Major Designation
Bachelor of Science in Engineering

Mode of Delivery
Single institution, face-to-face classroom and laboratory-based instruction

Projected Enrollment by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected that the enrollment in the program will reach 137 students and 21 students will have graduated from the program. The average student retention rate is projected to be 85% in the first year, based on the data for programs in the College of Engineering and Applied Science. The program expects that some

students will transfer from other programs within UW-Milwaukee into the proposed program. The internal transfer numbers are expected to be small (about four to five per year). It is expected that new students will be new first-year students and transfers to UW-Milwaukee, with 80% coming from within Wisconsin and 20% from the states participating in the Midwest Student Exchange Program.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	27	30	33	36	40
Continuing Students	4	30	51	76	97
Total Enrollment	31	60	84	112	137
Graduating	0	0	3	5	13

Tuition Structure

For students enrolled in the B.S.E. in Environmental Engineering program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,794.01 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $4,045.56 is attributable to tuition and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,433.65 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $9,685.20 is attributable to tuition and $748.45 is attributable to segregated fees. For students in the Midwest Student Exchange Program (MSEP), the tuition and segregated fees total $6,816.49 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $6,068.04 is attributable to tuition and $748.45 is attributable to segregated fees. Additionally, for courses taken in the College of Engineering and Applied Science, a differential tuition of $21.63 per credit will be assessed.

Department or Functional Equivalent

Department of Civil and Environmental Engineering

College, School or Functional Equivalent

College of Engineering and Applied Science

Proposed Date of Implementation

Spring 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The program requires students to complete a minimum of 125 credits including 29 credits of engineering core, 26 credits of required courses in environmental engineering, 22 credits of technical and science electives, 16 credits of calculus and differential equations, and 13 credits of physics and chemistry, and satisfy UW-Milwaukee general education requirements including a cultural diversity course. The program requires every student to complete a capstone design project based on prior coursework and incorporating engineering standards.

Student Learning Outcomes and Program Objectives

Listed below are the student learning outcomes for the program that satisfy the criteria for accreditation of the program by the Accreditation Board for Engineering and Technology (ABET), Inc., the engineering accreditation body:[1]

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Students will be prepared through the curriculum to successfully complete the Fundamentals of Engineering examination, which is the first step in the process to become a professional licensed engineer.

UW System Shared Learning Goals form the foundation for the general education program at UW-Milwaukee. These learning goals are assessed through the general education courses.

Program Requirements and Curriculum

Students who meet the admission requirements for the College of Engineering and Applied Science will be admitted to the program. Admission to the College of Engineering and Applied Science is based on an overall assessment of both academic and nonacademic qualifications. The primary factors considered for admission are the strength and quality of the high school curriculum, high school class percentile, grade point average and the results of the ACT or SAT. Well-prepared freshmen applicants will have four years of mathematics and four years of natural science. Nonacademic qualifications will also be considered, such as leadership skills, diversity in personal background, work experience, motivation, and maturity.

Table 2 illustrates the curriculum for the proposed program. The program requirements consist of a total of 127 credits including 29 core engineering credits and 26 credits of required environmental engineering major courses. Additionally, the mathematics and basic sciences make up 36 credits of the program. The program has 15 credits of technical electives that allow the student to select a track in leading to preparation for an advanced degree while some others may select a broader spectrum and tracks in industrial applications.

Table 2: B.S.E. in Environmental Engineering Program Curriculum

Engineering Core Courses (29 credits)	EAS 200 Professional Seminar	1 credit
	Ind Eng 111 Introduction to Engineering	3 credits
	Ind Eng 112 Engineering Drawing & Computer Aided Design/Drafting	3 credits
	Ind Eng 360 Engineering Economic Analysis	3 credits
	Civ Eng 280 Computer-Based Engineering Analysis	3 credits
	Comp Sci 240 Introduction to Engineering Programming	3 credits
	Civ Eng 2XX Engineering Mechanics	3 credits
	MatlEng 201 Engineering Materials	4 credits
	MechEng 301 Basic Engineering Thermodynamics	3 credits
	MechEng 320 Introduction to Fluid Mechanics	3 credits
Environmental Engineering Major (26 credits)	Civ Eng 311 Introduction to Energy, Environment and Sustainability	3 credits
	Civ Eng 411 Engineering Principles of Water Resources Design	3 credits
	Civ Eng 413 Environmental Engineering	3 credits
	Civ Eng 412 Applied Hydrology	3 credits
	Civ Eng 511 Water Supply and Sewage	3 credits
	Civ Eng 521 Water Quality Analysis	4 credits
	Civ Eng XXX Air Quality	3 credits
	Civ Eng 495 Environmental Senior Design	4 credits
Mathematics (16 credits)	Math 231-232-233 Calculus I, II and III	12 credits
	ElecEng 234 Analytical Methods in Engineering	4 credits
Chemistry (5 credits)	Chem 105	5 credits
Physics (8 credits)	Physics 209-210	8 credits
Other Natural Sciences (choice of 7 credits)	Bio Sci 150-level	4 credits
	Bio Sci 150-level or above	3 credits
	Any Geo Sci course 300-level or above	3 credits
	Atm Sci 330	3 credits
General Education Requirements (15 credits)	Art	3 credits
	Humanities	3 credits
	Social Science	6 credits
	English 310	3 credits
Technical Electives		15 credits
Total requirements		127 credits

Technical electives may be selected from the following list of courses:

Civ Eng 303 Strength of Materials
Civ Eng 335 Soil Mechanics
Civ Eng 490 Transportation Engineering
Civ Eng 492 Environmental Impact Assessment
Civ Eng 555 Sustainable Construction Materials and Technology
Civ Eng 480 Software Applications for Civil Engineering
Civ Eng 610 Introduction to Water and Sewage Treatment
Civ Eng 614 Hazardous Waste Management
Civ Eng 616 Computational Hydraulics and Environmental Flows
Geog 215 Introduction to Geographic Information Systems
Urb Plan 591 Introduction to Urban Geographic Information Systems
Geo Sci 400 Water Quality
Geog 403 Remote Sensing
Geo Sci 464/FRSHWTR 464 Chemical Hydrogeology
Geo Sci 562 Environmental Surface Hydrology
Frsh Wtr 502 Aquatic Ecosystem Dynamics
Frsh Wtr 504 Quantitative Freshwater Analysis
Frsh Wtr 506 Environmental Health of Freshwater Ecosystems
Frsh Wtr 510 Economics, Policy & Management of Water
ElecEng 430/Mech Eng 430 Energy Modeling
Ind Eng 455 Operations Research
Matl Eng 460 Nanomaterials and Nanomanufacturing
Mech Eng 321 Basic Heat Transfer
Mech Eng 436 Solar Engineering
PH 303 Climate Change, the Environment, and Human Health

Assessment of Outcomes and Objectives

Accreditation of engineering programs requires a continuous assessment of the learning outcomes. Each outcome will be mapped to courses in the curriculum, and faculty will identify how the outcome will be assessed in the course, using established assessment practices in the College of Engineering and Applied Science as a model. Achievement of the learning outcome at the course level will be reported to the faculty member who functions as the assessment coordinator. The assessment data will be reviewed by the undergraduate committee of the department to identify areas that need improvement. The continuous improvement process in place for all baccalaureate engineering programs will be followed in this program. The assessment results, conclusions, and action plans, if any, will be submitted annually to the provost's office for review. These reports will be used in the process for accreditation by ABET.

Diversity

Diversity and quality of students are crucial to the success of the proposed Environmental Engineering program. The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. National trends indicate that environmental engineering is more attractive among the underrepresented groups. Women are attracted to engineering disciplines that are more socially meaningful. According to the American Society for Engineering Education (ASEE), 50% of

baccalaureates in Environmental Engineering were awarded to female students in 2014-15, the highest among all engineering disciplines.[2] The average percentage of female graduates with a baccalaureate in Civil Engineering was 22% and among all engineering in the same year was 20%. Recruitment of women to UW-Milwaukee engineering programs is supported by activities through organizations such as the UW-Milwaukee chapter of the Society of Women Engineers. Further, all prospective students who submit an application for admission to the UW-Milwaukee College of Engineering and Applied Science are automatically considered for an Engineering Excellence Scholarship.

Once enrolled, students are supported through both academic and nonacademic offices and activities. For example, the College of Engineering and Applied Science offers students a drop-in tutoring center for support in most of the core engineering courses, as well as some mathematics courses. Campus-wide academic support services are also available. Further, the Inclusive Excellence Center (IEC) is dedicated to working with and promoting diversity, equity, and social justice by promoting activities that produce an inclusive environment, engage students in intercultural exchange to explore the various dimensions of diversity, and provide opportunities to develop the skills required of citizens who can engage in global and diverse communities.

Collaborative Nature of the Program

The proposed program will be built upon the existing interdepartmental collaborations within the College of Engineering and Applied Science, as well as with other departments/colleges across UW-Milwaukee (e.g., School of Freshwater Sciences, Department of Geoscience, Department of Geography, School of Public Health). UW-Milwaukee faculty and staff have also established relationships with water-related industries and organizations (e.g., A.O. Smith, Badger Meter, Wisconsin Department of Natural Resources, Milwaukee Metropolitan Sewage District, Water Quality Association, etc.) through the Milwaukee Water Council and a NSF-funded Water Equipment and Policy Research Center. The Global Water Center and newly built Innovation Campus also serve as a catalyst to facilitate collaborative activities with the water companies/organizations.

Once established, the program will explore articulation agreements with technical colleges and other UW institutions. The College of Engineering and Applied Science has several programs that have articulation agreements with Waukesha County Technical College and Milwaukee Area Technical College, along with 3+2 arrangements for engineering programs with UW-La Crosse. These mechanisms will be explored to broaden the pipeline into the program.

Projected Time to Degree

Students who place in Calculus I and Chemistry 105 and take 15 credits per semester can finish the requirements in four years including a few summer courses. Such students who take 12 credits per semester can finish the requirements in five years including a few summer courses. Many of the students admitted to UW-Milwaukee need developmental mathematics and English courses. Such students will need additional time to complete all the requirements. Also, engineering students who participate in the co-op program (which is optional) will require an additional year to their graduation time.

Program Review

Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee. The details may be found at the following site: http://www4.uwm.edu/secu/faculty/standing/apcc/upload/UWM-Program-Review-Schedule-2030-3.pdf.

All existing engineering programs are accredited by ABET, Inc. This accrediting body has set eight criteria for such reviews: students, program educational objectives, student outcomes, continuous improvement, curriculum, faculty, facility and institutional support. The requirements include monitoring of student progress in attaining seven outcomes, documenting processes for assessing and evaluating the extent to which student outcomes are being attained, and using this evaluation for continuous improvement. Students, alumni, and employers are included in the assessment process. An industrial advisory committee is involved for each engineering program. The proposed program will also have these assessments in order to have ABET accreditation.

Accreditation

The program will seek accreditation by ABET, Inc. The program must have at least one graduate before a request for evaluation can be submitted to ABET. UW-Milwaukee does not need any approvals from the Higher Learning Commission to add this program to its array.

JUSTIFICATION

Rationale and Relation to Mission

The proposed program will contribute to fulfill the UW-Milwaukee mission to meet the diverse needs of Wisconsin's largest metropolitan area by developing a high-quality undergraduate program appropriate to a major urban doctoral university; attracting highly qualified students; furthering academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; establishing and maintaining productive relationships with appropriate public and private organizations; and providing educational leadership in meeting future social, cultural, and technological challenges. According to the American Society for Engineering Education (ASEE), female enrollment in environmental engineering programs grew from 38.3% in 2005 to 47.4% in 2014, and an environmental engineering degree program is the engineering discipline with the highest female enrollment. The proposed program will augment existing relationships with over 200 water technology businesses in the region, academic programs, and economic development organizations dedicated to the advancement of freshwater technologies (e.g., The Water Council, https://thewatercouncil.com/why-milwaukee/). The program distinctly responds to the College of Engineering and Applied Science's mission "to educate students to become creative problem solvers, conduct leading-edge research with global impacts, and act as a catalyst for improved economic development and quality of life in Wisconsin."

The proposed program will promote the development of solutions to environmental problems, including those related to water and energy. The program certainly fits the UW-Milwaukee Strategic Plan, which identified Technology, Energy and Water among top objectives under its themes and priorities of (a) top-tier research university; (b) sustainable prosperity in the

community, region and beyond; (c) academic planning; (d) successful students: recruitment, retention, and remediation; (e) financially sustained university; (f) technology; (g) physical aspects of campus, (h) internationalization, (i) faculty and staff attraction, development and retention; and (j) community engagement. The program also fits the CEAS Strategic Goals of (a) creating a dynamic environment and infrastructure to enhance innovative research, (b) anticipating and responding to market demands in order to produce graduates who are prepared to address and adapt to the changing needs of the marketplace and society, and (c) building partnerships with stakeholders to enhance awareness of CEAS strengths and accomplishments.

Institutional Program Array

The program fills a gap in the institutional program array for training engineers in the broad environmental field including air, water, and soil. It complements the programs offered in environmental and conservation science, which is based in developing a scientific understanding of environmental issues, and also the work done in the School of Freshwater Sciences, i.e., work primarily related to freshwater issues. The proposed program is complementary to other programs that focus on the scientific aspects of the environment in that it provides students with the knowledge and skills to conduct engineering analyses and to devise engineering solutions to environmental issues.

The program is interdisciplinary and combines several disciplines of the College of Engineering and Applied Science, School of Freshwater Sciences, College of Letters and Sciences, and School of Public Health. The proposed program is designed based on selected courses from engineering, biological sciences and other basic sciences. A limited number of new courses will be developed for this program, as detailed below. The program will be administered within the Department of Civil and Environmental Engineering of the College of Engineering and Applied Science. That department currently offers a Bachelor of Science in Civil Engineering with four areas of concentration: geotechnical, structural, transportation, and water resources and environmental engineering. The Bachelor of Science in Environmental Engineering program will have a significantly different curriculum from the existing Bachelor of Science in Civil Engineering, with changes in the engineering core courses, environmental engineering major courses, and technical electives. The core curriculum of the program will include courses in mathematics through differential equations, probability and statistics, calculus-based physics, chemistry, earth science, biology and fluid mechanics. The curriculum will prepare graduates to formulate material and energy balances; analyze the fate and transport of substances in and between air, water and soil phases; conduct laboratory experiments and analyze and interpret the resulting data in more than just one environmental engineering focus area, e.g., air, water, land, environmental health; design environmental systems that include considerations of risk, uncertainty, sustainability, life-cycle principles, and environmental impacts; and apply advanced principles and practice relevant to the program objectives. In selecting their technical electives, students will benefit from the array of engineering programs offered by the College of Engineering and Applied Science including civil engineering, electrical engineering, industrial engineering, materials engineering, and mechanical engineering.

Other Programs in the University of Wisconsin System

The UW System offers programs in environmental engineering and civil engineering with option or emphasis in Environmental Engineering. A program located in a UW System

urban university that emphasizes topics relevant to southeastern Wisconsin and the Great Lakes watershed will complement the existing programs. UW-Madison offers an Environmental Engineering option within the Bachelor of Science (B.S.) in Civil Engineering program. Students who complete the Environmental Engineering option still receive an accredited B.S. degree in Civil Engineering; however, only the transcript will show that the student has completed the option. UW-Platteville is the only campus that offers an ABET-accredited B.S. in Environmental Engineering in Wisconsin. UW-Milwaukee is an urban university primarily serving the needs of southeastern Wisconsin. The majority of UW-Milwaukee students come from the greater Milwaukee area. These students either want or need to stay in Milwaukee. UW-Milwaukee serves not only new freshmen but also many transfer students and working adults who are place-bound in Milwaukee. These students cannot go to other campuses. So even if other campuses have capacity to serve these students, it is not an option for these place-bound students.

Need as Suggested by Current Student Demand

Many students are aware of potential growth in the environmental engineering area. As a result, institutions with this program have exceptionally high enrollments. UW-Milwaukee has received inquiries from prospective students for quite some time about the availability of an environmental engineering program at UW-Milwaukee. Since the intent to plan this program was circulated within the UW System, student requests regarding the date of availability of this program have been continuous, including many inquiries from students belonging to underrepresented groups. Additionally, recently graduated students also provide important feedback regarding the needs of an environmental engineering program. In the exit survey, graduates recommended that UW-Milwaukee "make environmental engineering an undergraduate degree, rather than a part of civil engineering." Respondents indicated "the environmental engineering courses are very limited," and specifically identified topics, such as air emissions, as courses that should be offered.

Need as Suggested by Market Demand

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), environmental engineers use the principles of engineering, soil science, biology, and chemistry to develop solutions to environmental problems. Environmental engineers are involved in efforts to improve recycling, waste disposal, public health, and water and air pollution control. BLS data projected a nationwide 8% increase in employment for environmental engineers from 2016 to 2026.[3] Labor Market Information published by the State of Wisconsin Department of Workforce Development projected a 16.72% increase in employment for environmental engineers from 2014 to 2024.[4]

Job posting data also indicate a need for baccalaureate-prepared environmental engineers. According to Labor Insight Jobs (Burning Glass Technologies), during the last 12 months (Aug. 01, 2017 - Jul. 31, 2018) there were 5,607 postings nationwide for candidates with a bachelor's degree in environmental engineering. Of those opportunities, 58 were posted in Wisconsin, and over 600 in neighboring states. Meanwhile, the total number of degrees conferred during the same period by UW-Platteville and Marquette University was 28. The most frequent locations of Wisconsin employers seeking environmental engineers were Milwaukee-Waukesha-West Allis (29 postings), Madison (15 postings), and Green Bay (6 postings). Some of the main nationwide employers seeking environmental engineers included Arcadis, AECOM Technology

Corporation, Tetra Tech, CH2M Hill, Ghd Incorporated, Amec, CDM Smith, Fieldcore, U.S. Air Force, and The Kleinfelder Group, Inc. In the 2016-2026 National Change in Employment, Burning Glass Technologies projected a 15.9% increase in employment for environmental engineers. Furthermore, there were an additional 1,909 and 209 postings nationwide for candidates with master's and doctoral degrees in environmental engineering, respectively.

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[1] Accreditation Board for Engineering and Technology Criteria for Baccalaureate Level Programs may be located at https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2019-2020/#GC3

[2] Yoder, B.L. (2017). Engineering by the numbers. Retrieved from https://www.asee.org/documents/papers-and-publications/publications/college-profiles/2017-Engineering-by-Numbers-Engineering-Statistics.pdf

[3] U.S. Department of Labor Bureau of Labor Statistics. Occupational Outlook Handbook. Retrieved from https://www.bls.gov/ooh/architecture-and-engineering/environmental-engineers.htm

[4] State of Wisconsin Department of Workforce Development. Labor Market Information. Retrieved from http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da

University of Wisconsin System
Cost and Revenue Projections For BSE in Environmental Engineering

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	27	30	33	36	40
	Enrollment (Continuing Student) Headcount	4	30	51	76	97
	Enrollment (New Student) FTE	27	30	33	36	40
	Enrollment (Continuing Student) FTE	4	30	51	76	97
II	**Total New Credit Hours (# new sections x credits per section)**	744	1450	2133	2693	3280
	Existing Credit Hours	96	96	120	120	120
III	**FTE of New Faculty/Instructional Staff**		1	1	2	2
	FTE of Current Fac/IAS	2	2	2	2	2
	FTE of New Admin Staff	1	1	1	1	1
	FTE Current Admin Staff					
V	**New Revenues**					
	UWM Tuition (new credit hours x FTE)	$ 240,307	$ 498,414	$ 703,120	$ 952,327	$ 1,174,834
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	CEAS Differential Tuition	$9,957	$19,416	$32,554	$43,032	$53,939
	Reallocation					
	Total New Revenue	**$ 250,264**	**$ 517,830**	**$ 735,674**	**$ 995,359**	**$ 1,228,773**
VI	**New Expenses**					
	Salaries plus Fringes					
	New Faculty/Instructional Staff	60,000	90,000	90,000	180,000	180,000
	Other New Admin Staff	50,000	50,000	50,000	50,000	50,000
	Fringes	45,100	57,400	57,400	94,300	94,300
	Other Expenses					
	Facilities		25,000	40,000	50,000	60,000
	Equipment		25,000	40,000	50,000	60,000
	Other:	15,000	15,000	30,000	40,000	50,000
	Total Expenses	**$ 170,100**	**$ 262,400**	**$ 307,400**	**$ 464,300**	**$ 494,300**
VII	**Net Revenue**	**$ 80,164**	**$ 255,430**	**$ 428,274**	**$ 531,059**	**$ 734,473**

a - Number of students enrolled
b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level
c - Number of faculty/instructional staff providing significant teaching and advising for the program
d - Number of other staff providing significant services for the program

Provost's Signature: 	**Date:** 1-May-19

UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE IN ENGINEERING (BSE)
IN ENVIRONMENTAL ENGINEERING

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Science in Engineering (BSE) in Environmental Engineering. The development of the proposal responds to market needs for graduates. Establishing the program will provide students with the preparation to enter the workforce as environmental engineers as well as for advanced study in a variety of fields including freshwater sciences and technology, civil engineering, and environmental engineering. Graduates will be better equipped to develop and implement engineering solutions and manage the quality of air, surface and ground water systems and the impact of industrial effluents on the environment. The program will require 127 credits of coursework that meet the expectations of engineering accreditation criteria for mathematics, basic sciences, and engineering topics. The curriculum includes 22 credits of elective science and engineering courses in a specialized track of the student's choice and culminates with a capstone project.

Section I – Enrollment

By the end of Year 5, it is expected that program enrollment will reach 137 students. It is expected that 80% of the students will be in-state and 20% from neighboring states that participate in the Midwest Student Exchange Program (MSEP). A modest number of students will be transferring from other programs within UW-Milwaukee (4 in each of the first two years and 5 in each of the next three years). The data from the College of Engineering and Applied Science is used to assume 85% persistence from year to year.

Section II – Credit Hours

The new credit hours are calculated based on the pattern of credits taken by full-time students in the College of Engineering and Applied Science (CEAS).

Section III – Faculty and Staff Appointments

Additional instructional staff are needed to deliver the program. In Years 1 to 3, it would be mostly adjunct instructors or replacement costs for faculty teaching in the program. In Year 4, given the enrollment projections, a faculty line will be added to the program. One FTE administrative staff is included to account for a part-time administrative support staff and a part-time technical help staff in the laboratories.

Section IV – Program Revenues

With the projected enrollment pattern of 80% in-state and 20% MSEP students, the total tuition revenues are calculated by multiplying the in-state tuition of $4,045.46 by 80% of the total enrollment (less internal transfers) and then multiplying the MSEP tuition rate of $6,068.40 by 20% of the total enrollment (less internal transfers) and finally adding the two numbers. The differential tuition for courses ($21.63 per credit) taken in the CEAS are estimated using projections of how many credits will be taken in CEAS.

Section V – Program Expenses

Additional instructional costs are included to cover instructional staff and faculty as described in Section III. Faculty salary is estimated to be $90,000. The expenses include $50,000 in salary for the 1.0 FTE support staff. Fringe benefits are added using the 41% rate used at UWM. Additional laboratory equipment and furniture will be needed to support the program as enrollment grows. A total of $50,000 is included for Year 2 growing to $120,000 in Year 5. Expenses for supplies and expenses, marketing, assessment activities, and accreditation are combined in the *other* category.

Section VI – Net Revenue

The worksheet shows a net revenue for UW-Milwaukee from this program. These funds will be allocated to the various units on campus and to the central campus pool in accordance with the budget model.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

Chapman 215
PO Box 413
Milwaukee, WI
53201-0413
414 229-4501 *phone*
414 229-2481 *fax*
https://uwm.edu/academicaffairs/

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: April 2, 2019

RE: Authorization to Implement a Bachelor of Science in Environmental Engineering

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 Environmental Engineering.

The program will be housed in the Department of Civil and Environmental Engineering in the College of Engineering and Applied Science (CEAS). The need for the program was identified by student demands and graduate feedback. The U.S. Department of Labor projects Environmental Engineering to grow by 8% from 2016 to 2026. Labor Insights Jobs (Burning Glass Technologies) reported that 5,607 jobs were posted in FY 17-18 for candidates with a bachelor's degree in Environmental Engineering—58 in Wisconsin and more than 600 in neighboring states. Meanwhile, the total number of degrees conferred by UW-Platteville and Marquette University was 28.

The proposed program will be built upon the strong existing interdepartmental collaborations within CEAS, as well as other departments/colleges across campus (e.g., School of Freshwater Sciences, Department of Geosciences, Department of Geography, Zilber School of Public Health). We also have established strong relationships with water-related industries and organizations (A.O Smith, Badger Meter, Wisconsin Department of Natural Resources, Milwaukee Metropolitan Sewage District, Water Quality Association, etc.) through Milwaukee Water Council and an NSF-funded Water Equipment and Policy Research Center. The Global Water Center and newly built Innovation Campus also serve as a catalyst to facilitate collaborative activities with the water companies/organizations.

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 undergraduate 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: Karen Schmitt, Interim Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Brett Peters, Dean, College of Engineering and Applied Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)
Master of Arts in the Teaching of English to Speakers of Other Languages and Applied Linguistics
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(3):

That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Arts in the Teaching of English to Speakers of Other Languages and Applied Linguistics at UW-Milwaukee.

NEW PROGRAM AUTHORIZATION
MASTER OF ARTS IN TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES AND APPLIED LINGUISTICS
UNIVERSITY OF WISCONSIN-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Milwaukee submits this request to establish a Master of Arts (M.A.) in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics. 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.(3), approving the implementation of the Master of Arts in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin (UW)-Milwaukee proposes to establish a Master of Arts (M.A.) in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics. This program responds to an increasing demand for teachers for adult students who seek to learn English as a Second Language, not only in Wisconsin but also across the United States and the world. The program will comprise 33 credits, to include a final field-based practicum. The program curriculum will provide students with linguistic knowledge and tools, exposure to and engagement in the field, and essential communication skills for TESOL. Graduates will be well-equipped with skills to teach adult students and work in TESOL environments.

Mission. The UW-Milwaukee Select Mission Statement emphasizes: (1) the development and maintenance of high-quality undergraduate, graduate, and continuing education programs that are appropriate to a major urban doctoral university; (2) engagement in a sustained research effort to enhance and fulfill the university's role as a doctoral institution of academic and professional excellence; (3) attracting highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and (4) collaborating with public and private organizations at the local, regional, state, national, and international levels in order to meet the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.

This degree program will address these goals by preparing graduates to work in a variety of adult/university TESOL environments. Graduates will be positioned to obtain employment and advance in their current and/or future careers. Further, the program will increase the university's access to a wider pool of graduate students, better articulating with instructional English as a Second Language (ESL) programs already in existence at UW-Milwaukee. Finally, implementation of the program will foster meaningful, productive professional partnerships with organizations and institutions in the Milwaukee area and beyond in order to meet the needs of adults learning English; and will better articulate with organizations and institutions outside the U.S., through mutually beneficial international partnerships.

Market and Student Demand. The request for authorization to implement an M.A. in TESOL and Applied Linguistics arises from a clear need for highly qualified personnel in the field of adult TESOL, as well as student demand for professional graduate degree programs. Although there are several programs in the state of Wisconsin leading to K-12 ESL licenses required to teach school-aged populations, there is no graduate TESOL degree that focuses specifically on adult/university education. It is only in the past thirty years that professional attention has been focused on teacher qualifications in the adult learning context (TESOL, 2008). Much of this has been in response to the increasing demand for English as a Foreign Language (EFL) teachers abroad and the number of qualified applicants available.

According to data gathered by the Department of Linguistics and Graduate School, within the last six years, 20 Linguistics M.A. and Ph.D. students have added the certificate program to their studies, along with an additional 20 from other graduate programs, as well as non-degree graduate students. Some students come to the Department of Linguistics specifically looking for an M.A. in TESOL, but enroll in the general Linguistics M.A. program, taking advantage of the TESOL transcript designation or certificate. Other students come from outside the university enrolling as either undergraduate special or non-degree graduate students. Although enrollment in the certificate is healthy, the demand for a visible, designated M.A. degree is clearly present.

Credit Load and Tuition. The M.A. in TESOL and Applied Linguistics program will consist of 33 graduate credit courses. These 33 credits are broken down into 27 credit hours of coursework, followed by 3 credit hours of project/final paper work, and a 3-credit practicum. Full-time students will be able to complete the degree in approximately four semesters with a course load of 6-9 credits per semester. Part-time students will vary in their completion times, but should complete within four to eight semesters.

Enrolled students will pay standard rates for tuition and fees. Currently, the residential tuition and segregated fees total $5,941.81 per semester for a full-time student enrolled in eight or more credits per semester, or $742.73 per credit in tuition and fees. Of this amount, $5,193.36 is attributable to tuition and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,460.29 per semester for a full-time student enrolled in eight or more credits per semester, or $1,557.54 per credit in tuition and fees. Of this amount, $11,711.84 is attributable to tuition and $748.45 is attributable to segregated fees.

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 ARTS IN TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES AND APPLIED LINGUISTICS AT UW-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UW-Milwaukee) proposes to establish a Master of Arts (M.A.) in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics. The development of the program responds to an increasing demand for teachers of English as a Second Language in Wisconsin as well as other parts of the country and world. Establishing the program at UW-Milwaukee will provide students with access to a graduate program in an area of high need. The program will be comprised of 33 credits, which will include a final field-based practicum. The program curriculum will provide students with linguistic knowledge and tools, exposure to and engagement in the field, and essential communication skills for TESOL. Graduates will be well-equipped with skills to teach and work in TESOL environments.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Program
Teaching of English to Speakers of Other Languages **(**TESOL) and Applied Linguistics

Degree/Major Designations
Master of Arts

Mode of Delivery
Single institution, face-to-face

Projected Enrollments and Graduates by Year Five

Table 1 represents conservative enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected that 40 students will have enrolled in the program and that approximately 18 students will have graduated from the program. Four current students who are enrolled in the M.A. in Linguistics TESOL concentration are expected to move to the proposed program and graduate in year one. The average student retention rate is anticipated to be 80 percent, based on the UW-Milwaukee Graduate School's data on retention and current retention in the existing TESOL track. While the enrollment projection of eight students per year may seem low relative to other graduate programs, it is important to note that the proposed program will complement enrollments attributable to the graduate certificate program, through a shared curriculum.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	4	5	4	5
Continuing Students	4	4	3	4	3
Total Enrollment	8	8	8	8	8
Graduating Students	4	4	3	4	3

Tuition Structure

For students enrolled in the TESOL and Applied Linguistics M.A. program, standard tuition and fees will apply. Currently, the residential tuition and segregated fees total $5,941.81 per semester for a full-time student enrolled in eight or more credits per semester, or $742.73 per credit in tuition and fees. Of this amount, $5,193.36 is attributable to tuition and $748.45 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,460.29 per semester for a full-time student enrolled in eight or more credits per semester, or $1,557.54 per credit in tuition and fees. Of this amount, $11,711.84 is attributable to tuition and $748.45 is attributable to segregated fees.

Department or Functional Equivalent

Department of Linguistics

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

September 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The M.A. in TESOL and Applied Linguistics program curriculum will consist of 33 graduate credit courses. These 33 credits are broken down into 27 credit hours of coursework, followed by 3 credit hours of project/final paper work, and a 3-credit practicum.

Student Learning Outcomes and Program Objectives

The M.A. in TESOL and Applied Linguistics has three primary program goals (G). These include:

- **G1** Linguistic knowledge and tools**:** Equip students with the linguistic knowledge and skills necessary to analyze learners' second language acquisition processes, solve language acquisition problems, and design research-based instructional programs and interventions to improve outcomes for adult English language learners.
- **G2** Exposure to the field: Enable students to make meaningful contributions to the TESOL community by providing direct exposure to various teaching and learning contexts through practical experiences.

G3 Communication skills: Enable students to participate in the key debates in TESOL, and the discipline of applied linguistics, and demonstrate the ability to produce scholarship.

The M.A. in TESOL and Applied Linguistics program goals will be achieved through demonstration of six student learning outcomes (SLOs), and include:

SLO1: Theoretical and research knowledge central to TESOL: Students will be able to apply knowledge of and identify relevant areas of core linguistics, theories of second language acquisition, the development of bilingualism, and be well-informed of research in these areas.

SLO2: Critical pedagogical knowledge: Students will design and evaluate curriculum, lessons, pedagogical materials, and assessment tools, and implement them in a culturally relevant way, according to the needs of a specific population of learners.

SLO3: Linking of theory, research, and practice: Students will assess research-based approaches to teaching a second language and be able to articulate their own philosophy of teaching, explaining the learning theories and evidence upon which it is based.

SLO4: Effective group facilitation and oral communication: Students will facilitate effective group communication and problem-solving processes, communicating confidently and effectively with both their professional community of practice and diverse groups of English language learners.

SLO5: Project design: Students will be able to design and conduct small research and/or curricular application projects, clearly articulating the questions under investigation, conducting a relevant literature review, choosing appropriate methodology, using relevant analytic tools, and be able to report results with clarity and accuracy.

SLO6: Written communication: Students will be able to convey ideas in a clear, organized, and accurate manner. Writing will be of professional quality.

Program Requirements and Curriculum

As with admission to other graduate programs in Linguistics, admission to the M.A. in TESOL and Applied Linguistics program will be determined based on the education, skills, experience, past academic performance, and interests of the applicant. The Department of Linguistics faculty will review each application to determine whether a student is qualified for admission to the program. In addition to meeting graduate school requirements for admission, potential students must provide three letters of recommendation from persons familiar with the applicant's academic or professional work; a writing sample demonstrating the applicant's critical thinking, research, and writing skills; and a current resume that clearly articulates the applicant's professional, international, and intercultural experiences as well as language exposure and proficiencies.

Table 2 illustrates the curriculum requirements for the proposed program. The program is comprised of 33 credits. Students will complete 10 required core courses that include a teaching practicum and capstone project, and one elective course.

Table 2: M.A. in TESOL and Applied Linguistics Program Curriculum

Required courses:	
Linguis 410: Literacy, Grammar, and Methodologies in ESL Education	3 credits
Linguis 766: Theories of Second Language Acquisition	3 credits
Linguis 750: General Phonetics and Phonetics Practicum	3 credits
Linguis 761: Introduction to Phonology	3 credits
Linguis 764: Introduction to Syntax	3 credits
Linguis 767: Methodologies and Approaches in Adult/University-Level TESOL	3 credits
Linguis 567: Materials for ESL Instruction	3 credits
Linguis 789: Practicum in Teaching ESL to Adult Learners	3 credits
Linguis 888: Candidate for Degree (Applied Linguistics Capstone)	3 credits
CurrIns/Linguis 655: Applied Educational Linguistics (under development)	3 credits
One elective, to be chosen from the following:	3 credits
Ad Ldsp 757: Principles and Foundations of Adult Education	3 credits
CurrIns 503: Assessment Issues in Language Education	3 credits
CurrIns 542: History and Politics of Second Language Education	3 credits
ComSDis 711: Applied Speech Science	3 credits
Linguis 466: Semantics	3 credits
Linguis 520: Advanced Second Language Acquisition: (Subtitle)	3 credits
Linguis 570: Issues in Bilingualism	3 credits
Linguis 430: Language and Society	3 credits
Linguis 708: Proseminar in Linguistics	3 credits
Linguis 806: Seminar in Linguistics: (Language Acquisition topic)	3 credits
Total Credits	**33 credits**

Assessment of Objectives

Faculty and instructional staff will use formative and summative assessment techniques to evaluate student learning outcomes. These methods of assessment will be used to review learning outcomes and to establish the standards for performance. To this end, rubrics will be used to gauge how students are meeting stated learning outcomes. Direct assessment activities will consist of examinations, projects that require data collection and analysis of data sets, oral presentations, curriculum design projects, reflective journals, supervisor evaluations, written essays, and a final project.

Assessment of each student learning outcome will be completed on a cyclical rotation. Assessment results will determine if and which changes will be made to the program so that the program meets and exceeds TESOL standards. The program will also review its success in meeting the needs and expectations of students, its effectiveness at contributing intellectually to the field, and its integration of diversity across the program and throughout cohorts of students. Enrollment statistics, student grades, student/graduate evaluations, Advisory Committee critique, practicum site consultations, and surveys of employers of graduates will provide data to guide such program adjustments. Courses, practica, and seminars as well as recruitment and advising techniques will be adjusted to further the success of the program and its students.

Diversity

The Linguistics faculty welcomes and encourages applicants from diverse backgrounds, especially those who historically have been underrepresented in the field. Recruitment initiatives will pay special attention to attracting minority, female, and economically disadvantaged applicants from the U.S. and abroad. The M.A. in TESOL and Applied Linguistics will have the potential to attract international individuals who work as TESOL professionals in their home countries. Over the past five years, the program has received approximately one inquiry per week from prospective international students. Although there is significant interest, without being admitted to a degree program, foreign nationals are unable to attend a U.S. university. The establishment of the new M.A. will open the door for this population. Furthermore, UW-Milwaukee policies and practices support the identification and recruitment of a representationally diverse faculty and staff.

Practices to support inclusive excellence have been central in implementation of the current TESOL graduate certificate and track offered alongside the M.A. in Linguistics. These practices will continue as part of the proposed program. Students will design and evaluate curriculum, lessons, pedagogical materials, and assessment tools, and implement them in a culturally relevant way, according to the needs of a specific population of learners. Graduates will have the capacity to facilitate effective group communication and problem-solving processes with professional communities of practice and English language learners that reflect a variety of populations. As well, the required teaching practicum will serve as an opportunity for students to put the applied strategies and theoretical perspectives they learn in the classroom into practice in situations in which they must actively negotiate a diversity of perspectives, theories, and practices, with populations that may be different from themselves.

Collaborative Nature of the Program

This program will be offered by a single institution. There are no plans to collaborate with other UW institutions at this time. At UW-Milwaukee, Linguistics faculty members have a long history of involvement in, and collaboration with, other programs within the institution, most notably the Master of Arts in Language, Literature, and Translation (MALLT), and other units, including the Departments of Educational Psychology and Curriculum and Instruction in the School of Education. As well, faculty of the M.A. in TESOL and Applied Linguistics program will collaborate directly with the language education faculty members in the Department of Curriculum and Instruction (C&I). Two C&I courses will be listed as electives for this program. Furthermore, a joint agreement has been reached to offer CURRINS 655: Educational Applied Linguistics, which will be a required course. Faculty members in C&I currently are updating their licensure programs. TESOL program faculty will participate in redesigning this course to meet the needs of both student populations and will teach the course in alternate years. Finally, students will also be offered the opportunity to take an elective course in adult education or communication science disorders.

Projected Time to Degree

Full-time students will be able to complete the M.A. in TESOL and Applied Linguistics in approximately four semesters with a course load of 6-9 credits per semester. Part-time students will vary in their completion times but should complete within four to eight semesters.

Program Review

The Graduate School at UW-Milwaukee conducts a ten-year review of programs according to a regular schedule. Additionally, the faculty of the Department of Linguistics conducts regular reviews of its mission and learning outcomes and will assess its success in meeting those outcomes with the delivery of the new M.A. in TESOL and Applied Linguistics. Five years after its implementation, the Department of Linguisticss will conduct a five-year self-study that includes assessment of the program. Two outside reviewers will be invited to campus to examine both the program and the department's policies and procedures related to the M.A. in TESOL and Applied Linguistics. After receiving their report, the Department of Linguistics and its Advisory Committee will develop specific plans for altering policies, procedures, and program structure, as necessary.

Accreditation

No additional Higher Learning Commission (HLC) approvals will be needed to offer this program. There are no requirements or approvals needed from a specialized accrediting agency to offer this program, nor are there certification requirements for adult-level TESOL.

JUSTIFICATION

Rationale and Relation to Mission

UW-Milwaukee's Select Mission Statement emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs that are appropriate to a major urban doctoral university; engagement in a sustained research effort to enhance and fulfill the university's role as a doctoral institution of academic and professional excellence; attracting highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and collaborating with public and private organizations at the local, regional, state, national, and international levels in order to meet the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas. Specifically, the proposed M.A. in TESOL and Applied Linguistics will address these goals by preparing graduates to work in a variety of adult/university TESOL environments. Graduates will be positioned to obtain employment and advance in their current and/or future careers. Further, the program will increase the university's access to a wider pool of graduate students, better articulating with instructional English as a Second Language (ESL) programs already in existence at UW-Milwaukee. Finally, implementation of the program will foster meaningful, productive professional partnerships with organizations and institutions in the Milwaukee area and beyond in order to meet the needs of adults learning English; and will better articulate with organizations and institutions outside the U.S., through mutually beneficial international partnerships.

TESOL is an expanding field. The demand for English language instruction continues to grow around the world, not only in Anglophone countries such as the United States, the United Kingdom, Canada, Australia, and New Zealand, but also in other countries where English has become an important cultural capital for academic and career success. Running parallel to this demand is the need for quality preparation of current and prospective TESOL professionals. The request for authorization to implement an M.A. in TESOL and Applied Linguistics arises from a clear need for highly qualified personnel in the field of adult TESOL and student demand for

professional graduate degree programs. Although there are several programs in the state of Wisconsin leading to K-12 ESL licenses required to teach school-aged populations, there is no graduate TESOL degree that focuses specifically on adult/university education.

While there is a substantial amount of structure and regulation in K-12 ESL professional licensing, regulation of the field of adult/university TESOL has not been as well delineated. It is only in the past thirty years that professional attention has been focused on teacher qualifications in the adult learning context (TESOL, 2008). Much of this has been in response to the increasing demand for English as a Foreign Language (EFL) teachers abroad and the number of qualified applicants available. It is acknowledged in the field that even a well-established program, such as the University of Cambridge Local Examinations Syndicate (UCLES) Certificate in English Language Teaching of Adults (CELTA), which is a one-month, 140-hour course, is only capable of equipping teachers with rudimentary classroom entry-level survival skills.

Along with its sister organization, TESL Canada, TESOL, Inc. favors programs housed in accredited, post-secondary institutions (Thomson, 2004). There are many reasons for this preference. First, the field has moved from a technique-oriented approach to a wholistic, reflective perspective. Rather than narrowly focusing on methods and techniques to make candidates *ready* for the classroom, the emphasis has shifted to the building of a professional community of practice in which different spheres of knowledge are interwoven (Hedgcock, 2002). Further, the paradigm shift in TESOL calls for a much deeper exposure to applied linguistics and research-based pedagogy than a short course can deliver. As Hedgcock (2002) and many others have delineated, the primary content areas needed in TESOL preparation programs are: linguistic knowledge and metaknowledge, (i.e., knowledge about language), knowledge of the processes of L2 learning, approaches to classroom learning and instruction, instructional research, sociocultural aspects of learner populations, and guided participation, in the form of fieldwork and practicum experiences.

Following from this is the need for highly qualified personnel to work in such programs. In a survey of TESOL certificate programs, Thomson (2004) noted that programs exemplifying well-established core tenets in the field are housed at universities and have instructors with Ph.D.s in Linguistics or a closely related field. Furthermore, TESOL, Inc. acknowledges that although some short-term certificates may be adequate to secure initial employment in certain contexts, most positions require longer-term qualifications, such as a master's degree (TESOL, 2009). The new M.A. in TESOL and Applied Linguistics will be in line with these principles.

Institutional Program Array

In the past, students interested in studying adult/university TESOL and Applied Linguistics at the graduate level had two options within which to pursue this interest: the M.A. in Linguistics, with a TESOL transcript designation, or the Adult/University-Level TESOL Certificate. The Department of Linguistics has housed and administered both programs since 2010. The addition of the proposed program will increase the visibility of this academic area and provide a critical graduate degree to current and future TESOL professionals.

Other Programs in the University of Wisconsin System

Only UW-River Falls offers a master's degree in the Teaching of English to Speakers of Other Languages through the School of Education. The program is offered with or without K-12 teacher licensure and focuses on K-12 as well as adult basic education. UW-Madison's Department of English offers an M.A. in English with an option in Applied English Linguistics but does not offer an advanced degree in TESOL. As well, UW-Madison offers a Ph.D. in Linguistics, but without coursework in second language acquisition or methods. The program does not admit students seeking to receive an M.A., though Ph.D. students may earn the M.A. along the way. The proposed program is distinct from the programs noted above in its curriculum's singular focus on TESOL, the curricular emphasis on teaching methods and materials and a required practicum. The program of study concentrates on the linguistic knowledge and tools that will equip graduates to analyze adult learners' second language acquisition processes, solve language acquisition problems, and design research-based instructional programs and interventions that improve outcomes for adult English language learners.

Need as Suggested by Current Student Demand

The field of TESOL and Applied Linguistics is attracting an increasing number of students. The Department of Linguistics logs three to six inquiries a week via email and telephone from current students as well as individuals outside the university. About half of these inquiries are related to current efforts to create the proposed program.

Many of the current TESOL certificate students are either undergraduate or graduate students in Linguistics. According to data gathered by the Department of Linguistics and Graduate School, within the last six years, 20 Linguistics M.A. and Ph.D. students have added the certificate program to their studies, along with an additional 20 from other graduate programs, as well as non-degree graduate students. Some students come to the Department of Linguistics specifically looking for an M.A. in TESOL, but enroll in the general Linguistics M.A. program, taking advantage of the TESOL transcript designation or certificate. Other students come from outside the university enrolling as either undergraduate special or non-degree graduate students. Although enrollment in the certificate is healthy, the demand for a visible, designated M.A. degree is clearly present.

Need as Suggested by Market Demand

Changing demographics nationally and in the state of Wisconsin reveal a growing number of immigrant and refugee adults seeking ESL education. In the Greater Milwaukee Area alone, there are at least ten community agencies and six local school districts offering adult ESL programs. Milwaukee Area Technical College (MATC) and Waukesha County Technical College (WCTC) are major providers of ESL courses for the *general* adult population as well as for English language learners (ELLs) aspiring to transfer to four-year institutions. Throughout Wisconsin, smaller four-year colleges and universities are establishing or have already established ESL programs for their growing ELL populations. The Milwaukee School of Engineering (MSOE) began an Intensive English Program (IEP) three years ago. Concordia University recently started a similar program and has already contacted the TESOL certificate director looking for potential instructors. These developments highlight the immediate need for qualified personnel.

Institutions of higher education and technical colleges housing ESL programs require their instructors to have specialized coursework in TESOL, and they require, or very strongly prefer, candidates with a graduate degree. For example, the Wisconsin Technical College System (WTCS) requires a minimum of 20 credits for a *provisional* ESL license and another 10 to clear remaining requirements. An M.A. in TESOL and Applied Linguistics would enable students to fully meet these criteria, allowing them to apply to relevant positions already having qualified for the license. This is in line with the majority of technical and community colleges throughout the nation. Ongoing conversations with ESL personnel at WTCS and MATC have been very positive, and these personnel welcome the development of the new degree. Furthermore, an M.A. TESOL is generally required to teach in any university-based Intensive English Program (IEP) or English for Academic Purposes (EAP) program.

Adult Basic Education and English Language services are the statutory responsibility of the Wisconsin Technical College System and its 16 colleges. Although there are no available data on future retirements, the system currently employs 77 full-time and 183 part-time ESL instructors. From 2010 to 2016, the system served 56,796 English language learners, with 44,056 of them attending ESL courses (Alejandro Nuñez, Education Director, English Language Learning, WCTS, personal communication).

An M.A. in TESOL and Applied Linguistics will give students interested in teaching abroad expanded career options, making these students competitive on the international English as a Foreign Language (EFL) market, including opportunities for university teaching. This degree also will serve expatriate ESL/EFL teachers working outside the U.S., who may return to complete an M.A. degree that is needed for career advancement. Finally, the M.A. in TESOL and Applied Linguistics will have the potential to attract international students who work as TESOL professionals in their home countries. Over the past five years, the certificate coordinator and the academic department associate have received approximately one inquiry per week from prospective international students. Although there is significant interest, without being admitted to a degree program, foreign nationals are unable to attend a U.S. university. The establishment of the new M.A. will open the door for this population.

Data from Professional Organizations

From 2015-2017, the Modern Language Association (MLA) has listed 144 Ph.D.-level positions for those with expertise in TESOL, with job descriptions indicating that successful candidates will run M.A. in TESOL programs. TESOL.org, the premiere organization in the field, has a partial list of M.A. in TESOL programs throughout the world, but this is not comprehensive, as the programs are advertising on their site. However, the organization does feature documents and position papers regarding choosing an M.A. program, and the value of the M.A. in TESOL as a degree, as well as a jobs list. At the time this proposal was written, 87 jobs were listed by 63 prospective employers. Schools and universities both nationally and internationally advertise multiple positions. ESL instructor positions at universities typically require an M.A. Approximately half of the 87 jobs were seeking university instructors or director positions requiring an M.A. TESOL.

AcademicKeys.com is a recognized, reputable clearinghouse for academic employment, and features 18 discipline-focused sites serving many sectors of the academic community. Numerous universities post available jobs with this organization, which distributes weekly email alerts for positions in all fields of higher education. From January to May, 2018, 37 TESOL positions have appeared in their alerts. Many are here in the U.S. and range from faculty positions running M.A. in TESOL programs and university-based ESL instruction, as well as positions in various technical colleges. Their international clientele has listed positions in Kuwait, China, Pakistan, Vietnam, and Saudi Arabia. All of these jobs require an M.A. in TESOL or the equivalent.

International House, an organization with 158 affiliate schools in 50 countries, regularly advertises EFL teaching and director positions. Entry-level positions minimally require a TESOL certificate and a B.A., and Director of Studies (DoS) and director positions require either the Diploma in English Language Teaching to Adults (DELTA), an advanced course through Cambridge University roughly equivalent to an M.A., or more typically, an M.A. TESOL. The organization has an email alert system. Over the past three months (February-May), over 60 alerts have been posted. The prime hiring season, however, is generally later May and June, when more positions become available. Of the 60 new jobs currently posted on their website, 21 are for director or DoS positions.

National and State Employment Projections

The U.S. Bureau of Labor Statistics does not have a separate classification for post-secondary/adult ESL education instructors. There are two official categories under which these occupations fall. The first of these categories is termed "Adult Basic and Secondary Education and Literacy Teachers and Instructors," defined as those who "teach or instruct out-of-school youths and adults in remedial education classes, preparatory classes for the General Educational Development test, literacy, or English as a Second Language." Details for Wisconsin show that the mean annual wage is $48,300 (mean national average wage $50,650) and that the employment ratio per 1000 is 0.23. This category has an optimistic employment projection. For 2014-2024, national employment projections will increase from 77,500 jobs to 83,000, yielding an increase of 5,500, or 7.1%. The overall job estimate increase, due to growth and replacement, is 20,100. However, these positions do not require more than a bachelor's degree.

The positions which are most pertinent to the proposed the program are those under the second category, "Education Teachers, Postsecondary." This category is defined as individuals who "teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language." These are positions which require a master's degree in the appropriate field. Details for the state of Wisconsin show that the annual mean wage for this category is $88,210 (mean annual national wage is $70,260), and the employment ratio per 1000 is 0.31, very favorable compared to other parts of the country. For 2014-2024, national employment projections in the category indicated an increase from 75,700 to 82,500 employed, yielding a net increase of 6,900, or 9.1%. This percentage is higher than the overall estimated national employment growth rate of 6.5%. The overall job opening estimate increase, due to growth and replacement needs, is reported as 20,300. This constitutes a very strong forecast for potential employment for graduates.

The State of Wisconsin Department of Workforce Development uses the same employment categories as the U.S. Bureau of Labor Statistics. Wisconsin occupational data projections for 2014-2024 for the first category, Adult Basic Education, show an increase in jobs from 1,379 to 1,429, with an overall increase of 3.63%. The Education Teachers, Postsecondary category, which requires an advanced degree, shows positions rising from 2,454 in 2014 to 2,553 in 2024, for an increase of 4.03%. Although these projected growths are smaller than national growth projections, they are not below other projections for educational jobs in the state, and UW-Milwaukee will also be preparing candidates to work beyond Wisconsin, i.e., nationally and internationally.

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University of Wisconsin - Milwaukee
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	8	4	5	4	5
	Enrollment (Continuing Student) Headcount	0	4	3	4	3
	Enrollment (New Student) FTE	6.60	3.30	4.13	3.30	4.13
	Enrollment (Continuing Student) FTE	0.00	3.30	2.48	3.30	2.48
II	**Total New Credit Hours** (# new sections x credits per section)	106	53	66	53	66
	Existing Credit Hours	0	53	40	53	40
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	8.5	8.5	8.5	8.5	8.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1	1	1	1	1
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$68,552	$68,552	$68,552	$68,552	$68,552
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	$68,552	$68,552	$68,552	$68,552	$68,552
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$0	$0	$0	$0	$0
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other: Marketing and Suppies and expenses	$5,000	$5,000	$5,000	$5,000	$5,000
	Total Expenses	$5,000	$5,000	$5,000	$5,000	$5,000
VI	**Net Revenue**	$63,552	$63,552	$63,552	$63,552	$63,552

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

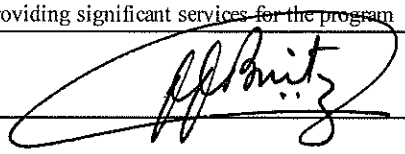
Add additional rows, if necessary.

a - Number of students enrolled

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

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

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

Provost's Signature: 

Date: 04.03.19.

UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF ARTS IN TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND APPLIED LINGUISTICS

The University of Wisconsin-Milwaukee proposes to establish a Master of Arts (M.A.) in Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics. The development of the program responds to an increasing demand for teachers of English as a Second Language in Wisconsin as well as other parts of the country and world. Establishing the program at the University of Wisconsin-Milwaukee will provide students with access to a graduate program in an area of high need. Graduates will be well-equipped to teach and work in TESOL environments, both in the United States and abroad, with adults studying English as an additional language. The program will be comprised of 33 credits which will include a final field-based practicum.

Section I – Enrollment

By the end of Year 5, it is expected that 40 new students will have enrolled in the program and 18 students will have graduated from the program. Student FTE counts in the cost-revenue estimates are based on a typical pattern that for every one full-time student, there are two part-time students.

Section II – Credit Hours

The credit-hour estimates in the cost revenue projections are computed as student FTE multiplied by 8 credit hours, typically full-time enrollment for graduate students.

Section III – Faculty and Staff Appointments

No new faculty or staff appointments are anticipated during the five-year period. Current instructional academic staff appointments are sufficient to maintain the quality of the program if the number of students in the program is held at eight per academic year, also ensuring placements in practicums. If demand warrants more instructional FTE, then a case would be made for an increase at that time and additional practicum sites developed. The current FTE in faculty and instructional staff for the department is 12. Salary and fringe for faculty and instructional staff is $796,851. The front office position in the department is compensated at $37,440 per year. Supplies and expenses for the department average $8,400 a year. Thus, the total cost for the existing undergraduate and graduate programs offered by the department are estimated to be $842,691 per year over the upcoming five-year period.

Section IV – Program Revenues

New revenues are calculated in the following way: Each student FTE is assumed to take 8 credits per semester, thus 16 credits yearly. For example, in Year 1, an FTE of 6.60 is multiplied by 16 to yield 106 credits, rounded to the nearest whole number. Recalling that the per-credit cost goes down when a student takes more credit hours in a semester and that some students will be part-time, the revenue estimate is based on the per-credit cost for a three-credit course, excluding segregated fees, of $649.17. Thus, the formula for Year 1 is 106 credit hours multiplied by $649.17 to yield revenue of $68,552.

The formulas for subsequent years combine credit hours from newly enrolled students and continuing students to yield the same revenue amount per year.

Section V – Program Expenses

There will be no increases to program expenses if the Authorization to Implement is approved. Incoming M.A. students will enroll in currently offered graduate classes. Given the estimated number of new M.A. students, these students will not require additional sections of graduate classes. As noted above in Section III, the current FTE in faculty and instructional staff for the department is 8.5 FTE, and there is a full-time administrative support staff. There are no anticipated additional personnel costs associated with this proposal. A modest increase in the marketing and supplies and expenses costs has been added, up to $5,000, to cover the costs of marketing (such as revising the College brochures and website).

Section VI – Net Revenue

The Department of Linguistics' existing instructional and administrative resources will need no increase in order to offer the M.A. in TESOL. Additionally, the target audience will be students seeking a terminal M.A., as are the students in the current TESOL track within the Linguistics M.A. These students then will be paying tuition as opposed to receiving any institutional support. Thus, no new expenses are counted against the estimated new revenues.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

Chapman 215
PO Box 413
Milwaukee, WI
53201-0413
414 229-4501 *phone*
414 229-2481 *fax*
https://uwm.edu/academicaffairs/

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: April 2, 2019

RE: Authorization to Implement a Master of Arts in the Teaching of English to Speakers of Other Languages and Applied Linguistics

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 Master of Arts in the Teaching of English to Speakers of Other Languages and Applied Linguistics.

The program will be housed in the Department of Linguistics in the College of Letters and Science. The need for the program was identified by student demand. Within the past six years, 20 Linguistics MA and PhD students have added the TESOL certificate program to their studies, along with 20 from other graduate programs, as well as non-degree graduate students. Although enrollment in the certificate is healthy, the demand for a visible, designated MA is clearly present.

Changing demographics nationally and in the state of Wisconsin reveal a growing number of immigrant and refugee adults seeking ESL education. In the Greater Milwaukee Area alone, there are at least ten community agencies and six local school districts offering ESL programs. From 2015-2017, the Modern Language Association listed 144 PhD-level positions for those with expertise in TESOL to run MA TESOL program. TESOL.org, the premiere organization in the field, showed 87 jobs listed by 63 prospective employers. The U.S. Department of Labor projects "Education Teachers, Post-Secondary" to grow 9% from 2014-2024.

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 graduate 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: Karen Schmitt, Interim Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Scott Gronert, Dean, College of Letters and Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)
Bachelor of Science in Education in Technology and Engineering Education
UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon the recommendation of the Chancellor of UW-Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Education in Technology and Engineering Education at UW-Oshkosh.

NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN EDUCATION
IN TECHNOLOGY AND ENGINEERING EDUCATION
UNIVERSITY OF WISCONSIN-OSHKOSH

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin (UW)-Oshkosh submits this request to establish a Bachelor of Science in Education (B.S.E.) in Technology and Engineering Education. 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.f., approving the implementation of the Bachelor of Science in Education in Technology and Engineering Education at the University of Wisconsin-Oshkosh.

DISCUSSION

Program Description. The University of Wisconsin (UW)-Oshkosh proposes to establish a Bachelor of Science in Education degree (B.S.E.) with a major in Technology and Engineering Education. The goal of this new major is to provide a seamless pathway for undergraduate students to obtain the knowledge, skills and dispositions to be successful teachers of Technology and Engineering Education.

The delivery of this major will involve faculty and curriculum from both the University of Wisconsin-Oshkosh and Fox Valley Technical College to create a model partnership for teacher preparation, which draws upon non-overlapping strengths from both institutions. Students will complete roughly one-half of the credits for this license while enrolled in courses at Fox Valley Technical College, and one-half of the credits while enrolled in courses at the University of Wisconsin-Oshkosh. The proposed new major will result in a unified K-16 effort through the University of Wisconsin-Oshkosh and Fox Valley Technical College to attract, prepare, and retain students with the engineering knowledge and technical skills needed for workforce development and to expand economic innovation throughout Wisconsin.

The proposed B.S.E. in Technology and Engineering Education will expand the existing program array at UW-Oshkosh by building on the strengths of teacher education programs and leveraging the faculty expertise in the College of Education and Human Services. Students completing the Bachelor of Science in Education degree at UW-Oshkosh will be recommended for the Technology and Engineering Education teaching license through the Wisconsin Department of Public Instruction to enter careers as licensed teaching professionals. Technology and

Engineering Education teachers help their students gain knowledge and experience in technical and engineering fields, and also help them prepare for career paths in fields such as engineering or computer science. Hence, graduates will be equipped to teach the wide range of courses offered by school districts in K-12 technology and engineering curricula.

Mission. Priorities of the UW-Oshkosh strategic plan include the enhancement of student success, the promotion of academic excellence, and the expansion of community engagement and economic development. By partnering with a technical college, this program will create a viable pathway for students to complete their baccalaureate education in an efficient and timely manner. By increasing the number and quality of technical education teachers, thereby increasing the quality and availability of technical education in Wisconsin high schools, the program will contribute to the economic development of the region, which is currently experiencing an intense shortage of qualified workers in even entry-level positions. In addition, the proposed program will contribute to the statewide goal of increasing the overall transferability of credits from Wisconsin technical colleges to comprehensive universities in the UW System.

With the exception of one new part-time Instructional Academic Staff member, all faculty and instructional staff at Fox Valley Technical College (FVTC) and the University of Wisconsin-Oshkosh who may teach and advise students through this major are currently in place, and the physical facilities at each institution are adequate and available. Likewise, all courses and field experiences required for the proposed major currently exist and have received approval through normal governance processes. Unfilled seats in the general education, education, and technology-content courses at FVTC and the University of Wisconsin-Oshkosh do exist and could be filled by the projected number of students selecting the Technology and Engineering Education major.

Market and Student Demand. Technology and engineering are among the disciplines in which multiple areas in Wisconsin face extreme shortages in qualified teachers. For several decades, this trend has been present not just in Wisconsin but nationally.

The U.S. Bureau of Labor Statistics[i] projects demand for Career and Technical Education teachers to grow by 4% per year from 2016 to 2026. Nearly 6,000 new Career and Technical Education teachers will be needed nationwide during this time frame.

The average annual production of graduates from all three University of Wisconsin institutions (e.g., University of Wisconsin-Parkside, University of Wisconsin-Platteville and University of Wisconsin-Stout) that currently produce licensed Technology and Engineering Education teachers does not meet the demand for these teachers in K-12 schools. Consequently, the capacity of teacher education programs needs to increase in order to meet the demand for producing qualified and licensed teachers for Wisconsin's K-12 schools.

Credit Load and Tuition. The major includes 121 credits: 41 credits in general education coursework, 36 credits in technology-content courses, and 44 credits in education courses. Students can transfer up to 56 credits from the Fox Valley Technical College A.A.S. degree to UW-Oshkosh. An articulation agreement between Fox Valley Technical College and the University of Wisconsin-Oshkosh will identify specific courses, which will be accepted as transfer credits and how those courses are to be recorded at the University of Wisconsin.

Students may complete roughly one-half of the credits for this license while enrolled in courses at Fox Valley Technical College and one-half of the credits while enrolled in courses at UW-Oshkosh.

Full-time students taking 15-16 credits per semester will complete the Associate of Applied Science program at Fox Valley Technical College in two years, and the Bachelor of Science in Education degree through UW-Oshkosh in two additional years, for a total of four years.

The current residential tuition and segregated fees at UW-Oshkosh total $3,211.08 per semester for full-time students enrolled in 12-18 credits per term. Students will also be charged a fee of $150 per semester ($300 per academic year) for access to and assistance with the delivery of online courses. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is $267.59 per credit. No additional course or program fees will be assessed for this program.

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.

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[i] Bureau of Labor Statistics, U. S. Department of Labor. (2019). Occupational Outlook Handbook, Career and Technical Education Teachers. Retrieved from: https://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm

AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN EDUCATION IN TECHNOLOGY AND ENGINEERING EDUCATION AT UW-OSHKOSH PREPARED BY UW-OSHKOSH

ABSTRACT

The University of Wisconsin (UW)-Oshkosh proposes to establish a Bachelor of Science in Education degree (B.S.E.) with a major in Technology and Engineering Education. The delivery of this major will involve faculty and curriculum from the University of Wisconsin-Oshkosh and Fox Valley Technical College in the creation of a model partnership for teacher preparation that draws upon non-overlapping strengths from both institutions. Students completing the Bachelor of Science in Education degree at UW-Oshkosh will be recommended for the Technology and Engineering Education teaching license through the Wisconsin Department of Public Instruction to enter careers as licensed teaching professionals. Providing access to this degree, major, and license will result in greater capacity to produce high school graduates with the knowledge, skills, and aspirations to pursue post-secondary education as well as careers in technical and engineering fields that are needed regionally and throughout the state.

The goal of this new major is to provide a seamless pathway from K-16 for undergraduate students to obtain the knowledge, skills and dispositions to be successful teachers of Technology and Engineering Education. Graduates will be equipped to teach the wide range of courses offered by school districts in K-12 technology and engineering curricula, preparing K-12 students for immediate employment or for continuing their education at a technical college or four-year university. The major includes 121 credits: 41 credits in general education coursework, 36 credits in technology-content courses, and 44 credits in education courses.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Oshkosh

Title of Proposed Program
Technology and Engineering Education Teacher Licensure Program

Degree/Major Designation
Bachelor of Science in Education in Technology and Engineering Education

Mode of Delivery
Students will complete at least 37 classes for this major. Thirty-one classes (84%) will be completed face-to-face, four classes (11%) will be completed online, and two classes (5%) will be completed through field experiences at K-12 schools.

Projected Enrollment by Year Five

Some of the required courses in the program are offered at Fox Valley Technical College, not at the University of Wisconsin-Oshkosh. While coursework at the two institutions could potentially overlap, it is expected that most students will complete the Associate of Applied Science (A.A.S.) degree at Fox Valley Technical College before beginning coursework at UW-Oshkosh as first-semester juniors.

Based on these assumptions, Table 1 represents enrollment and graduation projections for students enrolling in the UW-Oshkosh degree program over the first five years. After completing the Associate of Applied Science degree at Fox Valley Technical College, 8 students are expected to enroll at the University of Wisconsin-Oshkosh as first-semester juniors in year one, 10 students in year two, 12 in year three, and 14 students in each of years four and five. Seven students are expected to graduate with the Bachelor of Science in Education degree with a major in Technology and Engineering in year three. (No graduates are projected until year three because it is expected that many students will enroll for less than 12 credits per semester.)

By the end of year five, it is expected that 58 students will have enrolled in the program and 27 students will have graduated from the program and be teaching Technology and Engineering Education in K-12 schools. The average student retention rate is projected to be 80%, based on the retention rates in similar majors leading to licensure as professional teachers.

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

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	10	12	14	14
Continuing Students	0	7	14	15	15
Total Enrollment	8	17	26	29	29
Graduating Students	0	0	7	10	10

Tuition Structure

Students will be charged the tuition and fees for the institution at which they are enrolled. The current residential tuition and segregated fees at UW-Oshkosh total $3,211.08 per semester for full-time students enrolled in 12-18 credits per term. Students will also be charged a fee of $150 per semester ($300 per academic year) for access to and assistance with the delivery of online courses. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is $267.59 per credit. No additional course or program fees will be assessed for this program.

Department or Functional Equivalent

Department of Teaching and Learning

College, School or Functional Equivalent

College of Education and Human Services

Proposed Date of Implementation

Fall 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed program will lead to the Bachelor of Science in Education degree from the University of Wisconsin-Oshkosh. UW-Oshkosh will work collaboratively with Fox Valley Technical College to craft an articulation agreement to delineate the transfer of credits between institutions, as well as a memorandum of understanding to ensure students are supported. Students completing all requirements for the Technology and Engineering Education major will be recommended to the Wisconsin Department of Public Instruction for a teaching license in Technology and Engineering Education (DPI license code 1220). A proposal for approval to offer recommendation for the Technology and Engineering Education license from the Wisconsin Department of Public Instruction will be submitted by the College of Education and Human Services at the University of Wisconsin-Oshkosh as this proposal works its way through the University of Wisconsin System approval process.

This proposed degree completion program will require 121 credits and culminate in the Bachelor of Science in Education degree. It is also expected that the majority of students will receive an Associate of Applied Science degree from Fox Valley Technical College as these students complete the necessary coursework at that institution.

In addition to completing general education requirements at Fox Valley Technical College and University of Wisconsin-Oshkosh (41 credits total), students will complete technology education coursework at UW-Oshkosh (44 credits) and technology-content coursework at Fox Valley Technical College and/or UW-Oshkosh (36 credits). Students will complete roughly one-half of the credits for this license while enrolled in courses at Fox Valley Technical College and one-half of the credits while enrolled in courses at the University of Wisconsin-Oshkosh.

Student Learning Outcomes and Program Objectives

Teacher education students in this and all certification programs must develop portfolios that contain evidence clearly documenting their competencies in the Interstate Teacher Assessment and Support Consortium (InTASC) Core Standards. Program objectives are assessed multiple times and from multiple sources of evidence while a student progresses through the major.

InTASC Standards

Standard 1 Content and Curriculum

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2 Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual social, and personal development.

Standard 3 Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4 Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance standards.

Standard 5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6 Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 Instructional Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 Reflection

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10 Collaboration

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Program Requirements and Curriculum

The proposed Bachelor of Science in Education degree, with a major in Technology and Engineering Education, consists of 121 credits. Students can transfer up to 56 credits to the University of Wisconsin-Oshkosh from the specific Associate of Applied Science degree linked to this program that are earned from Fox Valley Technical College. An articulation agreement between Fox Valley Technical College and University of Wisconsin-Oshkosh identifies specific courses that will be accepted as transfer credits and how those courses are to be recorded at the University of Wisconsin-Oshkosh (e.g., 455-102 Intro to Construction Management transfers as Secondary Education 101: Technology Education; Construction). Students applying for admission to the Technology and Engineering Education major at the University of Wisconsin-Oshkosh will apply for admission during the third semester they are enrolled at Fox Valley Technical College. Students must have a cumulative grade point average of 2.75 in Fox Valley Technical College coursework and meet all admission requirements for the University of Wisconsin-Oshkosh and the College of Education and Human Services.

Students who graduate with the proposed Bachelor of Science in Education degree, with a major in Technology and Engineering Education, will complete the following coursework:

Technology and Engineering Education Bachelor of Science in Education degree

Program component	Credits
General Education and Bachelor of Science in Education requirements	41
Technology content course requirements	36
Technology Education course requirements	44
Total degree credits	**121**

Technology and Engineering Education major curriculum and articulation of credits

General Education and Bachelor of Science in Education degree requirements (41 credits)		
University of Wisconsin-Oshkosh	**Credits**	**Fox Valley Technical College**
Quest requirements		
Writing: WBIS 188 Writing Based Inquiry Seminar (3 cr)	3	801-136 English Composition 1 OR 801-195 Written Communication (3 cr)
Speaking: Communication 111 Intro to Public Speaking (3 cr)	3	810-196 Oral/Interpersonal Communication OR 801-198 Speech (3 cr)
Explore: Nature/Math/Science		
Math 104 College Algebra (3 cr)	3	804-195 College Algebra w/Applications OR 804-196 Trigonometry w/Applications OR 804-197 College Algebra and Trigonometry w/applications OR 804-198 Calculus I (3 – 5 cr)
Biology 105 Biological Concepts-Unity (4 cr)	4	806-114 General Biology OR 806-105 Principles of Animal Biology OR 806-177 General Anatomy and Physiology OR 806-179 Advanced Anatomy and Physiology OR 806-197 Microbiology OR 806-127 Introduction to Biotechnology OR 806-134 General Chemistry OR 806-154 General Physics I OR 806-174 General Chemistry OR 806-186 Introduction to Biochemistry OR 806-199 General, Organic and Biochemistry (4 cr)
Non-Biology Science: Anthropology 202, Chemistry, Geography (Physical), Geology, Physical Science 101, Physics/Astronomy (4 cr)	4	806-127 Introduction to Biotechnology OR 806-134 General Chemistry OR 806-154 General Physics I OR 806-174 General Chemistry OR 806-186 Introduction to Biochemistry OR 806-199 General, Organic and Biochemistry (4 cr)
Explore: Culture and Humanities		
Philosophy 104 Ethics (3 cr)	3	809-166 Introduction to Ethics w/Applications (3 cr)
English Literature (3 cr)	3	
Art/Music/Theatre (3 cr)	3	
Explore: Society and Social Science		
Educational Foundations 235 Child and Adolescent Development (3 cr)	3	307-179 ECE: Child Development (3 cr)

Secondary Education 110 Education Policy: Truths and Myths (3 cr)	3	
History 101 Early Civilization, 102 Modern Civilization, 201 US History to 1877 or 202 Modern US History Since 1877 (3 cr)	3	
Society elective (3 cr)	3	809-122 Introduction to American Government OR 809-198 Introduction to Psychology (3 cr)
Explore: Global Citizenship		
ENGL 312 Advanced Writing (3 cr)	3	
Technology content courses (36 credits minimum)		
University of Wisconsin-Oshkosh	**Credits**	**Fox Valley Technical College**
Construction	6	455-102 Intro to Construction Management (1 cr)
		455-120 Revit Architecture (2 cr)
		455-121 Understand Construction Drawings (1 cr)
		455-127 Construction Safety Management (2 cr)
Transportation	9	602-100 Maintenance and Light Repair 1 (4 cr)
		602-101 Maintenance and Light Repair 2 (4 cr)
		442-111 Intro to Transportation Welding (1 cr)
Manufacturing/Engineering	10-12	420-120 Metallurgy for Mechanical Design (1 cr)
		606-139 Introduction to Autodesk Inventor (2 cr)
		606-151 Sketching and the Design Process (1 cr)
		606-152 CAD and Geometric Construction (1 cr)
		606-153 Multiview Projections (1 cr)
		606-154 Section Views and Auxiliary Views (1 cr)
		606-155 Dimensioning and Tolerances (1 cr)
Engineering 116 Basic Manufacturing Processes (3 cr)		623-119 Manufacturing Processes w/lab (4 cr)
		623-121 Engineering Materials (3 cr)
		660-110 DC Circuits 1 (1 cr)
		660-111 DC Circuits 2 (1 cr)
		660-112 DC Circuits 3 (1 cr)
Engr 130 Basic Electrical Circuits (4 cr)		660-114 AC Circuits 1 (1 cr)
		606-141 Introduction to Solid Works (2 cr)
Engr 107 Intro to Sustainability		
Engr 320 Motors and Drives (4 cr)		
Engr 360 Project Management (3 cr)		
Engr 390 Mechatronics (4 cr)		
Communications/IT	10-12	152-105 Introduction to Web Graphics (3 cr)
Art 142 Introduction to Digital Art (3 cr)		
Art 245 Photography I (3 cr)		
Art 259 Printing: Lithography,		

Serigraphy (3 cr)		
Art 260 Printing: Intaglio, Relief (3 cr)		
Art 238 Graphic Design 1 (3 cr)		
Art 239 Typography I (3 cr)		
Computer Science 125 Web Site Development (3 cr)		152-101 HTML (5 cr)

Technology and Engineering Education courses (44 credits)		
University of Wisconsin-Oshkosh	**Credits**	**Fox Valley Technical College**
Educational Leadership 325 Instructional Technology (3 cr)	3	
Special Education 352 Children with Disabilities in General Education (3 cr)	3	
Literacy and Language 435 Adolescent Literacy Teaching Methods (4 cr)	4	
Educational Foundations 235 Child and Adolescent Development (3 cr*)	(3*)	307-179 ECE: Child Development (3 cr)
Educational Foundations 380 Educational Psychology (3 cr)	3	
Educational Leadership 406 Foundations of Multicultural Education (3 cr)	3	
Educational Leadership 408 Foundations of American Education (4 cr)	4	
Secondary Education 312 Principles of Teaching Technology Education (3 cr)	3	
Secondary Education 313 Methods of Teaching Technology Education (3 cr)	3	
Secondary Education 314 College and Career Planning (3 cr)	3	
Secondary Education 358 Clinical Field Experience (3 cr)	3	
Secondary Education 405 Seminar I (2 cr)	2	
Secondary Education 400 Student Teaching (10 cr)	10	
Total credits	**121**	

*Credits counted under General Education and Bachelor of Science in Education requirements.

Assessment of Outcomes and Objectives

Assessment of student learning occurs throughout the student experience at the University of Wisconsin-Oshkosh. The institution will collect student assessment data through the assessments administered as part of the general education program. These assessments are embedded in coursework for the general education courses.

In addition, all programs at the University of Wisconsin-Oshkosh are required to develop and implement program-level assessment plans that include both direct and indirect measures. The Faculty Senate Assessment Committee approves academic program assessment plans. Each

year, departmental faculty and staff implement the assessment plan and analyze assessment data. Academic departments, on an annual basis, report assessment findings to the College of Education and Human Services Assessment Director and the Wisconsin Department of Public Instruction. The Program Assessment Plan for the Technology and Engineering major provides rigorous mechanisms to collect, analyze, and report on student learning data as part of the overall College of Education and Human Services Assessment Plan. In addition, student exit surveys, employer surveys, and alumni surveys are included in the assessment plan.

Diversity

The proposed Bachelor of Science in Education degree, with a major in Technology and Engineering Education, will be housed in the Department of Teaching and Learning. The department is committed to diversity and inclusivity in its student population, faculty, curriculum, student employment, and learning environment. The recruitment of students, faculty, and staff, as well as the creation of the curriculum, is guided by the Office of Equal Opportunity and Access policies and guidelines recommended by the University of Wisconsin System Diversifying Teacher Education Committee. Future searches will use diversity-related recruiting entities and practices, following university efforts to support diversity in hiring.

The proposed Bachelor of Science in Education degree, with a major in Technology and Engineering Education, integrates diversity and inclusivity into the curriculum in specific courses by its emphasis on such topics as multicultural education and professional ethics as well as the analysis of local and global issues impacting individuals, organizations, and society. The proposed program will actively pursue equity in student recruitment, access, retention, and degree completion through the following means: actively working to hire diverse faculty members, requiring faculty to hold advising meetings with each of their advisees at least once a year, working to procure external funding, and providing support for students to join professional organizations such as the Wisconsin Technology Education Association.

UW-Oshkosh makes available to its faculty and staff a range of training opportunities for diversity awareness, including training on micro-aggressions, unconscious bias, cultural competency and SAFE training for awareness of LGBTQ issues. The student union and the Division of Student Affairs also make available for students a range of events, training opportunities, and experiential opportunities (e.g., Alternative Spring Break) to raise awareness of diversity issues. The university houses and supports an LGBTQ Resource Center, a Women's Center, and a Multicultural Education Center.

Collaborative Nature of the Program

Fox Valley Technical College and the University of Wisconsin-Oshkosh have proposed an articulation agreement that facilitates completion of this sequential degree program. Students enrolling in the program will complete the Associate of Applied Science degree at Fox Valley Technical College and the Bachelor of Science in Education degree at UW-Oshkosh. All of the coursework required for students to become licensed Technology and Engineering Education teachers in Wisconsin is not available at either institution. However, combining courses, resources, and expertise from both institutions allows students to complete a cooperative degree program that neither institution can provide currently. Students will enroll in the Associate of Applied Science degree at Fox Valley Technical College as freshmen, apply for admission to the

University of Wisconsin-Oshkosh in their sophomore year as they are completing their A.A.S. degree, transfer to the University of Wisconsin-Oshkosh as juniors for education and other coursework, and graduate with both the Associate of Applied Science and the Bachelor of Science in Education degrees. Students must satisfy all of the admission and degree requirements at each institution.

A memorandum of understanding between Fox Valley Technical College and the University of Wisconsin-Oshkosh will also be generated to assure that students are provided with adequate access to advising resources, career counseling, faculty advising, and all other human and physical resources at both institutions. This memorandum of understanding will also include language about shared data gathering for accreditation and reporting purposes and curriculum review.

Projected Time to Degree

Full-time students taking 15-16 credits per semester will complete the Associate of Applied Science program at Fox Valley Technical College in two years and the Bachelor of Science in Education degree through the University of Wisconsin-Oshkosh in two additional years – for a total of four years. Part-time students taking 12 or fewer credits per semester will complete the Associate of Applied Science degree in three years and the Bachelor of Science in Education degree in three additional years.

Program Review

The Wisconsin Department of Public Instruction conducts an annual review of all teacher licensure programs offered through the College of Education and Human Services. In addition, each program at the University of Wisconsin-Oshkosh is required to conduct a self-study as part of a program review every seven years, according to established policy in the Faculty and Academic Staff Handbook. The review includes an analysis of curriculum, assessment, resources, enrollment, alumni feedback and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and other information, usually including interviews conducted during an institutional visit. The self-study and the program review are then reviewed by a college committee, the dean of the college, the faculty senate, and the provost. Each level of review provides its own comments and suggestions. University of Wisconsin-Oshkosh administration members also review the program for adherence with university policy and standards.

Accreditation

Fox Valley Technical College and the University of Wisconsin-Oshkosh maintain accreditation through the Higher Learning Commission. The College of Education and Human Services at the University of Wisconsin-Oshkosh is accredited by the Wisconsin Department of Public Instruction.

JUSTIFICATION

Rationale and Relation to Mission

Establishing a major in Technology and Engineering Education within the current array of majors in the Bachelor of Science in Education degree at the University of Wisconsin-

Oshkosh will allow this partnership program to utilize existing courses in the current teacher preparation programs and to draw upon unique content courses offered by Fox Valley Technical College. This partnership offers a model for teacher preparation that draws upon non-overlapping faculty expertise from both institutions. Offering undergraduate students the opportunity to complete the Bachelor of Science in Education degree with recommendation for the Technology and Engineering Education teaching license will not only expand the programs offered at both institutions, but it will also result in utilizing combined capacities to produce graduates with the knowledge, skills, and aspirations that will encourage K-12 students to pursue careers in technical and engineering fields that are needed regionally and throughout the state.

Priorities of the UW-Oshkosh strategic plan include the enhancement of student success, the promotion of academic excellence, and the expansion of community engagement and economic development. By partnering with a technical college, this program will create a viable pathway for students to complete their baccalaureate education in an efficient and timely manner. By increasing the number and quality of technical education teachers, thereby increasing the quality and availability of technical education in Wisconsin high schools, the program will contribute to the economic development of the region, which is currently experiencing an intense shortage of qualified workers in even entry-level positions. In addition, the proposed program will contribute to the statewide goal of increasing the overall transferability of credits from Wisconsin technical colleges to comprehensive universities in the UW System.

With the exception of one new part-time Instructional Academic Staff member, all faculty and instructional staff at Fox Valley Technical College (FVTC) and the University of Wisconsin-Oshkosh who may teach and advise students through this major are currently in place, and the physical facilities at each institution are adequate and available. Likewise, all courses and field experiences required for the proposed major currently exist and have received approval through normal governance processes. Unfilled seats in the general education, education, and technology-content courses at FVTC and the University of Wisconsin-Oshkosh do exist and could be filled by the projected number of students selecting the Technology and Engineering Education major.

Institutional Program Array

The proposed Bachelor of Science in Education degree in Technology and Engineering Education will expand the existing program array at the University of Wisconsin-Oshkosh by building on the strengths of teacher education programs and leveraging the faculty expertise in the College of Education and Human Services. Specifically, this degree will help fill the need for licensed Technology and Engineering Education teachers in K-12 schools in northeast Wisconsin by graduating professionals with deep content knowledge, professional pedagogical skills, and connections to local business and industry that are needed for economic growth in Wisconsin.

The proposed program will differ from existing teacher licensure degrees in that undergraduate students will learn how to establish connections for K-12 students with local businesses, industries, and higher education institutions. Technology and Engineering Education teachers are expected to help their high school students plan for multiple career pathways. Furthermore, this major is designed for students who have completed the Associate of Applied Science degree at Fox Valley Technical College, with which University of Wisconsin-Oshkosh

has established many cooperative agreements and programs.

Other Technology and Engineering Education Programs in the University of Wisconsin System

Technology and Engineering Education programs are approved to be offered at the University of Wisconsin-Parkside, University of Wisconsin-Platteville, and University of Wisconsin-Stout. The University of Wisconsin-Parkside program is a post-baccalaureate program but has suspended admission at this time to make curriculum revisions. The University of Wisconsin-Platteville program is a campus-based undergraduate program between the School of Education and the Department of Industrial Studies, in which the Department of Industrial Studies provides the technical-content coursework for the Technology Education program. Students in the UW-Platteville program may also complete a dual major leading to licensure in Agriculture and Technology Education. The program at the University of Wisconsin-Stout is most similar to the program proposed here – undergraduate students can transfer courses completed at a local technical college, with some education courses offered online. However, students in this partnership program between Fox Valley Technical College and the University of Wisconsin-Oshkosh would receive two degrees – the Associate of Applied Science and the Bachelor of Science in Education. The proposed program integrates curriculum and expertise from Fox Valley Technical College and the University of Wisconsin-Oshkosh to deliver this unique program.

Need As Suggested by Current Student Demand

The major in Technology Education leading to licensure is currently offered at University of Wisconsin-Parkside, University of Wisconsin-Platteville, University of Wisconsin-Stout, and Viterbo University. According to the data in Table 3,[1] only 36 students graduated from all Wisconsin teacher licensure programs with licenses to teach Technology and Engineering Education in academic year 2015-16. In the two prior academic years (2013-14 and 2014-15), 29 and 21 students, respectively, with this license graduated in Wisconsin.[2] While the number of students completing majors in Technology Education is low in Wisconsin and throughout the country,[3,4] the Alternative Careers in Teaching program at UW-Oshkosh has received inquiries from 57 individuals specifically asking to become licensed as Technology and Engineering Education teachers in the past two years. One-third of these individuals live in the 18 counties in northeastern Wisconsin and near to the University of Wisconsin-Oshkosh. In addition, data provided by the Wisconsin Department of Public Instruction through a general data request show that 85 emergency teaching permits in Technology Education were issued statewide to individuals who may have few qualifications to teach technology and could be recruited into this

[1] Goff, P., Carl, B., & Yang, M. (2018). Supply and demand for public school teachers in Wisconsin (WCER Working Paper No. 2018-2). Retrieved from: https://www.wcer.wisc.edu/publications/working-papers

[2] See Department of Public Instruction Educator Preparation Programs Annual Reports. Retrieved from: https://dpi.wi.gov/tepdl/programs/supply-demand

[3] Barth, P., Dillon, N., Hull, J., & Higgins, B. H. (2016). Fixing the holes in the teacher pipeline: An overview of teacher shortages. Alexandria, VA: Center for Public Education.

[4] Moye, J. J. (2009). Technology Education Teacher Supply and Demand-A Critical Situation. The Technology Teacher, 69 (2), 30-36. International Technology Education Association.

Technology and Engineering Education degree and licensure program.[5] The overall number of inquiries that UW-Oshkosh received (57), combined with the number of people teaching on experience-based licenses (85) who should be in a teacher preparation program, are strong indicators that there will be student interest in the Technology and Engineering major proposed for the University of Wisconsin-Oshkosh.

Table 3: Technology and Engineering Education Teachers Licensed in Wisconsin

Year	2012-13	2013-14	2014-15	2015-16
Total number	29	29	21	36

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics[6] projects demand for Career and Technical Education teachers to grow by 4% per year from 2016-2026. Nearly 6,000 new Career and Technical Education teachers will be needed nationwide during this time frame. For Wisconsin, the number of K-12 Technology and Engineering Education teaching positions advertised on the Wisconsin Career Education Access Network[7] for K-12 schools was 41 in April 2018, and there were 85 additional teaching positions occupied by individuals issued Licenses with Stipulations by the Wisconsin Department of Public Instruction. The *stipulation* is that these 85 individuals must engage in a program of professional growth related to learning about the teaching of technology and engineering. Many of the education courses offered in this new major will be accessible to individuals on Licenses with Stipulations as well as to traditional undergraduate students.

The average annual production of graduates from all three University of Wisconsin institutions (e.g., University of Wisconsin-Parkside, University of Wisconsin-Platteville and University of Wisconsin-Stout) that currently produce licensed Technology and Engineering Education teachers does not meet the demand for these teachers in K-12 schools. Consequently, the capacity of teacher education programs needs to increase in order to meet the demand for producing qualified and licensed teachers for Wisconsin's K-12 schools. In fact, the Wisconsin Budget project reports that technology and engineering is among the disciplines in which multiple areas in Wisconsin are facing extreme shortages in qualified teachers.[8] This is a trend that has been occurring not just in Wisconsin but nationally for several decades.[4]

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[5] Robert Kott (January 20, 2016, personal communication). Requested data report on Technology Education licenses issued by the Wisconsin Department of Public Instruction.

[6] Bureau of Labor Statistics, U. S. Department of Labor. (2019). Occupational Outlook Handbook, Career and Technical Education Teachers. Retrieved from: https://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm

[7] The Wisconsin Career Education Access Network is a real-time database that Wisconsin K-12 schools use to advertise open teaching positions. Retrieved from: https://wecan.education.wisc.edu/#/

[8] Wisconsin Budget Project. (2017). Budget Cuts and Teacher Shortages: With Fewer Resources, Schools Struggle to Find Educators. Madison, WI. Retrieved from: wisconsonbudgetproject.com

Technology and Engineering Education teachers are essential to recruiting students for careers in local businesses and industries and also to recruiting students into post-secondary STEM fields. Technology and Engineering Education teachers help their students gain knowledge and experience in technical and engineering fields and also help them prepare for career paths in fields such as engineering or computer science. The proposed new major will result in a unified K-16 effort through the University of Wisconsin-Oshkosh and Fox Valley Technical College to attract, prepare, and retain students with the engineering knowledge and technical skills needed for workforce development and to expand economic innovation throughout Wisconsin. The essence of why this new major in Technology and Engineering Education is necessary is captured in the following quote: "If we don't have the right teachers, with the right knowledge and the right skill sets … then all of what we're talking about [workforce development] is for naught."[9]

[9] Ferguson, R. F. and Lamback, S. (2014). Creating Pathways to Prosperity: A Blueprint for Action. Report issued by the Pathways to Prosperity Project at the Harvard Graduate School of Education and the Achievement Gap Initiative at Harvard University.

University of Wisconsin-Oshkosh
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	8	10	12	14	14
	Enrollment (Continuing Student) Headcount	0	7	14	15	15
	Enrollment (New Student) FTE	6	7.5	9	10.5	10.5
	Enrollment (Continuing Student) FTE	0	7.0	14.0	15.0	15.0
II	**Total New Credit Hours**	72	90	108	126	126
	Existing Credit Hours	0	105	210	225	225
III	**FTE of New Faculty/Instructional Staff**	0.5	0.5	0.5	0.75	0.75
	FTE of Current Fac/IAS	0.0	0.0	0.0	0.0	0.0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	**Revenues**					
	From Tuition	$38,533	$93,121	$147,710	$163,765	$163,765
	From Fees	$2,400	$5,100	$7,800	$8,700	$8,700
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$40,933	$98,221	$155,510	$172,465	$172,465
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$34,875	$34,875	$34,875	$52,313	$52,313
	Other Staff: Current Administratice Staff	$5,542	$5,542	$5,542	$5,542	$5,542
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Other (please list)	$0	$0	$0	$0	$0
	Other (please list)	$0	$0	$0	$0	$0
	Total Expenses	$40,417	$40,417	$40,417	$57,855	$57,855
VI	**Net Revenue**	$516	$57,804	$115,093	$114,611	$114,611

Submit budget narrative in MS Word Format

Provost's Signatur	**Date:**
John Koba	3/29/2019

UNIVERSITY OF WISCONSIN-OSHKOSH
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE IN EDUCATION (B.S.E.)
IN TECHNOLOGY AND ENGINEERING EDUCATION

Introduction

The proposed B.S.E. in Technology and Engineering Education program is specially designed as a model partnership between the University of Wisconsin-Oshkosh and Fox Valley Technical College. Students in the program will draw on coursework from both institutions and will be eligible for the Technology and Engineering Education teaching license through the Wisconsin Department of Public Instruction. The major includes 121 credits: 41 credits in general education courses, 36 credits in technology-content courses, and 44 credits in education courses.

Section I – Enrollment

Continuing student projections are based on an assumption of 80% attrition, a rate similar to that of students in other undergraduate education programs at UW-Oshkosh. It is expected that seven students will graduate from the program at the end of Year 3, that 10 students will graduate from the program at the end of Year 4, and that 10 more students will graduate at the end of Year 5.

New students in the program are expected to complete 9 credits at UW-Oshkosh in their first year, so UW-Oshkosh has calculated them at 0.75 FTE. Continuing students in the program are expected to be full-time and take an average of 15 credits per semester, so those students are counted as 1 headcount = 1.0 FTE.

Section II – Credit Hours

Credit hours are based on the assumptions that new students will take an average of 9 credits per year in major courses and that continuing students, having completed more of their general education courses, will take an average of 15 credits per year in major courses.

Section III – Faculty and Staff Appointments

A 0.5 FTE Instructional Academic Staff (IAS) will be hired in Years 1-3 to teach three sections of technology education classes. In Years 4-5, this position will increase to 0.75 FTE as the instructor adds a new class for the supervision of student teachers. Students in the program will otherwise fill seats in sections of classes currently being offered for other programs, so no additional FTE is needed.

The current administrative staff will provide program support for all components of this new major as part of that staff person's regular duties, for a total of 0.1 FTE of that position.

Section IV – Program Revenues

The calculations of tuition revenue are based on the UW-Oshkosh standard tuition rate of $3,211.08 per semester for full-time students. Also included is a fee of $150 per semester for the delivery of online courses.

In every year of the projection, the program is projected to generate sufficient revenue to cover the expenses of delivering the program.

Section V – Program Expenses

The expenses for the faculty/instructional staff of 0.5 FTE assume an average annual, full-time salary of $45,000 and a fringe rate of 55%. Note that this position is 0.5 FTE in Years 1-3 and 0.75 FTE in Years 4-5.

Expenses for Other Staff are calculated as 10% of the $34,000 annual salary of the current administrative staff and a fringe rate of 63%. For the purposes of calculating a reasonable estimate of the costs of supporting this program, UW-Oshkosh has included only 10% of this position's full-time fringe costs.

No other expenses for facilities or equipment are needed for this program.

Section VI – Net Revenue

In every year of the projection, the program is projected to generate sufficient revenue to cover the expenses of delivering the program. All net revenue from the program will be deposited into the dean's budget, where it will be allocated according to the College's fiscal and academic priorities.

UNIVERSITY OF WISCONSIN
OSHKOSH

PROVOST AND VICE CHANCELLOR
ACADEMIC AFFAIRS
800 Algoma Blvd.
Oshkosh WI 54901–8622
PHONE (920) 424–0300
FAX (920) 424–0247
WEB uwosh.edu/provost

March 29, 2019

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

Dear President Cross,

UW Oshkosh proposes a new Bachelor of Science in Education (BSE) degree in Technology and Engineering Education to be offered by the College of Education and Human Services (COEHS). I am writing to confirm the full commitment of the Office of the Provost and Vice Chancellor to this new addition to our program array.

The proposed program will align well with the new strategic plan and mission of the University by expanding regional and local outreach as well as the mission of COEHS to provide quality instruction to current and prospective K-12 teachers in Wisconsin. The program will help to fill a need for well-qualified technology and engineering teachers, ultimately helping to fulfill the need for more skilled and educated entrants into the Wisconsin workforce.

While this is a UW Oshkosh baccalaureate degree program, it will result in a new collaboration between UW Oshkosh and Fox Valley Technical College. This collaboration will allow us to leverage the different but complementary strengths of the two higher education systems in Wisconsin and to deliver a quality baccalaureate program by combining existing educational resources.

The College of Education and Human Services, the Academic Policies Committee and the Faculty Senate all approved the new program. The College has the resources, faculty, and courses in place to implement this program. The new program will benefit from assessment processes and program review procedures that already exist at the college and university levels, thereby ensuring its academic quality and continuous improvement.

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

Sincerely,

John Koker
Provost and Vice Chancellor

Fox Valley TECHNICAL COLLEGE®
Knowledge That Works

Dr. Susan A. May, President

1825 N. Bluemound Drive, P.O. Box 2277 • Appleton, WI 54912-2277
Phone 920-735-5600 • Toll-free 1-800-735-FVTC (3882)
TTY 920-735-2569 • FAX 920-735-2582 • www.fvtc.edu

November 19, 2018

To Whom It May Concern:

Fox Valley Technical College fully embraces and supports the initiative to create an undergraduate major in Technology and Engineering Education leading to the Bachelor of Science in Education Degree at the University of Wisconsin Oshkosh. Fox Valley Technical College is in an excellent position to deliver a high quality Associate in Applied Science Degree that will lead directly into the proposed major. This initiative builds on the long-standing partnership between our institutions and the many collaborative efforts undertaken in this region. In fact, over the years we have successfully collaborated with UW Oshkosh on several other baccalaureate programs that build directly on our specialized AAS degrees, namely in the areas of aviation and fire protection.

The critical need for Career and Technical Education teachers in our K-12 schools, particularly in Technology and Engineering, is readily apparent and a growing concern for maintaining CTE offerings into the future. Together, our institutions will bring our respective strengths and expertise to providing students pursuing this opportunity with both the depth and breadth needed to prepare outstanding teachers.

The University of Wisconsin Oshkosh has a well-established School of Education that is highly regarded and solidly positioned to deliver teacher preparation in this new major. No other educational opportunities exist in all of northeast Wisconsin for individuals to prepare for this field of teaching, either by young people pursuing their first career or for career changers potentially interested in teaching.

Faculty, facilities, and support services are already in place and will be readily available to students pursuing this opportunity at both of our institutions. We are prepared to enter into a memorandum of understanding with UW Oshkosh to ensure this program is seamless and well supported to ensure students' successful completion of the Technology and Engineering Education major.

This new program initiative has my full support and commitment as an educational partner. It is essential that we look for new and innovative ways to address the shortage of technical education teachers in Wisconsin's K-12 schools. This is one collaborative and innovative solution worthy of support. Thank you for your consideration.

Sincerely,

Dr. Susan A. May
President

2019 Report on Faculty Promotions,
Tenure Designations, and
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2019 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

UNIVERSITY OF WISCONSIN SYSTEM
2019 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 thirteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2018-19 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 of each UW institution. Typically, institutional procedures provide for a multi-step review of candidates before a recommendation from each of 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 faculty member and can certify as to the appropriateness of each faculty member's tenure and promotion.

Regent action is the final step in the process by which faculty receive tenure.

REQUESTED ACTION

Adoption of Resolution I.1.g., approving the 2019 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 2018 Report was issued are also included in the 2019 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

2019 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	ALVERGUE, JOSE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	AMTHAUER, HEATHER	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BOULTER, JAMES	WATERSHED INSTITUTE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	BRYANT, WINNIFRED	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	CHAPMAN, JENNIFER	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DAVIS, CHRISTOPHER	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	DORAN, BREWER	MANAGEMENT AND MARKETING	TENURE	DEAN, COLLEGE OF BUSINESS	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	FINK, STEVEN	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FUENTES, BIBIANA	LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GOODMAN, JEFFREY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HANSON-RASMUSSEN, NANCY	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HINES, JARROD	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HOFMANN, DEBRA	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	JANIK, DANIEL	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KELLEY, JYL	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KNUTSON, KRISTINE	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KOZMA, TROY	BARRON CAMPUS/PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	LENTZ, PAULA	BUSINESS COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	LOOMIS, JONATHAN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MEIER, BARBARA	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PATTERSON, MOLLY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PHILLIPS, NICHOLAS	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	RICE, LOUISA	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SATHER, THOMAS	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STEWART, JOHN	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STIRM, JAN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	STURTEVANT, ANDREW	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	THORSEN, CATHY	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	WESTERLUND, BLAKE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	WONG, ANGELA (NGA-WING)	EDUCATION STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	CARSON, ERIC	ENVIRONMENTAL SCIENCES	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	CONROY, TESSA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	DULEY, CARL	AGRICULTURE & LIFE SCIENCES	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	FLICKINGER, ANGELA	FAMILY DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	HALFMAN, WILLIAM	AGRICULTURE & LIFE SCIENCES	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	LISOWSKI, ANNIE	YOUTH DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	TARJESON, SARAH	YOUTH DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	ASHMANN, SCOTT	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	BANSAL, GAURAV	BUSINESS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	CAMPBELL, THOMAS	THEATRE AND DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CHANDNA, VALLARI	BUSINESS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	COEN, ALISE	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GROESSL, JOAN	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GRUBISHA, LISA	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GURTU, AMULYA	BUSINESS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	JEON, WOO	NATURAL AND APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	JOHNSON, MELVIN	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	LEVINTOVA, EKATERINA	DEMOCRACY AND JUSTICE STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	OLSON HUNT, MEGAN	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	RECTOR, MICHAEL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	REILLY, KIMBERLEY	DEMOCRACY AND JUSTICE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	VOELKER, DAVID	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	BAUMANN, DOUGLAS	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	BORJA RABAGO, JONATHAN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	BROUGHAM, ROSE	GLOBAL CULTURES & LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	CARLSON, JAMES	EDUCATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	CEDERGREN, ANDERS	HEALTH EDUCATION & HEALTH PROMOTION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-LA CROSSE	CHEDISTER, MATTHEW	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	CHEN, SONG	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	COOPER STOLL, LAURIE	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	DALE, TIMOTHY	POLITICAL SCIENCE & PUBLIC ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	DAS, TUSHAR	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	DUTTA, NABAMITA	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	ESCHENBAUM, NATALIE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	FOLEY, SAMANTHA	COMPUTER SCIENCE	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GILLETTE, CORDIAL	EXERCISE AND SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GOODNOW, REGINA	POLITICAL SCIENCE & PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GRABOWSKI, PATRICK	HEALTH PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GRIDER, JOHN	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HAMMAN, MARY	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	HARIED, PETER	INFORMATION SYSTEMS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HAWKES, KATHLEEN	ART	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	HAWKINS, TAVIARE	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HERTEL, JOSHUA	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	HIRIS, ERIC	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	IGUCHI, GERALD	HISTORY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KIM, EDWARD	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KING-HEIDEN, TISHA	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	KRUSE, LISA	SOCIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KUNKEL, KARL	SOCIOLOGY	TENURE TRACK	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-LA CROSSE	LEVINSON, LINDA	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	LITSTER, MEGAN	BIOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	LONGHURST, JAMES	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	MARINA, PETER	SOCIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MCCOOL, JENNI	MATHEMATICS AND STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	NORRIS, DAWN	SOCIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-LA CROSSE	OSMUNDSON, TODD	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	PEACOCK, ELIZABETH	ARCHAEOLOGY/ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	QUARTIROLI, ALESSANDRO	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	REICHEL, LORI	HEALTH EDUCATION & HEALTH PROMOTION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	RICHESON, NANCY	RECREATION MANAGEMENT & THERAPEUTIC RECREATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	ROGERS, LESLIE	EDUCATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	ROZEK, ELLEN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	SAMBU, DANIEL	GEOGRAPHY AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	SNIVELY, ERIC	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	SRINIVASAN, ERICA	PSYCHOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	STEINER, LINDSAY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	STOBB, WILLIAM	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	STOVEY, PATRICIA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	SVOBODA, VICTORIA	STUDENT AFFAIRS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	VIANDEN, JORG	STUDENT AFFAIRS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	VIDDEN, CHAD	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	YAN, HUIYA	MATHEMATICS AND STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	ZHANG, LEI	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-MADISON	AHN, SPYOUNG	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALBERT, LAURA	INDUSTRIAL AND SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALBERTINI, MARK	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALLEN, MATTHEW	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ARMSTRONG, JOSHUA	FRENCH AND ITALIAN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ARRIAGA, FRANCISCO	SOIL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ASHTON, RANDOLPH	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ASTOR, BRAD	MEDICINE/POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AUDHYA, ANJON	BIOMOLECULAR CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AVRAMENKO, RICK	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BANKS, MATTHEW	ANESTHESIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	BARAK, JERI	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BARTELS, CHRISTIE	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BARTHOLOMAY, LYRIC	PATHOBIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BATT, ROBERT	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BENNETT, ALLYSON	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BERTRAM, TIMOTHY	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BLOCK, PAUL	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BOYDSTON, ANDREW	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BRASIER, ALLAN	MEDICINE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BRATZKE, LISA	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BROCKLISS, WILLIAM	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BRONKHORST, CURT	ENGINEERING PHYSICS	TENURE TRACK	SENIOR SCIENTIST	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BURTON, BRIANNA	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BUTLER, MARGARET	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CALHOUN, JOSHUA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CAMAL, JEROME	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CARLSSON, CYNTHIA	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHANG, BRIANA	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHENG, CINDY	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	COLLINS, J. MICHAEL	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	COLUMNA, LUIS	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CORBY, KATHERINE	DANCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CULVER, KATHLEEN	SCHOOL OF JOURNALISM AND MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CURTIS, MARAH	SCHOOL OF SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAMSCHEN, ELLEN	INTEGRATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAWSON, JULIE	HORTICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DECAMP, MALCOLM	SURGERY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DEMING, DUSTIN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DENLINGER, LOREN	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	DENT, ERIK	NEUROSCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DILWORTH-BART, JANEAN	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DOBBS, TERYL	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	EASON, JOHN	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ELICEIRI, KEVIN	MEDICAL PHYSICS	TENURE TRACK	ASSOCIATE DIRECTOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ENDELMAN, JEFFREY	HORTICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FRANCIS, DAVID	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FREYBERGER, JOACHIM	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FRIEDRICH, THOMAS	PATHOBIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FUNK, LUKE	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GARBACZ, S ANDY	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GE, YING	CELL AND REGENERATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GINDER-VOGEL, MATTHEW	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GOELLNER, SAMEDI (SAGE)	LIBERAL ARTS AND APPLIED STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GOTTSCHALK DRUSCHKE, CAROLINE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GREGORY, JESSE	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GRIMM, GERIT	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GUEDOT, CHRISTELLE	ENTOMOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HARK, MARY	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HASSETT, DAWNENE	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HERNANDEZ, PAOLA	SPANISH & PORTUGUESE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HERRINGA, RYAN	PSYCHIATRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HOUDE, JEAN-FRANCOIS	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HUANG, QUNYING	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	JIANG, JIAOYANG	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	JOHNSON, DEREK	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOHNSON, TANA	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KABBAGE, MEHDI	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KATS, MIKHAIL	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	KODESH, NEIL	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KOKJOHN, SAGE	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LANKAU, RICHARD	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LEE, HELEN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LEWIS, PETER	BIOMOLECULAR CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LI, QIN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LI, YUHANG	ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LIPINSKI, ROBERT	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LIU, KAIBO	INDUSTRIAL AND SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LIVANOS, CHRISTOPHER	COMPARATIVE LITERATURE AND FOLKLORE STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LOH, PO-LING	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LUDOIS, DANIEL	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LUEDTKE, JAMES	INDUSTRIAL AND SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LYNCH, DANIEL	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MALECKI, KRISTEN	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MARIN-SPIOTTA, M. ERIKA	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MATTHEWS, PERCIVAL	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCCULLOH, KATHERINE	BOTANY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCINNES, BRIAN	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MEYN, M. STEPHEN	PEDIATRICS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	MINTER, REBECCA	SURGERY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	NGUYEN, BICH (BETH)	ENGLISH	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	OBERHAUSER, KAREN	ENTOMOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	ORROCK, JOHN	INTEGRATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PALMER, LINDSAY	SCHOOL OF JOURNALISM AND MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PEERY, ZACHARIAH	FOREST AND WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PFEFFERKORN, FRANK	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PICKHARDT, PERRY	RADIOLOGY	TENURE TRACK	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	PIDGEON, ANNA	FOREST AND WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	POLMAN, EVAN	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	POORE, SAMUEL	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	POPULIN, LUIS	NEUROSCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	POSEN, HART	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RASKUTTI, GARVESH	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RAU, MARTINA	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	REBEL, BRIAN	PHYSICS	TENURE TRACK	SCIENTIST	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RENZ, MARK	AGRONOMY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	REY, FEDERICO	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RIDDLE, KARYN	SCHOOL OF JOURNALISM AND MASS COMMUNICATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RIDGELY, SUSAN	RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROBERTSON, MORGAN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROSE, WARREN	SCHOOL OF PHARMACY	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RUARK, MATTHEW	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RUHL, KIM	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RUI, LIXIN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RUPPAR, ANDREA	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RUSS, ROSEMARY	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SAHA, KRISHANU	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SAMBAMURTHY, VALLABH	WISCONSIN SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	SANDBO, NATHAN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SAUER, JOHN-DEMIAN	MEDICAL MICROBIOLOGY AND IMMUNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHOVILLE, SEAN	ENTOMOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SEIFTER, MIRIAM	LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SEROOGY, CHRISTINE	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHELEF, NADAV	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHI, GUANMING	AGRICULTURAL AND APPLIED ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHI, XIAOXIA	ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHREVE, PORTER	ENGLISH	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE

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UW-MADISON	SHUTTS, KRISTIN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SILVA, ERIN	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SIPPEL, REBECCA	SURGERY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SRIDHARAN, RUPA	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STEFFAN, SHAWN	ENTOMOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STERLING, AUDRA	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STODDARD, JEREMY	CURRICULUM AND INSTRUCTION	TENURE	PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STREIFFER, ROBERT	MEDICAL HISTORY AND BIOETHICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TEODORESCU, MIHAELA	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TRAN, HUNG VINH	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TREZEK, BEVERLY	REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION	TENURE	PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VANDENBROUCKE, JUSTIN	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WAGNER, MICHAEL	SCHOOL OF JOURNALISM AND MASS COMMUNICATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WALKER, CHRISTOPHER	DANCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANG, LU	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WANG, XUELI	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANG, YANG	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WEISS, JENNIFER	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WEIX, DANIEL	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WELLIK, DENEEN	CELL AND REGENERATIVE BIOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	WHITE, MONICA	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES/COMMUNITY AND ENVIRONMENTAL SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WIEBEN, OLIVER	MEDICAL PHYSICS/RADIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WILDONGER, JILL	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WILLIS, DAN	SCHOOL OF NURSING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WINKLE-WAGNER, RACHELLE	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WRIGHT, TRAVIS	COUNSELING PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	YOUNG, STEPHEN	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	YU, ZONGFU	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHONG, XUEHUA	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	ALINDER, JASMINE	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	BARTLETT, MARGARET	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BLANCHARD, DREW	ARTS AND HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BLECKING, ANJA	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BURKHOLDER, DANIEL	DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CAMPOS-CASTILLO, CELESTE	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CHARI, KAUSHAL	BUSINESS	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	DURLAM, ZACHARY	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	EVANS, LEANNE	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	FERGUSON, KENNAN	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	FLOROS, IOANNIS	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	FORCE, DONALD	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GAHALA, CARL	SOCIAL SCIENCES AND BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GAUCHAT, GORDON	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GRAETTINGER, ANDREW	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	GUTZMAN, JENNIFER	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HAIGH, THOMAS	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	HRUSKA, CHRISTOPHER	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	HU, LINGQIAN	URBAN PLANNING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	HUANG, XIN	WOMEN'S AND GENDER STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HUSBYE, NICHOLAS	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HUSI, STAN	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	JOHNSON, THERESA	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	KOPKIN, NOLAN	AFRICAN AND AFRICAN DIASPORA STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KOZAK, NADINE	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KUZU, KAAN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LAESTADIUS, LINNEA	PUBLIC HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LUO, JAKE	HEALTH INFORMATICS AND ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MA, HONGBO	PUBLIC HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-MILWAUKEE	MCHENRY, LINDSAY	GEOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MERSKY, JOSHUA	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NETZLOFF, MARK	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NEUMANN, REBECCA	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NOODIN, MARGARET	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	O'BRIEN, TIMOTHY	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PAUERS, MICHAEL	MATHEMATICS AND NATURAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	QIN, XIAO	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	RIFORGIATE, SARAH	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	RIOS, ALVARO	THEATRE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ROTHFELS, NIGEL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SALM WARD, TRINA	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SIMANEK, AMANDA	PUBLIC HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	STERN, NATHANIEL	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	SWAMINATHAN, RAJESWARI	EDUCATIONAL POLICY AND COMMUNITY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	TEJCHMAN, FILIP	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	TITI, HANI	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	WEI, WEI	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WOEHRLE, LYNNE	NURSING	TENURE TRACK		NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	YOON, HYEJIN	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	ALDERTON, ELIZABETH	LITERACY & LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	BARRON, ELIZABETH	GEOGRAPHY & URBAN PLANNING; ENV STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	CLIFFORD, CRAIG	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	COLE, STEWART	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	CONSIDINE, JENNIFER	COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	DE ARMOND, SARAH	MANAGEMENT & HUMAN RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	DINGLEDINE, DON	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	ELERTSON, KATHLEEN	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	FORD, MICHAEL	PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-OSHKOSH	HAYNES, DOUGLAS	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	HERRMANN, BAILEY	LITERACY & LANGUAGE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	JOHNSON, CHRIS	RELIGIOUS STUDIES & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	KARST, AARON	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	LADWIG, TAMMY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	MOTT, JASON	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	MURASKI, JOHN	INFORMATION SYSTEMS			PROMOTION	ASSISTANT PROFESSOR
UW-OSHKOSH	MURPHY, CARYN	RADIO TV FILM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	NICKASCH, BONNIE	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	OTTO, DEVIN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	ROTH, CHRISTINE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SCHMIDT, BONNIE	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SHAW, ALISON	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	SIMPSON, ALPHONSO	AFRICAN AMERICAN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SKIVER, RYAN	SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SUMMERS, SCOTT	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	TOLL, CATHY	LITERACY & LANGUAGE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	VAN AUKEN, PAUL	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	WATERS, LAUREN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	WILLIAMS, AMY FISCHER	SOCIAL WORK			PROMOTION	ASSISTANT PROFESSOR
UW-PARKSIDE	BERENZ, TOM	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	BOWDEN, EDWARD	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	GOTTSCHALK, MARTIN	CRIMINAL JUSTICE		ASSOCIATE PROFESSOR WITH TENURE	NEW APPOINTMENT	
UW-PARKSIDE	GREGG, MELISSA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	HEADLEY, RACHEL	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	PREUSS, FABIAN	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	RICHARDS, GREGORY	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	TAFT, NATALIA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	YE, QIAN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	BOHNHOFF, GRETCHEN	CIVIL/ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CARPENTER, DENNIS	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	GILLOTA, DAVID	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	GORDON, PHILLIP	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HUSEIN, MAZEN	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ISBISTER, DONG	SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KALISH, CATHERINE	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KELLER, CAROLYN	SOCIAL SCIENCES			TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KOBAYASHI, HIROHITO	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LERNER, ANNE-MARIE	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MONTGOMERY, TERA	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MURRAY, DALE	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	NEMMETZ, AMY	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	REUTER, VICTORIA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ROMESBURG, JAMES	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SAPPLETON, SHAN	SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SEALS, MARC	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	SOLAR, PATRICK	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	STACKMAN, VALERIE	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	UNDERWOOD, CHRISTOPHER	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	YANG, FANG	ELECTRICAL/COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	CHATTERJEE, ARUNENDU	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	CORTRIGHT, JAMES	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	FREDERICK-SORRELL, AMY	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	FURNESS, STACY	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	KELLY, LOGAN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	MOLINE, MIALISA	ENGLISH, TESOL AND MODERN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	NEWMAN, YOANA	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	PARKINSON, MICHELLE	ENGLISH, TESOL AND MODERN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	RAUSCH, BETH	ANIMAL AND FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SCHABEN, JODEE	HEALTH AND HUMAN PERFORMANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SHINDE, SATOMI	TEACHER EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	WASIK, JILL COLEMAN	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WHITE, JAMES	AGRICULTURAL ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WILKINSON, TODD	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	ANDERSON McINTYRE, LAURA	FORESTRY DISCIPLINE, CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ T
UW-STEVENS POINT	ANYANWU, KELE	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ T
UW-STEVENS POINT	BARRINGER, BRIAN	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BARRY, DAVID	SOCIOLOGY & SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BARSKE, VALERIE	HISTORY & INTERNATIONAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	CHAFFIN, COURTNEY	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	DETTMAN, DAVID	UNIVERSITY LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	DU, RUIXUE	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	FERNHOLZ, LYNDA	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	GONG, ROLAND	PAPER SCIENCE & ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HANSON, MARK	THEATRE & DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HARNETT, DANIEL	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HARPER, JOHN ROBINSON	HISTORY & INTERNATIONAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HORN, CHARLES JOSHUA	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HUCK, COREY	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	INGERSOL, ALEX	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	JESSEE, EMORY "JERRY"	HISTORY & INTERNATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	JONSSON, AMANDA	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KAPLAN, SAMANTHA	GEOGRAPHY & GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	KEYMER, DANIEL	SOILS & WASTE RESOURCES DISCIPLINE, CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LOGAN, NIKKI	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ODOGBA, ISMAILA	GEOGRAPHY & GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	OLMSTED, JODI	HEALTH CARE PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	PETRILLO, HOLLY	FORESTRY DISCIPLINE, CNR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SLEMMONS, KRISTA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SNOWBARGER, JEFFREY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	STORY, DAVID	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	TIMILSINA, NILESH	FORESTRY DISCIPLINE, CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	VANDEHEY, JUSTIN	FISHERIES & WATER RESOURCES DISCIPLINE, CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BALTACI, KENAN	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	DEARMOND, ALEX	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	DUDEK, SHAUN	COMMUNICATION TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	EVENSEN, ERIK	DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GERSHMAN, VADIM	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HERRMANN, MONIKA	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HINES, EMILY	TEACHING, LEARNING AND LEADERSHIP	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HOLLENBACK, THOMAS	ART AND ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	HUI, CHIWEI	COMMUNICATION STUDIES, GLOBAL LANGUAGES AND PERFORMING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	KARMAKER, AMITAVA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	KUCHTA, MATTHEW	CHEMISTRY AND PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	LARUE, MARY	KINESIOLOGY AND HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	LOVEJOY, CHELSEA	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MENSINK, MICHAEL	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MOORE, CRAIG	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	NAVARRE, JOAN	ENGLISH AND PHILOSPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	O'BRIEN, KELLY	ART AND ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PAETZOLD, JILL	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	PAULSON, NELS	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	PEARSON. THOMAS	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	PECHA, SHELLEY	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	PETERSON, CHRISTINE	SCHOOL COUNSELING, SCHOOL PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	RAY, MATTHEW	CHEMISTRY AND PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	REINKE, JENNIFER	HUMAN DEVELOPMENT AND FAMILY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SANSFACON, JENNIFER	COMMUNICATION STUDIES, GLOBAL LANGUAGES AND PERFORMING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SIMONEAU, MATTHEW	TEACHING, LEARNING AND LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	THAPA, SAPNA	TEACHING, LEARNING AND LEADERSHIP	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	TURKMEN, AHMET	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	ZAGORSKI, KIMBERLY	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	HETTINGER, VANESSA	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	MADISON, VICKI FINGALSON	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	MAHJABEEN, RUBANA	BUSINESS AND ECONOMICS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	MAINALI, BHESH	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	PINNOW, ELENI	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	SMITH, MOLLY	WORLD LANGUAGES, LITERATURES AND CULTURES	TENURE	In transition to concurrent tenured appointment at the rank	TENURED	PROFESSOR W/ TENURE
UW-SUPERIOR	VOLLRATH, CHAD	COMMUNICATING ARTS	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	AGUIAR, NAOMI	PSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	AHN, KWANGSEOG	OCUPATIONAL & ENVIRONMENTAL SAFETY AND HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BALLATORI, CRISTINA	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BAUER, ERIN	MUSIC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BERGSTRAND OTHMAN, LAMA	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHAN, CATHERINE	CHEMISTRY / BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	CIGANEK, ANDREW	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	COMPAS, ERIC	GEOGRAPHY, GEOLOGY& ENVIRONMENTAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	CORMIER, NATHALY	BIOLOGICAL SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DEVRIES, MARGARET (SUSAN)	BIOLOGICAL SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DRECHSLER, KATHERINE	SOCIAL WORK	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DZHAMBOVA, KRASTINA	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	FARIS, TERESA	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	FRAME, TERI	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GILBERTSON, LYNN	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GUTHRIE, DEANNA	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	HACKETT, MICHAEL	MUSIC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HANSEN, RUTH	MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HAWKINS, TRACY	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HOLLETT, NIKKI	HPERC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	IBRAHIM, AMAL	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	IVANOVA, ROSSITZA	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	JANG, EUN YOUNG	SOCIAL WORK	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	KAM, TANYA	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	KILICASLAN, ALAZ	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LAM, SHEUNG TAK (DEREK)	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LEE, SUNGCHUL	COMPUTER SCIENCE/MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LETOURNEAU, PASCAL	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MARTINEZ-NIETO, LOURDES	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MILLER, ARTHUR W. (BILL)	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MILLER, JAMES	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	OLSON, JEFFREY	GEOGRAPHY, GEOLOGY& ENVIRONMENTAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	OSTER, ZACHARY	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PANERU, KHYAM	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PETERS, SCOTT	EDUCATIONAL FOUNDATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	PLATT, ALANA	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PORTERFIELD, LAURA	EDUCATIONAL FOUNDATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PRODOEHL, DANA	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PRUITT, JOHN	INTERGRATED STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	ROSELAND, DENISE	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	SAMARANAYAKE, GEETHAMALI	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	SANKARANARAYANAN, BALAJI	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	SHURLEY, JASON	HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	THOMAS, BRANDON	PSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	TRAORE, HASSIMI	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	VANG, NENGHER	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	VELDKAMP, CHRISTOPHER	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	VICHOT, RHEA	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	VYSOTSKY, STANISLAV	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WANG, YUBING	HPERC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	WARING, CHANDRA	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	XU, WEINENG	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	XUE, YUHAN	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	YAVUZCETIN, OZGUR	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	YU, ROBERT	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ZAKARIA, RIMI	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ZHAO, YANHUI	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

Approval of the Transfer of Tenured UW-Extension Faculty
to UW-Madison Cooperative Extension

EDUCATION COMMITTEE

Resolution I.1.h.:

Whereas, the Board of Regents through resolution 10956 and subsequent resolutions has approved the restructuring of the UW Colleges and UW-Extension; and

Whereas, those resolutions provided that nearly all of the divisions and units of UW-Extension are to be joined with UW-Madison and operate as a component part of that institution; and

Whereas, UW-Madison Faculty Senate resolution, Faculty Document 2763, recommended that effective July 1, 2019, UW-Extension tenured faculty retain the rights and responsibilities of UW-Madison tenured faculty and be covered by existing UW-Madison faculty policies and procedures;

Be it therefore resolved:

That by resolution of the UW-Madison Faculty Senate (Faculty Document 2763) adopted on November 5, 2018, and consistent with University of Wisconsin Board of Regents Resolution 10956, UW-Madison accepts the transfer of UW-Extension tenured faculty to be joined with the UW-Madison faculty effective July 1, 2019, at which time said UW-Extension faculty will retain the full rights and responsibilities accorded to tenured UW-Madison faculty and will observe existing policies and procedures of the UW-Madison faculty including those specified for faculty hiring, promotion, and post-tenure review.

UNIVERSITY OF WISCONSIN SYSTEM
TRANSFER OF TENURED UW-EXTENSION FACULTY TO UW-MADISON COOPERATIVE EXTENSION

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.

REQUESTED ACTION

Adoption of Resolution I.1.h., approving the transfer of tenured UW-Extension faculty to UW-Madison Cooperative Extension.

DISCUSSION

Through Resolution 10956, the Board of Regents approved the restructuring of the UW Colleges and UW-Extension. As a result, divisions and units of UW-Extension were joined with UW-Madison and operate as a component part of that institution. On November 5, 2018, the UW-Madison Faculty Senate adopted Faculty Document 2763, which is consistent with University of Wisconsin Board of Regents Resolution 10956.

Therefore, consistent with University of Wisconsin Board of Regents Resolution 10956, UW-Madison accepts the transfer of UW-Extension tenured faculty to be joined with the UW-Madison faculty effective July 1, 2019. On this date, UW-Extension faculty will retain the full rights and responsibilities accorded to tenured UW-Madison faculty, and will observe existing policies and procedures of the UW-Madison faculty, including those specified for faculty hiring, promotion, and post-tenure review.

RELATED WISCONSIN STATUTES, ADMINISTRATIVE CODE, AND REGENT POLICY

Wis. Stats. §36.13.

UWS 3.06 Renewal of Appointments and Granting of Tenure.

Regent Policy Document 20-23, Faculty Tenure.

Approval of the Transfer of UW Colleges and UW-Extension Emeritus Faculty and Staff to the Seven Receiving UW System Institutions

EDUCATION COMMITTEE

Resolution I.1.i.:

Whereas, UW System Chancellors are authorized by Regent Policy Document 20-26 to grant an emeritus title to faculty and staff who are retiring and who have engaged in exceptional and distinguished service to a UW institution; and

Whereas, over the past years, Chancellors have granted the emeritus title to exceptional and distinguished retired faculty and staff of the UW Colleges and UW-Extension; and

Whereas, the UW Colleges and UW-Extension no longer exist as separate UW institutions; and

Whereas, it is important that UW-Extension and UW Colleges emeritus faculty and staff continue to hold the emeritus title and to enjoy the privileges associated with that title;

Be it therefore resolved:

That UW-Extension emeritus faculty and staff hold their emeritus title at UW-Madison with the associated privileges provided in that University's emeritus policy; and

That UW Colleges emeritus faculty and staff hold their emeritus title at the UW University that administers as a branch campus the former UW College campus that employed them at the time of their retirement with the associated privileges provided in that UW University's emeritus policy.

UNIVERSITY OF WISCONSIN SYSTEM
TRANSFER OF UW COLLEGES AND UW-EXTENSION EMERITUS FACULTY AND STAFF TO THE SEVEN RECEIVING INSTITUTIONS

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.

REQUESTED ACTION

Adoption of Resolution I.1.i., approving the transfer of UW Colleges and UW-Extension Emeritus Faculty and Staff to the seven receiving UW System Institutions

DISCUSSION

UW System Chancellors are authorized by Regent Policy Document 20-26 to grant an emeritus title to faculty and staff who are retiring, and who have engaged in exceptional and distinguished service to a UW institution.

During the time that the UW Colleges and UW-Extension existed as separate UW institutions, their Chancellors granted the emeritus title to exceptional and distinguished retired faculty and staff of the UW Colleges and UW-Extension.

Resolution I.1.i. ensures that UW Colleges emeritus faculty and staff will hold their emeritus title at the UW University that administers the branch campus, which was formerly the UW College at which the faculty or staff member was employed at the time of their retirement, and that they will receive the associated privileges provided in that UW University's emeritus policy. UW-Extension emeritus faculty and staff will hold

their emeritus title at UW-Madison with the associated privileges provided in that University's emeritus policy.

RELATED WISCONSIN STATUTES, ADMINISTRATIVE CODE, AND REGENT POLICY

Wis. Stats. §36.09.

Regent Policy Document 20-26, Emeritus Designation.

Acceptance of the Proffers 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 $6,412,118.32 in net and unallocated income made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2019 to June 30, 2020, 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.

2019 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

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 Wisconsin Legislature, provide in part that the Trustees of the Estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships and professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

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

The proffer is conditioned by the Trustees upon a certificate or warrant from the Board of Regents showing how the funds will be expended. Resolution I.1.j. and the attached documents from UW-Madison and UW-Milwaukee constitute that warrant.

REQUESTED ACTION

Adoption of resolution I.1.j., accepting the proffer from the Trustees of the William F. Vilas Trust Estate, as follows: $6,293,849.32 for UW-Madison in net income and unallocated funds, and $118,269 in net income for UW-Milwaukee.

DISCUSSION

On April 23, 2019, President Cross received notice from the Vilas Trustees of the funding available to UW-Madison and UW-Milwaukee for the 2019-2020 fiscal year. These amounts are delineated in Appendix A, and include the following:

(1) UW-Milwaukee Allocation

(a) Vilas Research Professor Support:
A total of $60,000, to include $10,000 in salary support
and $50,000 in research support

(b) Music Award: $58,269

Total Allocation: $118,269

(2) UW-Madison Allocation

(a) Net income in the amount of $6,238,453.21
(b) Unallocated income from the 2018-2019 fiscal year in the amount of $55,396.11
Total Allocation: $6,293,849.32

On April 23, 2019, President Cross transmitted correspondence to UW-Madison Chancellor, Rebecca Blank, and UW-Milwaukee Chancellor, Mark Mone, seeking their detailed funding requests for the Vilas Fund. In response, the chancellors submitted the attached documents, which are marked as Appendix B and Appendix C.

These documents detail how the proposed Vilas trust funds will be expended by each campus during the 2019-2020 fiscal year. They have four components:
(1) UW-Madison: Continuation of Trustee-Approved Programs ($3,311,701)
(2) UW-Madison: One-Time Program Allocations ($2,982,148)
(3) UW-Milwaukee: Research and salary support for Vilas Research Professor Kumkum Sangari, Department of English ($60,000)
(4) Support for the UW-Milwaukee, Department of Music, Peck School of the Arts ($58,269)

As a result, the Board of Regents has the documentation necessary to certify how the Vilas Trust funds will be expended by UW-Madison and UW-Milwaukee during the 2019-2020 fiscal year.

APPENDIX A

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

May 21, 2019

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, 2019. The Trustees met on Monday, April 22, 2019, to consider the annual audited financial statements for our fiscal year ending March 31, 2019. Our audit confirmed that the Trust realized net income of $6,356,722.21 this fiscal year. We also had unallocated income from our previous fiscal year of $55,396.11. Therefore, if requested by the Regents, the Trustees are prepared to proffer to the University of Wisconsin – Madison and University of Wisconsin – Milwaukee an aggregate amount not to exceed $6,412,118.32.

After I advised the University System of the available income and after the Vilas Trustees met, I received a copy of the request for funding for the Madison campus, set forth in Chancellor Rebecca M. Blank's letter of May 21, 2019 to President Ray Cross, and the request for funding from the Milwaukee campus, set forth in Chancellor Mark A. Mone's letter of May 4, 2019 to President Cross.

The Vilas Trustees have not reviewed or approved these two requests, but I can confirm that the two requests follow the Vilas Trust rules, are consistent with requests from past years, and do not exceed the amount of income that is available for Vilas endowments.

The Vilas Trust directs the Trustees to proffer all available net income for those scholarships, fellowships, professorships, and other endowments requested by the Regents, consistent with the terms of the Trust. At their July 15, 2019 meeting, I anticipate that the Trustees will proffer an amount sufficient to satisfy the requests set forth in the letters from the two Chancellors described above if requested by the Regents.

The Trustees will add any 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,

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
Laura A. Dunek
Sandy Shackelford

APPENDIX B

THE UNIVERSITY of WISCONSIN MADISON

May 1, 2019
Revised May 22, 2019

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

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2019 to June 30, 2020 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2019-2020 is: $6,293,849.00.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

1.	Continuation of 10 Vilas Undergraduate Scholarships at $400 each		4,000
2.	Continuation of 10 Vilas Graduate Fellowships:		
	a. 5 at $600 each	3,000	
	b. 5 Traveling Fellowships at $1,500 each	7,500	10,500
3.	Continuation of 19 Vilas Research Professors at $10,000 salary plus $50,000 auxiliary allowances each		1,140,000
4.	Continuation of additional graduate and undergraduate scholarships		
	a. Continuation of 50 additional undergraduate scholarships at $400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at $600 each	30,000	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at $400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000

6.	Retirement benefits for eight (8) Vilas Professors: Bethea, Bird, Brock, Hauser, Hermand, Keisler, Kung, and Weinbrot at $2,500 each	20,000
7.	14 Vilas Associates in the Arts and Humanities	650,350
8.	12 Vilas Associates in the Social Sciences	306,231
9.	15 Vilas Associates in the Physical Sciences	602,160
10.	11 Vilas Associates in the Biological Sciences	468,793
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	27,667
Total Continuation Request:		**$3,311,701**

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Vilas Life Cycle Professorship Program	497,148
2.	11 Vilas Distinguished Achievement Professorships at $50,000 each	550,000
3.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed $50,000 per year (or, in the case of awardees who receive a two or three-year award up to $100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	1,185,000
4.	Continuation of 1998 and 2002 Expansion of Approved Programs:	
	a. 300 additional undergraduate scholarships at $400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	120,000
	b. 250 additional fellowships at the $600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	150,000
	c. Four hundred (400) Traveling Graduate Fellowships at $1,200 each, pursuant to Article 4, Section A, paragraph 3 of the Deed of Gift and Conveyance (regarding two-fellowship salary for travel/study in other states or Foreign countries)	480,000
Total of One-time Part B. Program Allocations:		**$2,982,148**
Total of Part A and Part B:		**$6,293,849**

The list of Vilas Research Professors and Vilas Distinguished Achievement Professors accompanies this request.

Please let me know if you have any questions.

Sincerely,

Sarah C. Mangelsdorf

Sarah C. Mangelsdorf
Provost and Vice Chancellor for Academic Affairs

xc: Chancellor Rebecca Blank
Vice Chancellor LaurentHeller
Assistant Vice Chancellor Jennifer Klippel
Vice Provost Michael Bernard-Donals
Yvonne Quamme, Office of the Provost

Vilas Budget Request 2019-20
(Attachment)

Vilas Research Professors

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

Susan Coppersmith - Vilas Research Professor of Physics
College of Letters and Science

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

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

Samuel Gellman - Vilas Research Professor of Chemistry
College of Letters and Science

Morton Gemsbacher - Vilas Research Professor of Psychology
College of Letters and Science

Jo Handelsman - Vilas Research Professor of Wisconsin Institute of Discovery
Vice Chancellor for Research and Graduate Education

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

Chiao-Ping Li - Vilas Research Professor of Dance
School of Education

Thomas Loeser - Vilas Research Professor of Art
School of Education

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

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

William Reese - Vilas Research Professor of History
College of Letters and Science

Mark Seidenberg - Vilas Research Professor of Psychology
College of Letters and Science

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

Gurindar Sohi - Vilas Research Professor of Computer Science
College of Letters and Science

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

Monica Turner - Vilas Research Professor of Zoology
College of Letters and Science

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

Vilas Distinguished Achievement Professors, 2012-13 Cohort

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

Cynthia Carlsson - Geriatrics, School of Medicine & Public Health

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

Jerlando Jackson- Educational Leadership and Policy Analysis, School of Education

Hongrui Jiang - Electrical and Computer Engineering, College of Engineering

Clark Johnson - Geoscience, College of Letters and Science

Jack Ma - Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher - Pediatrics, School of Medicine and Public Health

Wei Xu - Oncology, School of Medicine and Public Health

Robert Mathieu - Astronomy, Letters and Science

Naomi Chesler- Biomedical Engineering, College of Engineering

Vilas Distinguished Achievement Professors, 2013-14 Cohort

Manon van de Water - Theatre and Drama, College of Letters and Science

Sean Palecek - Chemical and Biological Engineering, College of Engineering

Michael Graham - Chemical and Biological Engineering, College of Engineering

Hussain Bahia - Civil and Environmental Engineering, College of Engineering

Jordan Ellenberg - Mathematics, College of Letters & Science

Matthew Turner - Geography, College of Letters & Science

Anna Gade - Religious Studies/ Language and Cultures of Asia, College of Letters and Science

John Hawks - Anthropology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2014-15 Cohort

Amy Barger - Astronomy, College of Letters and Science

Kristin Eschenfelder - Library Systems, College of Letters and Science

Cheryl Hanley-Maxwell - Rehabilitation Psychology and Special Education, School of Education

Stephen Kantrowitz - History, College of Letters and Science

Lingjun Li- School of Pharmacy, Pharmacy

David Lynn - Chemical & Biological Engineering, College of Engineering

Mano Mavrikakis - Chemical & Biological Engineering, College of Engineering

Katherine McMahon - Civil & Environmental Engineering, College of Engineering

Rob Nixon - English, College of Letters and Science

David Page - Biostatistics & Medical Informatics, School of Medicine and Public Health

Dietram Scheufele - Life Sciences Communication, College of Agricultural and Life Science

Lih-Sheng Tung - Mechanical Engineering, College of Engineering

Susan Webb Yackee - Political Science, College of Letters and Science

Chi Jin - Mathematics, College of Letters and Science

Vilas Distinguished Achievement Professors, 2015-16 Cohort

Elaine Alarid - Oncology, School of Medicine and Public Health

Lawrence Berger - Social Work, College of Letters and Science

John Booske - Biomedical Engineering, College of Engineering

Geoffrey Borman - Educational Leadership & Policy Analysis, School of Education

Leslie Bow - English, College of Letters and Science

Mark Eriksson - Physics, College of Letters and Science

Dorothy Farrar-Edwards - Kinesiology, School of Education

Stephen Gammie - Zoology, College of Letters and Science

Padma Gopalan - Materials Science & Engineering, College of Engineering

Jeffrey Johnson - School of Pharmacy, Pharmacy

Laura Kiessling - Biochemistry and Chemistry, College of Agricultural and Life Sciences

Leonora Neville - History, College of Letters and Science

Jon Pevehouse - Political Science, College of Letters and Science

Kenneth Raffa - Entomology, College of Agricultural and Life Sciences

James Rawlings - Chemical and Biological Engineering, College of Engineering

David Shaffer - Educational Psychology, School of Education

John Yin - Chemical and Biological Engineering, College of Engineering

Jin-Wen Yu - Dance, School of Education

Ellen Zweibel - Astronomy, College of Letters and Science

Mikko Lipasti - Engineering, Electrical & Computer Engineering

Vilas Distinguished Achievement Professors, 2016-17 Cohort

Martha Alibali, College of Letters and Science, Psychology

Caitilyn Allen, College of Agricultural and Life Sciences, Plant Pathology

Katherine Bowie, College of Letters and Science, Anthropology

Richard Eisenstein, College of Agricultural and Life Sciences, Nutritional Sciences

Alfred Hartemink, College of Agricultural and Life Sciences, Soil Science

Lea Jacobs, College of Letters and Science, Communication Arts

Richard Lindroth, College of Agricultural and Life Sciences, Entomology

Kristyn Masters, College of Engineering, Biomedical Engineering

Patricia McManus, College of Agricultural and Life Sciences, Plant Pathology

Stephen Meyers, College of Letters and Science, Geoscience

Barton Miller, College of Letters and Science, Computer Science

Bin Ran, College of Engineering, Civil and Environmental Engineering

Jennifer Ratner-Rosenhagen, College of Letters and Science, History

Vilas Distinguished Achievement Professors, 2017-18 Cohort

Amy Quan Barry, College of Letters and Science, English

Richard Hsung, School of Pharmacy, Pharmacy

Ullrich Langer, College of Letters and Science, French & Italian

Katherine Magnuson, College of Letters and Science, Social Work

Anne Pringle, College of Letters and Science, Botany

Parmesh Ramanathan, Engineering, Electrical and Computer Engineering

Lones Smith, College of Letters and Science, Economics

Scott Straus, College of Letters and Science, Political Science

Vilas Distinguished Achievement Professors, 2018-19 Cohort

David F. Anderson, College of Letters & Science, Mathematics

Stefania Buccini, College of Letters & Science, French and Italian

Pupa Gilbert, College of Letters & Science, Physics

Francine Hirsch, College of Letters & Science, History

Alfonso Morales, College of Letters & Science, Planning and Landscape Architecture

Mitchell Nathan, School of Education, Educational Psychology

Adam Nelson, School of Education, Educational Policy Studies

Christine Schwartz, College of Letters & Science, Sociology

Eric Shusta, College of Engineering, Chemical & Biological Engineering

Shiyu Zhou, Shiyu, College of Engineering, Industrial & Systems Engineering

APPENDIX C

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Office of the Chancellor

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

May 4, 2019

TO: Ray Cross, President
The University of Wisconsin System

FROM: Mark A. Mone
Chancellor

RE: UW-Milwaukee 2019-20 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2019-20 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English. Total Request: $60,000 ($50,000 for research support and $10,000 for salary support)

2. Department of Music, Peck School of the Arts. *"UW-Milwaukee: A Campus and Community Musical Mission"*. Total Request: $58,269 (see attached proposal).

Thank you for your continued consideration and support of these activities. The Departments of English and Music are appreciative of support from the Vilas Trust. The proposal from the Music Department is attached.

Should you have any questions, please do not hesitate to contact me, or Vice Provost Dev Venugopalan (414-323-9790).

c: Johannes Britz, Provost and Vice Chancellor
Dev Venugopalan, Vice Provost
Scott Gronert, Dean, College of Letters & Science
Scott Emmons, Dean, Peck School of the Arts
Laura Dunek, Special Assistant for Governance and Strategic Initiatives, UWSA

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Peck School of the Arts
Department of Music

Music Building
PO Box 413
Milwaukee, WI
53201- 0413

TO: Scott Emmons, Dean
Peck School of the Arts

April 24, 2019

FROM: Kevin Hartman, Chair
Department of Music

RE: **2019-2020 William F. Vilas Proposal: "UW-Milwaukee: A Campus and Community Musical Mission"**

The UWM Department of Music proposes that the 2019-2020 Vilas grant (please see the attached document for specific details) will assist the department in carrying forward its mission of recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus. In addition to bringing a new, bright, and diverse group of students to our music community, we propose to continue our tradition of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and southeastern Wisconsin. Vilas support will continue to assist the Department of Music in providing musical performances, workshops by master artist/teachers, and an expanded opportunity for performance and composition among UW-Milwaukee music students.

The proposed 2019-2020 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students, and to expand and diversify UWM's instructional and performance outreach to the Milwaukee community and the entire state. The proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state. Additionally, these events will engage music students at UWM through guest artist residencies, instrumental and vocal workshops and performances, the Teacher & Conductor Workshop, the Real Men Sing Festival, the Chamber Music Milwaukee Artists Series, the Milwaukee String Festival, the UWM Voice Area Opera presentation, and many other worthy projects.

Featured UW-Milwaukee musicians and distinguished guests will present a wide music range of music, including classical instrumental and choral music, contemporary electronic and acoustic music, opera theatre and jazz, world music, and ancient music. These events are designed to encourage incoming and current UWM students to think about ways in which they might musically and culturally engage their communities through the exploration of new styles and genres of music, and to pursue innovative approaches to programming, outreach, and education.

The Department of Music in the Peck School of the Arts has full confidence that with our committed efforts, along with Vilas Trust support, we will meet our goals of increasing not only our appeal to young musicians but also our presence in the music communities of Milwaukee and Wisconsin. The Department of Music is proud to articulate to the campus and the public that our mission continues to be brought forward through generous support from the William F. Vilas Trust.

Respectfully,

Kevin Hartman, Chair
Department of Music
Peck School of the Arts
University of Wisconsin-Milwaukee

William F. Vilas Trust proposal – Department of Music for 2019 – 2020

1. Nicki Roman:	**Saxophone & Jazz Residencies: Adam Larson and Debra Richtmeyer**	$1,650.00
2. Alexander Wier:	**Percussion Residencies: She-e Wu, John Tafoya, & WSMA State Honors Percussion Clinics**	$2,000.00
3. Jennifer Clippert:	**Chamber Music Milwaukee: Faculty and Guest Artist Series**	$6,000.00
4. Jennifer Clippert:	**Double Reed Day Outreach**	$1,750.00
5. Jennifer Clippert:	**UW–Milwaukee Flute Day**	$1,750.00
6. Colleen Brooks:	**UW–Milwaukee Opera Theatre Production**	$9,000.00
7. Kevin Hartman:	**Woodwinds, Brass, Percussions High School Outreach**	$3,000.00
8. Rene Izquierdo:	**Guitar Area Concert and Residency: Amadeus Duo**	$3,000.00
9. Zachary Durlam:	**UW–Milwaukee Vocal Arts Festival**	$3,500.00
10. Zachary Durlam:	**Real Men Sing High School Festival**	$1500.00
11. Zachary Durlam:	**Local High School Recruiting Concerts**	$4,000.00
12. Jun Kim:	**UW–Milwaukee Symphony, Guest Artist Chee Yun, UWM Korean Day Celebration**	$2,500.00
13. Jun Kim:	**Milwaukee Music Festival for Young String Artists**	$2000.00
14. Amanda Schoofs:	**Sensoria New Music Concert Series, Residencies and Commission Project**	$5000.00
15. Elena Abend:	**Piano Masterclass Residencies and Concert Series**	$2,800.00
16. Margaret Otwell:	**UW–Milwaukee Piano Festival: The Art of Teaching**	$1,500.00
17. John Climer & : Scott Corley	**Teacher & Conductor Workshop: Craig Kirchhoff**	$3,000.00
18. Tim Sterner Miller:	**Argopelter, Rock & Pop Improvisation Seminar; Les Délices International Early Music Ensemble; Tontine Ensemble, Composed & Improvised new Music**	$1,500.00
19. Jack Forbes:	**Manty Ellis & the Jazz Foundation of Milwaukee, Performance/Lecture**	$1,400.00
20. John Stropes:	**Finger-Style Gust Artist Residency & Concert, Richard Smith**	$1,419.00
	Total Vilas Budget:	**$58,269.00**