



BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

All Regents

Thursday, April 2, 2020
9:15 a.m.

Via WebEx Teleconference
1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

1. Calling of the roll
2. Welcome and Introductions
3. Declarations of conflicts
4. Report of the System President
 - A. Update on the UW System Response to the COVID-19/Coronavirus
5. Report of the Board President
 - A. Impacts of the COVID-19/Coronavirus and actions taken by the UW System
 - B. Update on the UW-Stevens Point Chancellor search process
 - C. Update on the UW-Green Bay Chancellor search process
 - D. Update on the UW System President search process
6. Proposed consent agenda
 - A. Approval of the record of the February 6-7, 2020 meeting of the UW System Board of Regents
 - B. Report(s) of the Wisconsin Technical College System Board
 - C. Approval of the Bachelor of Science in Electrical Engineering at UW-Green Bay
 - D. Approval of the Master of Science in Athletic Training at UW-Madison
 - E. Approval of the Bachelor of Science in Global Health at UW-Madison
 - F. Approval of the Bachelor of Science in Environmental Engineering at UW-River Falls
 - G. Approval of the Master of Science in Business Analytics at UW-Whitewater
7. Approval to Modify and Consolidate Regent Policy Documents Related to the Transfer and Award of Credit for Extra-Institutional Learning
8. Authority to Lease Space for the UW-Madison School of Veterinary Medicine

9. Authority to Construct the Demolition and Abatement Scope of the UW-Madison Gymnasium/Natatorium Replacement Project
10. Authority to Construct UW System All Agency Maintenance and Repair Projects
11. Authority to Complete the Design and Construct the UW-Managed, UW-Madison Weeks Hall 4th Floor Dutton Laboratory Renovation Project
12. Approval of a UW-Milwaukee Connected Systems Institute Membership Agreement with Wisconsin Electric Power Company
13. Approval of a UW-Madison Clinical Trial Agreement with Novartis Pharma AG
14. Approval of a UW-Madison Clinical Trial Agreement with Janssen
15. Approval of a UW-Madison Fixed Price Agreement with EG Crop Science, Inc.
16. Administrative Transformation Program Update
17. Approval of Reduction to EApp Application Fee
18. Approval of an update to UW System's strategic framework
19. Approval of Administrative Code Modifications to Ch. UWS 17, Wis. Admin. Code, "Student Nonacademic Misconduct Procedures."
20. Approval of Administrative Code Modifications to Ch. UWS 18, Wis. Admin. Code, "Conduct on University Lands."
21. Authority to Temporarily Waive Provisions of Regent Policy Documents and Wisconsin Administrative Code
22. Regent communications, petitions, and memorials
23. Move into closed session to:
 - A. Consider personal histories as permitted by s. 19.85(1)(f), Wis. Stats., related to a UW-Superior honorary degree nomination;
 - B. Consider personal histories, as permitted by s. 19.85(1)(f), Wis. Stats., related to the naming of facilities at UW-Eau Claire;
 - C. Consider the appointment of a Chancellor of UW-Green Bay, as permitted under s. 19.85(1)(c) and (e), Wis. Stats.; and

- D. Confer with legal counsel regarding potential litigation in which it is likely to become involved regarding contracts, as permitted by s. 19.85(1)(g), Wis. Stats.

Information about agenda items can be found during the week of the meeting at <https://www.wisconsin.edu/regents/meetings> or may be obtained from Jess Lathrop, Executive Director, Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, (608) 262-2324.

The meeting will be webcast at <http://www.wisconsin.edu/regents/board-of-regents-video-streaming> on Thursday, April 2, 2020, from 9:15 a.m. to approximately 12:30 p.m. Persons with disabilities requesting an accommodation to attend are asked to contact Jess Lathrop in advance of the meeting.

April 2, 2020

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING,
UW-GREEN BAY**

REQUESTED ACTION

Adoption of Resolution 6.C., authorizing the implementation of the Bachelor of Science in Electrical Engineering at UW-Green Bay.

Resolution 6.C.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin-Green Bay seeks to establish a Bachelor of Science in Electrical Engineering to be housed in the Richard J. Resch School of Engineering in the College of Science, Engineering and Technology (CSET). The program will comprise 125 credits, which include 36 general education credits, 32 credits of supporting coursework, and 57 credits in electrical engineering. Graduates will be able to think critically to solve complex engineering problems and identify innovative solutions, while applying these skills to a range of businesses in industries such as manufacturing, utilities, and communication technologies.

The Electrical Engineering program has been designed to meet Accreditation Board for Engineering and Technology (ABET) accreditation, as ABET accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. Students completing the program will be eligible to sit for the Principles and Practices of Engineering Examination required to become a Professional Engineer (PE) in the United States.

National and Wisconsin occupational projections indicate anticipated vacancies in electrical engineering will grow at a faster than average pace between 2016 and 2026. Furthermore, with the large manufacturing sector in northeastern Wisconsin, it is expected that students completing the degree in Electrical Engineering will have many opportunities to participate

in high-impact experiences such as internships and capstone projects done collaboratively with business and industry. Such work will help graduates prepare for future employment.

Mission

This proposal for a new B.S. in Electrical Engineering degree at UW-Green Bay will contribute to the UW-Green Bay mission to promote economic development and access to programs in the College of Science, Engineering and Technology, including the Resch School of Engineering. The proposed program is part of an intensive and coordinated transformation of the university to meet the needs of the third largest urban area in the state of Wisconsin, as well as the three communities associated with the branch campuses. The new Urban-Serving Vision of the university is designed to: (a) significantly increase access to post-secondary education in an area with one of the lowest degree attainment rates in the country; (b) reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing, health care, and global business; and (c) become a major regional thought leader in meeting social, economic, and educational challenges in the region. To operationalize this new imperative, the Resch School of Engineering was founded in 2018, with a significant endowment from regional industry and manufacturing companies. It offers programs in mechanical, electrical, and environmental engineering technology and a program in mechanical engineering. This new school is part of the College of Science, Engineering and Technology, which was originally launched on July 1, 2016, as the College of Science and Technology.

The new institutional focus of UW-Green Bay complements and is being closely coordinated with intensive efforts in the Green Bay region to significantly shift the historical mill culture economy to an innovation economy focused in advanced manufacturing, health care, and professional sports, with a more nurturing entrepreneurial ecosystem. UW-Green Bay has taken a leadership role in the strategic planning that was conducted by the Greater Green Bay Chamber, with assistance from Tip Strategies of Austin, Texas. That process has clearly demonstrated the need for engineering degree programs at UW-Green Bay. This recently revised mission of UW-Green Bay also reflects this focus and emphasizes how a regional comprehensive university like UW-Green Bay can meet the ongoing needs of the region.

Credit Load and Tuition

The program will comprise 125 credits that include 36 general education credits, 32 credits of supporting coursework, and 57 credits in electrical engineering. Full-time students who apply to the B.S. in Electrical Engineering program and have adequate preparation in mathematics will be able to complete the degree in four years, which could also be accelerated by taking summer and January-term courses. Students may also choose to complete the program at a part-time pace, but in a longer timeframe.

Tuition is calculated as total student FTE, based on a 12-hour credit load per year. The current UW-Green Bay tuition is \$263 per credit for Wisconsin residents and \$604.84 per credit for nonresident students. The cost and revenue model presented here anticipates 100% residential students. In addition, it is proposed that all students enrolled in the program will pay \$700 per semester in additional tuition. The additional tuition is necessary to offset the higher faculty salaries found in engineering, as well as the costs associated with specialized laboratory equipment, software, and program resources that must be regularly maintained and updated. The tuition structure is similar to that charged in the engineering technology programs at UW-Green Bay and UW-Oshkosh and the mechanical engineering programs at UW-Green Bay and UW-Stout.

BACKGROUND

This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Electrical Engineering at UW-Green Bay
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative and Appendix A
- D) Provost's Letter and Letters of Support

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The proposed Bachelor of Science (B.S.) in Electrical Engineering at UW-Green Bay will be housed in the Richard J. Resch School of Engineering in the College of Science, Engineering and Technology (CSET). The Electrical Engineering program has been designed to meet Accreditation Board for Engineering and Technology (ABET) accreditation, as ABET accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. The program will be comprised of 125 credits that include 36 general education credits, 32 credits of supporting coursework, and 57 credits in electrical engineering.

Students completing the program will be eligible to sit for the Principles and Practices of Engineering Examination required to become a Professional Engineer (PE) in the United States. Graduates will be able to think critically to solve complex engineering problems and identify innovative solutions, while applying these skills to a range of businesses in industries such as manufacturing, utilities, and communication technologies. National and Wisconsin occupational projections indicate anticipated vacancies in electrical engineering will grow at a faster than average pace between 2016 and 2026. Furthermore, with the large manufacturing sector in northeastern Wisconsin, it is expected that students completing the degree in Electrical Engineering will have many opportunities to participate in high-impact experiences such as internships and capstone projects done collaboratively with business and industry. Such work will help graduates prepare for future employment.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

Electrical Engineering

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single institution, face-to-face, with internships and capstone projects completed at surrounding businesses in northeast Wisconsin.

Department or Functional Equivalent

Richard J. Resch School of Engineering

College, School, or Functional Equivalent

College of Science, Engineering and Technology

Proposed Date of Implementation

Fall 2021

Projected Enrollments and Graduates by Year Five

Table 1 depicts expected student enrollment in the B.S. in Electrical Engineering. Projections are based on several factors, such as student enrollments in the mechanical engineering and engineering technology programs, local student interest, a decade-long pattern of expressed demand for engineering among applying students, and analysis of transfer preparation at Northeast Wisconsin Technical College (NWTC). It is estimated that initial enrollment of 16 new freshmen and transfer students in fall 2021 will increase by 50% in Years 2 and 3, followed by 10% growth in Years 4 and 5, resulting in student enrollment of approximately 117 students (106 FTE) in Year 5. The ratio of headcount to FTE student enrollment is based on the 84% of students in the College of Science, Engineering and Technology who are enrolled full-time. By the end of Year 5 of the program, it is expected that a total of 160 students will have enrolled in the program and 25 students will have graduated from the program. Student retention is expected to be 85%, which is based on student enrollment and retention patterns in similar programs, including UW-Green Bay's Engineering Technology and Mechanical Engineering programs.

Table 1: Five-Year Projected Student Enrollments (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted (including transfer)	16	24	36	40	44
Continuing students	0	14	32	58	73
Enrollment total	16	38	68	98	117
Graduating students	0	0	0	10	15

The B.S. in Electrical Engineering program will be offered in addition to the existing Electrical Engineering Technology program and will complement the array of engineering and engineering technology programs at UW-Green Bay. The existing B.S. in Electrical Engineering Technology program at UW-Green Bay has a calculus-based curriculum (Calculus I and II are currently required), which allows students to start the lower-level engineering curriculum (mathematics, physics, and basic engineering courses like Electrical Circuits I and II, Introduction to Electronic Devices, etc.). Subsequently, students can

determine if they prefer the applied and hands-on curriculum of electrical engineering technology or the more theoretical curriculum of electrical engineering. Given that there are different accreditation requirements for electrical engineering technology and electrical engineering, there will be distinct curriculums for each program at the upper level, thus students will be expected to select their program during the sophomore year. Doing so will enable students to fulfill graduation requirements in a timely fashion.

It is anticipated that there could be a flow of students in either direction between the Electrical Engineering Technology program and the Electrical Engineering program when both programs are fully implemented. The enrollment model for the B.S. in Electrical Engineering program provided in the budget narrative demonstrates financial viability over the five-year implementation period. Importantly, electrical engineering technology and electrical engineering are both revenue-based programs (131 funding as opposed to 102 funding). Thus, having students move from one program to the other would not affect the overall revenue for the Resch School of Engineering, and the management of faculty resources for upper-level courses will reflect enrollment dynamics of each program. A plan to hire a sufficient number of qualified faculty to support enrollment projections is discussed in the institutional array section of this document and within the budget narrative.

Tuition Structure

Tuition is calculated as total student FTE (based on a 12-hour credit load) per year. The current UW-Green Bay tuition is \$263 per credit for Wisconsin residents and \$604.84 per credit for nonresident students. The cost and revenue model presented here anticipates 100% residential students. In addition, it is proposed that all students enrolled in the program will pay \$700 per semester in additional tuition. The additional tuition is necessary to offset the higher faculty salaries found in engineering, as well as the costs associated with specialized laboratory equipment, software, and program resources that must be regularly maintained and updated. The tuition structure is similar to that charged in the engineering technology programs at UW-Green Bay and UW-Oshkosh and the mechanical engineering programs at UW-Green Bay and UW-Stout.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Electrical Engineering will be comprised of 125 credits that include the following: 36 credits in general education; 32 credits in supporting courses like mathematics, science, and engineering (several of these courses would also meet general education requirements); and 57 credits in electrical engineering. The curriculum will include multiple high-impact practices, including seven required laboratories, a senior design project, and opportunities for internships with local business and industry. There will be no additional admission requirements for the Resch School of Engineering or the

B.S. in Electrical Engineering program, but appropriate math competency and placement will be important with respect to time to graduation.

Student Learning and Program Outcomes

In addition to the UW-Green Bay Institutional Learning Outcomes that were adopted in 2017 (<https://www.uwgb.edu/provost/institutional-learning-outcomes/>), the curricular learning outcomes will be closely aligned to the ABET program criteria specific to Electrical Engineering, which states, “The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components,” and the curriculum for programs containing the modifier “electrical,” “electronic(s),” “communication(s),” or “telecommunication(s)” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.”¹

Students enrolled in the B.S. in Electrical Engineering will achieve the following learning outcomes and will successfully demonstrate:

1. An ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems.
2. An ability to design systems, components, or processes meeting specific needs for broadly defined engineering problems appropriate to the discipline.
3. An ability to apply written, oral, and graphical communication in broadly defined technical and non-technical environments and an ability to identify and use appropriate technical literature.
4. An ability to conduct standard tests and measurements and to conduct, analyze, and interpret the results.
5. An ability to function effectively as a member of a technical team.
6. An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.
7. A knowledge of the impact of engineering technology solutions in a societal and global context.
8. A commitment to quality and continuous improvement.

In addition, graduates will attain employment and career-related learning outcomes. Specifically, graduates will:

1. Secure and maintain employment in a position appropriate for the education and training that they received.

¹ Information regarding ABET program criteria retrieved from <https://www.abet.org/wp-content/uploads/2019/12/E001-20-21-EAC-Criteria-Mark-Up-11-24-19-Updated.pdf>

2. Apply their knowledge and expertise in electrical engineering and related disciplines to the design, development and implementation of electrical systems.
3. Exhibit a desire for lifelong learning through higher education, training, membership in professional societies, and other activities appropriate for their long-term career development.
4. Demonstrate a high level of communication skills, critical thinking, responsible and ethical behavior, teamwork, and appreciation for diversity and leadership.

Program Requirements and Curriculum

The program will be comprised of 125 credits that include 36 general education credits, 32 credits of supporting coursework, and 57 credits in electrical engineering. Table 2 illustrates the program curriculum. General Education (GE) requirements include First Year Seminar (3 cr.), Fine Arts (3 cr.), Social Sciences (6 cr.), Humanities (6 cr.), Biological Sciences (3 cr.), Natural Sciences (3 cr.), Sustainability Perspective (3 cr.), Ethnic Studies Perspective (3 cr.), Global Culture (3 cr.), and Quantitative Literacy (3 cr.). As indicated, some supporting coursework may also satisfy GE requirements.

Table 2: B.S. in Electrical Engineering Program Curriculum

GENERAL EDUCATION CREDIT REQUIREMENTS		36 credits
MATHEMATICS REQUIREMENTS		17¹ Credits
MATH 202	Calculus I	4
MATH 203	Calculus II	4
MATH 209	Multivariable Calculus	4
MATH 260	Introduction to Statistics	4
MATH 305	Differential Equations	4
SCIENCE REQUIREMENTS		15 Credits
ET 206	Chemistry for Engineers ²	5
PHY 201	Principles of Physics I ²	5
PHY 202	Principles of Physics II ²	5
ENGINEERING PROGRAM REQUIREMENTS		9 Credits
ENGR 142	Introduction to C/C++ Programming	3
ENGR xxx	CAD Drawing	3
ENGR xxx	Engineering Project Management	3
ELECTRICAL ENGINEERING PROGRAM REQUIREMENTS		48 Credits
ENGR xxx	Intro to Electrical Engineering (First Year Seminar) ²	3
ENGR xxx	Electrical Circuits 1	3
ENGR xxx	Electrical Circuits 1 Lab	1
ENGR xxx	Electrical Circuits 2	3
ENGR xxx	Electrical Circuits 2 Lab	1
ENGR xxx	Introduction to Electronic Devices	3
ENGR xxx	Introduction to Electronic Devices Lab	1
ENGR xxx	Energy Conversion	3
ENGR xxx	Energy Conversion Lab	1

ENGR xxx	Digital Logic Design	3
ENGR xxx	Digital Logic Design Lab	1
ENGR xxx	Microcontroller and PLCs	3
ENGR xxx	Microcontroller and PLCs Lab	1
ENGR xxx	Electrical Codes, Safety, and Standards	2
ENGR xxx	Signals and Systems	3
ENGR xxx	Signals and Systems Lab	1
ENGR xxx	Electromagnetic Fields	3
ENGR xxx	Senior Design	3
ENGR xxx	EE Elective 1	3
ENGR xxx	EE Elective 2	3
ENGR xxx	EE Elective 3	3
ENGR xxx	EE Elective 4	3
ELECTIVE COURSES		Credits
ENGR xxx	Advanced PLCs ²	3
ENGR xxx	Supervisory Control and Data Acquisition (SCADA) *	3
ENGR xxx	Power Electronics	3
ENGR xxx	Electrical Power Transmission and Distribution Systems	3
ENGR xxx	Electrical Power System Analysis	3
ENGR xxx	Control Systems	3
ENGR xxx	Communications Systems	3
ENGR xxx	Wireless Communications Systems and Networks	3
ENGR xxx	Current Topics in EE	3

¹ Three of these 20 credits will also satisfy GE requirements, and thus are accounted for in the GE credit total and not the Math credit total.

² This requires a laboratory component.

Assessment of Outcomes and Objectives

All academic programs at UW-Green Bay are required to implement an assessment plan. The chair of the program, in collaboration with the program faculty, will have responsibility for the assessment of student learning. As documented in the ABET accreditation for general program outcomes, the engineering program has documented student outcomes that prepare graduates to attain the program's educational objectives. The curriculum committee of the program will set specific learning goals for each course that are designed to address identified core competencies related to ABET. The assessment plan will outline how each of the ABET competencies are assessed throughout the program. Direct and indirect assessments of program learning outcomes will take place throughout the students' enrollment in the program. A more detailed assessment plan will be created as the courses are implemented during the next two years that is aligned to the ABET assessment matrix. The assessment plan will be evaluated for the clarity of the learning outcomes, the appropriate alignment of assessment tools and the learning outcomes, the process used to collect and interpret data, and the use of data to inform program changes and continuous improvement decisions. In an effort to maximize the

economic impact of graduates from the program, businesses in the region would be actively engaged to determine the most relevant elective course offerings for the program.

Diversity

The College of Science, Engineering and Technology (CSET) currently has a student population that includes 19.7% (233/1185) of students from underrepresented groups, which is consistent with the entire university population of which 19.3% of students are from underrepresented groups. These figures are lower than the UW-Green Bay goal that enrollments better mirror the current Green Bay Public School demographics that has a minority-majority student population. CSET has a student population that is 49.8% (590/1185) female, and the vast majority of the students in CSET (84.1%) are full-time students. Given the changing demographics of northeastern Wisconsin, attracting a diverse student population is a critical goal for this program, with long-standing efforts like Phuture Phoenix already providing a solid foundation for student recruitment. Since the formation of CSET in July 2016, several other initiatives have been implemented to enhance student recruitment and diversity, which should be easily transferrable to the new B.S. in Electrical Engineering. This includes a science open house held each fall, as well as structured visits by students from high schools in the region. Green Bay West would be one example of a high school with a high level of diversity that has taken advantage of these opportunities, particularly for students in their International Baccalaureate (IB) program that has now been in place for several years, as well as a Serious About Science program that has been implemented for female students interested in STEM. A diversity committee has also recently been established in CSET. All of these initiatives are in alignment with the access-oriented educational approach being advanced by UW-Green Bay, which is also being incorporated into the three additional locations in Manitowoc, Marinette, and Sheboygan.

The Resch School of Engineering also includes the most diverse faculty and staff at UW-Green Bay, with Dr. Patricia Terry serving as the current chair. Recruitment efforts have been successful in all engineering disciplines, with both ethnic and gender diversity, including the recent hiring of two female lecturers in mechanical engineering and electrical engineering technology, respectively. Faculty and staff are working closely with the local school districts to encourage underrepresented students to pursue degrees in STEM, and a new STEM Outreach and Camps Coordinator position has also been created to lead these efforts for the College of Science, Engineering and Technology. These inclusive excellence efforts will be incorporated in recruitment efforts and the curriculum, starting with first-year seminars and continuing through to senior design projects.

Collaborative Nature of the Program

UW-Green Bay has a current and strong relationship with NWTC. The institution is a full partner with UW-Green Bay in engineering technology and mechanical engineering and has committed to continuing this partnership with new engineering programs. UW-Green Bay faculty and staff are collaborating with NWTC personnel as new engineering spaces are built and equipped. These spaces will be available for UW-Green Bay programs. Close

collaboration with NWTC has led to the development of an electrical engineering technology program that will be implemented at UW-Green Bay's Marinette campus. Furthermore, NWTC is expected to provide a pipeline of students to the proposed engineering program. At the beginning of 2016, NWTC had 313 students enrolled in its engineering technology associate degree programs, 48% of whom had completed more than 31 credits. This pipeline of engineering-ready students portends a much higher annual transfer population than would be expected.

Program faculty/staff will seek to collaborate with the electrical engineering programs in the UW System, as these partnerships would leverage investments in regional engineering training, allow student access to some courses in an online format, and provide some flexibility, cost reduction and risk mitigation during the early years of the new program. Historically, UW-Green Bay has offered pre-professional programs in engineering, with students transferring to other regional institutions offering Bachelor of Science degrees in engineering, including UW-Madison, UW-Milwaukee, UW-Platteville, the Milwaukee School of Engineering, Marquette University, and Michigan Technological University. UW-Green Bay also has a formalized cooperative program (the NEW Program) providing for direct, upper-level transfer into the College of Engineering and Applied Sciences at UW-Milwaukee. The two institutions also collaborate on a 3+2 dual degree program in which students can earn two bachelor's degrees over five years of study: a B.S. in Environmental Sciences from UW-Green Bay and a B.S. in Civil/Environmental Engineering from UW-Milwaukee. The current proposal is expected to enhance general interest in these programs and provide other avenues for inter-institutional collaboration.

Projected Time to Degree

Full-time students who apply to the B.S. in Electrical Engineering program and have adequate preparation in mathematics will be able to complete the degree in four years, which could also be accelerated by taking summer and January-term courses. Students may also choose to complete the program at a part-time pace, but in a longer timeframe.

Program Review

UW-Green Bay's Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs on campus, including review and approval of all coursework and academic program development at the undergraduate level. In compliance with UW-Green Bay's Academic Program Review and Student Learning Outcome Policy and Procedure, the B.S. in Electrical Engineering program will be reviewed on a five-year cycle by the Resch School of Engineering; the Dean of the College of Science, Engineering and Technology; the AAC; and the Provost. The AAC forwards all recommendations and decisions to the Faculty Senate and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs (or designees) are responsible for coordinating an annual student learning outcome assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. UW-Green Bay's program review policies and procedures are

published in the Procedures for Academic Program Review and Student Learning Outcome Assessment (<https://www.uwgb.edu/UWGBCMS/media/provost/files/pdf/APRSA-Procedures-2015-2016.pdf>). In addition, the Electrical Engineering program will be reviewed through the ABET accreditation process. As described in the next section, this program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET), which also requires a substantial reporting and review process.

Accreditation

The program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET). Accreditation by ABET provides confidence to employers that the program meets the quality standards that produce graduates prepared to enter the global workforce. Accreditation by ABET requires that at least one class has graduated from the program before accreditation may be pursued. UW-Green Bay anticipates pursuing accreditation approximately two years after the program implementation date.

JUSTIFICATION

Rationale and Relation to Mission

This proposal for a new B.S. in Electrical Engineering degree at UW-Green Bay will contribute to the UW-Green Bay mission to promote economic development and access to programs in the College of Science, Engineering and Technology, including the Resch School of Engineering. The proposed program is part of an intensive and coordinated transformation of the university to meet the needs of the third largest urban area in the state of Wisconsin, as well as the three communities associated with the branch campuses. The new Urban-Serving Vision of the university is designed to: (a) significantly increase access to post-secondary education in an area with one of the lowest degree attainment rates in the country; (b) reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing, health care, and global business; and (c) become a major regional thought leader in meeting social, economic, and educational challenges in the region. To operationalize this new imperative, the Resch School of Engineering was founded in 2018, with a significant endowment from regional industry and manufacturing companies. It offers programs in mechanical, electrical, and environmental engineering technology and a program in mechanical engineering. This new school is part of the College of Science, Engineering and Technology, which was originally launched on July 1, 2016, as the College of Science and Technology.

The new institutional focus of UW-Green Bay complements and is being closely coordinated with intensive efforts in the Green Bay region to significantly shift the historical mill culture economy to an innovation economy focused in advanced manufacturing, health care, and professional sports, with a more nurturing entrepreneurial ecosystem. UW-Green Bay has taken a leadership role in the strategic planning that was conducted by

the Greater Green Bay Chamber, with assistance from Tip Strategies of Austin, Texas. That process has clearly demonstrated the need for engineering degree programs at UW-Green Bay. This recently revised mission of UW-Green Bay also reflects this focus and emphasizes how a regional comprehensive university like UW-Green Bay can meet the ongoing needs of the region.

Northeast Wisconsin is one of two places in the state where the population of people within the ages of 25 to 55 years is expected to increase in the next ten years (see need section below). Despite this trend, growth in that age group must be increased via recruitment if the region is to have continued opportunities for economic expansion. It is well recognized in the Green Bay region that to attract and retain individuals of this age category will require the development of more vibrant economic and social opportunities. This is the primary goal of the Green Bay Packers Titletown Development, now underway west of Lambeau Field, a project in which UW-Green Bay is involved. There is a clear recognition that this will require UW-Green Bay to quickly develop and deploy more relevant programs in science, math, business, and engineering, and importantly, it must position itself to be a value-added partner in nurturing a sustainable entrepreneurship and innovation culture in the region. The long-term prospects of some of the most important local business partners, including the Green Bay Packers, depend on this institutional transformation. Engineering programs are key to this transformation.

In spring 2015, UW-Green Bay established three new programs in electrical, environmental, and mechanical engineering technology, which will be entering their fifth full year during 2019-20. Most recently, a mechanical engineering program was launched in fall 2018. Enrollments in these programs are at or above expectations, and job placement for graduates in engineering technology are nearly 100%. The engineering technology programs will apply for ABET accreditation in 2019. To support these programs and future expansion, UW-Green Bay renovated two spaces on campus in summer 2018 to create new lower-level and upper-level electronics labs. More significantly, a new STEM innovation center on campus is under construction and will house labs for mechanical engineering, student research, maker spaces, and faculty offices for mechanical engineering.

Institutional Program Array

UW-Green Bay currently provides pre-engineering courses that transfer to other accredited engineering schools within the UW System and other public and private universities in the region. UW-Green Bay also has a B.S. in Mechanical Engineering program that started in fall 2018 and three engineering technology programs in electrical, mechanical, and environmental that started in fall 2015. These programs have demonstrated strong enrollment growth since their inception and have been providing a strong source of talent for the workforce in northeastern Wisconsin. In addition to general education and electrical engineering courses, other coursework will be drawn from chemistry, mathematics, and physics. This program aims to retain students from

northeastern Wisconsin and furthers program development in the Resch School of Engineering, which also includes computer science and mathematics and statistics.

To support the expected enrollment projections of 106 new FTE in the B.S. in Electrical Engineering in the first five years of the program, approximately 3,300 student credit hours per year will need to be offered for this number of students to matriculate and then to graduate in four years. Some capacity exists in general education, where class sizes are also significantly larger. Additional faculty would be hired in electrical engineering and supporting areas in the sciences like mathematics and physics. Given the total of 89 credits in supporting courses and electrical engineering, as well as typical faculty teaching loads, approximately six new faculty would need to be hired to meet program needs at the projected five-year enrollment target.

Other Programs in the University of Wisconsin System

UW-Madison, UW-Milwaukee, and UW-Platteville offer undergraduate programs in Electrical Engineering, with the closest program at UW-Platteville, which is offered in partnership with UW-Oshkosh at the Fox Cities campus. The Milwaukee School of Engineering and Marquette University also offer a B.S. in Electrical Engineering.

The proposed program intends to serve the students and communities in the New North region. Through its new vision and recently approved mission statement, UW-Green Bay is committed to becoming an access-oriented university in a dynamic and diverse urban area, which now goes from Marinette in the north to Sheboygan in the south. To accomplish this, the university has reshaped its operations to focus both on recruiting and supporting underrepresented groups in local schools. The results of these efforts speak for themselves – the freshman cohort diversity continues to increase exponentially and the university is attracting more first-generation college students, many of whom are from disadvantaged socioeconomic backgrounds. For example, this year's freshman class is 24% non-white compared to last year's 13%, and 53% is comprised of first-generation college-goers compared to last year's 49%. Approximately 34% are Pell-grant eligible students. For a high percentage of UW-Green Bay's students, attending an institution of higher education is not a typical choice, and often comes with a need to balance complex work-life circumstances. The place-bound circumstances of some student groups, coupled with the strong local need for electrical engineers, supports UW-Green Bay's desire to serve its local community with a new B.S. in Electrical Engineering. In fact, the university's student body is very local – 20% of the fall 2019 freshman class were from Brown County alone, and 93% of them were Wisconsin residents.

Need as Suggested by Current Student Demand

Enrollment growth in current UW-Green Bay engineering and engineering technology programs indicates continued student demand for these programs, and it is expected that, after an initial redistribution of students, electrical engineering and the electrical engineering technology programs will continue to experience growth. From fall

2018 to fall 2019, enrollments in mechanical engineering and the three engineering technology programs increased from 154 declared majors to 226 (a 47% increase). When combined, enrollments in mechanical engineering and mechanical engineering technology increased from 85 to 149 (a 75% increase). As expected, there was some decrease in mechanical engineering technology enrollments. Enrollments in electrical engineering technology and environmental engineering technology also both increased during this time period by 4% and 27%, respectively. Similar data were found for the 2020 spring semester. These enrollment trends are consistent with peer institutions outside of the UW System. In an analysis of the graduation rates of 23 universities that established engineering programs where previously only engineering technology programs existed,² findings indicated that enrollments in engineering technology remained stable and the overall percent of engineering graduates increased after the introduction of the new engineering majors.

Need as Suggested by Market Demand

National projections for growth in electrical engineering also remain strong at 8.6% through 2026.³ In Wisconsin, growth in electrical engineering is projected to be 24%.⁴ Wisconsin projections are supported by findings of a 2015 report issued by the National Center for Higher Education Management Systems (NCHEMS). The NCHEMS report findings identified a need for the next generation of engineers in the New North region that may not be met by the current schools and programs in the UW System. That report indicated the need for electrical engineers in Wisconsin and in the New North, in particular, where electrical engineers are imported from other states.⁵ Similarly, the Greater Green Bay Chamber Economic Development Strategic Plan also emphasized the need for more engineers in the New North region and called for the expansion of engineering education programs, specifically at UW-Green Bay.⁶

² Vermont Technical College, University of Maryland Eastern Shore, SUNY Polytechnic Institute, Western Illinois University, Purdue University-North Central Campus, Ferris State University, Missouri State University, Bowling Green State University, The University of West Florida, Georgia Southern University, Morehead State University, University of Southern Mississippi, East Carolina University, Western Carolina University, Middle Tennessee State University, Norfolk State University, Marshall University, Texas A&M University – Corpus Christi, Texas Southern University, Central Washington University, Eastern Washington University, Western Washington University.

³ U.S. Department of Labor, Bureau of Labor Statistics, Employment Projections, <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

⁴ U.S. Department of Labor, Career Onestop, Projected Employment for Electrical Engineers in Wisconsin, <https://www.onetonline.org/link/wages/17-2071.00?e=1&st=Wl&g=Go>

⁵ National Center for Higher Education Management Systems (NCHEMS), “Baccalaureate and Master’s Engineering Degree Supply and Demand in Wisconsin” submitted to the University of Wisconsin System (2015).

⁶ Greater Green Bay Chamber, “Economic Development Strategic Plan” (May 2017), <https://www.greatergbc.org/media/3045/strategic-plan-booklet-web.pdf>

These reports demonstrate a need for local access to engineering education. Many students who wish to pursue a career in electrical engineering may not have the means to leave the area to pursue that education, being place-bound to Green Bay or Brown County due to financial limitations, family obligations, or the need to maintain local employment while pursuing their educational goals.

The boards of the New North and the NEW Manufacturing Alliance are fully supportive and eager to assist in the establishment and expansion of engineering programs at UW-Green Bay, which has been demonstrated through significant financial contributions to date. The region is the leading manufacturing area in Wisconsin and the third largest business sector in Wisconsin. Among regional companies are some of the largest in the state, many with multinational operations. There are 90 engineering companies in Brown and Door counties. The leaders of this large and important sector fully support the expansion of engineering at UW-Green Bay and have pledged and provided internships for students, helped recruit new students, and hired graduates from the programs. These companies and organizations have committed to fund scholarships, develop paid internships, and provide space, equipment, or engineering expertise or help recruit students to the program. Companies with strong needs for electrical engineers such as Faith Technologies, Georgia-Pacific, Paper Converting Machine Company, etc., strongly advocated for UW-Green Bay to renovate space to provide more opportunities for electrical engineering technology and electrical engineering programs.

Finally, given the demographic trends in the greater Green Bay area, there is a need to engage a growing and diverse population of working-age adults in STEM education to meet the workforce needs of industries, create equitable educational opportunities for all citizens in the New North communities, and increase the number of individuals within the region who hold a degree and thereby contribute to statewide degree attainment goals. Unlike nearly every other county in Wisconsin, the Brown County population is growing and getting younger. The Wisconsin Department of Administration (DOA) predicts Brown County will grow by over 25% between 2010 and 2040 (average state growth is 14%). The percentage of 25- to 55-year-olds is projected to grow only 2% statewide. This cohort is expected to grow by more than 10% in Kenosha and Brown counties only.

In addition, 22% of the population of the city of Green Bay are people of underrepresented minority background. The poverty rate in the city is 17%.⁷ The Green Bay Area Public Schools is a minority-majority school district, with 54% of its student body being non-white.⁸ The proportion of both Hispanic and non-white, non-Hispanic populations is increasing and the white, non-Hispanic populations are decreasing. These students are also economically disadvantaged, and thus many are place-bound and have no access to

⁷ United States Census Bureau, Quick Facts, Green Bay, Wisconsin, <https://www.census.gov/quickfacts/fact/table/greenbaycitywisconsin/PST045218>

⁸ Green Bay Area Public Schools, Our District, https://www.gbaps.org/our_district

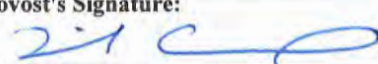
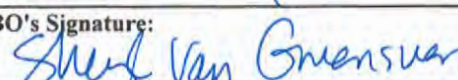
engineering degrees. Northeast Wisconsin accounts for 12% of the Wisconsin population but has one of the lowest degree attainment rates in the state. With respect to STEM degrees, UW-Green Bay delivers only 2% of the state's non-health STEM degrees and 3% of the state's health-related STEM degrees. This deficiency in meeting regional needs is a direct result of a mismatch between the program array at UW-Green Bay, a legacy array not revised in decades, and the workforce and talent needs of the region.

The proposed B.S. in Electrical Engineering will offer local students a more accessible and affordable way to obtain an engineering degree. In concordance with the increasing diversity in the Green Bay area and by the clear indication that the Electrical Engineering profession is of interest to local students, it should be noted that enrollments in the Electrical Engineering Technology program are 27% non-white compared to the 18% minority enrollment of the overall student body. Local access to engineering programs, including the proposed B.S. in Electrical Engineering, reduces the costs associated with room and board for those able to live at home. Similarly, access to high-paying employment and internship opportunities in the region during the academic year can also reduce student debt upon graduation. In addition, given the large number of students who have completed an associate degree through NWTC and are currently employed full-time, a locally available engineering degree would allow these students to continue working while completing a four-year degree.

Finally, the proposed degree may serve to keep more students and graduates in Wisconsin. According to the 2016 IPEDS Fall Enrollment Report, Wisconsin students make up approximately 11% of the freshman class at Michigan Tech University. If that percentage is reflected in the number of electrical engineering majors at Michigan Tech, it is estimated that 39 of the 351 Michigan Tech students majoring in Electrical Engineering are from Wisconsin.

AMENDED TABLE 1

University of Wisconsin - Green Bay
Cost and Revenue Projections For Proposed BS in Electrical Engineering

		Items	Projections				
			2021	2022	2023	2024	2025
			Year 1	Year 2	Year 3	Year 4	Year 5
I	a	Enrollment (New Student) Headcount	16	24	36	40	44
	b	Enrollment (Continuing Student) Headcount	0	14	32	58	73
	c	Enrollment (New Student) FTE	14	22	32	36	40
	d	Enrollment (Continuing Student) FTE	0	12	29	52	66
	e	TOTAL FTE	14	34	61	88	106
II	a	Total New Credit Hours (# new sections x credits per section)	0	24	48	24	48
	b	Existing Credit Hours	30	30	54	102	126
III	a	FTE of New Faculty/Instructional Staff	0	1	2	1	2
	b	FTE of Current Fac/IAS	3	3	4	6	7
	c	FTE of New Admin Staff	0	0	0	0	0
	d	FTE Current Admin Staff	2	2	2	2	2
IV		New Revenues					
	a	From Tuition (263/credit*24 credits/yr)*FTE	\$88,368	\$214,608	\$385,032	\$555,456	\$669,072
	b	From Additional Tuition (700/semester*2)*FTE	\$19,600	\$47,600	\$85,400	\$123,200	\$148,400
	c	Program Revenue - Other Community Investment	\$350,000	\$350,000	\$200,000	\$150,000	\$150,000
	d	Reallocation	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	e	Total New Revenue	\$507,968	\$662,208	\$720,432	\$878,656	\$1,017,472
V		New Expenses					
		Salaries plus Fringes					
	a	Faculty/Instructional Staff	\$0	150,000	420,000	570,001	840,001
	b	Other Staff	\$0	\$0	\$0	\$0	\$0
		Other Expenses					
	c	Facilities	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	d	Equipment	\$300,000	\$300,000	\$250,000	\$200,000	\$100,000
	e	Other:	\$5,000	\$15,000	\$25,000	\$35,000	\$45,000
		Total Expenses	\$315,000	\$475,000	\$705,000	\$815,001	\$995,001
VI	a	Net Revenue	\$192,968	\$187,208	\$15,432	\$63,655	\$22,471
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program							
Attached							
Provost's Signature:			Date:				
			3/2/2020				
CBO's Signature:			Date:				
			3/2/2020				

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-GREEN BAY BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Introduction

UW-Green Bay has delivered engineering courses for over fifty years and the UW-Green Bay proposal for Electrical Engineering is a community partnership. With the support of the community, the Richard J. Resch School of Engineering was established on July 1, 2018, and currently hosts mechanical engineering and three engineering technology programs (electrical, mechanical, and environmental), whose enrollments have expanded rapidly. A strong foundation for engineering (facilities, faculty, preparatory curriculum, support services) exists at the university, on which will be built the Electrical Engineering program that can meet the needs of the region. Nevertheless, there are startup costs (mostly new equipment) required for the Electrical Engineering program. The Green Bay, Brown County, and New North communities joined in a partnership with the university to secure the mechanical engineering program. Community partners also pledged to fund a significant portion of the startup costs for the program through financial, material and other types of support (e.g., internships) and to secure the future of the program through endowment support. It is a testament to the strong desire of the Green Bay community to have engineering at UW-Green Bay that these pledges were made prior to approval of the Resch School of Engineering and the mechanical engineering program. Based on similarly strong interest in electrical engineering, it is anticipated that community support will also be provided for this program.

In addition, as part of the plan for the mechanical engineering program, the Brown County STEM Innovation Center was successfully designed, constructed, and operational on September 4, 2019. The facility was funded in part from the state budget, the Brown County budget, and private sources. This again demonstrates the strength of the community partnership and the strong desire for engineering programs in northeastern Wisconsin. This facility now houses the UW-Green Bay mechanical engineering program, along with units of the UW Cooperative Extension, the Einstein Project, and other community partners.

The state of Wisconsin has approved an appropriation of \$5.7 million for the renovation of a portion of the Instructional Services building at UW-Green Bay. This renovation will provide approximately 12,000 sq. ft. of instructional space for electrical engineering technology, electrical engineering, physics, and communications, which is part of the College of Arts, Humanities and Social Sciences. It should be noted that two laboratories for electrical engineering technology were previously constructed in this space on a temporary basis, with the renovation providing additional space to accommodate growth in engineering and engineering technology. It is anticipated that this project will be

initiated in spring 2021, and be completed by January 2022, which coincides well with the implementation of the proposed Electrical Engineering program.

Section I – Enrollment

Headcount projections depict expected enrollment patterns for electrical engineering based on enrollments in the current mechanical engineering and engineering technology programs, local interest, a decade-long pattern of demand for engineering among applying students, and analysis of transfer preparation at NWTC. In this projection, the initial enrollment of 16 new and transfer students in fall 2021 increases by 50% in Years 2 and 3, followed by 10% growth in Years 4 and 5, resulting in a total student enrollment of approximately 117 students in Year 5, or 106 FTE. The ratio of FTE to student enrollment is based on the 84% of students in the College of Science, Engineering and Technology who are enrolled full-time, which leads to one headcount equating to approximately 0.9 FTE, on average.

From the fall of 2018 to the fall of 2019, enrollments in mechanical engineering and the three engineering technology programs increased from 154 declared majors to 226 (a 47% increase). When combined, enrollments in mechanical engineering and mechanical engineering technology increased from 85 to 149 (a 75% increase), with some decrease in mechanical engineering technology, which was consistent with the student survey data. However, enrollments in electrical engineering technology and environmental engineering technology also both increased during this time period by 4% and 27%, respectively. Similar trends have also been seen in enrollment data for the spring semester in 2020. Therefore, it is expected that, after an initial redistribution of students, engineering and engineering technology programs will continue to experience strong growth.

Section II – Credit Hours

The pattern of new credit hour introduction is shown in the Cost and Revenue budget table, Section II, lines a-b. For the expected enrollment model that has been presented, 106 new FTE in electrical engineering would require the delivery of approximately 3,300 student credit hours (SCH) per year to matriculate to graduate in four years ($125 \text{ credits}/4 \text{ years} = 31.25 \text{ credits/year}$ and $106 \text{ FTE} \times 31.25 \text{ credits/year} = 3,313 \text{ SCH}$). Based on the proposed curriculum for electrical engineering, these 125 credits would include 36 credits in general education; 32 credits in supporting courses like mathematics, science, and engineering (several of these courses would also meet general education requirements); and 57 credits in electrical engineering.

Some capacity exists in general education, where class sizes are also significantly larger. This figure is estimated to equate to 30 existing SCH illustrated in the budget table line II.b. for Year 1. Additional faculty included in this proposal would be hired in electrical engineering and supporting areas in the sciences like mathematics and physics. These additional new credit hours are depicted on budget table line II.a.

Section III – Faculty and Staff Appointments

UW-Green Bay currently offers most of the foundation courses for electrical engineering, and has two FTE tenure-track electrical engineers and a lecturer who hold an M.S. in Electrical Engineering on staff. These FTE are currently assigned to the electrical engineering technology program. In addition, the College of Science, Engineering and Technology has two FTE administrative staff who serve the needs of the entire college, including the Resch School of Engineering, as well as 1.0 FTE laboratory technician. An additional 1.0 FTE laboratory technician will be hired for the Resch School of Engineering in the coming months. Therefore, it was estimated that the overall contribution of these positions to the Resch School of Engineering will be approximately 2.0 FTE.

Given the total of 89 required credits in electrical engineering and supporting courses, the corresponding contact hours required to deliver these courses, and typical faculty teaching loads, approximately 6.0 new faculty FTE would need to be hired during the first five years of the program to meet program needs at the projected five-year enrollment target. These hires will include four electrical engineers and two additional STEM-related faculty. The plan is to recruit electrical engineering faculty in Years 2–5 and non-engineering, STEM-related faculty in Years 3 and 5. No new administrative support will be needed for this program.

It should be noted that credit hours and contact hours are not equal due to the prevalence of laboratory-based courses in the electrical engineering curriculum where the credit hours are lower than the contact hours. Under this scenario, there would be a need for approximately 144 new faculty contact hours by Year 5, which accounts for the need for multiple sections of some courses. This also accounts for instructional efficiencies obtained through larger lecture sections in the electrical engineering courses, although laboratory sections would still be capped at 24 students.

Section IV – Program Revenues

Standard tuition reflected in the budget table line IV.a. is the product of total student FTE and 24 SCH per year (12 SCH per semester). The current UW-Green Bay standard undergraduate tuition is \$263 for resident students and \$604.84 for nonresident students. The cost and revenue model presented here anticipates 100% residential students. Additional tuition at the rate of \$700 per semester (\$1,400 per year) will be collected from each student FTE upon entry to the major. These revenues will be applied to costs associated with salaries, laboratory equipment, software, and other program resources.

Revenues accounted for in the budget table line IV.c. reflect pledged community investment to initiate the program. Based on UW-Green Bay Foundation experience in UW-Green Bay (most recently for mechanical engineering), it is expected that the default rate on pledges will be very low. However, to be conservative, the figures represented on this line were projected based on the expectation that the total amount in gifts received will be

approximately equal to 95% of the total amount pledged, reflecting a 5% pledge default rate. The default rate is consistent with the current capital campaign for mechanical engineering.

The university reallocation accounted for in the budget table line IV.d. is primarily related to adjusting capacity in the general education program to accommodate the growth in engineering students. Currently, capacity exists in the general education program to accommodate engineering student growth in the early years of this program. Thus, this projection is higher than expected for the early years of this program.

Section V – Program Expenses

Faculty and Staff Expenses

Faculty and instructional staff expenses are accumulated across the five years of the projection. Salary and fringe benefits are set at \$150,000 (i.e., \$108,695 estimated salary plus 38% fringe) for engineering faculty and \$120,000 (i.e., \$86,956 estimated salary plus 38% fringe) for non-engineering, STEM faculty. These levels greatly exceed the salary levels for recently recruited engineers and non-engineering, STEM faculty at UW-Green Bay, so this is a conservative estimate. The projections account for new and continuing costs of six additional FTE. Four FTE represent faculty positions (one per year in Years 2-5) and two positions represent instructional staff (one each in Years 3 and 5).

Electrical engineering faculty that are currently on staff, as well as the new faculty and instructional staff hired for the electrical engineering program, would teach courses in both electrical engineering technology and electrical engineering. This would allow for greater diversity of faculty and staff expertise, which would be particularly important for teaching upper-level courses required for program accreditation or aligned with regional electrical engineering needs. The program staffing increases will be incremental, coinciding with enrollment increases during the first five years of program implementation. In the model, no new faculty are added in the first year, which accounts for existing instructional capacity and the potential to increase section sizes in some lower-level courses in general education, mathematics, physics, and basic engineering. Existing electrical engineering faculty would also be able to teach a limited number of upper-level electives in the first year of the program. Therefore, the numbers for current faculty included in the model do not all come from existing engineering staff. Also, as noted under enrollment dynamics, both electrical engineering technology and electrical engineering are revenue-based programs, so any growth beyond the numbers provided in the enrollment model would be supported by additional program revenue.

Facilities

The UW-Green Bay Electrical Engineering program will be housed in current facilities (some under renovation) or in the STEM Innovation Center adjacent to the UW-Green Bay science facilities (Brown County-UW-Green Bay-Community Partnership). New expenses related to facilities and other new expenses are reflected in the budget table lines V.c. and

V.e. and included to provide flexibility regarding facilities and other needs during program development.

Laboratory Space and Equipment

A newly renovated space in the Instructional Services building will be scheduled for occupancy in January 2022. This space will be shared by the Electrical Engineering Technology program, the Electrical Engineering program, and the supporting program in physics, as well as communications. The Electrical Engineering Technology and Electrical Engineering program space will include six laboratory facilities, including a(n) (1) Circuits Lab, (2) Electronics Lab, (3) Electrical Machines Lab, (4) PLCs and SCADA Lab, (5) Computer Lab, and (6) Senior Design Lab.

Detailed information on the equipment for the individual laboratories can be found in Appendix A, and the total projected costs are reflected in the budget table line V.d. Estimates have been increased in the summary table to account for potential cost increases at the time of program implementation. As noted previously, similar to mechanical engineering, investments from the community would be used to support initial equipment needs, primarily in Years 1 and 2. The expenditures are in relation to the laboratories and facilities that would be included in the renovation of the space in the Instructional Services building as discussed previously.

As noted previously, a \$5.7 million renovation is scheduled for the Instructional Services building, with an estimated completion date of January 2022. Community support has been included in the budget to cover the initial equipment costs, with projected revenue on ongoing community support being available for future equipment needs.

Other Expenses

These expenses reflect general program costs for S&E, start-up expenses associated with the hiring of new faculty, and ongoing S&E for research and professional development activities for faculty and staff. It is anticipated that these expenses will decline in future years as faculty establish their research programs and obtain external support from grants and industry collaboration.

Section VI – Net Revenue

Projected revenue balances shown in the budget table line VI.a. are also available for program development. Similar to mechanical engineering, excess revenue or donations from the community could be placed in an endowment to provide long-term support for scholarships, equipment, and faculty support for research.

APPENDIX A – LABORATORY EXPENSES
UNIVERSITY OF WISCONSIN–GREEN BAY
B.S. IN ELECTRICAL ENGINEERING

The Electrical Engineering Technology (ET) and Electrical Engineering (EE) program space will include six laboratory facilities, including a(n) (1) Circuits Lab, (2) Electronics Lab, (3) Electrical Machines Lab, (4) PLCs and SCADA Lab, (5) Computer Lab, and (6) Senior Design Lab.

Summary of Expenses

LABORATORY	COST ESTIMATE	COMMENTS
Circuits Lab	N/A	Existing space and equipment from ET program's Circuit Laboratory will be shared by the proposed EE program. The existing equipment is located in IS building (IS-1067).
Electronics Lab	\$50,000	New Electronics Laboratory will be built, which is expected to be located in IS building.
Electrical Machines Lab	\$300,000	New Electrical Machines Laboratory will be built, which is expected to be located in IS building.
PLCs and SCADA Lab	\$40,000	Existing space and equipment from ET program's Automation Laboratory will be shared by the proposed EE program. The existing equipment is located in IS building (IS-1048). However, some additional units will be added in order to increase the capacity of the current laboratory.
Computer Lab	\$70,000	New Computer Laboratory for the proposed EE program will be built, which is expected to be located in IS building.
Senior Design Lab	\$25,000	New Senior Design Laboratory for the proposed EE program will be built, which is expected to be located in IS building.
TOTAL COST	\$485,000	

Detail of Laboratory Expenses:

Circuits Laboratory: The existing Electrical Circuits Laboratory has the following equipment, which will be shared by the proposed electrical engineering program.

Existing Equipment	Vendor	Qty
Workstation Computers	HP	9
Digital Storage Oscilloscope	GWInstek	8
Analog Oscilloscope	BK Precision	8
Function Generator	BK Precision, Tektronics	12
Digital Multimeter	Fluke	15
Digital Multimeter	BK Precision	4

Trainer Board	Knight Electronics	10
DC Power Supply	BK Precision, Keithley	12
Required electrical components to conduct the laboratory (resistors, capacitors, inductors, breadboards, wires, cables, etc.)		

Additional existing equipment:

Equipment	Vendor	Unit Cost (\$)	Qty
Used AC Machines (for demonstration purposes)	Various	Received donated from industry.	5

Electronics Laboratory: The following list of equipment is needed to set up a new Electronics Laboratory.

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost (\$)
2231A-30-3 Keithley Triple-Channel DC Power Supply	ValueTronics	\$535	9	\$4,815
AFG1022 Tektronix Arbitrary/Function Generator	ValueTronics	\$670	9	\$6,030
2121C BK Precision Analog Oscilloscope	ValueTronics	\$525	9	\$4,725
DS1054Z 50 MHz Digital Oscilloscope	ValueTronics	\$350	9	\$3,150
115 Fluke True-RMS Digital Multimeter	ValueTronics	\$160	12	\$1,920
ML2010 Analog Digital Trainer Board	Knight Electronics	\$600	9	\$5,400
Miscellaneous electrical/electronic components to conduct labs (Example: resistors, capacitors, semiconductor kits, etc.)				\$10,000
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	9	\$13,500
Total Budget				\$49,540

Electrical Machines Laboratory: The following list of equipment is needed to set up a new Electrical Machines Laboratory.

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost(\$)
Workstation	Festo-LabVolt	\$2,700	9	\$24,300
DC Motor/Generator	Festo-LabVolt	\$3,000	9	\$27,000
Squirrel Cage Induction Motor	Festo-LabVolt	\$1,225	9	\$11,025
Three-Phase Synchronous Motor/Generator	Festo-LabVolt	\$1,750	9	\$15,750
Resistive Load	Festo-LabVolt	\$625	9	\$5,625

Inductive Load	Festo-LabVolt	\$1,000	9	\$9,000
Capacitive Load	Festo-LabVolt	\$775	9	\$6,975
Single-phase Transformer	Festo-LabVolt	\$750	27	\$20,250
Synchronizing Module/Three-Phase Contactor	Festo-LabVolt	\$1,125	9	\$10,125
Three-Phase Power Supply	Festo-LabVolt	\$3,500	9	\$31,500
Timing Belt	Festo-LabVolt	\$25	9	\$225
Connection Leads	Festo-LabVolt	\$300	9	\$2,700
Data Acquisition and Control Interface	Festo-LabVolt	\$5,300	9	\$47,700
Four-Quadrant Dynamometer/Power Supply (including the following functions ...)	Festo-LabVolt	\$4,800	9	\$43,200
Instructor and students lab manuals	Festo-LabVolt	\$400	9	\$3,600
Storage Cabinet	Festo-LabVolt	\$2,000	2	\$4,000
Festo Installation, Commissioning, and Training Services	Festo-LabVolt	\$2,000	1	\$2,000
Estimated Freight				\$5,000
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	9	\$13,500
Total Budget				\$283,475

PLCs and SCADA Laboratory: The existing Automation Laboratory has the following equipment, which will be shared by the proposed EE program.

Existing Equipment	Vendor	Qty
Data Acquisition System Specification: NI myDAQ	NI	6
Microcontroller Unit Specification: Arduino Uno	Arduino	8
PLC Allen-Bradley MicroLogix 1200 with Case	Festo-Labvolt	3
PLC Allen-Bradley MicroLogix 1100 with Case	Festo-Labvolt	2
Traffic Light System: includes Push-Buttons and Lights.	Festo-Labvolt	1
Level Process System: includes Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches, Emergency Switch and Level Sensor.	Festo-Labvolt	1
Bottling Process System: includes Air Compressor, Conditioning Unit, Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches and Emergency Switch.	Festo-Labvolt	1
Wind Turbine System: includes Push-Buttons and Lights and Analog Expansion Kit.	Festo-Labvolt	1
Electro-Mechanical System Using Stepper Motor: includes Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches, Emergency Switch and Optical Encoder.	Festo-Labvolt	1

Workstation computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	5
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In addition to the existing equipment, the following list of equipment is requested to upgrade the capacity of the laboratory.

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost (\$)
Data Acquisition System Specification: NI myDAQ	NI	\$400	20	\$8,000
Microcontroller Unit Specification: Arduino Uno	Arduino	\$150	12	\$1,800
PLC Allen-Bradley MicroLogix 1200 with Case	Festo-Labvolt	\$3,100	3	\$9,300
PLC Allen-Bradley MicroLogix 1100 with Case	Festo-Labvolt	\$3,300	3	\$9,900
Estimated Shipping cost from Festo-Labvolt				\$250
Workstation computers with monitors	HP	\$1,500	5	\$7,500
Total Budget				\$36,750

Computer Laboratory: The following list of equipment is needed to set up a new Computer Laboratory.

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost (\$)
Workstation Computers Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,300	30	\$39,000
24-inch Monitors Specifications: 1920x1200 resolution	HP	\$210	30	\$6,300
Software List				
Matlab and Matlab Simulink (site licence)	Mathworks	\$15,500		\$15,500
Multisim (site licence)	NI	\$6,000		\$6,000
IGSS SCADA	Schneider Electric	Free Version		0
CodeBlocks	CodeBlocks	Free Version		0
Total Budget				\$66,800

Senior Design Laboratory: The following list of equipment is needed to set up a new Senior Design Laboratory

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost (\$)
2231A-30-3 Keithley Triple-Channel DC Power Supply	ValueTronics	\$550	4	\$2,200
AFG1022 Tektronix Arbitrary /Function Generator	ValueTronics	\$700	4	\$2,800

2121C BK Precision Analog Oscilloscope	ValueTronics	\$525	4	\$2,100
DS1054Z 50 MHz Digital Oscilloscope	ValueTronics	\$350	4	\$1,400
115 Fluke True-RMS Digital Multimeter	ValueTronics	\$160	8	\$1,280
ML2010 Analog Digital Trainer Board	Knight Electronics	\$600	4	\$2,400
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	4	\$6,000
Miscellaneous electrical/electronic components to conduct labs (Example: resistors, capacitors, semiconductor kits, etc.)				\$3,000
Total Budget				\$20,180



Date: February 28, 2020

To: Ray Cross, UW-System President

From: Michael Alexander, Provost and Vice Chancellor for Academic Affairs *MA*

Subject: Authorization to Implement: B.S. in Electrical Engineering

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Science (BS) in Electrical Engineering to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on February 26, 2020. The program responds to a number of local, regional, and national needs to produce more graduates in the field. It will also build upon the momentum of the newly formed Richard J. Resch School of Engineering and has been designed to satisfy all accreditation requirements set forth by the Accreditation Board for Engineering and Technology.

The program will be funded by new program revenue, gifts and pledges of \$1.2 million dollars over the next five years, and supplemental support from existing resources within the College of Science and Technology. The proposal does require the addition of 6.0 FTE over the first five years, which has been included in the budget projections. The budget will also cover the necessary equipment to build out the program. The approved construction project of our Instructional Services Building will create lab space for the program to be delivered.

The B.S. in Electrical Engineering is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to "reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing..." We have received 31 letters of support for the degree program from regional engineering firms, 2-year colleges, and community leaders. Graduates from the program are needed by our region to be able to continue to grow economically and retain local talent in the area.

I am fully supportive of the development of a B.S. in Electrical Engineering at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.

Date: March 2, 2020
To: Carleen Vande Zande, Associate Vice President for APEI
From: Clifton Ganyard, Associate Provost for Academic Affairs
Subject: Additional Letters of Support for WIGFB's BS in Electrical Engineering

This packet includes a collection of letters supporting UW Green Bay's proposal for a BS in Electrical Engineering. Supporters include:

1. American Transmission Company
2. Brown County Executive
3. Champion, Inc.
4. Chancellors Council of Trustees
5. Charles Schrock
6. EMT International
7. Faith Technologies
8. Foth
9. Greater Green Bay Chamber of
Commerce
10. Green Bay Area Public School District
11. Geosync Consultants
12. Imperial Supplies
13. Jacobs
14. Johnson Controls
15. Johnsonville Sausage
16. KI
17. Marine Travelift
18. Microsoft
19. New North, Inc.
20. Northeast WI Technical College
21. NorthStar Analytics
22. Nsight
23. Oneida Nation
24. PCMC
25. Rockwell Automation
26. Sheboygan County Executive
27. Systems Control
28. Titledown Tech
29. Wisconsin Public Service Corporation



CORPORATE HEADQUARTERS: P.O. BOX 47 ■ WAUKESHA, WI 53187-0047
PHONE: 262-506-6700 ■ TOLL FREE: 866-899-3204 ■ FAX: 262-506-6124 ■ www.atcllc.com

November 21, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

American Transmission Co. supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

American Transmission Co. was founded in 2001, as the first multi-state, transmission-only utility in the United States. Unlike most other utilities, we have a single focus: transmission. Our transmission system allows energy producers to transport electric power from where it's generated to where it's needed. ATC provides electric transmission service in an area from the Upper Peninsula of Michigan, throughout the eastern half of Wisconsin and into portions of Illinois. Our more than 9,890 miles of high-voltage transmission lines and more than 568 substations provide communities with access to local and regional energy sources.

Our mission is to provide reliable electric transmission service to these customers and part of delivering this service is to ensure that we have qualified professionals in the field of engineering. We ensure a future workforce by partnering with universities in our service area to hire engineers for both internship and full-time opportunities. We have three offices in the State of Wisconsin and having an electrical engineering program at University of Wisconsin-Green Bay will allow us to prepare for future company workforce needs, particularly in our De Pere office which is close to the university.

Thank you for your service to our community and please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Davis", is written over a light blue horizontal line.

Mark Davis
EVP and Chief Operating Officer
American Transmission Co.

Helping to **keep the lights on**, businesses running and communities strong®

EXECUTIVE

Brown County



305 E. WALNUT STREET
P.O. BOX 23600
GREEN BAY, WI 54305-3600

Troy Streckenbach

PHONE (920) 448-4001 FAX (920) 448-4003

BROWN COUNTY EXECUTIVE

October 30, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin – Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers:

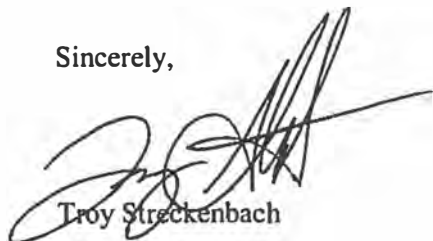
Brown County strongly supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

As Wisconsin's 4th largest county, Brown County has a population of over 262,000 and is composed of 13 townships, nine villages and two cities, of which Green Bay is the largest. Brown County is home to over 6,400 employers, with the largest employers illustrating the diversity of the economy covering paper, insurance, transportation, medical and food processing. Brown County government employs approximately 1,600. Moreover, Northeast Wisconsin manufacturers have seen the growing need for more skilled programs in areas such as engineering, which makes the importance of UW-Green Bay's degree program not only vital to Brown County, but to the region. Brown County's success is dependent upon the success of the region.

As the demand for engineers steadily grows, we have continued to watch students in our region leave the area to seek engineering degrees. We realize the importance of creating a feeder for future job growth, inspiring tomorrow's entrepreneurs, securing our region's manufacturing future and engaging students in STEM Fields. Of additional importance in meeting the needs of our employers, is the implementation of a professional engineering license through an ABET accredited program. We fully support UW-Green Bay's plans to get the Electrical Engineering Program, as well as, all the other engineering programs currently being offered, accredited by the Accreditation Board for Engineering Technology.

Thank you for your service to our community and please let me know if you have any additional questions.

Sincerely,



Troy Streckenbach

CHAMPION, INC.
P.O. Box 490
IRON MOUNTAIN, MICHIGAN 49801

WM. C. VERRETTE

November 14, 2019

Dean John Katers
College of Science, Engineering Technology
University of Wisconsin – Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers:

Champion, Inc. supports your plan to launch a Bachelor of Science course of study in electrical engineering at UWGB campuses.

The Dickinson County Area of Michigan located about one hour north of the Marinette Campus and about two hours north of Green Bay is the largest hub of manufacturing north of Lansing, Michigan. There is a diverse group of engineers employed here with electrical engineers being a major part of that group. Being located on the Michigan/Wisconsin border and having this program close at hand would become a popular and needed addition to the educational opportunities for our high school graduating seniors and those seeking continuing education.

Thank you for considering this expansion of the very fine UWGB degree programs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Wm. C. Verrette", with a stylized flourish at the end.

Wm. C. Verrette



CHANCELLOR'S COUNCIL OF TRUSTEES

November 25, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

The Chancellor's Council of Trustees at UW-Green Bay has both been an integral part of the University's growth and success and also well represents the voice of the community to the leadership at UW-Green Bay.

In keeping with the tradition of working to advance the University, we are writing to provide our strong support for the addition of an Electrical Engineering program at UW-Green Bay. As you know, the ability to attract, develop and retain technical talent is a core element of our region's ability to compete and grow. Engineers are a key part of this talent requirement.

As you know, we worked together with University leadership to advance our case for the Mechanical Engineering program and formation of the Richard J. Resch School of Engineering. When you consider the strong start for the School, in how students, employers and the community have responded, it is clear that this has been a strong part of UW-Green Bay's transformation. The opportunity now to add Electrical Engineering allows us to build on this momentum and create a strong base for economic and talent development in the area.

As members of the University of Wisconsin-Green Bay's Council of Trustees, we would like to formalize our support and offer our assistance in obtaining an Electrical Engineering program and expansion of the Resch School of Engineering.

Thank you for your continued work in expanding the science and engineering knowledge base in Northeast Wisconsin. We wish you further success, and are excited to partner in this and additional program offerings.

Sincerely,

Ashok Rai, MD
President and CEO
Prevea Health



November 7, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

The Greater Green Bay Chamber supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

The Greater Green Bay Chamber is a diverse group of 1,200 businesses, non-profit organizations and municipalities who work collaboratively on economic and workforce development for the improvement of our community and region. As we work toward our mission, we routinely hear from our members of the need for skilled labor, especially in the engineering field.

In May of 2017, the Chamber released a community-wide economic development strategic plan. This plan outlines the direct correlation between higher education and economic success. This is critically important to our large manufacturing sector in Northeast Wisconsin which relies on UW-Green Bay to supply the skilled labor they need to be successful. Unfortunately, electrical engineering is a missing component our region needs to grow.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads 'Laurie Radke'.

Laurie Radke
President & CEO

December 2, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

I am writing in support of launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

I retired from my position as CEO and Chairman of Integrys Energy Group a few years ago, after serving more than 35 years at many of its subsidiaries. I began my career at Wisconsin Public Service Corporation in Green Bay after earning a Bachelor and Master of Engineering in Nuclear Engineering at the University of Michigan. My career included many management positions, including Plant Manager at the Kewaunee Nuclear Power Plant; President of Generation at Wisconsin Public Service; President of Power Development, Incorporated; President of Wisconsin Public Service Corporation; and President, Chief Executive Officer and Chairman of Integrys Energy Group.

Through these experiences, I saw first-hand how important it is to have well-educated, skilled technical employees. The availability of technical talent was critical to our success in hiring the talent we needed. Of course, this remains true today for any and all employers in need of technical and engineering talent. I firmly believe that a Bachelor of Science in Electrical Engineering program developed at UW-Green Bay will be instrumental in providing the talent pool that is so critical to the success of the businesses in our area. Importantly, I note that UW-Green Bay plans to have the Electrical Engineering Program accredited by the Accreditation Board for Engineering Technology. Having the program accredited is important for prospective employers as it provides a benchmark for the quality of the program. This is also re-assuring for students, as an accredited program will help provide confidence in the quality of their education.

An additional advantage in providing this program is the offering of a reasonable-cost degree to potential students in the area - especially when working in collaboration with the Northeast Wisconsin Technical College, where students can take many of the program prerequisites prior to transferring to the University of Wisconsin-Green Bay. Such a program provides opportunities to students that they might otherwise not have. In addition, this also increases the likelihood that these students will remain in the area, making positive contributions to our communities.

I worked with many UW-Green Bay graduates over the course of my career and was impressed with the academic knowledge, business acumen and work ethic of many of them. I suspect that their education from UW-Green Bay provided a strong platform for their success. I am confident that in developing an Electrical Engineering Program, UW-Green Bay will have similar success in shaping the lives of students and helping the business community.

Sincerely,



Charles Schrock
P.O. Box 136
Florence, WI. 54121-0136

Katers, John

From: Paul Rauscher <prauscher@emtinternational.com>
Sent: Thursday, November 14, 2019 11:11 AM
To: Katers, John
Subject: Support for Electrical engineering Program

Dear John

It is my understanding that UWGB will be applying to the UW board of regents to add an electrical engineering degree program. As an OEM manufacturer we have a critical need for electrical engineering at our company. As technology has progressed in designing & building complex machines used in industry the importance of the electrical engineers in our business continues to grow. Our electrical engineers must create programs & design control systems for our high-tech printing & processing equipment.

I fully support & encourage UWGB efforts to add an electrical engineering program. As a board member of the Northeast Wisconsin Manufacturing Alliance I can assure you that our organization will support this effort. We were at the forefront of the effort to get the engineering technology programs & mechanical engineering programs started at UWGB & we will fully support the effort to get an electrical engineering program established at UWGB. We have many members that need electrical engineers.

I am willing to meet with the board of regent members to give them first hand feedback on the importance of this program to companies in Northeast Wisconsin. I did this to support the mechanical engineering program & would be willing to do the same for the electrical engineering program.

Best Regards

Paul Rauscher | CEO
EMT International, Inc.
780 Centerline Drive | Hobart | WI | 54155
t: 920 468 5475 | f: 920 468 7991





November 18, 2019

Dean John Katers
College of Science, Engineering, and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Faith Technologies, Inc. supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin – Green Bay through the Richard J. Resch School of Engineering.

Faith Technologies is a growing, nationally recognized, Electrical design-build construction firm. Headquartered in Menasha, WI, we employ in excess of 100 electrical engineering personnel to support the design-build electrical projects that we perform.

We believe that the shortage of available engineering talent is real and will continue to get worse over time. We view the proposed program at UW-Green Bay to be an avenue to enable prospective students who are unwilling or unable to attend universities outside of the area to obtain an engineering degree that would otherwise be unavailable to them. We also believe enabling students to obtain advanced degrees from a university close in proximity encourages them to remain in the local communities following graduation.

Thank you for your service to the communities of northeast Wisconsin.

Please let me know if you have any questions that I can help answer on behalf of Faith Technologies, Inc.

Sincerely,

A handwritten signature in black ink that reads "Bill Lynch".

Bill Lynch
Vice President of Engineering

CC Jill Hermans, Executive Vice President, Talent



Green Bay Location

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

November 13, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear John:

As we've discussed previously, the Foth Companies (Foth) strongly supports launching a Bachelor of Science in Electrical Engineering (BSEE) at the University of Wisconsin-Green Bay (UWGB) through the Richard J. Resch School of Engineering.

Founded in 1938, in Green Bay, Wisconsin, Foth is the largest Wisconsin headquartered engineering consulting firm in the United States. We provide infrastructure, environmental and production solution services to a variety of government, industrial and commercial clients. Our more than 600 employee members are based in 27 locations, with just less than half of those members are in our Green Bay area location. The talent in this location is comprised of civil, environmental, chemical, mechanical and electrical engineers – with the mechanical and electrical groups being the largest of the disciplines.

Having a BSEE program in northeastern Wisconsin would greatly benefit our company and the region. Consistent with the economic forecasts for the region, Foth is planning for considerable growth and a need to replace an aging workforce with new talent – talent which is short supply and high demand.

Given the local talent shortage, while our current growth needs require us to recruit talent from outside the area, our company is among a number of employers in the region who, as part of a long-term recruiting strategy, actively promote science, technology, engineering, and math (STEM) education at the middle- and high-school levels. The goal of this activity is to encourage the youth in our community to pursue advanced education in engineering. However, for students to receive a BSEE, they currently need to leave the region.

My personal experience resembles the above scenario. I was raised in the Green Bay area and began my college education at UWGB. However, because UWGB did not offer

an engineering program, I needed to transfer to UW-Madison. In my case, I moved back to the area after college to begin my career. However, that is where my story is different than many. The concern we have as a company, and for our region, is that when students have to leave the region to attend college, they may also be compelled to begin their careers outside of the region. This drain of talent from our region is of detriment to Foth and to the economic well-being of our area.

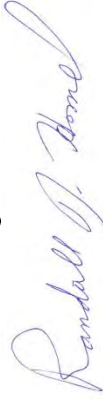
Of additional importance to Foth is for the UWGB engineering programs to receive ABET accreditation. Professional engineering licensing requirements require an ABET accredited engineering program (as differentiated from an engineering technology program). The curriculum associated with receiving ABET accreditation would be readily applied to the production solutions consulting services Foth provides.

In building an engineering program at UWGB, Foth looks forward to the opportunity to engage with faculty on specific curriculum offerings, to collaborate on capstone projects, and to employ UWGB engineering students in internships. As a sign of our commitment, Foth has established annual and endowed scholarships to be awarded to students pursuing their engineering degree.

Educating, retaining and employing talent in our area, with high-paying engineering jobs, will not only contribute to Foth's growth, but to the economic well-being of our region as a whole. I will forward to continued updates on your progress.

Sincerely,

The Foth Companies



Randall J. Homel, P.E.
Chief Executive Office



Michelle S. Langenfeld, Ed.D.
Superintendent of Schools and Learning
200 South Broadway | Green Bay, WI 54303
Phone: (920) 448-2100 | www.gbaps.org

November 14, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin - Green Bay
2420 Nicolet Dr
Green Bay, WI 54311

Dear Dean Katers,

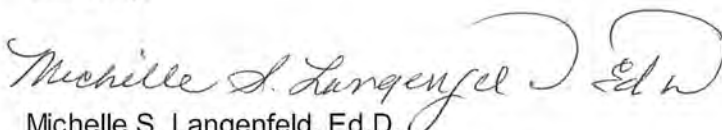
Green Bay Area Public Schools supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J Resch School of Engineering.

Green Bay Area Public Schools serves 21,000 students from widely diverse backgrounds. Many of our students are first generation students who often find University of Wisconsin-Green Bay to be a welcoming, affordable, high quality option that allows students to maintain proximity to their families. The District and the University partner in a variety of ways, all designed to support positive educational outcomes for students.

Our students have access to college courses through a number of options, all currently organized under an initiative called Turbo, a program designed to ensure that all District students graduate with a minimum of fifteen college credits. The electrical engineering degree would provide yet another pathway for students to achieve this goal.

Thank you for pursuing this educational option for our students and community. Please let me know if I can be of further assistance.

Sincerely,


Michelle S. Langenfeld, Ed.D.
Superintendent of Schools and Learning

Thursday, November 7, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Geosyntec Consultants, Inc. supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Geosyntec is a leading consulting and engineering family of companies with engineers, geologists, environmental scientists, and other technical and project staff based in offices in Green Bay and throughout North America, Asia, Australia, and Europe.

Electrical Engineers play a major role at Geosyntec in helping design air and water treatment systems. Without their support, we would be unable to meet our client needs. As we continue to expand our services in Green Bay and Wisconsin, we will continue to recruit candidates locally. By adding a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay, this will give us a better chance at recruiting from the local talent pool.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

Geosyntec Consultants, Inc.



Kenneth R. Mika, P.E.
Project Engineer
(licensed PE in MI, MO, WA, and WI)



300 North Madison Street

P.O. Box 11008
Green Bay, WI 54307

800-558-2808
www.imperialsupplies.com

November 12, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Imperial Supplies supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Imperial Supplies LLC is a national distributor of quality maintenance products. Founded in 1958, Imperial services customers through a nationwide network of regional distribution centers. Imperial has built its reputation by offering customers highly efficient methods to order and monitor purchases. Our customers include the top nine common carriers and the top four leasing companies in the United States. We currently have more National Account Programs in the fleet industry than all of our competition combined.

While Imperial Supplies does not employ Electrical Engineers, we find value in bringing the degree to your program. Our customers are implementing "Last Mile" vehicles to get product to their customers. Many of these types of vehicles will require electrical engineering as technology improves and we see a greater use in hybrid/electrical vehicles. Some of your students have potential to become our customers. We partner often with the University of Wisconsin-Green Bay as this is our greatest recruiting opportunity. The more degrees the university can offer will enhance enrollment potential, and thus build the Green Bay community as a whole. Also, if we can retain this home-grown talent, it will create recruitment opportunities for us as these students at some point will have spouses/partners that are seeking employment.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

Jenny Lowe, SPHR, SHRM-SCP, CBP, CCP
Vice President-Human Resources



1088 Springhurst Drive
Green Bay, Wisconsin 54304
United States
T +1.920.336.7786
F +1.877.430.4376
www.jacobs.com

November 14, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Jacobs supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Jacobs is recognized globally as one of the leading design firms for advanced technology industrial projects. We design some of the most complex and specialized facilities being constructed today, including projects for semiconductor, manufacturing, and data centers. Project delivery strategies include design/bid/build, design/build, and Integrated Project Delivery. The key to our success is our culture of continuous improvement, innovation, team-oriented work practices, and diversity of thought.

Expanding the engineering program at the University of Wisconsin-Green Bay to include Electrical Engineering is of paramount importance to us and our peers in the engineering, manufacturing and construction community of Northeastern Wisconsin. Not having enough graduating STEM talent to support current needs, having your program will develop talented engineers whom will likely stay in our area in the future. In addition, collaboration between us and your engineering students through interns and/or co-ops will benefit us with the new, creative thinking which students bring and benefit students through applying learnings to delivering for our diverse, global client base.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

A handwritten signature in blue ink that reads "John D. Boettcher".

John D. Boettcher
Director - Jacobs Appleton, Green Bay and Pittsburgh Operations
920.338.5685
John.Boettcher@jacobs.com



November 5, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Johnson Controls supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Johnson Controls is a global corporation focused on safety, comfort, and intelligence for large buildings, arenas, and facilities worldwide. JCI's Marinette, WI location focuses on fire suppression products where we employ 35+ mechanical, electrical, and chemical engineers. We recruit primarily on Michigan and Wisconsin campuses and are excited about UW Green Bay's plans to pursue an accredited BSEE program.

Our Marinette R&D electrical engineering team is small but growing, with demand increasing due to the gradual but steady migration of our products toward electronic control and monitoring. With this migration comes the need for electrical requirements development, design, and internal and agency driven testing to ensure our life safety products perform as intended, even in extreme conditions.

We currently run an intern/co-op program that employs approximately eight junior and senior level engineering students each year, with one or two typically returning after graduation for full time employment. A growing number of these intern/co-op positions are being filled by EE students. We would be interested in promoting our program on the UW Green Bay campus, including both mechanical and electrical engineering emphasis.

While we employ engineers from a variety of schools, we have been particularly successful recruiting young engineering talent at from the UW Platteville and Michigan Technical University campuses. We believe that one reason is because these schools attract students from rural communities who tend to be more interested in employment in our location. For similar reasons we feel UW Green Bay could be an excellent and productive addition to our recruiting strategy.

The proposed EE curriculum provides an excellent and needed focus on engineering fundamentals, and we are very supporting of and look forward to UW-Green Bay achieving ABET accreditation for this and other engineering programs.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

Tanya Tuinstra
Director, Special Hazards R&D
Fire Suppression Products
Johnson Controls

Wednesday, November 13, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

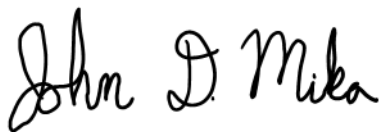
Johnsonville, LLC supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Johnsonville, LLC is a privately-owned sausage company headquartered in Sheboygan Falls, WI and was founded in 1945 by the Stayer family. We are the largest sausage producer in the United States and our products can be found in the more than 45 countries. Johnsonville has approximately 2,000 employees, who we call members as we are all responsible for making the best sausage in the world and achieving greatness.

For Johnsonville to remain the best sausage company in the world, we need a strong engineering team to help the company advance in technology and innovation. The Johnsonville Engineering Team has 31 members, and we are all responsible for specific initiatives in the company. Some of those initiatives include the expansion of our intelligent manufacturing platform, continue adding plant floor automation, and increasing the reliability of our equipment. An Electrical Engineering program at University of Wisconsin-Green Bay would help Johnsonville achieve our initiatives by supplying local engineering talent which we struggle to find today.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "John D. Mika". The signature is written in a cursive, flowing style.

John D. Mika
Senior Controls Engineer



Richard J. Resch
Chairman

November 13, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers:

For me, engineering is about far more than fixing or building things. Engineering is an approach to problem solving. It is a mind-set that sees a world full of solutions instead of problems. A method to make things work the way they should. And ultimately, a way to make a difference.

When I think of engineering, I see endless possibilities. My personal journey with engineering has taken me from working on the factory floor to strategizing inside the C-suite. All along this journey, my engineering background has not only helped me build a company that manufactures some of the industry's most durable furniture, but it has also driven me to develop an entire culture around processes that help our business run as effectively and efficiently as possible.

This is why I am passionate about engineering. I have seen the benefits of engineering throughout our business as well as our greater community. The Green Bay area is driven by industry and manufacturing, and local degree programs for engineering play a critical role in supporting these businesses.

In effect, I proudly support the University of Wisconsin-Green Bay and its Richard J. Resch School of Engineering. The creation of an Electrical Engineering major will further enhance the university's engineering program. More importantly, this new major will support the businesses within our community by delivering world-class education to students who will eventually become prospective employees in this area.

Please consider this endorsement for a new Electrical Engineering major as part of the Richard J. Resch School of Engineering. I am confident this advancement will offer outstanding opportunities for program graduates to thrive in this field and become positive change-makers in their future roles.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dick', with a long horizontal flourish extending to the right.

Richard J. Resch,
Chairman of the Board

MARINE TRAVELIFT®

November 5, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Marine Travelift, Inc. supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Marine Travelift is located in Sturgeon Bay, Wisconsin, and is a worldwide leader in the designing, manufacturing, and service maintenance of boat and material handling equipment. Our cranes are highly customizable and feature many available electronic options. Most of our cranes are remote control driven and use software programs to control features such as steering, guidance systems, load readouts, lighting packages, remote diagnostics, and automatic shutoff communication between cranes. We ship 70-90 cranes per year to countries all around the world. All of the cranes are designed and built right here in Northeast Wisconsin.

Currently, we are searching for electrical engineers and finding them has proven to be a challenge. One search took over a year before a successful candidate was found. Our searches usually take us to Upper Michigan, or other parts of Wisconsin to find engineering candidates. A program in Green Bay would give us a better opportunity to find skilled employees who are from this area, and therefore give us a higher probability of finding candidates looking for a long-term career locally.

Based on the success of the current engineering programs at UWGB, I have no doubt this program would benefit Wisconsin companies and produce the finest engineers.

Thank you for your service to our community and please let me know if you have any additional questions.

Sincerely,



Trent Olsen
Marine Travelift Director of Finance

The World Leader in Boat Handling Equipment

Marine Travelift, Inc. | 49 F Yew Street | Sturgeon Bay, WI 54235 | Tel: 920 743 6202 | sales@marinetravelift.com | www.marinetravelift.com



November 15, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

On behalf of Microsoft, I would like to express our support for the University of Wisconsin Green Bay to establish a new Bachelor of Science in Electrical Engineering program.

The partnership between UW-Green Bay and the joint Green Bay Packers and Microsoft initiative at TitledownTech was established in part, to broaden the higher education landscape in Northeast Wisconsin. The partnership has already led to vetting of technology and expertise in potential new business ventures and is proving to be an effective collaboration.

As a leading technology company, it is our view that that an Electrical Engineering degree at UW Green Bay supports the need for an increase of technical talent in general and electrical engineering expertise in specific across the Northeast Wisconsin region. Access to more faculty in Electrical Engineering will also allow for more synergistic and collaborative opportunities. These types of opportunities are simply not possible if the program is not offered locally.

In addition, there will be a continuing need for electrical engineers and technical talent working directly at TitledownTech. In the short time TitledownTech has been in operation, there are already electrical engineers working on exciting new innovations.

Thank you for your continued work in expanding the science and engineering knowledge base in Northeast Wisconsin. We wish you further success, and are excited to partner in this and additional program offerings.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Egan".

Mike Egan
Senior Director,
TechSpark, Microsoft



November 11, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

New North, Inc., a non-profit regional economic development corporation representing 18 counties in Northeastern Wisconsin, supports the launch of a Bachelor of Science degree in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

New North, Inc. views UW-Green Bay as a key strategic partner in helping us attract, retain and skill up talent in northeastern Wisconsin. We view the addition of this degree as meeting a well-documented demand to support the companies in our region. Our 18-counties support over 1.25 million residents and 675,000 positions, while generating over \$70 Billion annually in Gross Regional Product. In manufacturing alone we have over 2,000 companies, 140,000 positions, and over \$17.6 Billion of economic output. Our New North manufacturers comprise more than 30% of all the manufacturing jobs in Wisconsin and over 24% of all manufacturing operations in the State. UW-Green Bay supports a vast number of these employers.

Please consider this letter as our support for the launch of a Bachelor of Science degree in Electrical Engineering at the University of Wisconsin-Green Bay. We look forward to continuing to assist in any way and are very proud of our strong partnership.

Sincerely,

Barb LaMue
Executive Director

November 5, 2019

Dean John Katers
University of Wisconsin – Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers:

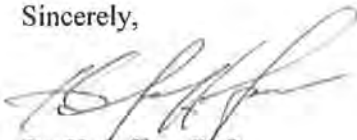
Northeast Wisconsin Technical College (NWTC) fully supports establishing a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay (UWGB) through the Richard J. Resch School of Engineering. Working together, NWTC and UWGB have brought engineering technology degrees in the mechanical, electrical, and environmental fields, instituted a mechanical engineering bachelor degree, and developed fully transferable pathways between NWTC Associate degrees and UWGB Bachelor degrees. The final missing piece is a transferable option into electrical engineering. In the last two years, NWTC has enrolled 299 students in programs that would provide an avenue into the electrical engineering program.

As you know, northeast Wisconsin has one of densest concentrations of manufacturing in the Midwest and nation (24% of its workforce). As such, it is highly dependent on a ready supply of engineers in the mechanical and electrical fields. The need for electrical engineers is only going to grow as the region's manufacturing enterprises adopt Industry 4.0 strategies such as the introduction of artificial/machine intelligence, data analytics, additive manufacturing and the integration of augmented and virtual reality tools.

Northeast Wisconsin Technical College will continue to add and grow its programs supporting Industry 4.0. Many of its students will wish to continue their education by completing an electrical engineering bachelor degree. Many of NWTC's students have been out of high school for a few years and most of its students have jobs, families, or few resources; all of which make remaining in the northeast region critical. We also know that students are more likely to remain in the area where they receive their post-secondary education. This is essential for the continued growth and good health of the region's manufacturers.

Northeast Wisconsin Technical College will continue to provide support, expertise, students, and resources to make sure that the electrical engineering partnership between our institutions is implemented and is strong.

Sincerely,



Dr. H. Jeffrey Rafn
President

HJR/mjt

TOLL FREE 800-422-NWTC

GREEN BAY
920-498-5400
2740 W. Mason Street | P.O. Box 19042
Green Bay, WI 54307-9042

MARINETTE
715-735-9361
1601 University Drive
Marinette, WI 54143

STURGEON BAY
920-746-4900
229 N. 14th Avenue
Sturgeon Bay, WI 54235

NorthStar Analytics

NorthStar Analytics
1811 Memorial Drive
Sturgeon Bay, Wisconsin 54235

November 5, 2019

Regent Andrew Peterson
C/O UW System Administration
1220 Linden Drive
Madison, WI

RE: Support for an Electrical Engineering Major at UW Green Bay

Dear Regent Peterson:

I am writing to you and your fellow Regents in support of an Electrical Engineering Major at UW-Green Bay. As a consulting economist who has worked throughout the State of Wisconsin and much of the Midwest, I encounter a constant demand from clients who need engineering talent. This is especially the case in the New North region served by UW-Green Bay.

The New North economy is growing rapidly and its manufacturing base, the key driver in the New North economy, needs engineering talent to continue to grow. UWGB's successful launch of a mechanical engineering major is a concrete demonstration of the demand for engineering talent in this region. The University with overwhelming support from the business community has launched a mechanical engineering program that is already producing talent for the region. The business community and county government have provided substantial resources to launch and grow the engineering talent base in the New North.

In my other role, as Mayor of Sturgeon Bay, Wisconsin, I continue to promote economic growth in our City and that growth is dependent upon engineering talent. Companies like TTX, Fincantieri, Cadence, Hatco, and Marine Travel Lift need more engineers to compete and grow in our community. We especially need electrical engineering talent to maintain our current level of production and to fuel further economic growth.

In summary, I think that UW-Green Bay needs an electrical engineering program to help meet the business community demand for more engineers. Please support this

important effort that will pay huge dividends in terms of economic growth for our region and the state.

Sincerely

David J. Ward, PHD
UW System Senior Vice President Emeritus
President, NorthStar Analytics



November 15, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

On behalf of the Nsight family of companies, which includes Cellcom, Nsight Telservices and Nsight Tower, I would like to extend our staunch support of a Bachelor of Science in Electrical Engineering program at the University of Wisconsin – Green Bay through the Richard J. Resch School of Engineering.

Nsight has been a leader in the telecommunications industry for over a century. We deliver a full spectrum of solutions to our customers in Northeast and Central Wisconsin and Upper Michigan. Our renowned network is customized to meet the needs of rural markets. Much of our success can be attributed to securing and developing a talented group of engineers who embrace technology, thrive on challenge and have the vision to put innovation to work in our daily lives. To remain a formidable player in the highly competitive telecom industry, we must continue to cultivate and attract individuals who possess a strong foundation in science, technology, engineering and math. These passionate men and women will imagine and design our continually evolving network to meet the future needs of our customers.

The creation of an electrical engineering program would spark the interest of local young men and women and provide the opportunity to develop the talent needed to support businesses such as Nsight. We also see great potential for partnering on an internship program to give students hands-on learning experiences in electrical engineering.

Thank you for the many ways in which the university serves and builds our community. Please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark M. Naze", is written over a light blue horizontal line.

Mark M. Naze
CEO



November 15, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Nsight fully supports launching a Bachelor of Science in Electrical Engineering program at the University of Wisconsin – Green Bay through the Richard J. Resch School of Engineering. Our family of companies, which includes Cellcom, Nsight Telservices and Nsight Tower, relies heavily on a talented pool of engineers.

Nsight has been a leader in the telecommunications industry for over a century. We deliver a full spectrum of solutions to our customers in Northeast and Central Wisconsin and Upper Michigan. To continually bring the latest innovations to the markets we serve requires a strong, committed engineering team. We depend on the expertise of electrical engineers in many departments such as RF engineering, routed network, network transport, network planning and wireless device engineering. Creating an electrical engineering program in Green Bay will ensure the continued cultivation of individuals who possess the knowledge and skills needed for Nsight's future success.

In the past, we've worked closely with 2- and 4-year educational institutions to offer internships in engineering and have found it to be a highly valuable hands-on opportunity for students, as well as yielding permanent employees for our company. Partnering with UWGB to develop an electrical engineering internship program would be advantageous to aspiring engineers, the university and to Nsight.

Thank you for the many ways in which the university serves and builds our community. Please let me know if you have any additional questions.

Sincerely,

A handwritten signature in blue ink, reading "Lee Thibaudeau".

Lee E. Thibaudeau
Chief Technical Officer and VP of Engineering



Oneida Nation
Oneida Business Committee
PO Box 365 • Oneida, WI 54155-0365
oneida-nsn.gov



November 13, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

The Oneida Nation supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

The Oneida Nation Reservation overlaps western Brown and eastern Outagamie county with a diverse community population of around 23,984 total residents. The Oneida Nation strives to increase the quality of life for its members while maintaining and preserving the land along with its rich cultural values.

We are proud of our accomplishments to retain our culture, language and have built a strong foundation in our community to continue our heritage. Through this, we have grown into a robust Nation that operates a multifaceted government operation, successful business ventures, and wide array of community development.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

Tehassi Hill, Chairman
Oneida Nation

November 14, 2019

This letter is in support of the application for UWGB to receive approval for an Electrical Engineering Program. Paper Converting Machine Company (PCMC) has been located in Green Bay, WI supporting the paper industry for 100 years, established in 1919. The primary function of PCMC is to design and build paper converting machinery, for the towel and tissue industry, the flexographic printing industry and the bag making industries, which have numerous paper mills and manufacturing sites within a 100 mile radius of Green Bay. PCMC machinery has a worldwide presence. PCMC employs 750 highly skilled Associates in Green Bay, with 140 of those working in engineering curriculums in various capacities. PCMC annual sales revenue is \$200 million per year with an annual payroll of \$60 Million.

The few details mentioned above very quickly demonstrate that PCMC is one of many local Green Bay companies that has a significant impact on the local economy and has a significant need for local educational programs that will develop the technological leaders that will sustain PCMC for the next 100 years. PCMC has committed to the existing state engineering programs over the last 15 years through an extensive summer intern program. Only recently in the last year, since UWGB formalized the engineering technology program locally, we have been able to expand those internships to year round opportunities for students. Within the last couple of years, PCMC had four UWGB engineering technology students that have been working part time in engineering capacities while going to school. One is a local military veteran that already achieved a two year Associate degree at NWTC and another was a PCMC full time Mechanical Designer that had a family and desired a four year degree, and the UWGB programming provided him that option and convenience. A third student, originally from Pulaski, transferred from UW Stout for financial issues and the fourth student originally graduated from Madison and wanted to pursue a local engineering degree when medical school was not an option.

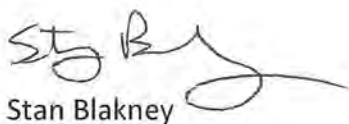
Development of an Electrical Engineering program at UWGB makes sense and will be a huge asset to the manufacturing sector of NE Wisconsin. The need for a local source of Associates (employees) with electrical technical degrees and abilities continues to grow. Having an additional 4 year college degree program for engineering in Green Bay and north, east of Minneapolis and south of Michigan Tech. provides opportunities for local business, employees

2300 South Ashland Ave.
P.O. Box 19005
Green Bay, WI 54307-9005 USA

t. +1 (920) 494-5601
f. +1 (920) 494-8865
pcmc.com

and high school students. High school students benefit from a local option to obtain a high skilled technical engineering degree closer to home. Currently employed individuals benefit that may want to return to school or advance an existing two year Associate degree into a 4 year degree while maintaining their current job and family commitments. The partnership between the business community and UWGB would be very unique. Having the concentration of manufacturing in NE Wisconsin so close to campus allows UWGB to offer students a wide array of experiences within a 30 minute drive from their dorm room. Internships, full or part time employment opportunities and real world engineering class projects develop and grow when business and higher education come together. Each partner has a need to fill and common interests and goals develop. High School teachers, college professors and business leaders coming together to provide an environment that will benefit NE Wisconsin. That makes good sense.

PCMC is very supportive of this application for UWGB to establish an Electrical Engineering program and views this as an opportunity to invest in the future of NE Wisconsin and local Manufacturing.



Stan Blakney

President, PCMC



Mike Kwaterski

Director of Human Resources, PCMC



November 15, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin – Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Rockwell Automation supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Rockwell Automation has over 25,000 employees world-wide, many of whom are engineers. Over the years, we have found there are certain geographies where it is more difficult to find talent, primarily some of the smaller geographies such as the Fox Cities and Green Bay. We have put in place some special recruiting teams to specifically target University Engineering programs in this geography, so the potential for an Electrical Engineering program at UW-GB is of great interest to us.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,

Sue Dorscheid

October 15, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Sheboygan County supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

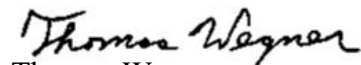
As you know, Sheboygan County owns the buildings and grounds of the UW-Green Bay Sheboygan Campus and has a vested interest in its success for the betterment of our community. There is a strong demand in Sheboygan County for trade laborers, including engineers. By offering this program, people can pursue a degree while continuing to work and enhance the likelihood they will stay in the area, allowing us to retain our home-grown talent.

In 2015, Sheboygan County constructed a \$1.4 million Engineering Building addition at the UW-Sheboygan. It was a collaborative effort between local businesses, UW-Sheboygan and the Sheboygan County Board to meet community needs. The University of Wisconsin Platteville partnered with us to provide students with this opportunity, which includes a Mechanical Lab, Electrical Lab, Project Lab, High Tech classroom, offices and study areas. Establishing a Bachelor of Science in Electrical Engineering will certainly be well received and allow for a more seamless transition.

There is broad community support for this initiative. We hope that you will approve the addition of this new program to further enhance the coursework offerings of the UW-Green Bay campuses and help meet community needs.

Thank you for your consideration.

Sincerely,



Thomas Wegner
County Board Chairman



Adam Payne
County Administrator

Cc: County Board Executive Committee



11/15/2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

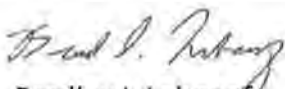
Systems Control supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Systems Control is the best-in-class designer and manufacturer of customized, highly engineered control panels and electrical substation equipment enclosures for the transmission and distribution industry. Founded in 1962 and headquartered in the Upper Peninsula of Michigan, Systems Control serves a blue-chip customer base of electric utility companies. In March 2018, Comvest Partners acquired the Company. The acquisition enables Systems Control to continue to strengthen its position as the market leader within a sector experiencing strong tailwinds due to aging electrical grid infrastructure in the US and grid modernization initiatives.

The company currently employs over 600 employees, including 83 engineers with degrees in electrical, mechanical, civil, and structural engineering. To support our continued growth, we have developed partnerships with local high schools, vocational/technical educational programs, and universities/colleges to create robust work-based learning opportunities for students. We typically average 20 to 30 students in our co-op/internship program. We also offer flexible workforce positions in our manufacturing facility to allow local students to work while attending school. We would be honored to partner with UW-Green Bay to support the growth of your Electrical Engineering program and explore career opportunities with your students.

Thank you for your service to our community, and please let me know if you have any additional questions.

Sincerely,


Bradley I. Lebouef
CEO



November 10, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

I am pleased to offer this letter of support for UW-Green Bay to launch a new Electrical Engineering degree program.

As we have discussed, our collaboration at TitletownTech – which brings together UW-Green Bay, the Green Bay Packers and Microsoft – has created new and exciting opportunities to create and unlock new value. An important part of our collaboration, and the future potential of TitletownTech, is built on our ability to develop and retain technical talent.

An important part of this talent requirement is well-trained and highly talented engineers, including electrical engineers. In fact, you may be surprised that one of the first start-ups inside TitletownTech is an electrical engineer that is prototyping new technologies for virtual and immersive reality environments. We know that attracting additional electrical engineers will be critical for this business – and many other area businesses – to grow and compete in a global marketplace.

We have also seen the excitement that has been created – and the early success – of the mechanical engineering program at UW-Green Bay. We believe expanding the Engineering School to include electrical engineering is both a natural and important extension in meeting the needs of our region.

Please feel free to contact me directly if you would like to discuss this in greater detail. Again, we appreciate the partnership and look forward to its expansion.

Sincerely,
TITLETOWNTech

A handwritten signature in black ink, appearing to read 'Craig Dickman', with a long horizontal flourish extending to the right.

Craig Dickman
MANAGING DIRECTOR



Wisconsin Public Service Corporation
700 North Adams Street
Green Bay, WI 54301
www.wisconsinpublicservice.com

October 31, 2019

Dean John Katers
College of Science, Engineering and Technology
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dean Katers,

Wisconsin Public Service supports launching a Bachelor of Science in Electrical Engineering at the University of Wisconsin-Green Bay through the Richard J. Resch School of Engineering.

Being a public electric and gas utility, we rely on electrical and mechanical engineers for the design and maintenance of our electric and gas infrastructure. We believe strongly in supporting the next generation of engineers and offer engineering co-op programs at both WPS and our partner utility, We Energies. Our Co-Op programs are set up for summer assistance and part time throughout the school year as can be managed by the students.

With our WPS main offices being in Green Bay your proposed Bachelor of Science in Electrical Engineering program would be ideal to recruit new talent that would be able to offer support not only during the summer but during the school year.

Also, with the Green Bay and northern Wisconsin area seeing growth in manufacturing and technology, I would believe that other businesses and industries would have the same interest in recruiting from UWGB for these graduates.

Lastly, I take personal interest in this path of study as that is my own educational background—earning a Bachelor of Science in Electrical Engineering from Marquette University. I was then hired as an associate electrical engineer at WPS in 1986 and have steadily increased responsibility within the company to where I am today. Having been born and raised in Green Bay, I would have appreciated the opportunity to obtain my degree at University of Wisconsin-Green Bay.

Thank you for your service to our community and please let me know if you have any additional questions.

Sincerely,

Vern Peterson

Vice President, Wisconsin Field Operations
vernon.peterson@wecenergygroup.com

April 2, 2020

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN ATHLETIC TRAINING,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution 6.D, authorizing the implementation of the Master of Science in Athletic Training at UW-Madison.

Resolution 6.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 Master of Science in Athletic Training at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Athletic Training to replace the existing Bachelor of Science in Athletic Training (BSAT), in response to changing national accreditation standards, student interest, and anticipated growth in the demand for athletic trainers. The M.S. in Athletic Training has been collaboratively designed with campus stakeholders to reflect current Commission on Accreditation of Athletic Training Education (CAATE) Standards, align with the 2015-2019 Campus Strategic Framework, and adhere to the core competencies for health sciences outlined by the Institute of Medicine.¹ All of the courses included in the M.S. in Athletic Training program are already approved and being offered, or will be offered, specifically for this degree program.

The transition to the M.S. in Athletic Training is necessary for UW-Madison to continue an educational program for athletic trainers. The M.S. in Athletic Training responds to the call for athletic trainers to be prepared at the master's level by the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification (BOC), and the National Athletic Trainers Association.² Increased licensure requirements and

¹ Institute of Medicine (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

² NATA, BOC, CAATE, & NATA-REF. (2018). Joint announcement from Strategic Alliance on Professional Degree in Athletic Training: National Athletic Trainers Association (NATA), Board of

regulation have led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services.^{3,4} Athletic trainers will benefit from this expansion because it provides a cost-effective way to increase the number of health professionals in office-based and clinical settings. Lastly, there continues to be a need for qualified healthcare professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented.^{5,6} Innovative programs are needed to address these gaps in care. UW-Madison is uniquely positioned to create leaders and care providers to address these societal needs, with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution.

Mission

The mission statement of UW-Madison states that the institution seeks to “[o]ffer 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 proposed M.S. in Athletic Training will provide rigorous and comprehensive preparation for students seeking a healthcare career in athletic training. Athletic trainers (ATs) are multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers practice in a range of clinical practice settings.

Offering the M.S. in Athletic Training is consistent with the campus commitment to a broad range of health sciences offerings and the mission of the Department of Kinesiology to

Certification (BOC), Commission on Accreditation of Athletic Training Education (CAATE), and National Athletic Trainers Association Research & Education Foundation (NATA-REF). Retrieved from <https://caate.net/wp-content/uploads/2015/05/Strategic-Alliance-CCATE-email-pdf.pdf>

³ National Athletic Trainers Association. *Revenue and Reimbursement*. Available at <https://www.nata.org/practice-patient-care/revenue-reimbursement> Accessed March 1, 2020.

⁴ National Athletic Trainers Association. *Third Party Reimbursement Matching Grant Program*. Available at <https://www.nata.org/practice-patient-care/revenue-reimbursement/third-party-reimbursement-grants> Accessed March 1, 2020.

⁵ Kroshus, E., Rivara, F.P., Whitlock, K.B., Herring, S.A., & Chrisman, S.P.D. (2017). Disparities in athletic trainer staffing in secondary school sport: Implications for concussion identification. *Clinical Journal of Sport Medicine*, 27(6), 542-547.

⁶ Post, E. G., Green, N. E., Schaefer, D. A., Trigsted, S. M., Brooks, M. A., McGuine, T. A., Watson, A. M. and Bell, D. R. (2018). Socioeconomic status of parents with children participating on youth club sport teams. *Physical Therapy in Sport*, 32, 126-132.

“create, interpret, transmit, and apply knowledge relating to movement, exercise, and human occupation with the ultimate goal of enhancing human health, productivity, and quality of life. UW-Madison has a history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. The goals of the proposed M.S. in Athletic Training leverage the interprofessional and interdisciplinary environment to serve the Wisconsin Idea, and the ability to maximize UW-Madison’s role in the generation and dissemination of new knowledge to meet the healthcare needs of society.

Credit Load and Tuition

The M.S. in Athletic Training program will engage students in a 24-month, 58-credit curriculum, which includes 24 credits of clinical field placements. Admission requirements will include a bachelor’s degree (or equivalent) from a regionally accredited institution of higher education by the start of the program, transcripts, Graduate Record Exam (GRE) scores, observation of two certified athletic trainers in different clinical practice settings, three letters of recommendation, a personal statement, and a C or better in prerequisite courses (or their equivalent). Well-prepared applicants will have an undergraduate background that includes foundational biology, chemistry, physics, statistics, psychology, nutrition, physiology, and anatomy.

Standard graduate tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$6,089.74 per semester for a full-time graduate student enrolled in 8+ credits per semester or \$761.21 per credit. Of this amount, \$5,363.76 is attributable to tuition and \$725.98 is attributable to segregated fees. Nonresident tuition and segregated fees total \$12,753.18 per semester for a full-time student enrolled in 8+ credits per semester or \$1,594.14 per credit. Of this amount, \$12,027.20 is attributable to tuition and \$725.98 is attributable to segregated fees. For the summer of Year 1, students enrolled in 8 credits will pay \$3,352.35 in tuition and \$320.52 in required segregated fees. For the summer of Year 2 of the program (4 credits), students will pay \$2,681.88 in tuition and \$320.52 in required segregated fees. The program does not accommodate part-time students.

BACKGROUND

This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

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

ATTACHMENTS

- A) Request for Authorization to Implement a Master of Science in Athletic Training at UW-Madison
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Athletic Training. The M.S. in Athletic Training replaces the existing Bachelor of Science in Athletic Training (BSAT) and responds to student interest, changing national accreditation standards, and anticipated growth in the demand for athletic trainers. Through the M.S. in Athletic Training, UW-Madison seeks to be a leader in athletic training education by developing healthcare providers who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered culturally competent care, and address the burden of injury through a public health lens. The curricular model for the 24-month, 58-credit program has been informed by current campus offerings in the health sciences, the Commission on Accreditation of Athletic Training Education (CAATE) Standards, analysis of future trends in athletic training, and adherence to the core competencies for health sciences outlined by the Institute of Medicine.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Madison

Title of Proposed Program

Athletic Training

Degree/Major Designations

Master of Science

Mode of Delivery

Single institution, face-to-face that combines didactic coursework with immersive clinical experiences.

Department or Functional Equivalent

Department of Kinesiology

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

Summer 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Enrollment projections reflect anticipated market fluctuation as the profession transitions to the master's degree as the entry-level credential. By the end of Year 5, it is expected that 64 students will have enrolled in the program and 44 students will have graduated from the program. The student retention rate is projected to be approximately 90%, which is based on the UW-Madison Graduate School's average completion rate for master's degrees (2007-2015 entrance cohorts).

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	11	11	13	13	16
Continuing Students	0	10	10	12	12
Total Enrollment	11	21	23	25	28
Graduating Students	0	10	10	12	12

Tuition Structure

Standard graduate tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$6,089.74 per semester for a full-time graduate student enrolled in 8+ credits per semester or \$761.21 per credit. Of this amount, \$5,363.76 is attributable to tuition and \$725.98 is attributable to segregated fees. Nonresident tuition and segregated fees total \$12,753.18 per semester for a full-time student enrolled in 8+ credits per semester or \$1,594.14 per credit. Of this amount, \$12,027.20 is attributable to tuition and \$725.98 is attributable to segregated fees. For the summer of Year 1, students enrolled in 8 credits will pay \$3,352.35 in tuition and \$320.52 in required segregated fees. For the summer of Year 2 of the program (4 credits), students will pay \$2,681.88 in tuition and \$320.52 in required segregated fees. The program does not accommodate part-time students.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Athletic Training program is a 24-month (58-credit), campus-based health sciences program that includes capstone clinical preceptorships in local environments and locations around the country. The curriculum is front loaded in Year 1 (summer, fall, spring) with a heavy didactic schedule and limited clinical experiences. The

second year (summer, fall, spring) stresses immersive clinical field placements supported by innovative courses that include both face-to-face and online formats. The curriculum is built upon a foundation of competency-based training and clinical practice embedded in traditional for-credit coursework. The Athletic Training accreditation process ensures that programs provide educational experiences for athletic trainers to acquire and demonstrate competence in the areas of prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

The M.S. in Athletic Training curriculum integrates these competencies throughout the students' training to provide a strong evidence-guided, patient-centered approach to care. The program stresses the development of clinical scholarship that includes scientific inquiry, critical thinking, cultural competence and integrative learning. Principles of lifelong learning, professional leadership, advocacy, professionalism, and ethical reasoning guide the development of future leaders in athletic training who can meet the needs of patients and the athletic training profession.

The program will collaborate with other health sciences degree programs (e.g., Master of Public Health- MPH) and graduate certificate programs (e.g., Health Advocacy) to enhance the M.S. in Athletic Training offerings through interprofessional learning/service activities. The ability to draw upon the advocacy and public health resources at UW-Madison are a point of distinction for the M.S. in Athletic Training program. The M.S. in Athletic Training has been designed with consideration of, and in collaboration with, campus stakeholders, the current Commission on Accreditation of Athletic Training Education (CAATE) Standards, alignment with the 2015-2019 Campus Strategic Framework, and adherence to the core competencies for health sciences outlined by the Institute of Medicine.¹

Student Learning Outcomes and Program Objectives

UW-Madison, through the Athletic Training Professional Preparation program (M.S. in Athletic Training), seeks to be a leader in athletic training education by offering a program that will develop healthcare providers in athletic training who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered care, and strive to address the burden of injury through a public health lens. The program is dedicated to service, scholarship, and the development of socially responsible clinicians. Student learning outcomes and program objectives align to CAATE Standards. Upon completion of the M.S. in Athletic Training, students will:

1. Understand the role of the athletic trainer within the broader health care system.
2. Demonstrate appropriate oral and written communication skills.

¹ Institute of Medicine (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

3. Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4. Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.
5. Apply clinical and decision-making skills to respond to acute injury and illness, including emergencies.
6. Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disablement models.
7. Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8. Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.
9. Apply research methods to develop and evaluate clinical questions applicable to practice-based research environments while demonstrating an understanding of ethical research practice.

Program Requirements and Curriculum

The M.S. in Athletic Training program will engage students in a 24-month, 58-credit curriculum, which includes 24 credits of clinical field placements. Students will apply by completing a UW-Madison Graduate School application and the Athletic Training Central Application Service (ATCAS) available through the Commission on Accreditation of Athletic Training Education (CAATE). Admission requirements will include a bachelor's degree (or equivalent) from a regionally accredited institution of higher education by the start of the program, transcripts, Graduate Record Exam (GRE) scores, observation of two certified athletic trainers in different clinical practice settings, three letters of recommendation, a personal statement, and a C or better in prerequisite courses (or their equivalent). Well-prepared applicants will have an undergraduate background that includes foundational biology, chemistry, physics, statistics, psychology, nutrition, physiology, and anatomy. Curriculum requirements are outlined in Table 2 below. All of the courses included in the M.S. in Athletic Training program are already approved and being offered, or will be offered, specifically for the M.S. in Athletic Training program.

Table 2: Master of Science in Athletic Training Program Curriculum

Academic program or major course requirements:		
Summer I		
KINES 570	Anatomical Foundations in Athletic Training	3 credits
KINES 571	Emergency Procedures Athletic Trainers	2 credits
KINES 572	Foundational Skills in Athletic Training	1 credit
KINES 620	Clinical Field Experience in AT I	2 credits
Fall I		
KINES 650	Foundations of Professional Practice in Athletic Training	1 credit
KINES 651	Public Health, Policy, and Practice	3 credits

KINES 652	Evaluation and Therapeutic Interventions I	4 credits
KINES 654	Clinical Medicine in Athletic Training I	3 credits
KINES 621	Clinical Field Experience in AT II	3 credits
KINES 670	Enhancing Performance and Wellness (online format)	1 credit
Spring I		
KINES 658	Seminar in Athletic Training	1 credit
KINES 653	Evaluation and Therapeutic Interventions II	4 credits
KINES 655	Clinical Medicine in Athletic Training II	3 credits
KINES 656	Scientific Inquiry in Athletic Training	3 credits
KINES 671	Diagnostic Imaging in Athletic Training (online format)	1 credit
KINES 622	Clinical Field Experience in AT III	3 credits
Summer II		
KINES 623	Clinical Field Experience in AT IV	3 credits
KINES 672	Pharmacology for the Athletic Trainers (online format)	1 credit
Fall II		
KINES 624	Clinical Field Experience in AT V (Immersive)	6 credits
KINES 673	Informatics and Quality Improvement (online format)	1 credit
KINES 657	Professional Practice: Role Transition in Athletic Training	1 credit
Spring II		
KINES 625	Clinical Field Experience in AT VI (Immersive)	7 credits
KINES 674	Practice Based Research in Athletic Training (online format)	1 credit
Total Credits		58 credits

Assessment of Outcomes and Objectives

The M.S. in Athletic Training comprehensive program assessment plan is designed to provide the program with the information needed to maintain culture of continuous improvement in all aspects of the M.S. in Athletic Training. The assessment measures, data analysis, and subsequent action plans aid the program in assessing the quality of instruction, student learning, and overall program effectiveness.

The program relies on a variety of direct and indirect assessment methods to gather the needed data described above. These tools include program completion data, alumni surveys, program exit interviews, Board of Certification (BOC) board exam pass rate, board exam results analysis by domain, placement data, course evaluations, preceptor evaluations and clinical site evaluations.

The program is also subjected to outside accreditation by the Commission on Accreditation of Athletic Training Education programs (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2025-26 academic year. Findings from institutional assessment and CAATE program review will be used to inform program modifications to ensure continuous improvement.

Diversity

The M.S. in Athletic Training provides students with the knowledge and clinical skills to practice patient-centered, culturally competent care in a variety of healthcare settings. The program is committed to preparing healthcare providers who are dedicated to patient advocacy and social responsibility in health care. Greater dialog is needed across the health sciences to address gaps in access to care and to advance students understanding of inequities and barriers experienced by underrepresented groups.

Equity in student recruitment, retention, and completion

The M.S. in Athletic Training will be promoted through the Center for Pre-Health Advising and at orientation and registration events to educate undergraduate and incoming students with an interest in the health sciences about career options. The M.S. in Athletic Training program will utilize available campus resources through the Division of Diversity, Equity and Educational Achievement (DDEEA) and the School of Education Student Diversity Programs (SDP) office to raise awareness of the M.S. in Athletic Training to specific underserved groups (e.g., racial or ethnic minorities, low-income and/or rural populations). Program faculty and staff will partner through the School of Education's new collaboration with the Madison Metropolitan School District using the LEAP Forward program. LEAP Forward brings high school students from underrepresented groups to campus for a summer event to learn about opportunities for university study in the health sciences. The Athletic Training program has a record of success with current campus programs (POSSE, PEOPLE) and will continue to strengthen these ties to enhance the M.S. in Athletic Training. The Athletic Training program has an established advising structure, with a strong history of student retention and timely degree completion that will continue in the new M.S. in Athletic Training.

Equity in hiring of faculty and staff

The Athletic Training program is committed to the campus diversity initiative that stresses UW-Madison's compelling university interest in the promotion of diversity as inextricably linked and that allows it to serve the public good. The program is committed to using the resources provided by the Office of the Provost's Faculty Diversity Initiatives to recruit and retain a demographically representative faculty.

Diversity in the curriculum

The M.S. in Athletic Training takes an *across the curriculum* approach to issues of culturally competent care. Required courses that contain content specifically dedicated to culturally competent care and understanding of group-based disparities to health care include KINES 572 Foundational Skills in Athletic Training; KINES 650 Foundations of Professional Practice in Athletic Training; KINES 652 Evaluation and Therapeutic Interventions I; KINES 654 Clinical Medicine in Athletic Training I; and KINES 651 Public Health, Policy, and Practice. The curriculum is designed to advance students' understanding of inequities and barriers experienced by different groups and to prepare students to

confidently and competently provide patient-centered care to diverse patient populations to enhance well-being. Diversity is embedded throughout the curriculum in terms of meeting Learning Outcome #6 that relies on contemporary disablement models.

Projected Time to Degree

The M.S. in Athletic Training is designed to be completed in 24 months of full-time study. Courses will be offered on a predictable schedule, with enrollment priority given to M.S. in Athletic Training students. As outlined in Table 2 above, students will need to meet basic prerequisite course requirements. However, a student who has a deficiency in Exercise Physiology or General Nutrition may be eligible to make up the deficiency during the M.S. in Athletic Training program.

Program Review

Internal program reviews will be initiated by the program director annually. As for all new UW-Madison programs, the program will undergo a three-year check-in conducted by the Graduate School and formal program review conducted by the dean's office five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at least once within the subsequent 10 years. Elements of graduate program review include program mission and goals, learning assessment and evaluation of curriculum, enrollment management, student advising and support, program completion and time to degree, post-graduation outcomes, student funding, and professional development opportunities for graduate students. The program will also take the lead in addressing recommendations arising from these periodic formal reviews and will act as liaisons to the participating department chairs as needed to implement changes to program policies and practices.

Accreditation

The program is subject to outside accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2025-26 academic year.

JUSTIFICATION

Rationale and Relation to Mission

The mission statement of UW-Madison states that the institution seeks to “[o]ffer 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 proposed M.S. in Athletic Training will provide rigorous and comprehensive preparation for students seeking a healthcare career in athletic training. Athletic trainers (ATs) are multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic

intervention and rehabilitation of injuries and medical conditions. Athletic trainers practice in a range of clinical practice settings.

Offering the M.S. in Athletic Training is consistent with the campus commitment to a broad range of health sciences offerings and the mission of the Department of Kinesiology to “create, interpret, transmit, and apply knowledge relating to movement, exercise, and human occupation with the ultimate goal of enhancing human health, productivity, and quality of life. UW-Madison has a history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach missions of the campus. The transition from the BSAT to the M.S. in Athletic Training degree will allow for greater collaboration as an interprofessional partner with existing health sciences programs. The goals of the proposed M.S. in Athletic Training leverage the interprofessional and interdisciplinary environment to serve the Wisconsin Idea, and the ability to maximize UW-Madison’s role in the generation and dissemination of new knowledge to meet the healthcare needs of society.

The M.S. in Athletic Training is a health sciences program, with a focus on the healthcare needs of active patient populations. The goals and desired outcomes of the M.S. in Athletic Training are well aligned with the current graduate offerings in the Department of Kinesiology and the health-focused programs in the School of Education. The department currently awards four graduate-level degrees: M.S. in Kinesiology, the Ph.D. in Kinesiology, the M.S. in Occupational Therapy (MSOT), and the Doctorate in Occupational Therapy. The presence of a health sciences program like the MSOT provides the M.S. in Athletic Training program with a logical interprofessional partner within the department.

Institutional Program Array

The proposed M.S. in Athletic Training responds to the call for athletic trainers to be prepared at the master’s level as identified by the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification, and the National Athletic Trainers Association. Students will no longer enroll in the Bachelor of Science in Athletic Training programs by fall 2022.² The transition to the M.S. in Athletic Training is necessary for UW-Madison to continue an educational program for athletic trainers. The M.S. in Athletic Training will complement health-related training programs at UW-Madison in the Department of Kinesiology (M.S. in Kinesiology, M.S. in Occupational Therapy) and in the School of Medicine and Public Health by expanding the range of graduate-level health

² NATA, BOC, CAATE, & NATA-REF. (2018). Joint announcement from the Strategic Alliance on Professional Degree in Athletic Training: National Athletic Trainers Association (NATA), Board of Certification (BOC), Committee on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers Association Research and Education Foundation (NATA-REF). Retrieved from <https://caate.net/wp-content/uploads/2015/05/Strategic-Alliance-CCATE-email-pdf.pdf>

sciences offerings at UW-Madison and increasing opportunities for interprofessional education.

UW-Madison's AT program has a three-year aggregate, first-time pass rate of 98% and an overall pass rate of 100% for the Athletic Training Board of Certification (BOC) exam and an exceptional record of student placement. The BOC pass rate places the program in the top 10% of all programs for this time span. In addition, the ability to draw upon the advocacy and public health resources at UW-Madison will create a point of distinction for the M.S. in Athletic Training program that will allow graduates to address societal needs.

Other Programs in the University of Wisconsin System

Athletic Training at UW-Madison was the second program in the state of Wisconsin to secure national accreditation (2000). Since that time, five additional institutions currently offer programs in athletic training and have been accredited in the UW System: UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. All of these institutions are in various stages of program planning for the transition from the B.S. to the M.S. degree. UW-Milwaukee and UW-Stevens Point are already matriculating students. The presence of multiple AT programs within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

UW-Madison's M.S. in Athletic Training will be the only such program at a UW institution situated in a comprehensive medical teaching and research university that houses a School of Medicine and Public Health, Pharmacy, Nursing, and other allied health profession programs.

Need as Suggested by Current Student Demand

The proposed M.S. in Athletic Training represents an evolution of existing athletic training offerings and builds upon a history of academic success. Enrollment in introductory AT courses has been robust over the past six years, with an average of 75 students per year taking these offerings. Enrollment in the B.S. in Athletic Training has mostly ranged from 47 to 51 over the past five years. A decline in enrollment for Fall 2018 (36 students) can be attributed to confusion over the degree transition timeline. The final cohort that will graduate in 2021 is at full capacity.

There are several logical pipelines of enrollment for the M.S. in Athletic Training program. On the UW-Madison campus, the M.S. in Athletic Training program will replace the BSAT program at UW-Madison, and there will likely be sustained demand and minimal impact on the demand for related majors. Students with an interest in pursuing a health sciences career in AT will have greater flexibility to meet admission requirements through a variety of campus majors (e.g., exercise and movement science, biology, psychology), which should expand the campus pool of M.S. in Athletic Training candidates. In addition, the elevation of the program to the M.S. in Athletic Training level allows for greater visibility

alongside existing health sciences programs and allows greater promotion through the UW-Madison's Center for Pre-Health Advising (CPHA).

There are also a number of off-campus pipelines that have potential to attract students to the M.S. in Athletic Training. In Wisconsin and Minnesota, there are 14 four-year public universities and 18 four-year private colleges/universities that do not offer an M.S. in Athletic Training. All of these institutions offer pre-professional education in the health sciences through a variety of majors well aligned with M.S. in Athletic Training admission requirements. The desirable destination of the flagship campus, combined with its program offerings and history of success, should make the M.S. in Athletic Training an attractive health sciences option for students in the region.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics³ predicts that employment of athletic trainers is projected to grow 23% from 2016 to 2026, much faster than the average for all occupations. In Wisconsin, this growth is anticipated to be almost 9%.⁴ Demand for athletic trainers is expected to increase as people become more aware of the long-term effects of sports-related injuries, and as a growing middle-aged and older population remains active.⁵ Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury.

This public health and health advocacy approach to care are cornerstones of the new program proposal. The M.S. in Athletic Training responds to the call for athletic trainers to be prepared at the master's level as identified by the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification, and the National Athletic Trainers Association.⁶ The transition to the M.S. in Athletic Training is necessary for UW-Madison to continue an educational program for athletic trainers. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party

³ U.S. Bureau of Labor Statistics (2019). Athletic trainers. *Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

⁴ Wisconsin Department of Workforce Development. Wisconsin LMI Data Search. Accessed February 24, 2020 at <https://www.jobcenterofwisconsin.com/wisconomy/query>.

⁵ Office of Disease Prevention and Health Promotion. <http://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>. 2019. Accessed February 14, 2019.

⁶ NATA, BOC, CAATE, & NATA-REF. (2018). Joint announcement from Strategic Alliance on Professional Degree in Athletic Training: National Athletic Trainers Association (NATA), Board of Certification (BOC), Commission on Accreditation of Athletic Training Education (CAATE), and National Athletic Trainers Association Research & Education Foundation (NATA-REF). Retrieved from <https://caate.net/wp-content/uploads/2015/05/Strategic-Alliance-CCATE-email-pdf.pdf>



reimbursement is expected to continue to grow for athletic training services.^{7,8} Athletic trainers will benefit from this expansion because it provides a cost-effective way to increase the number of health professionals in office-based and clinical settings. Lastly, there continues to be a need for qualified healthcare professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented.^{9,10} Innovative programs are needed to address these gaps in care. UW-Madison, with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution, is uniquely positioned to create leaders and care providers to address these societal needs.

⁷ National Athletic Trainers Association. *Revenue and Reimbursement*. Available at <https://www.nata.org/practice-patient-care/revenue-reimbursement> Accessed March 1, 2020.

⁸ National Athletic Trainers Association. *Third Party Reimbursement Matching Grant Program*. Available at <https://www.nata.org/practice-patient-care/revenue-reimbursement/third-party-reimbursement-grants>. Accessed March 1, 2020.

⁹ Kroshus, E., Rivara, F.P., Whitlock, K.B., Herring, S.A., & Chrisman, S.P.D. (2017). Disparities in athletic trainer staffing in secondary school sport: Implications for concussion identification. *Clinical Journal of Sport Medicine*, 27(6), 542-547.

¹⁰ Post, E. G., Green, N. E., Schaefer, D. A., Trigsted, S. M., Brooks, M. A., McGuine, T. A., Watson, A. M. and Bell, D. R. (2018). Socioeconomic status of parents with children participating on youth club sport teams. *Physical Therapy in Sport*, 32, 126-132.

University of Wisconsin -Madison Cost and Revenue Projections MS-Athletic Training						
	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	11	11	13	13	16
	Enrollment (Continuing Student) Headcount	0	10	10	12	12
	Enrollment (New Student) FTE	11	11	13	13	16
	Enrollment (Continuing Student) FTE	0	10	10	12	12
II	Total Credit Hours for MSAT	418	618	694	734	848
III	FTE of Current Faculty	0.50	0.50	0.50	0.50	0.50
	FTE of Current IAS	1.55	1.55	1.55	1.55	1.55
	FTE of New IAS (Clinical Faculty)	0.00	1.00	1.00	1.00	1.00
	FTE of Current Advising Staff	0.50	0.50	0.50	0.50	0.50
	FTE of Current Admin Staff	0.50	0.50	0.50	0.50	0.50
	sum of FTE	3.05	4.05	4.05	4.05	4.05
IV	Revenues					
	From Tuition (Year 1 students, Summer/Fall/Spring)	\$154,879	\$154,879	\$183,038	\$183,038	\$225,278
	From Tuition (Year 2 students, Summer/Fall/Spring)	\$0	\$120,685	\$120,685	\$147,503	\$147,503
	Total Tuition Revenue	\$154,879	\$275,563	\$303,723	\$330,542	\$372,781
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR Reallocation from BSAT	\$114,119	\$128,494	\$134,297	\$140,128	\$148,187
Total Revenue		\$268,998	\$404,057	\$438,020	\$470,670	\$520,969
V	Program Expenses	0	0	0	0	0
	Salaries plus Fringes					
	Current Faculty	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
	Current IAS	\$123,500	\$125,970	\$128,489	\$131,059	\$133,680
	New Clinical Instructor		\$75,000	\$76,500	\$78,030	\$79,591
	Academic Advisor	\$35,500	\$35,800	\$36,106	\$36,418	\$36,736
	Administrative Staff	\$34,000	\$34,360	\$34,727	\$35,102	\$35,484
	Salaries Subtotal	\$243,000	\$322,130	\$327,843	\$333,669	\$339,613
	Fringe (est 33% applied to all salaries)	\$80,190	\$106,303	\$108,188	\$110,111	\$112,072
	Total Salary plus Fringe	\$323,190	\$428,433	\$436,031	\$443,780	\$451,685
	Supplies and Expenses	\$20,000	\$21,000	\$23,000	\$25,000	\$28,000
	Total Expenses	\$343,190	\$449,433	\$459,031	\$468,780	\$479,685
VI	Net Revenue (Total Revenue - Total Expenses)	-\$74,192	-\$45,375	-\$21,011	\$1,889	\$41,284
Provost's Signature: 			Date: 12/20/2019			
VCFA Sig: 			Date: 1/7/20			

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

Introduction

The proposed M.S. in Athletic Training is a 24-month, 58-credit program that includes a series of didactic courses with immersive clinical experiences. This health sciences professional preparation program is currently offered as a baccalaureate degree; the new M.S. in Athletic Training will replace the existing B.S. in Athletic Training program. The B.S. in Athletic Training has suspended admissions and the final undergraduate cohort of students will graduate in May 2021.

Section I – Enrollment

As a new graduate program, the M.S. in Athletic Training anticipates initial enrollments of 11 graduate students per year in the first two years of the program, with enrollment growth to 16 new students in Year 5. Resources that previously supported the B.S. in Athletic Training will be reallocated to support the M.S. in Athletic Training program. All anticipated enrollments are classified as new and continuing graduate students and FTE in the Regent format budget. The program requires all students to enroll full-time, so the FTE enrollments are the same as headcount enrollments. Enrollment retention and persistence rates are estimated to be 90% to 95% from year to year, and this is accounted for in the enrollment projections. By the end of Year 5 (2025-26), program enrollment is projected to stabilize at an enrollment of approximately 30 graduate students.

Section II – Credit Hours

In Year 1 of the program, students will take 38 credits total for summer (8 credits), fall (15 credits), and spring (15 credits) enrollments. By the fifth year of operation, the 16 students in Year 1 will generate 608 student credit hours. Year 2 students will take a total of 20 credits over summer (4 credits), fall (8 credits), and spring (8 credits). By the fifth year of operation, the 12 students in Year 2 will generate 240 student credit hours. In the fifth year, the total student credit hours are projected to be 848 student credit hours. This number of student credit hours is similar to that currently generated by the B.S. in Athletic Training, but the shift will be from the undergraduate to the graduate level.

Section III – Faculty and Staff Appointments

The M.S. in Athletic Training curriculum includes 21 courses of core content and clinical courses. A number of courses (less than half of the curriculum) are taught in an online format. By the second year of the program, all of these courses will be offered over the fall, spring and summer terms. There are a number of individuals (one faculty and two instructional academic staff) who contribute to program instruction, advising, and administration. A full-time faculty member contributes 0.5 FTE to program instruction. The program director (Instructional Academic Staff) contributes 0.75 FTE to instruction, 0.15 FTE

to advising and student support, and 0.10 FTE to administration. An additional instructor contributes 0.8 FTE to instruction, 0.10 FTE to advising and student support, and 0.10 FTE to administration. An additional instructional academic staff member contributing 1.0 FTE to instruction (clinical faculty) will be added in 2022, bringing the total faculty and instructional academic staff to four. An additional 0.25 FTE of advising support and 0.30 FTE of administrative support are provided from department and School of Education pooled resources.

Section IV – Program Revenues

The M.S. in Athletic Training will be funded as a traditional program through pooled tuition and state funds (101 funding). The M.S. in Athletic Training will have similar enrollment numbers as the B.S. in Athletic Training, but these enrollment numbers will be at the graduate level. For the purposes of this tuition revenue estimate, it is assumed that all students will be paying at the full-time rate for Wisconsin resident graduate students over the summer, fall and spring terms of the two years. Current standard graduate tuition rates are as follows: fall/spring, \$5,363.76; for the Year 1 summer (8 credits), \$3,352.35; for the Year 2 summer (4 credits), \$2,681.88. For the purposes of this estimate, it is assumed that one student a year starting in the second year will have a tuition waiver due to circumstances such as veteran status or graduate assistantship. Graduate assistantships are expected to be rare based on the full-time structure of the program. By the fifth year of operation, the program will generate an estimated \$372,781 in tuition. The GPR currently allocated to the B.S. in Athletic Training program will be reallocated to the M.S. in Athletic Training program.

Section V – Program Expenses

Salary and Fringe Expenses

The M.S. in Athletic Training will use the faculty and staff currently allocated to the B.S. in Athletic Training totaling 3.05 FTE. Salary costs are based on estimates from incumbents, and a 2% inflation adjustment is applied to salaries annually. A fringe benefits rate of 33.3% is applied to all salaries. An additional instructor is added in the second year of the program. By the fifth year of operation, salary and fringe costs are \$451,685. The program utilizes existing Department of Kinesiology resources from departmental administration, business office, and graduate office, to provide for program assistant support, tech support, human resources, and financial oversight, in addition to the specific staff allocations noted above. This reallocation is estimated to contribute about \$1,200 per student per year.

To accommodate increases in instructional load, 1.0 FTE clinical instructional staff will be added in the second year of operation. This position will be funded by the revenue from summer tuition, which under UW-Madison policy has a substantial portion of summer tuition revenues allocated directly to the department that generates the tuition.

Other Expenses

No additional new expenses are needed for the new degree program. Promotion and marketing for the new major will be incorporated into the general promotional materials (i.e., website, brochures) prepared by the School of Education for all graduate programs. Resources for supplies, services, accreditation fees, and institutional organizational memberships currently expended for the B.S. in Athletic Training will be allocated to the M.S. in Athletic Training. This reallocation is estimated at a rate of \$20,000 in the first year and \$1,000 per student in subsequent years.

Section VI – Net Revenue

The M.S. in Athletic Training program will be revenue neutral. The cost and revenue projections show a negative net revenue in early years and positive net revenue by the fourth year of the program. M.S. in Athletic Training students are funded from the 101 instructional/tuition pool and use a range of student services across campus. Thus, negative net revenue in early years will be offset by drawing needed funding from this pool, and positive net revenue in later years will contribute to the pool.

Date: 7 January 2020

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
Via email: apei@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs



Subject: Authorization Proposal: Master of Science-Athletic Training

In keeping with UW System and Board of Regent policy, I am sending you a proposal for a Master of Science in Athletic Training at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and 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 this degree at UW–Madison.

In keeping with UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department, the Department of Kinesiology. The dean and the academic planning council of the School of Education have approved the proposal and support this program. The proposal has also been approved by the University Academic Planning Council. I send it forward to you with broad campuswide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The School of Education is committed to the necessary financial and human resources required to continue the program. The program will charge the Regent-approved regular tuition rates for graduate students.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Summer 2021. We are requesting that this proposal be scheduled for consideration at the April 2-3, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Copies:

Rebecca Blank, Chancellor, UW–Madison

Laurent Heller, Vice Chancellor for Finance and Administration

Jennifer Klippel, Madison Budget Office

Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Diana Hess, Dean, School of Education

William Karpus, Dean, Graduate School

Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation, UW System

April 2, 2020

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN GLOBAL HEALTH,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution 6.E., authorizing the implementation of the Bachelor of Science in Global Health at UW-Madison.

Resolution 6.E.: 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 Science in Global Health at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Global Health. This program responds to urgent population health challenges in the context of rapid global change. Establishing the program will provide students with the knowledge, skills, and analytical framework necessary for recognizing and addressing the complexities underlying human health and well-being. Graduates will pursue careers in growing fields, such as community or public health, sustainability, public administration, or research and policy. They also will be equipped for entry into graduate/professional programs in these areas, as well as to become healthcare providers in fields such as medicine or as physician assistants.

Mission

The B.S. in Global Health will contribute directly to the mission of the UW System¹ by developing in students “cultural, and humane sensitivities,” “a sense of purpose,” and “scientific, professional and technological expertise.” The UW-Madison mission² states that the campus will offer “broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative education.” The B.S. in Global Health will emphasize the relationship between the health of populations across the world and the

¹ <https://www.wisconsin.edu/about-the-uw-system/#missions>

² <https://www.wisc.edu/about/mission/>

health of the environment and the stability of the planetary systems upon which they depend. The B.S. in Global Health will also support the institutional mission by strengthening cultural understanding through the study of the implications of social, political, economic and technological change.² This is a core focus of the B.S. in Global Health program, which will use a planetary health and global change lens to examine global challenges to human health and well-being.

The proposed program supports major themes in the UW-Madison Chancellor's Strategic Framework.³ These major themes include "scaling Wisconsin Experience opportunities through innovative classroom environments and active learning, locally and globally, to prepare students for successful careers and lives" and "leveraging our distinctive interdisciplinary strength to address complex problems in the state and the world." The B.S. in Global Health will draw from the broad and deep array of campus expertise in global health and global change to provide students with a unique opportunity to delve deeply into "issues of importance for the state, the nation, and the world."

Credit Load and Tuition

The degree program will comprise 120 credits. Major requirements are comprised of 32 credits that include 15 credits in Global Health core courses, 15 credits in Global Health-depth elective courses, and a two-credit capstone experience. Students will also complete 30 credits of university general education requirements, 19 credits of College of Agricultural and Life Sciences (CALS) requirements, 24 credits of Global Health fundamental course requirements, and 15 credits of general elective coursework. As part of these requirements, students must complete a set of introductory courses in the sciences, which will provide the building blocks for the major. These 24-35 credits include math, statistics, general chemistry, introductory biology, and two social sciences courses.

Central to the curriculum is the 15-credit suite of five Global Health core courses, which includes a course introducing students to the breadth of the major taught in the Department of Entomology (ENT/ENVIR ST 205, Our Health, Our Planet) and courses in the four core focal areas: agriculture and health, public health, environmental and human health, and disease biology. In addition to the breadth established by core courses, students will build depth and expertise by selecting among courses in four areas related to global and planetary health: public health, policy and development; food systems and nutrition; disease biology; and ecosystem sustainability and planetary health. Students will complete 15 credits of upper-level Global Health electives, taking at least nine credits from one area and at least six credits from the other areas. The curriculum also includes a high-impact capstone experience.

³ <https://chancellor.wisc.edu/strategicplan2/>

The B.S. in Global Health is designed to be completed in four years by full-time students. Students may also pursue program coursework at a part-time pace, completing the program in a longer timeframe. Core courses will be offered on a regular schedule, with enrollment priority given to declared majors or students pursuing the Global Health Certificate (GHC). The B.S. in Global Health will have an example four-year plan available in the *Guide*. Academic advisors will support students in efforts to complete their degree in a timely manner.

Standard tuition and fee rates will apply. For the current academic year (AY) 2019-20, residential tuition and segregated fees total \$5,362.63 per semester for a full-time student enrolled in 12-18 credits per semester, of which \$4,636.68 is attributable to tuition and \$725.95 is attributable to segregated fees. AY 2019-20 part-time tuition and fees for Wisconsin residents is \$495.05 per credit. Of this amount, \$386.39 is attributable to tuition and \$108.66 is attributable to segregated fees. Nonresident tuition and segregated fees total \$18,892.54 per semester for a full-time student enrolled in 12-18 credits per semester, of which \$18,166.56 is attributable to tuition and \$725.00 is attributable to segregated fees. AY 2019-20 tuition and fees for nonresidents is \$1,622.54, of which \$1,513.88 is attributable to tuition and \$108.66 is attributable to segregated fees. There are no additional fees beyond the usual costs incurred for textbooks.

BACKGROUND

This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Global Health at UW-Madison
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN GLOBAL HEALTH
AT UW-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Global Health. The development of the program responds to urgent population health challenges in the context of rapid global change. Establishing the program will provide students with the knowledge, skills, and analytical frameworks needed for recognizing and addressing the complexities underlying human health and well-being. Graduates may pursue careers in growing fields such as community or public health, sustainability, public administration, or research and policy. As well, graduates will be equipped for entry into graduate/professional programs in these areas and those in healthcare provision (e.g. medicine, physician assistants). The degree program will be comprised of 120 credits. Major requirements are comprised of 32 credits that include 15 credits in Global Health core courses, 15 credits in Global Health-depth elective courses, and a two-credit capstone experience. Students will also complete 30 credits of university general education requirements, 19 credits of College of Agricultural and Life Sciences (CALS) requirements, 24 credits of Global Health fundamental course requirements, and 15 credits of general elective coursework.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Madison

Title of Proposed Program

Global Health

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution, face-to-face

Department or Functional Equivalent

Department of Entomology

College, School, or Functional Equivalent

College of Agricultural and Life Sciences

Proposed Date of Implementation

Fall 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the B.S. in Global Health program over the next five years drawn from both new freshmen and new transfer students, as well as current UW-Madison students. Undergraduates will elect to pursue this program as a choice among UW-Madison's more than 100 undergraduate programs. It is anticipated that 150 students will newly enroll into the proposed program in the first year and 175 new second-year students will enroll annually after that. For simplicity, the model projects students choosing this major in their second (sophomore) year, continuing in their third and fourth year, and graduating at the end of the fourth year.

These enrollment projections are based on the established interest in global health programming and illustrated by the popularity and growth trajectory of the undergraduate Certificate in Global Health (GHC), which launched in 2011, and now enrolls approximately 500 students each year. Projections assume that 95% of the students will continue each year, aligning with UW-Madison's retention rate. By the end of Year 5, it is expected that 850 students will have enrolled in the program and 451 students will have completed the program. By Year 4, it is expected that the program will maintain a steady enrollment of 500 students with approximately 150 graduates each year thereafter.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students (2 nd year undergraduates)	150	175	175	175	175
Continuing Students	0	143	301	324	324
Total Enrollment	150	318	476	499	499
Graduating Students	0	0	135	158	158

Tuition Structure

Standard tuition and fee rates will apply. For the current academic year (AY) 2019-20, residential tuition and segregated fees total \$5,362.63 per semester for a full-time student enrolled in 12-18 credits per semester, of which \$4,636.68 is attributable to tuition and \$725.95 is attributable to segregated fees. AY 2019-20 part-time tuition and fees for Wisconsin residents is \$495.05 per credit. Of this amount, \$386.39 is attributable to tuition and \$108.66 is attributable to segregated fees. Nonresident tuition and segregated fees total \$18,892.54 per semester for a full-time student enrolled in 12-18 credits per semester, of which \$18,166.56 is attributable to tuition and \$725.00 is attributable to segregated fees. AY 2019-20 tuition and fees for nonresidents is \$1,622.54, of which \$1,513.88 is attributable

to tuition and \$108.66 is attributable to segregated fees. There are no additional fees beyond the usual costs incurred for textbooks.

DESCRIPTION OF PROGRAM

Overview of the Program

The purpose of the program is (1) to produce undergraduates with an outstanding preparation for postgraduate training in the health disciplines and (2) to produce undergraduates who are fully prepared to work in a position requiring expertise in one of the concentrations of the proposed Global Health curriculum. Students will learn to integrate the basic sciences to understand biological, social, and physical underpinnings of health, evaluate data and evidence-based approaches to public health, apply systems thinking tools to complex health issues, assess public policies for their impact on population and ecosystem health, demonstrate communication and interpersonal skills, and embody respect for the ideals of equity, diversity and cultural sensitivity. The Global Health major will consist of 32 credits associated with the full 120 credits of a B.S. degree. All students will satisfy UW-Madison general education requirements. The Global Health major includes a 15-credit core and a capstone experience completed in the last year (described in more detail in the curriculum section).

The Global Health Program Committee (GHPC) will provide oversight for the B.S. in Global Health. This interdisciplinary program committee will be housed in the Department of Entomology, which will provide necessary administrative functions (e.g., student advising, curricular services, and human resources operations for personnel responsible for these functions). The GHPC will be responsible for decisions about curriculum and courses used to meet requirements, assessment of student learning, and academic program review. The GHPC will have representation from a number of departments in the College of Agricultural and Life Sciences, a representative from the Global Health Institute, and at least one representative from one of the other schools/colleges.

Student Learning Outcomes and Program Objectives

The B.S. in Global Health integrates the biological and physical sciences with social studies. Students will achieve the following program learning outcomes:

1. Describe the current status of health, well-being and sustainability for humans and all life, the environment, and the planet.
2. Compare and contrast health and environmental conditions in the context of local settings and our state with national, international and global settings.
3. Quantify health challenges in terms of the global burden of disease, the human development index, and the metrics associated with the sustainable development goals and the planetary health boundaries.
4. Evaluate the strengths and weaknesses of contemporary initiatives and programs to improve global public health and sustainable systems.

5. Use socioeconomic and political frameworks to characterize health challenges and demonstrate social awareness.
6. Demonstrate interpersonal and communication skills necessary for teamwork and leadership, ethical conduct, cross-cultural collaboration and civic engagement.
7. Use a systems approach to analyze complex relationships related to creating conditions for healthy life, sustainability, and survival and to describe the challenges and opportunities related to sustainable systems and survival.

Program Requirements and Curriculum

Students will learn about the major through an entry in the *Guide*, new student advising, through campus advising networks and events, and through social media. Table 2 illustrates the program curriculum. The program is comprised of 120 credits. Requirements for the B.S. degree include 30 credits of university-wide general education requirements and 19 credits of the CALS-specific baccalaureate degree requirements. Courses taken in the major may also be used to meet these general degree requirements.

The B.S. in Global Health will be comprised of 32 credits that include foundational global health core courses (15 credits), elective courses in focal areas (15 credits), and a capstone experience (2 credits). In addition to these requirements, students must complete a set of introductory courses in the sciences. The introductory courses provide the building blocks for the major, and these 24-35 credits include math, statistics, general chemistry, introductory biology, and two social sciences courses.

Central to the curriculum is the 15-credit suite of five Global Health core courses, which includes a course introducing students to the breadth of the major taught in the Department of Entomology (ENT/ENVIR ST 205, Our Health, Our Planet) and courses in the four core focal areas: agriculture and health, public health, environmental and human health, and disease biology. In addition to the breadth established by core courses, students will build depth and expertise by selecting among courses in four areas related to global and planetary health: public health, policy and development; food systems and nutrition; disease biology; and ecosystem sustainability and planetary health. Students will complete 15 credits of upper-level Global Health electives, taking at least nine credits from one area and at least six credits from the other areas. The curriculum also includes a high-impact capstone experience.

Table 2: Bachelor of Science in Global Health Program Curriculum

University General Education Requirements (summarized)	30 credits
Breadth – Humanities/Literature/Arts	6 credits
Breadth – Natural Science	6 credits
Breadth – Social Studies	3 credits
Communication Part A & B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & B	6 credits

College of Agricultural and Life Sciences Requirements (summarized)	19 credits
First Year Seminar	1 credit
International Studies	3 credits
Chemistry 103: General Chemistry I	4 credits
Biology/Botany/Zoology 151: Introductory Biology	5 credits
Additional Science (Biological, Physical, or Natural)	3 credits
Science Breadth (Biological, Physical, Natural, or Social)	3 credits
Global Health Fundamental Courses	24 credits
Mathematics 112 & 113 or 114: Algebra and Trigonometry	5 credits
Statistics 371 or 301	3 credits
Chemistry 104: General Chemistry II	5 credits
Biology/Botany/Zoology 152: Introductory Biology	5 credits
Social Science	6 credits
Global Health Core Courses	15 credits
<u>Gateway Core Course</u>	3 credits
Entom/Envir St 205: Our Health, Our Planet	
<u>Public Health Core Course</u>	3 credits
Nutri Sci/Agronomy/Entom 203: Introduction to Global Health; or Pop Health 370: Introduction to Public Health: Local to Global Perspectives	
<u>Food Systems and Health Core Course</u>	3 credits
Agro 377: Cropping Systems of the Tropics; or Plant Path 311: Global Food Security	
<u>Global Disease Biology and Epidemiology Core Course</u>	3 credits
Microbio 330: Host-Parasite Interactions; or Nutri Sci 379: Intro to Epidemiology	
<u>Environmental Health and Economics Core Course</u>	3 credits
AAE 352: Global Health: Economics, Natural Systems, and Policy; or Med Hist/Envir St 213: Global Environmental Health: An Interdisciplinary Introduction	
Global Health-Depth Elective Courses	15 credits
Students complete at least 9 credits from one category and at least 6 credits from any of the other categories.	
<u>Public Health, Policy and Development Courses</u>	
Courses include (but are not limited to):	
POP HLTH/ENVIRO ST 560: Health Impact Assessment of Global Environmental Change	0-9 credits
GEN&WS/INTL ST 535: Women's Global Health and Human Rights	
MED HIST/HIST SCI 509: The Development of Public Health in America	

Food Systems and Nutrition Courses

Courses include (but are not limited to):

HORT 350: Plants and Human Wellbeing	
GEOG/ENVIR ST 309: People, Land and Food: Comparative Study of Agriculture Systems	0-9 credits
NUTR SCI/A E/AGRONOMY/INTER-AG 350: World Hunger and Malnutrition	

Disease Biology Courses

Courses include (but are not limited to):

ENTOM/ZOOLOGY 371: Biology of Disease Vectors	0-9 credits
M M & I 554: Emerging Infectious Diseases and Bioterrorism	
M M & I/BIOCHEM 575: Biology of Viruses	

Ecosystem Sustainability and Planetary Health Courses

Courses include (but are not limited to):

POP HLTH/ENVIR ST 502: Air Pollution and Human Health	0-9 credits
SOIL SCI/ENVIR ST 324 Soils and Environmental Quality	
CIV ENGR 421: Environmental Sustainability Engineering	

Global Health Field Study Courses

NUTRI SCI 421 Global Health Field Experience	0-4 credits
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Global Health Capstone

GEN&WS 533: Women's Global Health and Human Rights	
C&E SOC 533: Public Health in Rural & Urban Communities	
Biocore 587: Biological Interactions	2 credits
DY SCI/AGRONOMY/INTER_AG 471: Food Production Systems and Sustainability	
POP HLTH/ENVIR ST 560: Health Impact Assessment of Global Environmental Change	

Additional Credits Needed to Complete 120 Credits	15 credits
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Total Credits Required for B.S. Degree in Global Health	120 credits
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Assessment of Outcomes and Objectives

A program learning assessment plan will be implemented to evaluate outcomes relative to each learning goal using both direct and indirect methods. Direct methods will include (1) analyzing student performance on selected exam questions that align with learning goals and (2) assessing the program capstone using a rubric created by the Assessment Subcommittee. Indirect methods will include (1) exit surveys of graduating students to comment on the extent to which the major has provided adequate preparation for their intended career, the extent to which students appreciate the intersections between global and planetary health, the extent to which they feel competently trained in systems and critical thinking, communication (oral and written), and cross-cultural

collaboration and leadership skills and (2) an annual alumni survey to include job and continuing education placement data.

Monitoring the student learning assessment plan will be the duty of the Assessment Subcommittee of the Global Health Major Program Committee. The chair of the Assessment Subcommittee will be responsible for coordinating annual meetings and compiling assessment data. The Assessment Committee will perform initial analysis of student learning assessment data and draft a report to be shared with the Global Health Major Program Committee. The summary report will contain the following items: learning goals measured, direct and/or indirect assessment tools, summation of data, and recommendations. The Global Health Major Program Committee will discuss actionable items and suggested recommendations. Any approved curricular or programmatic changes will be implemented in subsequent semesters.

Diversity

Social equity and inclusion are central themes of this major. Several learning outcomes relate to the knowledge and skills needed to understand cultural contexts and to work with diverse and underrepresented populations. All students will be required to take a social science course in which they will critically analyze why health outcomes can vary so greatly by socioeconomic, race, ethnicity, and/or gender factors.

At the conclusion of the program, students are required to complete a culminating capstone course. In the capstone course (students select from a menu of options), students will use a systems approach to analyze complex relationships evaluating health conditions and environments to create analyses and solutions that consider elements and metrics that are representational of the communities served. Furthermore, students will build communication and interpersonal skills critically for effective cross-cultural collaboration and civic engagement.

These elements of the program will be attractive to undergraduates, including students who intend to establish careers and practices focused on social inequity and underrepresented groups. The emphasis on knowledge to address varied social inequalities around the world is likely to prove attractive to students from underrepresented groups currently or potentially attending UW-Madison. Participation in the Global Health Certificate (GHC) provides some data in this regard. As of September 2019, 11% of the 532 students who have declared the GHC are from underrepresented minorities, which aligns with the campus profile. Continuing to support representation and successful participation of minorities in Global Health will be important. The Global Health major will partner with existing programs on campus to help move this initiative forward. Plans here include: working directly with programs through UW-Madison's Division of Diversity, Equity, and Educational Achievement (DDEEA) to make students aware of the major and discuss ways to make the major an inviting program for students; working with the CALS Equity and Diversity Committee to discuss ways to enhance recruitment of

minority students in the major; and collaborating with CALS QuickStart program, which is a summer retention program for incoming students that provides foundational skills needed to succeed on campus. In addition to collaborating with these campus programs, the major's academic advisors are a critical part in providing academic and student support and connecting students to campus resources, all of which are essential for retention and success of all students.

Students who have declared the Global Health Certificate are predominately female (84% of 497 students as of September 2019). This is similar to student populations who participate in the Study Abroad program and could reflect the requirement for a field experience for the GHC. The B.S. in Global Health will accept a broader array of courses and experiences for the capstone that may be of broader interest to a diverse student body. The Global Health Program Committee will also work with Study Abroad to investigate strategies that may increase the male student population.

Faculty recruitment into Entomology to support the major will follow campus recommendations for ensuring diverse pools from which qualified candidates are selected. Per College of Agricultural and Life Sciences policy, all search committee members participate in training sponsored by the Women in Science and Engineering Leadership Institute (WISELI), a national leader in higher education, providing education that documents and models the use of evidence-based practices for conducting searches to minimize implicit bias. The college also participates in, and benefits from, campus-wide faculty diversity initiatives, including *Target of Opportunity* hiring programs that encourage departments to be strategic in seeking out promising new faculty. Finally, because the program is designed to leverage the expertise of faculty across many disciplines where the intersections of human and planetary health are increasingly prominent topics, the program committee will be inclusive of the diverse array of faculty in those disciplines.

Collaborative Nature of the Program

The B.S. in Global Health is limited to UW-Madison and will not involve collaboration with other UW System institutions. Within UW-Madison, faculty in multiple academic departments in CALS will collaborate to deliver the program. In addition, the Nelson Institute, the College of Letters and Science, the School of Medicine and Public Health, and potentially others will provide faculty to engage in some of the courses. CALS welcomes transfer students to all of its undergraduate programs. UW-Madison has transfer agreements with Madison College and other two-year colleges in Wisconsin to help make the transfer process more transparent. See <https://admissions.wisc.edu/transfer-agreements/> for more information.

Projected Time to Degree

The B.S. in Global Health is designed to be completed in four years by full-time students. Students may also pursue program coursework at a part-time pace, completing the program in a longer timeframe. Core courses will be offered on a regular schedule,

with enrollment priority given to declared majors or students pursuing the GHC. The B.S. in Global Health will have an example four-year plan available in the *Guide*. Academic advisors will support students in efforts to complete their degree in a timely manner.

Program Review

Like other new UW-Madison programs, the B.S. in Global Health will undergo an initial, formal program review approximately five years after the implementation date (i.e., during the 2025-26 academic year), followed by regular reviews initiated by the dean, to be conducted at intervals of no more than 10 years. 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. Elements of the undergraduate program review include program mission and goals, review of student learning assessment, evaluation of curriculum, student participation in high-impact practices, enrollment management, student advising and support, program completion and time to degree, and post-graduation outcomes. Findings are used to improve the program.

Accreditation

There are no special accreditation requirements for this program.

JUSTIFICATION

Rationale and Relation to Mission

Very rapid human population growth, combined with even more rapid growth in per capita consumption, are driving an extraordinary transformation of most of Earth's natural systems including its climate system, its oceans, land cover, biogeochemical cycles, biodiversity, and coastal and freshwater systems. These are the biophysical systems that underpin global food production, exposure to infectious disease and natural hazards, even the habitability of the places where we live, and there is growing concern that global environmental change is likely to be a major driver of the burden of disease over the coming century.

The B.S. in Global Health will contribute directly to the mission of the UW System¹ by developing in students "cultural, and humane sensitivities," "a sense of purpose," and "scientific, professional and technological expertise." The UW-Madison mission² states that the campus will offer "broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative education." The B.S. in Global Health

¹ <https://www.wisconsin.edu/about-the-uw-system/#missions>

² <https://www.wisc.edu/about/mission/>

will emphasize the relationship between the health of populations across the world and the health of the environment and the stability of the planetary systems upon which they depend. The B.S. in Global Health will also support the institutional mission by strengthening cultural understanding through the study of the implications of social, political, economic and technological change.² This is a core focus of the B.S. in Global Health program, which will use a planetary health and global change lens to examine global challenges to human health and well-being.

The proposed program supports major themes in the UW-Madison Chancellor's Strategic Framework.³ These major themes include "scaling Wisconsin Experience opportunities through innovative classroom environments and active learning, locally and globally, to prepare students for successful careers and lives" and "leveraging our distinctive interdisciplinary strength to address complex problems in the state and the world." The B.S. in Global Health will draw from the broad and deep array of campus expertise in global health and global change to provide students with a unique opportunity to delve deeply into "issues of importance for the state, the nation, and the world."

Institutional Program Array

The B.S. in Global Health is distinctive and there is no other overlapping undergraduate major at UW-Madison. The B.S. in Global Health differs from the recently launched B.S. in Health Promotion and Health Equity (HPHE) major, which focuses on physiological health, psychological well-being, the social determinants of health, and the right to health for individuals and communities, as well as preparation of students to be health educators.

The program draws on UW-Madison program faculty's scholarly expertise in this emerging area, which is the foundation of all UW-Madison degree programs. Within CALS, the Departments of Entomology, Nutritional Science, Agricultural and Applied Economics, Agronomy, Plant Pathology, Community and Environmental Sociology, and Bacteriology provide the departmental homes for the majority of instructors and faculty who deliver the current Global Health Certificate program. These faculty also will be involved in the delivery of the B.S. in Global Health. In addition, the Nelson Institute, the College of Letters and Science, the School of Medicine and Public Health, and potentially others will provide faculty to engage in some of the courses.

Other Programs in the University of Wisconsin System

Within the UW System, UW-Milwaukee offers a B.S. in Public Health, UW-La Crosse offers a B.S. in Public Health and Community Health Education, and UW-Eau Claire offers a B.S. in Environmental Public Health. These program curricula include areas such as epidemiology, biostatistics, toxicology, risk assessment, policy and

³ <https://chancellor.wisc.edu/strategicplan2/>

regulations, preventative medicine, health behaviors, and health communication and promotion. While some of these areas are also included in the proposed B.S. in Global Health, its curriculum focuses on integrating the basic sciences to understand biological, social, and physical underpinnings of health, and evaluating data and evidence-based approaches to public health. The curriculum has an interdisciplinary focus on the global aspects of equity and vulnerability, ecosystem stability, systems thinking, and environmental sustainability. For example, agricultural systems are critical to human health and well-being but are not discussed in traditional public health curricula. The field of planetary health, linking global and ecosystem health, is new and emerging, and is thus distinct from public health programs in the UW System.

A collaborative B.S. in Sustainable Management is offered by UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-River Falls and UW-Superior. While these programs are in a similar curricular area to the proposed major, the required coursework has limited overlap. The Sustainability Management program does not have a specific focus on sustainable management in a global or health context.

Need as Suggested by Current Student Demand

Concurrently, student interest in global health across the nation and at UW-Madison has soared. The undergraduate Certificate in Global Health at UW-Madison debuted in 2011, and rapidly became one of the highest enrollment certificates on campus (approximately 500 students are currently enrolled). When students enrolled in the certificate were asked by the GHC advisors, “If a major in global health were available at UW Madison, would you have selected it,” about 50% responded affirmatively.⁴ Further, the national landscape was surveyed by conducting a systematic review of global health majors for undergraduates. The survey reported, “Student interest in global health education has grown exponentially over the last decade. In 2010, the Commission on Education of Health Professions recommended changes to facilitate development of a generation of health professionals who will be better equipped to address present and future health challenges.” It was also reported that eight programs with global health degrees have been created within the last 10 years. In this review, programs at the six larger schools ranged from 84 to 265 in-person students who were enrolled in the programs in 2016.

Need as Suggested by Market Demand

Graduates may pursue careers in community or public health, sustainability, public administration, or research and policy positions in either governmental or non-governmental organizations. Given that global health is an emerging and growing field, the

⁴ Drain, P. K., Mock, C., Toole, D., Rosenwald, A., Jehn, M., Csordas, T., & Wasserheit, J. N. (2017). The emergence of undergraduate majors in global health: systematic review of programs and recommendations for future directions. *The American journal of tropical medicine and hygiene*, 96(1), 16-23.

occupational data available through governmental sources may not reflect a comprehensive job outlook. The kinds of occupations that graduates may pursue are growing faster than average. Vacancies in community health worker occupations are expected to grow by 11% between 2018 and 2028.⁵ The job outlook for social and community service managers indicates 13% growth.⁶ In Wisconsin, across all industries between 2016 and 2026, vacancies in community health worker occupations is expected to grow by 11% and the job outlook for social and community service managers indicates 13% growth.⁷ UW-Madison's First Destination Survey, administered to bachelor's degree recipients at the time of graduation, shows that the healthcare industry is the largest industry CALS students are entering upon graduation. Specifically, 17% of CALS students who had employment upon graduation entered the healthcare industry.⁸

Some students may choose to move to more environmentally focused careers. Employment of environmental scientists and specialists is projected to grow 8% from the 2018 to the 2028 average for all occupations.⁹ Heightened public interest in the hazards facing the environment are expected to spur demand.

Graduates of the program may choose to pursue graduate/professional education in programs in healthcare provision (medicine, physician assistants). Nationally, the Bureau of Labor Statistics has projected faster than average growth from 2018 to 2028, in job categories relevant to the major. Employment of healthcare practitioners is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations.¹⁰ Overall, healthcare occupations are projected to add more jobs than any of the other occupational groups.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers. Retrieved at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited January 25, 2020).

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers. Retrieved at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited February 05, 2020).

⁷ State of Wisconsin Department of Workforce Development. WiscConomy LMI Data Access. Data retrieved at <https://www.jobcenterofwisconsin.com/wisconomy/query>

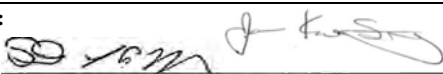
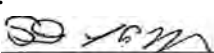
⁸ UW-Madison Annual First Destination Survey Results <https://apir.wisc.edu/students/first-destination-survey/> (visited February 19, 2020).

⁹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Environmental Scientists and Specialists, on the internet at <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (visited January 25, 2020).

¹⁰ <https://www.bls.gov/ooh/healthcare/home.htm> (released on 09/04/2019)

University of Wisconsin - Madison						
Cost and Revenue Projections For BS Global Health						
Items		Projections				
		2020-21	2021-22	2022-23	2023-24	2024-25
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New -2nd Year- Students) Headcount	150	175	175	175	175
	Enrollment (Continuing Student) Headcount	0	143	301	324	324
	Enrollment (New -2nd Year- Student) FTE	150	175	175	175	175
	Enrollment (Continuing Student) FTE	0	143	301	324	324
II	Total Credit Hours in BS-GH major	1600	3392	5077	5323	5323
III	FTE of Faculty	2.00	3.00	4.00	4.00	4.00
	FTE of Instructional Staff	1.00	1.00	1.00	1.00	1.00
	FTE of Teaching Assistants	4.00	5.00	8.50	8.50	8.50
	FTE of Advisors	1.00	2.00	2.00	2.00	2.00
	FTE of Program Manager/Administrator	1.00	1.00	1.00	1.00	1.00
IV	Revenues					
	<i>From Tuition (BS-GH credit hours x \$386.39/credit)</i>	\$618,224	\$1,310,635	\$1,961,831	\$2,056,625	\$2,056,625
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR Reallocation</i>	\$310,236	\$21,561	-\$153,184	-\$207,491	-\$173,702
	Total Revenue	\$928,460	\$1,332,196	\$1,808,647	\$1,849,134	\$1,882,923
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$300,000	\$459,000	\$624,240	\$636,725	\$649,459
	<i>Instructional Staff</i>	\$82,000	\$83,640	\$85,313	\$87,019	\$88,759
	<i>Teaching Assistants</i>	\$160,000	\$204,000	\$353,736	\$360,811	\$368,027
	<i>Advisors</i>	\$55,000	\$112,200	\$114,444	\$116,733	\$119,068
	<i>Program Manager/Administrator</i>	\$65,000	\$66,300	\$67,626	\$68,979	\$70,358
	<i>Fringe benefits - est at 33% applied to all salaries</i>	\$218,460	\$305,296	\$410,968	\$419,188	\$427,572
	Other Expenses					
	<i>Instructional Supplies and expenses</i>	\$48,000	\$101,760	\$152,320	\$159,680	\$159,680
	Total Expenses	\$928,460	\$1,332,196	\$1,808,647	\$1,849,134	\$1,882,923
VI	Net Revenue	\$0	\$0	\$0	\$0	\$0

Submit budget narrative in MS Word Format

Provost's Signature:		Date:	1/17/2020
VCFA Signature:		Date:	1/16/20

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN GLOBAL HEALTH

Introduction

The proposed B.S. in Global Health is an evolution of the undergraduate Certificate in Global Health that will integrate the biological, environmental and physical sciences with a health-focused curriculum. The proposed B.S. in Global Health will be comprised of 120 credits, with 32 credits specifically in the major. All the courses are currently offered or in curricular review at UW-Madison. Within UW-Madison, faculty in multiple academic departments in the College of Agricultural and Life Sciences (CALS) will collaborate to deliver the program. In addition, the Nelson Institute, the College of Letters and Science, the School of Medicine and Public Health, and potentially others will provide faculty to engage in some of the courses.

Section I – Enrollment

Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed major in Global Health as a choice among UW-Madison's more than 100 undergraduate programs. For planning purposes, assumptions include the expectation that annually approximately 150 second-year students will declare the major in the first year, and thereafter 175 second-year students are expected to enroll in the major annually. These students are assumed to stay in the program for three years as continuing students. This is oversimplified as students who enter as freshmen will also declare the major in their first and third years, and transfer students will also declare the major. However, students do not apply and enter as new students to the program, but rather to the university's undergraduate program. Projections assume a 95% retention rate from year to year, corresponding to the overall retention rate at UW-Madison. By 2025-26, the fifth year of the program, enrollment is expected to be approximately 499 full-time students.

Section II – Credit Hours

All courses for this major are either currently offered at UW-Madison or in the process of curricular review. The major curriculum consists of core and elective credits offered by the collaborating departments, totaling 32 credits. For the purposes of the credit-hour estimate, students are assumed to enroll in the major in their second year and complete the required credits over three years. Projections make a simplifying assumption that students will enroll in and distribute these credits evenly over three 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 \times 32/3 years. By the fourth year of the program, as enrollment grows, the total number of credits attributed specifically to the major is projected at 5,323 student credit hours.

Section III – Faculty and Staff Appointments

There is current capacity for the program because the new Global Health major is expected to draw students who would otherwise have completed the Global Health Certificate, which has an enrollment of approximately 500. The Departments of Entomology, Nutritional Science, Agricultural and Applied Economics, Agronomy, Plant Pathology, Community and Environmental Sociology, and Bacteriology provide the departmental homes for the majority of instructors and faculty involved in the program. The Nelson Institute and the Department of Population Health Sciences also provide faculty engaged in some of the core courses.

For planning purposes, it is assumed that instructional personnel will be redirected from their current teaching assignments in those departments. By the third year of the program, CALS will contribute an estimated 4.0 faculty FTE and 1.0 FTE of two instructional staff involved in the program. Projected FTEs reflect the current ratios of credit hours to FTEs in these departments, and projected expenses reflect the average salaries in those departments. CALS will contribute an estimated 6.00 FTE of teaching assistants across the program courses per year. Projections also include allocation of program management and administrative staff (1.0 FTE) and advising resources (2.0 FTE) to support the major.

Section IV – Program Revenues

The major in Global Health will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101). No additional funding specifically for this program will be provided to the College of Agricultural and Life Sciences; however, budget allocation may be somewhat influenced by the enrollment and student credit hour formula followed by UW-Madison's academic year budget model. Funding is considered reallocation as the curricular and student services support will draw on faculty and staff who already support academic programs in CALS. As the program grows, the college will allocate funding to the departments as appropriate to support this program.

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 (excluding segregated fees). The per-credit tuition estimate was based on the 2019-20 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.

Section V – Program Expenses

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 are already existing. To support renewal and growth, the budget format estimates \$30 per year per student credit hour in additional instructional supplies and expenses.

Salary estimates per FTE for the major are (1) \$150,000 per faculty FTE, (2) \$82,000 per instructional staff FTE, (3) \$55,000 per advisor, (4) \$65,000 per program manager, and (5) \$40,000 per 1.0 FTE teaching assistant (most appointed at 50%).

The GPR reallocation line is included to illustrate that the tuition revenues from enrolled students will not be sufficient to cover estimated costs in Year 1, but as enrollment grows, the program will not require all of the tuition funds. The negative values (beginning in Year 3) indicate the estimated time at which the program tuition will contribute to more general academic costs than are funded from the GPR pool, such as general education instruction, advising, general student services, and so on.

Section VI – Net Revenue

The cost and revenue projections illustrated in this authorization show that the program will be revenue neutral across the first five years of the program. 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 32 credits of instruction and direct advising allocated in this budget.

Date: 17 January 2020

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
Via email: apei@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs



Subject: Authorization Proposal: Bachelor of Science-Global Health

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a BS in Global Health at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and 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 offering department. The dean and the academic planning council of the College of Agricultural and Life Sciences (CALS) have approved the proposal and support this program. The proposal has also been approved by the University Academic Planning Council. I send it forward to you with broad campuswide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. CALS is committed to the necessary financial and human resources required to continue the program. The program will charge the regent-approved UW-Madison undergraduate tuition rate.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in Fall 2020. We are requesting that this proposal be scheduled for consideration at the April 2-3, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal (MS-Word), Budget Narrative (MS-Word), Budget Spreadsheet (MS-Excel)

Copies:

Rebecca Blank, Chancellor, UW–Madison

Laurent Heller, Vice Chancellor for Finance and Administration

Jennifer Klippel, Madison Budget Office

Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Kate VandenBosch, Dean, College of Agricultural and Life Sciences

Karen Wassarman, Associate Dean, College of Agricultural and Life Sciences

Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation, UW System

April 2, 2020

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING,
UW-RIVER FALLS**

REQUESTED ACTION

Adoption of Resolution 6.F., authorizing the implementation of the Bachelor of Science in Environmental Engineering at UW-River Falls.

Resolution 6.F.: That, upon the recommendation of the Chancellor of UW-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Environmental Engineering at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin-River Falls (UWRF) proposes to establish a Bachelor of Science (B.S.) in Environmental Engineering. Graduates of the program will be prepared to enter the job market in professions encompassing soil and water management, environmental remediation, waste management, pollution control, and other related fields. Students also will be prepared for graduate school and advanced degrees. The development of this program responds to a growing demand for additional programs in engineering offered in northwest Wisconsin.

Mission

The University of Wisconsin-River Falls' focused mission statement articulates, "Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective" (<https://www.uwrf.edu/AboutUs/vision.cfm>). In support of this mission, there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>).

The proposed Bachelor of Science degree in Environmental Engineering will support the institutional mission and the strategic plan by providing an education focused on developing critical skills and knowledge through innovative science pedagogy while

educating the whole person. The curriculum is developed according to accreditation standards that will ensure quality and continued development and relevance. This supports UWRF's effort defined in its mission and vision statements to distinguish itself by developing "distinctive, innovational, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation"

(<https://www.uwrf.edu/AboutUs/vision.cfm>), and in Goal 1 of its strategic plan, to "build distinctive academic programs" (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>).

The Department of Agricultural Engineering Technology also has an active network of industry partnerships contributing directly and indirectly to the breadth and depth of student experiences in its programs. UWRF's location in northwest Wisconsin and its proximity to the Twin Cities metro area provides additional opportunities for engagement with industry, agencies and other employers in Environmental Engineering. These key parts of Goal 3 of the strategic plan are connected to UWRF's focused mission and vision statements.

Furthermore, UW-River Falls provides study-abroad opportunities and other international experiences. The faculty in the Department of Agricultural Engineering Technology are active in developing and facilitating such opportunities for students, activities that are consistent with both the university's focused mission (e.g., "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed *global perspective*") and the strategic plan's goals, which emphasize "global learning and comprehensive internationalization" (Goal 2). It is anticipated that additional opportunities will be developed, particularly in collaboration with other departments and programs aligned with Environmental Engineering.

Credit Load and Tuition

Program requirements are comprised of a minimum of 62 credits in engineering courses. Of these, 30 credits are from an engineering core group, which also are required in the university's new agricultural engineering program, creating efficiencies in the allocation of staff and provision of coursework. In addition, 32-35 credits specific to the Environmental Engineering program are required. Importantly, with appropriate advising, planning, and course selection, students may complete the program in 120 credits, because UWRF policy allows students to double count some credits if a course has learning outcomes that meet multiple requirements.

The overall number of credits in the proposed program is comparable to similar programs accredited through the Accreditation Board for Engineering and Technology (ABET). ABET requires 30 credits of math and science, and 47 credits of engineering, or 77 total credits. Beyond these 77 credits, ABET program criteria for Environmental Engineering require that

the curriculum not only addresses environmental policy and regulation, but also includes hands-on laboratory experiments.

The program's engineering core requirements include a two-semester capstone sequence, taken in the senior year. In the first capstone, students are assigned projects, in collaboration with industry partners, which are identified before the semester starts. The students work to identify key design parameters, constraints, and potential solutions. They refine those solutions in the first semester to select a preferred design alternative. Student groups present their design to an Industry Advisory Board at the conclusion of the first semester. In the second capstone, students are asked to build and test a prototype or finalize a design of the preferred alternative.

The program is designed for completion by full-time students in a four-year plan of study. With appropriate advising and planning, full-time students can average 15 credits per semester. Alternatively, students will have to average 16.5 credits per semester over eight semesters to complete 132 credit hours and earn the degree in four years. Part-time students are assigned an academic advisor in the department who works one-on-one with them to determine the course scheduling sequence that meets each student's needs and provides an efficient timeline to graduation. There are also summer and January-term options to assist students in course and credit completion.

For students enrolled in the B.S. in Environmental Engineering, standard tuition and fee rates will apply. For the current academic year (2019-20), the average tuition fee for Wisconsin residents is \$267.85, and this was used in the calculations. In addition, full-time Wisconsin residents pay \$804.74 per semester in segregated fees. An annual additional tuition of \$1,400, or \$700 per semester, will also be charged beginning when students have completed 60 credits. The additional tuition is necessary because engineering programs require specialized laboratories and classroom equipment that must be regularly maintained and updated, and periodically replaced with state-of-the-art equipment. This tuition structure is similar to engineering programs at other UW System institutions.

BACKGROUND

This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Environmental Engineering at UW-River Falls
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin-River Falls (UWRF) proposes to establish a Bachelor of Science (B.S.) in Environmental Engineering. The development of this program responds to a growing demand for additional programs in engineering offered in northwest Wisconsin. Graduates of the Environmental Engineering program will be well prepared to enter the job market in professions encompassing soil and water management, environmental remediation, waste management, pollution control and other areas. They will also be well prepared for graduate school and advanced degrees. Students will complete a minimum of 132 credits. This will include a minimum of 62 engineering program credits as well as university and general education credits, engineering electives, and supporting credits.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-River Falls

Title of Proposed Academic Program

Environmental Engineering

Degree Designations

Bachelor of Science

Mode of Delivery

Single institution, face-to-face

Department or Functional Equivalent

Department of Agricultural Engineering Technology

College, School, or Functional Equivalent

College of Agriculture, Food, and Environmental Sciences

Proposed Date of Implementation

August 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years of the program. The average student retention rate within the program is assumed to be 65% for first- to second-year students and 90% annually for students continuing in the program beyond the second year. The first- to second-year retention rate estimate is based on the average overall retention rate for the existing Agricultural Engineering Technology program, which was 65.25% for Fall 2013-Fall 2017 cohorts (79.66% were retained to the university, overall, which includes students changing programs).¹ The 90% retention rate for students continuing in the program beyond the second year is based on departmental data used to track retention in the Agricultural Engineering Technology program. By the end of Year 5, it is expected that 76 students will be enrolled in the program and 24 total students will have graduated from the program. (Beginning with Year 6, the expected long-term enrollment will be 81 students.)

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	25	25	30	30
Continuing Students	0	13	28	41	46
Total Enrollment	20	38	53	71	76
Graduating Students	0	0	0	11	13

Tuition Structure

For students enrolled in the B.S. in Environmental Engineering, standard tuition and fee rates will apply. For the current academic year (2019-20), the average tuition fee for Wisconsin residents is \$267.85, and this was used in the calculations. In addition, full-time Wisconsin residents pay \$804.74 per semester in segregated fees. An annual additional tuition of \$1,400, or \$700 per semester, will also be charged beginning when students have completed 60 credits. The additional tuition is necessary because engineering programs require specialized laboratories and classroom equipment that must be regularly maintained and updated, and periodically replaced with state-of-the-art equipment. This tuition structure is similar to engineering programs at other UW System institutions.

¹ The National Student Clearinghouse Research Center found that for engineering programs, broadly defined, overall retention to the programs was 85.3 percent for the fall 2017 entering cohort. National Student Clearinghouse Research Center. (2019, July 10). 2019, National Persistence, Postsecondary, Snapshot Report. Retrieved March 3, 2020 from <https://nscresearchcenter.org/snapshotreport35-first-year-persistence-and-retention/#Figure11>.

DESCRIPTION OF PROGRAM

Overview of the Program

Students will complete a minimum of 132 credits. This will include a minimum of 62 program credits (30 credits in Engineering core and 32-35 credits in Environmental Engineering major), along with general education and university requirement credits (45-46 credits), supporting courses in math and science (25 credits), and possibly four credits of prerequisites. The program's engineering core requirements include a capstone experience, comprising a two-semester sequence of GENG 484 and GENG 485, each two credits, taken in the senior year. In the first semester, students are assigned projects, which are identified before the semester starts in collaboration with industry partners. The students work to identify key design parameters, constraints, and potential solutions. They refine those solutions in the first semester to select a preferred design alternative. Student groups present their design to an Industry Advisory Board at the conclusion of the first semester. In the second semester, students are asked to build and test a prototype or finalize a design of the preferred alternative.

The overall number of credits in the proposed program is comparable to similar programs accredited through the Accreditation Board for Engineering and Technology (ABET). ABET requires 30 credits of math and science, and 47 credits of engineering, or 77 total credits. Beyond these 77 credits, ABET program criteria for Environmental Engineering require that the curriculum not only addresses environmental policy and regulation, but also includes hands-on laboratory experiments.

It should be noted that, with appropriate advising, planning, and course selection, students could complete the program in 120 credits because university policy allows students to double count some credits if a course has learning outcomes that meet multiple requirements. For example, the six credits of university requirements can potentially fulfill both university requirements and general education requirements. Another six credits can potentially fulfill two requirements within general education.

Student Learning Outcomes and Program Objectives

Learning outcomes for students in Environmental Engineering will align with those established by ABET. They include:

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.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of a minimum of 62 credits in engineering courses. Of these, 30 credits are from an engineering core group that are also required in the university's new agricultural engineering program, creating efficiencies in the allocation of staff and provision of coursework. In addition, 32-35 credits specific to the Environmental Engineering program are required. Standard UW-River Falls admissions requirements apply.

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

University Requirements (6 credits):

ACD	American Cultural Diversity	3 credits
GP	Global Perspectives	3 credits

General Education (39-40 credits):

Goal #1: Communicate Effectively (9-10 credits)

ENGL 100	Academic Reading/Writing	3 credits
ENGL 200	Reading, Writing, and the Disciplines	3 credits
CS	Communications: Speaking & Writing	3 or 4 credits

Goal #2: Demonstrate Knowledge of Past and Present Human Endeavor (12 credits)

HF	Humanities & Fine Arts (2 courses)	6 credits
SB	Social & Behavioral (2 courses)	6 credits

Goal #3: Apply Scientific Principles to the Natural World (14 credits)

MATH 166	Calculus I	4 credits
CHEM 111/116	General Chemistry I	5 credits
PHYS 131	Calculus Based Physics I	5 credits

Goal #5: Evaluate Individual Responsibility to Self, Society, and the World (4 credits)

PE	108	Health and Fitness for Life	1 credit
ESM	105	Ethical Citizenship	3 credits

Environmental Engineering Supporting Courses: Math and Science (25 credits)

MATH	167	Calculus II	4 credits
MATH	268	Calculus III	4 credits
MATH	331	Diff. Eq.	3 credits
CHEM	112/117	General Chemistry II	5 credits
SOIL	120	Introduction to Soils	3 credits
BIOL	150	General Biology	3 credits
MATH	326	Applied Statistics	3 credits

Engineering Core (30 credits)

AET	251	Intro to Measurement and Instrumentation	3 credits
GENG	121	Intro to Computer Aided Design (CAD)	3 credits
GENG	135	Introduction to Engineering	2 credits
GENG	165	Programming for Engineers	3 credits
ENG	215	Project Management	2 credits
GENG	301	Eng. Properties of Biological Materials	3 credits
GENG	316	Engineering Thermodynamics	3 credits
GENG	336	Engineering Fluid Mechanics	3 credits
GENG	484	Senior Design I	2 credits
GENG	485	Senior Design II	2 credits
GENG	491	FE Examination Preparation	1 credit
PHYS	250	Statics	3 credits

Environmental Engineering Major: Breadth Courses (24 credits)

ENVN	280	Activities in Environmental Engineering	1 credit
AGEN	330	Watershed Engineering	3 credits
ENVN	380	Sustainability in Environmental Engineering	3 credits
ENVN	326	Environmental Engineering	3 credits
ENVN	430	Water Quality Modeling	4 credits
GENG	375	Geotechnical Engineering	3 credits
ENVN	415	Air Quality and Solid Waste Management	4 credits
AGEN	435	Nonpoint Source Pollution Engineering	3 credits

Environmental Engineering Major: Policy (choose one, 2-3 credits)

ESM	305	Environmental Impact Assessment	2 credits
ESM	303	Environmental Policies and Administration	3 credits

Environmental Engineering Major: Analytics (choose one, 3-4 credits)

ESM	413	Environmental Analysis	4 credits
BIOL	324	Microbiology	4 credits
ESM	412	Chemical Fate and Transport in the Environment	3 credits
SOIL	460	Soil Physics	3 credits

Gen. Engineering Technical Electives (choose one, 3-4 credits)

AGEN	365	Waste Management	3 credits
GENG	235	Surveying	3 credits
GENG	368	CAD for Civil Design	3 credits
GEOL	445	Hydrogeology	4 credits

Prerequisites if GEOL 445 is selected (0-4 credits)

GEOL	101	Introduction to Geology	3 credits
GEOL	102	Introduction to Geology Laboratory	1 credit

Total Credits

132 – 140 credits

Assessment of Outcomes and Objectives

UW-River Falls requires that departments perform annual assessment of programming and provides departments with rubrics addressing specific assessment requirements. Thus, assessment of the program will be performed by the Department of Agricultural Engineering Technology on a yearly basis. In addition, a comprehensive assessment using university assessment processes and formats will be performed every three years, summarizing all data for a program prioritization review. This requires that the deans certify that departments are engaged in appropriate assessment activities. For each program, the department submits an assessment report and an assessment plan to the Faculty Senate's Assessment Committee. This committee uses the aforementioned rubrics to assess the program's assessment activities. In addition, every sixth year, an institutional Program Audit Review (PAR) is conducted. These assessments will be used to drive the program's pursuit of ABET accreditation.

- Integrative direct assessments - As part of its direct assessment, the program will electronically maintain performance data to assess the student outcomes. Student outcomes, defined by ABET, will be assessment through different measures, depending on the outcome; these assessments range from course exams, targeted assignments, and measures of both teamwork effectiveness and the application of student learning. Aggregate trend data associated with each learning outcome will be included in assessment reports.
 - *Course exams and selected homework sets:* Selected exams and homework problems will be used to assess the extent to which students can solve engineering problems.

- *Laboratory reports and presentations:* Students' ability to communicate with a range of technical and non-technical audiences will be assessed through formal written laboratory reports, oral presentations, and technical letter reports.
- *Student projects:* Projects will be used to assess the extent to which students complete open-ended engineering designs where cost, risk, standards, aesthetics, or other factors play a significant role.
- *Placement into jobs, graduate school, and professional programs:* Preparation of students for employment and for graduate and professional programs will be monitored by the acceptance of students into these jobs and programs, and successful completion of the programs.
- Indirect assessment - The program will obtain feedback on the relevance of the curriculum, the appropriateness of the program's educational objectives, and the effectiveness of the learning experiences from both internal and external stakeholders. To obtain the feedback, the program will use the following:
 - *Program educational outcomes feedback survey:* Student evaluations and surveys will obtain an annual snapshot of how effectively graduating students perceive the program's educational objectives to be in shaping them to have the knowledge, skills, and abilities they will need post-graduation.
 - *Professional community survey:* Every other year the program will host an Industry Advisory Board (comprising of industry representatives and alumni) meeting to attain feedback on the program's curriculum and its educational objectives.

Process for Assessment

The program will assess its student outcomes annually. Those annual assessments will then be submitted to the campus consistent with its current three-year cycle of review. The department is responsible for reviewing assessment data and ensuring that it informs potential revisions to the program, with oversight provided by the college dean. Additionally, the program will seek ABET accreditation, which necessitates continuous assessment of students to determine whether the program is meeting the student outcomes and, if not, requires that the program address any shortcoming. After initial accreditation, the ABET review cycle occurs every six years.

Diversity

The proposed curriculum and learning outcomes for Environmental Engineering will apply and be meaningful to the broad pool of students that will be attracted to the program. Environmental engineers work to mitigate the adverse consequences of human activity and work to improve environmental quality. Subsequently, the curriculum relies heavily on group activities and projects that will bring students together in discussions on a variety of topics relevant to the program and its broader role in the world. A paramount

goal of the Environmental Engineering program is to train students to become working professional environmental engineers who consider and recognize professional and ethical responsibilities in a global, cultural, social, environmental, and economic context (i.e., Student Outcomes #2 and #4) in their engineering decision-making. As such, a diverse student body will help to foster better understanding of these factors throughout the student body. The department will strive to create an inclusive environment allowing students to share differing points of view and to function effectively on teams or in a collaborative and inclusive environment (i.e., Student Outcome #5).

In addition, study-abroad opportunities will contribute to the perspectives to which students are exposed. Co-curricular activities such as involvement in student clubs will increase interactions in group settings as well as provide additional opportunities for discussion of relevant topics and issues.

Several courses in the program, such as GENG 484 and GENG 485 (two credits each semester), will rely heavily on involvement with external stakeholders, including identification of Senior Design topics. Faculty in the program will help ensure students can develop connections with a broad and diverse group of industry and employer representatives.

UW-River Falls continues to develop its Center for Excellence in Teaching and Learning, which will have a specific focus on diversity and inclusivity. The center will employ two administrative fellows, one focusing on sustainability and a second focusing on diversity and inclusivity. The latter fellow will assist faculty in incorporating diversity and inclusivity issues and practices into their teaching and learning activities. Faculty involved in the Environmental Engineering program will be encouraged to engage in professional development opportunities offered through the center as well as other programs and initiatives at UWRF and throughout UW System.

Faculty involved in the Department of Agricultural Engineering Technology are already actively involved in the UW System Women and Science program (WAS) and other diversity enhancement programs. The mission of WAS is to “attract and retain more women and minority students in science, technology, engineering and mathematics (STEM) by promoting systematic changes in the ways that science and science education are regarded and carried out within the University of Wisconsin System, the Wisconsin community and beyond.”² Several faculty are participants in WAS activities (e.g., Drs. Kim and Woolcock) and Dr. Kim is an advisory board member. Faculty members have also participated on panels examining diversity, equity, and inclusion at the past three American Society for Engineering Education conferences (e.g., Dr. Kim), have facilitated workshops for new STEM educators hosted by UW Women and Science (e.g., Dr. Peterson), participated in workshops on women and science (e.g., Dr. Woolcock), and facilitated sessions at Camp Badger, a program designed to allow students to explore math and science (e.g., Dr. Olson),

² <https://uwosh.edu/was/>

to mention some of the typical activities. Encouragement will be provided to expand these activities with the launch of Environmental Engineering.

Over the past decade the College of Agriculture, Food and Environmental Sciences has hired an increasing proportion of women and minorities into its open positions across the academic departments. Among the Department of Agricultural Engineering Technology faculty, two of the three most recent hires are minorities, with one of these being female. At present, one-sixth of the faculty in the department are female and one-third are minorities.

UW-River Falls has a Diversity, Inclusion, and Belonging office (DIB) that helps to create an inclusive campus community where all people feel valued, respected and safe. As such, the DIB is dedicated to affirming and embracing the multiple identities, values, belief systems, and cultural practices of the campus community. Students in the program will have access to DIB, which works toward closing the equity gap and increasing retention of underrepresented racial or ethnic groups relative to the total student population.

The faculty members involved in the program will also work with the UW-River Falls Admissions Office to attract a diverse pool of students. UW-River Falls is actively seeking to diversify its student population overall with commitments to recruitment and student support structures.

Additional university resources include access and success initiatives in mathematics and the sciences and a multicultural and economically disadvantaged retention specialist through the DIB.

Collaborative Nature of the Program

The Department of Agricultural Engineering Technology, through its programs in Agricultural Engineering and Agricultural Engineering Technology, works collaboratively with other departments and their programs at University of Wisconsin-River Falls, including those in the College of Agriculture, Food and Environmental Science (CAFES). These programs include plant and earth science, animal and food science, agricultural economics, and agricultural education. In addition, the department works collaboratively through programs in the College of Arts and Sciences, including biology, chemistry and biotechnology, mathematics, physics, and others. UWRF is also an active partner in the Northwest Wisconsin Engineering Consortium, which is designed to help meet the demands of students and employers for engineering programs and training in this part of the state. UW-River Falls, along with other partners (e.g., UW-Eau Claire and UW-Stout) communicate with each other to maintain a common first-year engineering curriculum so that students who wish to transfer can more easily do so if desired, without losing time towards their degree. In addition, UW-River Falls faculty have served on the UW-Stout's ABET Advisory Board.

Projected Time to Degree

The program is designed for completion by full-time students in a four-year plan of study. With appropriate advising and planning, full-time students can average 15 credits per semester. Alternatively, students will have to average 16.5 credits per semester (eight semesters) to complete 132 credit hours and earn the degree in four years. Part-time students are assigned an academic advisor in the department who works one-on-one with them to determine the course scheduling sequence that meets each student's needs and provides an efficient timeline to graduation. There are also summer and January-term options to assist students in course and credit completion.

Program Review

Institutional processes for review include an internal program prioritization process defined through shared governance processes. Each university program is reviewed through this process every three years. This process includes departmental assessment activities, which are subsequently reviewed by the Faculty Senate's Assessment Committee. It also includes an assessment of the program's contributions towards university strategic planning, reviews of faculty qualifications, and examinations of both enrollment issues and financial factors. These materials are provided for departmental review, college dean's office review, and discussed at Provost's Councils, as well as considered during annual budget processes. In addition, every six years all university programs complete a full program audit and review. This includes the aforementioned factors and activities and is supplemented by additional components that address Higher Learning Commission requirements such as how the program serves the general public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals.

Each program prepares a written report that is reviewed by the Program Audit and Review Committee consisting of the provost, associate provost, deans, chair of the Faculty Senate's Assessment Committee, and faculty members appointed by the Faculty Senate. This is supplemented with a formal presentation by the department and a formal critique by the Program Audit and Review Committee, which subsequently helps to inform annual reporting to the UW System. In addition, assessments for ABET accreditation will be completed annually. ABET assesses programs based on seven criteria, ranging from curriculum, assessment, student outcomes, facilities, faculty, and university support. The program submits a report detailing how it meets these criteria. Subsequently, ABET assesses the written report and sends evaluators to verify and clarify the extent to which the program meets the criteria. If a program is in good standing, ABET completes these on-site evaluations every six years.

Accreditation

Accreditation of the program will be sought through ABET (formerly, the Accreditation Board for Engineering and Technology, Inc.). Accreditation will be sought following the timeline established by ABET. Programs submit a readiness review the year prior to the year they seek an on-campus evaluation. The readiness review is submitted by September 30th in the fourth year of the first graduating class. A program receives accreditation the summer after its on-campus evaluation. The readiness review serves to demonstrate that a program has an understanding of ABET criteria and is prepared for an on-campus evaluation. After a positive readiness review, the program requests an on-campus visit the year after its first graduates have completed the program.

JUSTIFICATION

Rationale and Relation to Mission

UW-River Falls has a long history of experience in Agricultural Engineering Technology, including an option in Environmental Engineering Technology, along with other programs that align with a program in Environmental Engineering, such as environmental science, crop and soil science, conservation and environmental planning, animal science, dairy science and others. UW-River Falls has a strong commitment to building its overall programs in STEM, including biology, biotechnology, chemistry, mathematics, neuroscience, physics and psychology. In fall 2016, UWRF launched its first engineering program in Agricultural Engineering. In coordination with the Northwest Wisconsin Engineering Consortium, a program in Environmental Engineering is a critical addition for the institution as well as regionally.

The University of Wisconsin-River Falls' focused mission statement articulates, "Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective" (<https://www.uwrf.edu/AboutUs/vision.cfm>). In support of this mission, there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>).

The impetus for the Environmental Engineering degree started in 2012, with the UWRF's Pathway to Distinction Strategic Plan. The plan's strategic goals include enhancing and building programs with "Distinctive Academic Excellence." Initiating the Agricultural Engineering degree was the first step in developing engineering programs to meet the strategic plan and establishing an Environmental Engineering program further strengthens attainment of that goal. The goal of "Innovation and Partnerships" connects with the program's curriculum, especially the senior capstone sequence, which involves partnerships with external stakeholders. In addition, it is envisioned that the program and faculty will use the creation of this program to create additional partnership opportunities as the program becomes established.

The proposed Bachelor of Science degree in Environmental Engineering will support the institutional mission and the strategic plan by providing an education focused on developing critical skills and knowledge through innovative science pedagogy while educating the whole person. The curriculum is developed according to accreditation standards that will ensure quality and continued development and relevance. This supports UWRF's effort defined in its mission and vision statements to distinguish itself by developing "distinctive, innovational, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation" (<https://www.uwrf.edu/AboutUs/vision.cfm>), and in Goal 1 of its strategic plan, to "build distinctive academic programs" (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>). The Department of Agricultural Engineering Technology also has an active network of industry partnerships contributing directly and indirectly to the breadth and depth of student experiences in its programs. UWRF's location in northwest Wisconsin and its proximity to the Twin Cities metro area provides additional opportunities for engagement with industry, agencies and other employers in Environmental Engineering. These key parts of Goal 3 of the strategic plan are connected to UWRF's focused mission and vision statements.

Furthermore, UW-River Falls provides study-abroad opportunities and other international experiences. The faculty in the Department of Agricultural Engineering Technology are active in developing and facilitating such opportunities for students, activities that are consistent with both the university's focused mission (e.g., "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed *global perspective*") and the strategic plan's goals, which emphasize "global learning and comprehensive internationalization" (Goal 2). It is anticipated that additional opportunities will be developed, particularly in collaboration with other departments and programs aligned with Environmental Engineering.

Support has been expressed by the leaders of the institution. The Provost's letter of support, the passage of the proposal by the Faculty Senate, and the subsequent approval by the Chancellor attest to the level of commitment from both governance and administrative leaders.

Institutional Program Array

The program is multi-disciplinary, drawing from programs across the university. The major's supporting, required, and elective courses include offerings from math, chemistry, soil sciences, biology, physics, environmental sciences, and geology. It is also housed in a department with successful programs in agricultural engineering technology and agricultural engineering, the latter being approved by the Board of Regents in 2015, and implemented in fall 2016. The impact of these arrangements has been viewed positively, with other departments offering letters of support for the on-campus approval processes.

It is expected that additional economies of scale for teaching those courses can be achieved through these mutually agreed upon arrangements.

Other Programs in the University of Wisconsin System

Environmental engineering programs are offered primarily at UW-Milwaukee and UW-Platteville. Accreditation of environmental engineering programs requires that their curriculums share many characteristics. For example, each curriculum must contain earth science, biological science, material and energy balance, and fate and transport of substances in and between air, water and soil phases, while a civil engineering program does not have to meet these specific curricular requirements. Also, an environmental engineering curriculum must include more than one major environmental focus area (e.g., air, water, land, environmental health) and roles and responsibilities of public institutions and private organizations pertaining to environmental policy and regulations. In this regard the proposed program is comparable to the programs offered elsewhere in the UW System. The most notable contrast is that each serves significantly different regions, with UW-Platteville serving southwest Wisconsin and UW-Milwaukee serving southeast Wisconsin. In contrast, UW-River Falls will serve northwest Wisconsin and the St. Croix Valley regions.

In addition, UW-Green Bay and UW-Oshkosh also offer Environmental Engineering Technology programs. There are two main distinctions between these programs and the proposed engineering program. First, technology-focused programs require a different type of curriculum and lead to careers that focus on application and technical skills. Students graduating with a degree in Environmental Engineering work to design processes, systems and solutions to mitigate environmental problems, and they are able to become licensed professional engineers in the state(s) in which they work. Engineering programs have significantly more advanced content terms of math, physics, and engineering than engineering technology programs: an engineering curriculum requires 30 hours of basic sciences, including differential equations in calculus and 45 credit hours of engineering topics. Students graduating with an engineering technology degree will typically work in a more *hands-on* capacity, often under the supervision of an engineer to better understand, improve, or monitor a process. For example, an environmental engineer might design a streambank restoration; whereas, an engineering technologist might collect the survey data required by the engineer to perform the design, monitor engineering during construction to ensure the design is constructed as intended, and measure quantities for contractor payment, to mention several prominent examples. Second, the expectation is that the other programs serve mainly eastern Wisconsin students while UW-River Falls' program will serve northwest Wisconsin and the St. Croix Valley regions.

Need as Suggested by Current Student Demand

The UW-River Falls Office of Admissions and faculty and staff in the College of Agriculture, Food, and Environmental Sciences frequently receive inquiries from students

regarding the implementation of an Environmental Engineering degree, though no formal data are tracked. The section below (Market Demand) further addresses market demand.

Need as Suggested by Market Demand

The proposed program will add to the environmental engineering capacity of the state, generally, while helping to meet the environmental engineering needs of northwest Wisconsin and the St. Croix Valley regions, specifically. Prior to submission of the Notice of Intent to plan for this program, UW-River Falls contracted for a market analysis of environmental engineering through Hanover Research. The study strongly supported the interests and needs on behalf of employers for adding a program in Environmental Engineering in northwest Wisconsin. Job demand for environmental engineers is projected to grow 15.6% by 2024. Changing factors within environmental management and alternative energy may further increase interest and demand. Overall, Hanover Research labeled an Environmental Engineering program at UW-River Falls as a high-growth program based on market potential.³

The results from Hanover Research are consistent with Bureau of Labor Statistics (Bureau) projections that employment of environmental engineers is expected to grow 5% by 2028. The Bureau also expects “State and Local government’s concerns regarding water availability and quality should lead to efforts to increase the efficiency of water use.”⁴ This is corroborated by efforts such as the initiative by Wisconsin State Assembly Speaker Robin Voss to create a water quality task force⁵ and the Freshwater Collaborative that is under development.⁶ The Bureau also noted that the median national salary for environmental engineers in 2018 was \$87,620.

Similarly, the Economic Development and Employer Planning System (EDEPS) projects that the demand for environmental engineers will increase 8.4% by 2026. EDEPS’ projections for Wisconsin indicated similarly strong growth, with an increase in demand for environmental engineers of 7.8% by 2026. The median Wisconsin salary for environmental engineers in 2018 was \$78,850.⁷

³ Hanover Research. (2017). *Market Analysis: Bachelor’s in Civil & Environmental Engineering*. Hanover Research.

⁴ United States Bureau of Labor Statistics. (2020, February 18). *Occupational Handbook*. <https://www.bls.gov/ooh/architecture-and-engineering/environmental-engineers.htm>

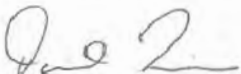

⁵ *Water Quality Task Force*. (2019, February 11). Retrieved February 11, 2020, from <https://legis.wisconsin.gov/2019/committees/assembly/STF-WQ/news/speaker-robin-vos-announces-water-quality-task-force/>

⁶ University of Wisconsin System. (2019, June 6). *UW System Forms Freshwater Collaborative of Wisconsin*. Retrieved February 11, 2020, from <https://www.wisconsin.edu/news/archive/uw-system-forms-freshwater-collaborative-of-wisconsin/>

⁷ *Economic Development and Employer Planning System*. Retrieved February 11, 2020, from <https://www.edeps.org/DemandIndicators.aspx?UA=1416A&pn=1&st=ZZ>

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
Items		Projections				
		2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
I	Enrollment (New Student) Headcount	20	25	25	30	30
	Enrollment (Continuing Student) Headcount	0	13	28	41	46
	Enrollment (New Student) FTE	20	25	25	30	30
	Enrollment (Continuing Student) FTE	0	13	28	41	46
II	Total New Credit Hours	70	133	185.5	248.5	266
	Existing Credit Hours	240	456	636	852	912
III	FTE of New Faculty/Instructional Staff	0	0	1	0	0
	FTE of Current Fac/IAS	0.5	0.5	0.5	0.5	0.5
	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	\$83,034	\$157,764	\$220,039	\$294,769	\$315,527
	Additional Tuition	\$0	\$0	\$39,200	\$57,400	\$64,400
	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	\$83,034	\$157,764	\$259,239	\$352,169	\$379,927
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$71,100	\$71,100	\$213,300	\$213,300	\$213,300
	Other Staff	\$5,318	\$5,318	\$5,318	\$5,318	\$5,318
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other (laboratory fees)					
	Other	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$76,418	\$76,418	\$218,618	\$218,618	\$218,618
VI	Net Revenue	\$6,616	\$81,346	\$40,621	\$133,551	\$161,309

Submit budget narrative in MS Word Format

Provost's Signature: 	Date: 6-Feb-20
Chief Business Officer's Signature: 	Date: 3/3/2020

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-RIVER FALLS
BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING**

Introduction

The University of Wisconsin-River Falls proposes to establish a Bachelor of Science (B.S.) in Environmental Engineering. The development of this program responds to a growing demand for additional programs in engineering offered in northwest Wisconsin. Graduates of the Environmental Engineering program will be well prepared to enter the job market in professions encompassing soil and water management, environmental remediation, waste management, pollution control and other areas. They will also be well prepared for graduate school and advanced degrees. Students will complete a minimum of 132 credits. This will include a minimum of 62 engineering program credits as well as university and general education credits, engineering electives, and supporting credits. The program is structured to allow completion in four years and utilizes faculty currently teaching in the Agricultural Engineering and Agricultural Engineering Technology majors.

Section I – Enrollment

The projected enrollment of new students in the program is 20 Full Time Equivalent (FTE) headcount in the first year, 25 in the second and third years, and 30 each year thereafter. First- to second-year retention is assumed to be 65% for each group of new students and 90% each year after the second year. It is anticipated that 11 students will graduate in Year 4 and 13 in Year 5. This would result in total program enrollments of 20, 38, 53, 71 and 76 for Years 1, 2, 3, 4 and 5, respectively, with an ongoing enrollment of 81 students in Year 6 and beyond.

Nearly all students in the program will be full-time (1.0 FTE) so student FTE equals headcount projections. This is based on typical enrollments in the Agricultural Engineering Technology program that is also offered within the department.

Section II – Credit Hours

Of the 62 credits in engineering courses, 14 credits are from new courses in the program and 48 credits are from existing courses. New credit hours and existing credit hours were calculated by taking the total credits (14 or 42 credits), divided by 4 years (yielding 3.5 and 12 credits per year, respectively), and multiplying by the number of students enrolled. New credit hours are projected to be 70, 133, 185.5, 248.5, and 266 for Years 1, 2, 3, 4 and 5, respectively. Existing credit hours are projected to be 240, 456, 636, 852 and 912 for Years 1, 2, 3, 4 and 5, respectively. Total program credit hours are projected to be 310, 589, 821.5, 1100.5 and 1178 for Years 1, 2, 3, 4 and 5, respectively.

Section III – Faculty and Staff Appointments

The FTE of faculty/teaching staff will be 0.5 for the first and second years of the program, reflecting existing faculty appointments. Beginning in Year 3, a new faculty hire will be required to meet demands of the curriculum as upper-division students move through the program. No additional faculty are expected unless enrollment in the program significantly exceeds projections.

The Department of Agricultural Engineering Technology currently shares 1.0 FTE in administrative support with two other departments. It is assumed that 10% (0.1 FTE) if the administrative support position is assigned to the Environmental Engineering program.

Section IV – Program Revenues

Tuition Revenues

Tuition revenue was calculated by using annual anticipated credit enrollment per student x student head count, multiplied by \$267.85, which is calculated based on the tuition fee for Wisconsin residents. In addition, full-time Wisconsin residents pay \$804.74 per semester in segregated fees. An annual additional tuition of \$1,400, or \$700 per semester, will also be charged beginning when students have completed 60 credits. The additional tuition is necessary because engineering programs require specialized laboratories and classroom equipment that must be regularly maintained and updated, and periodically replaced with state-of-the-art equipment. This tuition structure is similar to engineering programs at other UW System institutions.

Section V – Program Expenses

Salary and Fringe Expenses

The salaries of faculty/instructional staff assume an average of \$90,000 salary per FTE and 0.58 fringe costs. For the administrative support staff, a salary of \$33,660 per FTE with 0.58 fringe costs is assumed.

Section VI – Net Revenue

It is anticipated that there will be some net, positive revenue each year. This will be used by UW-River Falls administration as part of the central budget pool for institutional priorities.



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

February 6, 2020

Ray Cross, President
1720 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

Dear President Cross:

The proposed BS degree in Environmental Engineering meets the University of Wisconsin – River Falls’ definition and standards of quality and will make a meaningful contribution to the institution’s select mission, overall academic plan, and academic degree program array. It will be housed in the Agricultural Engineering Technology Department, within the College of Agriculture, Food, and Environmental Sciences. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific authorization for a BS in Environmental Engineering.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the home department, the College of Agriculture, Food, and Environmental Sciences, and by the faculty governance system, including passage by the UWRF Faculty Senate.

The necessary financial and human resources are in place and/or have been committed to implement and sustain the program. Regular analyses will occur to ensure the financial stability of the program and its academic quality. Specifically, it will be reviewed every three years through the university’s program prioritization processes, and every six years through regular program evaluations.

I fully recommend the proposed BS in Environmental Engineering to both you and the Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Travis', enclosed within a thin black rectangular border.

David Travis
Provost and Vice Chancellor
For Academic Affairs

Copies: UW System Vice President Anny Morrobel-Sosa
 Chancellor Dean Van Galen
 Dean Dale Gallenberg
 Associate Provost Wes Chapin

Thursday, April 2, 2020

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN BUSINESS ANALYTICS,
UW-WHITewater**

REQUESTED ACTION

Adoption of Resolution 6.G., authorizing the implementation of the Master of Science in Business Analytics at UW-Whitewater.

Resolution 6.G.: That, upon the recommendation of the Chancellor of UW-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Business Analytics at the University of Wisconsin-Whitewater.

SUMMARY

The Department of Information Technology and Supply Chain Management (ITSCM) at UW-Whitewater proposes a new online Master of Science (M.S.) in Business Analytics. This degree program is designed for both professionals and recent college graduates who aspire to advance their careers in business analytics. In comparison to an undergraduate program, the M.S. program will offer deeper and advanced knowledge and skills in business analytics, along with practical and domain-related expertise. Graduates of the program will be prepared for high-impact and high-paying careers in a variety of applied analytics domains that are in high demand according to the U.S. Bureau of Labor Statistics.

The M.S. in Business Analytics program builds on the strength of the existing graduate certificate and the Master of Business Administration (M.B.A.) emphasis in Business Analytics first offered in fall 2016. This will be a multi-disciplinary program, which provides advanced education in business analytics through an emphasis on foundational theories, advanced tools and techniques, and practical applications.

Mission

The new M.S. in Business Analytics will contribute to UW-Whitewater's mission to prepare students from all backgrounds for successful careers. The new program supports UW-Whitewater's core values by supporting students' personal and professional development

as students master the foundations of Business Analytics. The program will support the UW-Whitewater Strategic Plan, specifically, Goal 1 to “[d]evelop programs to meet the growing needs and changing demographics of the region,” Goal 4 to “[p]rovide professional and graduate programs that offer students the opportunity to develop into professional leaders within specific fields of expertise,” and the Anticipated Academic Growth Areas, which include applied professional programs.

Credit Load and Tuition

This is an online, 30-credit program (18 credits of core courses and 12 credits of electives) that is expected to be completed by most students within two years.

Tuition will be charged on a per-credit basis at the graduate tuition rate of \$637.43 and will not include segregated fees. This is in accordance with UW System Policy SYS 130 Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs, which allows for the exclusion of segregated fees and the exemption from credit plateau to charge tuition on a per-credit basis.

BACKGROUND

This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

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

ATTACHMENTS

- A) Request for Authorization to Implement a Master of Science in Business Analytics at UW-Whitewater
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost’s Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN BUSINESS ANALYTICS
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The Department of Information Technology and Supply Chain Management at UW-Whitewater proposes a new online Master of Science (M.S.) in Business Analytics. The M.S. in Business Analytics will be a multi-disciplinary program that provides advanced education in business analytics through an emphasis on foundational theories, advanced tools and techniques, and practical applications. Taking a comprehensive approach, the program will provide students with knowledge about various aspects of business analytics such as cleaning and transforming data, prescriptive and predictive techniques, data mining and business intelligence, unstructured data analytics, visualization, and data ethics.

The M.S. in Business Analytics is designed for both professionals and recent college graduates who aspire to advance their careers in business analytics. In comparison to an undergraduate program, the M.S. program will offer deeper and advanced knowledge and skills in business analytics, along with practical and domain-related expertise. This is an online, 30-credit program (18 credits of core courses and 12 credits of electives) that is expected to be completed by most students within two years. Graduates of the program will be prepared for high-impact and high-paying careers in a variety of applied analytics domains that are in high demand according to the U.S. Bureau of Labor Statistics. The M.S. in Business Analytics program builds on the strength of the existing graduate certificate and the Master of Business Administration (M.B.A.) emphasis in Business Analytics first offered in fall 2016.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Business Analytics

Degree Designations

Master of Science

Mode of Delivery

Single institution, 100% online distance delivery format

Department or Functional Equivalent

Department of Information Technology and Supply Chain Management (ITSCM)

College, School, or Functional Equivalent

College of Business and Economics

Proposed Date of Implementation

September 2020

Projected Enrollments and Graduates by Year Five

Table 1 reflects headcount enrollment projections for the M.S. in Business Analytics during the first five years of the program. New student figures reflect first-time, re-entering, or transfer students who will enroll in the program. It is anticipated that 15 new students will enroll in the first year and enrollment of new students will grow 30% in each of the next four years. Enrollment projections are based on (1) the demonstrated growth of graduate business analytics curricular offerings (e.g., M.B.A.: Data Analytics emphasis and Graduate Certificate: Business Data Analytics), and subsequent enrollments, (2) local and regional job market demand for professionals with a degree in business analytics, and (3) a pipeline of prospective students that complete current undergraduate business analytics offerings. By the end of Year 5, it is expected that 136 students will have enrolled in the program and 77 will have graduated. Continuing student enrollments represent current graduate students enrolled at UW-Whitewater. The student retention rate is projected to be 90% based on the retention rates of the M.B.A. program.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	20	25	33	43
Continuing Students	0	14	18	23	30
Total Enrollment	15	34	43	56	73
Graduating Students	0	13	16	21	27

Tuition Structure

Tuition will be charged on a per-credit basis at the graduate tuition rate of \$637.43 and will not include segregated fees. This is in accordance with UW System Policy SYS 130 Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs, which allows for the exclusion of segregated fees and the exemption from credit plateau to charge tuition on a per-credit basis.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Business Analytics degree will be a 30-credit, multi-disciplinary program that provides advanced education in business analytics through an emphasis on foundational theories, advanced tools and techniques, and practical applications. Taking a comprehensive approach, the program will provide students with knowledge about various aspects of business analytics such as cleaning and transforming data, prescriptive and predictive techniques, data mining and business intelligence, unstructured data analytics, visualization, and data ethics. The M.S. in Business Analytics is designed for both professionals and recent college graduates who aspire to advance their careers in business analytics. Students will complete a capstone project to demonstrate comprehension of content and ability to apply knowledge learned in coursework in a realistic context.

Student Learning Outcomes (SLOs) and Program Objectives

The following program learning outcomes are proposed. These outcomes are designed around the Certified Analytics Professional (CAP®) Handbook,¹ which is the only global professional certification for analytics practitioners, and aligned with the Association of American Colleges & Universities Essential Learning Outcomes.² These outcomes are mission-driven, broad, and reflective of stakeholder expectations, which is consistent with guidance from the Association to Advance Collegiate Schools of Business (AACSB).³ Upon completion of the degree in Business Analytics, students will:

1. Judge whether an analytics solution is appropriate for a business problem.
2. Use data to identify potential relationships leading to business problem refinements.
3. Demonstrate ability to deploy a selected model to help solve a business problem.
4. Effectively communicate findings using business analytics tools and techniques.
5. Approach handling of business data and decision-making in an ethical manner.

Program Requirements and Curriculum

Students enrolling in the program are expected to have existing knowledge of statistics for admission to the program. Those students who do not satisfy this basic requirement can take a prerequisite course in Statistics Foundations prior to starting the program coursework.

Table 2 lists the unique program curriculum for the proposed program. The degree program will consist of 30 credits, including 18 credits of core courses, 12 credits of emphasis courses, and a capstone project.

¹ Certified Analytics Professional Sitemap. <https://www.certifiedanalytics.org/sitemap.php>

² AAC&U Essential Learning Outcomes. <https://www.aacu.org/leap/essential-learning-outcomes>

³ AACSB Criteria and Standards for Business Accreditation. See Section 2, Standard 8. <https://www.aacsb.edu/accreditation/standards/business>

Table 2: M.S. in Business Analytics Program Requirements and Curriculum

Program Prerequisites:		
ECON 703	Statistics Foundations	2 credits
Core Courses (18 credits):		
MARKETNG 731	Quantitative Analysis for Business	3 credits
ITSCM 773	Data Foundations for Business Analytics	3 credits
ITSCM 774	Data Analytics and Business Intelligence	3 credits
ITSCM 777	Data Mining for Business	3 credits
ITSCM 778	Programming for Analytics	3 credits
ITSCM 779	Visual Analytics for Business	3 credits
Electives (12 credits):		
ACCOUNT 770	Analytics for Accounting	3 credits
CYBER 732	Data Driven Security	3 credits
FNBSLW 732	Quantitative Financial Analysis	3 credits
ITSCM 776	Business Process Innovation and Management	3 credits
MARKETNG 751	Consumer Behavior	3 credits
MARKETNG 772	Digital Marketing	3 credits
MARKETNG 777	Artificial Intelligence in Marketing	3 credits
MANAGEMNT 757	Leadership Development	3 credits
MANAGEMNT 781	Analytics for Strategic Decisions	3 credits
SAFETY 683	Occupational Safety Management	3 credits
Total Credits		30 credits

Assessment of Outcomes and Objectives

Student learning outcomes for the program will be assessed on a two-year cycle. Direct assessment activities will include course-embedded assessment and a capstone project. To ensure sustainability of assessment efforts, course-embedded assessment will take place in a subset of classes, with the particular set of classes in which assessment occurs rotating from year to year. Depending on the course and subject, examples of direct assessment measures include problem sets, exams, assignments, project reports, presentations, and related online discussions. Each of the student learning outcomes will be assessed in at least two of the core courses. A capstone project will assess students' understanding of the topics and application of knowledge learned in coursework to a realistic context.

Indirect assessment activities will include an exit survey that will be administered to students upon their completion of the degree. As well, an alumni survey will be administered after graduation to assess alumni's perceptions of their job skills in comparison with the job skills of their colleagues, the degree to which they believe the program prepared them for their career, and their satisfaction with the program.

Information gathered from these assessments will be compiled to evaluate the program. All information will be shared with the Assessment Committee in the College of Business and Economics and with members of the Department of Information Technology and Supply Chain Management at the end of the spring semester every year. Based on the assessment data, appropriate curricular and/or pedagogical changes will be determined based on the assessment data to ensure consistency with guidelines prescribed in the Certified Analytics Professional (CAP®) Handbook and implemented within the subsequent two-year assessment cycle. A comprehensive program self-study will be completed every five years following the UW-Whitewater audit and review process.⁴

Diversity

According to a survey report from the Association for Computing Machinery (ACM) of non-doctoral granting departments in computing,⁵ there is potential for greater diversity in graduate programs in computing areas. Graduate programs in computing-related disciplines have a greater potential to attract female students compared to undergraduate programs. Female students make up 35.8% of the population of graduate programs in Information Systems and 34.7% in Information Technology, while just 27.7% and 20.2% in undergraduate programs, respectively. Comparable female participation levels exist in UW-Whitewater programs. Female students make up 16.4% (37 of 225) of all Information Technology B.B.A. students while 40.5% (45 of 111) of all graduate Business Analytics students (e.g., M.B.A.: Data Analytics emphasis and Graduate Certificate: Business Data Analytics). Given the relatively small number of female information technology experts in the workplace, the proposed UW-Whitewater M.S. program in Business Analytics can help address this gender imbalance and improve diversity in the information technology workforce.

While enrollment in business-related degrees (including data science) tend to be disproportionately male, there is evidence that courses on data analytics (a topic that is more applied than data science) draws slightly more interest from females than from males.⁶ The ITSCM department has for years reached out to attract more women into technology careers through outreach activities such as *CyberGirlz* and *CyberHigh*, annual technology camps encouraging middle school and high school girls to explore technology. The department views this new major in Business Analytics as extending existing efforts toward bringing more diversity into STEM-related business disciplines.

The ITSCM department supports the Inclusive Excellence Goals and Diversity Objectives within the university's Strategic Plan. The curriculum for the proposed M.S. in

⁴ UW-Whitewater Audit & Review. <https://www.uww.edu/assessment/audit-and-review>

⁵ J. Tims, S. Zweben, Y. Timanovsky, and J. Prey, "ACM NDC Study 2017-2018: Sixth Annual Study of Non-Doctoral-Granting Departments in Computing." ACM Inroads, Vol. 9, No. 3, Sept. 2018.

⁶ <https://www.forbes.com/sites/priceonomics/2017/09/28/the-data-science-diversity-gap/#199bbe455f58> Sept 28, 2017.

Business Analytics will maintain several tenets of the existing programs offered by the ITSCM department program that advance inclusive excellence. SLO #5 indicates that upon completion of the program, students will be able to “approach handling of business data and decision-making in an ethical manner.” Learning to implement analytic methodologies that, for example, disaggregate data can support equity-minded, decision-making processes. Furthermore, High-Impact Educational Practices (HIPs), like collaborative projects and experiential learning with community partners, are integrated within the curriculum. These curricular practices have been shown to be beneficial for college students from many backgrounds and create an inclusive learning environment.

Inclusive excellence is emphasized in recruitment and retention efforts of faculty, staff, and students. The ITSCM department upholds the UW-Whitewater Value of Diversity, which states, “We believe in the dignity of all individuals and we cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment.” All programs and support services provided or recommended by the department are available to all students regardless of race, ethnicity, gender, religious beliefs, socioeconomic status, disability, or any other demographic characteristic, and the department is involved in and supports the campus-wide strategic priority to reduce equity gaps in student success.⁷ The ITSCM department is guided by the Chancellor’s statement on Equal Opportunity.⁸ “At the University of Wisconsin-Whitewater, we are committed to a campus community that is free of all forms of discrimination, whether based on race, gender, age, color, religion, disability, sexual orientation or gender status, veteran status or national origin.”

Collaborative Nature of the Program

No collaborations are currently planned with other UW institutions. The Dean of the UW-Whitewater College of Business and Economics meets twice annually with the heads of all UW System business programs. Future collaboration could be identified through these meetings.

Projected Time to Degree

It is anticipated that a part-time student in the proposed UW-Whitewater M.S. in Business Analytics program could complete the degree within 24 months. The typical plan for part-time working students includes two courses in each of the fall and spring semesters and one course in a summer term. Full-time students who take nine credits in a regular semester could complete the program within 18 months.

⁷ UW-Whitewater 2017-2022 Strategic Plan. <https://www.uww.edu/strategic-plan/goal-1>

⁸ UW-Whitewater (2015). Chancellor’s Statement on Equal Opportunity. Retrieved from http://www.uww.edu/Documents/adminaffairs/HR%20Diversity/2015%20AAD%20statement_final.pdf April 2019.

Program Review

The program will be reviewed via the UW-Whitewater audit and review process (see <http://www.uww.edu/assessment/audit-and-review>⁹). The audit and review process facilitates continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program's faculty engage in a self-study review of the program. Elements addressed in the self-study include assessment of student learning outcomes as well as alignment with and contribution to institutional mission and goals; enrollment, retention, and graduation data; demand for graduates; faculty, staff and program resources; and departmental recommendations. After review by the college dean(s), the self-study is forwarded to the Graduate Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the program faculty, audit and review committee, dean(s), and provost. The audit and review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines to recruit and retain diverse students and faculty, and it will also address progress toward improving graduates' achievement of the UW-Whitewater Master's-Level Learning Objectives.

Accreditation

As part of the College of Business and Economics, the M.S. in Business Analytics will participate in the AACSB accreditation process. Additionally, the program will participate in UW-Whitewater's Higher Learning Commission accreditation process. No discipline-specific accreditation exists for Business Analytics; however, the program is aligned with the Certified Analytics Professional (CAP®) Handbook, the only global professional certification for analytics practitioners.

JUSTIFICATION

Rationale and Relation to Mission

The new M.S. in Business Analytics will contribute to UW-Whitewater's mission to prepare students from all backgrounds for successful careers. The new program supports UW-Whitewater's core values by supporting students' personal and professional development as students master the foundations of Business Analytics. The program will support the UW-Whitewater Strategic Plan, specifically, Goal 1 to "[d]evelop programs to meet the growing needs and changing demographics of the region," Goal 4 to "[p]rovide professional and graduate programs that offer students the opportunity to develop into professional leaders within specific fields of expertise," and the Anticipated Academic Growth Areas, which include applied professional programs. Support for this program has been expressed by internal stakeholders, including the Dean of the UW-Whitewater College of Business and Economics as well as the UW-Whitewater IT Advisory Board.

⁹ <http://www.uww.edu/assessment/audit-and-review>

Institutional Program Array

The UW-Whitewater program array was reviewed at the onset of the planning process. The M.S. in Business Analytics will build from and complement the Master of Business Administration emphasis in Business Analytics and the graduate certificate in Business Data Analytics. The proposed program will have a symbiotic relationship with these existing programs by allowing UW-Whitewater to attract students who are interested in a purely business analytics M.S. and also allowing the institution to offer additional course options for students.

Other Programs in the University of Wisconsin System

No UW institution currently offers a graduate degree in business analytics; however, UW-Madison has proposed to establish a M.S. in Business: Business Analytics. Several institutions offer programs related to Business Analytics. UW-Madison and UW-Milwaukee offer a graduate certificate in Business Analytics. UW-Milwaukee also offers an M.B.A. with a concentration in Business Analytics. UW-Oshkosh offers an M.B.A. with a Data Analytics certificate. UW-Parkside offers an M.B.A. with a concentration in Data Analytics and a Master of Arts in Applied Professional Studies with a concentration in Data Visualization and Interpretation. UW-Platteville is proposing an M.S. in Information Systems Management with a concentration in Business Analytics.

In addition to these programs in Business Analytics, programs in Data Science are delivered in the UW System. UW-Madison offers an M.S. in Statistics: Data Science. The Northwestern Mutual Data Science Institute is a partnership of Northwestern Mutual, UW-Milwaukee, and Marquette University, created in 2019-20 to assist Milwaukee in becoming a national focus for technology, research, business, and talent development. Finally, a collaborative University of Wisconsin Data Science degree is offered through a partnership of UW Extended Campus, along with UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior. Data Science programs, in general, place emphasis on the technical aspects of the analytics continuum, such as algorithm implementation and coding. For example, the DS 730 course (Big Data: High-Performance Computing) at the UW Extended Campus teaches students to implement distributed and parallel algorithms. The focus of the program will be more on the application aspects of business analytics. The proposed program will encompass a multi-disciplinary perspective, with an emphasis on gaining practical and domain-related expertise.

Need as Suggested by Current Student Demand

The ITSCM department at UW-Whitewater currently offers a stand-alone undergraduate minor in Business Data Analytics designed for non-Information Technology (IT) majors. Within the undergraduate IT major, an emphasis in Data Analytics was first offered in fall 2018. The department also has an analytics emphasis in the M.B.A. program and offers a graduate certificate. The department will offer a Bachelor of Business Administration (B.B.A.) in Business Analytics starting in fall 2020. Enrollment in the Business

Data Analytics minor has almost tripled between fall 2016 and fall 2019, from 13 to 37 students. Similarly, enrollment in the graduate certificate in Business and Data Analytics has grown from 6 to 16 students between 2016 and 2019. Furthermore, enrollments in the M.B.A. emphasis in Data Analytics have increased significantly from 17 students in fall 2016 to 95 students in fall 2019.¹⁰ Given the increased interest in business analytics offerings, both within the UW-Whitewater campus and the broader business community, there is growing demand for a stand-alone M.S. in Business Analytics.

Need as Suggested by Market Demand

Significant growth projections exist for occupations related to business analytics in both Wisconsin and nationwide as published in the U.S. Bureau of Labor Statistics' (BLS) latest Occupational Outlook Handbook. In the U.S., between 2016 and 2026, vacancies within three related occupational areas are expected to grow. Vacancies for operations research analysts are expected to grow by 27%, for market research analysts by 23%, and for management analysts by 14%.¹¹ In Wisconsin for the same occupational areas, between 2014 and 2024, vacancies are expected to grow by 33%, 19%, and 14%, respectively. The BLS also indicates that an obstacle will be a limited supply of trained professionals. The local and regional job markets corroborate that high demand exists for professionals with a degree in business analytics. In addition, an Emsi¹² (a subscription-based labor market analytics database) data set of job postings related to analyst and management positions in Wisconsin and neighboring states (Illinois, Indiana, Iowa, Michigan, and Minnesota) for the period of August 2018 to July 2019, indicates a job posting intensity and a median job posting duration that exceeds the posting intensity and posting duration for all other occupations.

The Emsi report combines dozens of government sources (i.e., Bureau of Economic Analysis, U.S. Census Bureau, U.S. Bureau of Labor Statistics, etc.), along with the results of millions of job postings scraped and de-duplicated from employer sites and job boards. The report indicates that the anticipated regional job growth from 2018 to 2023 for occupations relevant to business analytics ranges from 6.9% to 16.55% (e.g., general and operations managers, management analysts, market research analysts, operations research analysts). A greater demand for these occupations exists regionally in comparison to national projections. The anticipated regional job growth for analyst and management positions from 2018 to 2023 (8.7%) exceeds the anticipated nationwide job growth for these same positions (8.5%). The top qualification listed in job postings for these occupations is a graduate degree.



¹⁰ UW-Whitewater Institutional Research and Planning.

¹¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the internet at <https://www.bls.gov/ooh/> (visited February 5, 2018).

¹² Emsi is a subscription-based labor market analytics database. See <https://www.economicmodeling.com/>

An Academic Program Demand Analysis (APDA) report was prepared by Ruffalo Noel Levitz to assess the market share of current academic offerings at UW-Whitewater against the demand for similar programs. Five-year trends were analyzed using data from all Wisconsin academic institutions and northern Illinois academic institutions with occupational projections (2014 to 2024) for both Wisconsin and northern Illinois. The APDA report revealed current program offerings at UW-Whitewater that have the greatest growth potential and competitors to current and new proposed programs. The APDA report identified Information Technology degrees as one of the highest-ranked programs for growth potential at UW-Whitewater indicating an *above average* market (student) demand and share for Information Technology degrees as well as an *above average* employer demand for those degrees.

Locally, the UW-Whitewater IT Advisory Board (IT Board) has corroborated these projections. All members of the IT Board indicated that a priority need is professionals with business analytical skills. As shown above in Table 3, the undergraduate minor, the M.B.A. emphasis, and the graduate certificate have grown significantly in their first years, demonstrating a growing interest in programs that emphasize business analytical knowledge, skills, and experience. Both employer needs and student demand are expected to grow at an accelerated pace where the economy, in general, becomes ever more reliant on effective uses of data.

Provost's Signature: 	Date: 2-4-2020
Chief Business Officer's Signature: 	Date: 3-Feb-20
Grace M. Crickotte; UW-Whitewater Chief Business Officer	

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-WHITewater MASTER OF SCIENCE IN BUSINESS ANALYTICS

Introduction

The Master of Science (M.S.) in Business Analytics program at UW-Whitewater is an interdisciplinary collaboration between all departments in the College of Business and Economics (COBE). This comprehensive degree will provide students with knowledge about various aspects of business analytics such as cleaning and transforming data, prescriptive and predictive techniques, data mining and business intelligence, unstructured data analytics, visualization, and data ethics. The program consists of 30 graduate credits, and it will take a part-time, continuously enrolled student two years to complete. Students with insufficient, prior undergraduate or graduate coursework or professional experience may need to complete two additional graduate Common Body of Knowledge credits.

Section I – Enrollment

This new M.S. in Business Analytics will be offered by the Department of Information Technology and Supply Chain Management (ITSCM) and will include courses from across COBE. New student (headcount) reflects first-time, re-entering, or transfer students who will enroll in the program. It is anticipated that 15 students will be enrolled in the first year, with 30% growth in each of the next four years. New student (headcount) enrollment projections are based on (1) the demonstrated growth of graduate business analytics curricular offerings (e.g., Master of Business Administration (M.B.A.): Data Analytics emphasis, Graduate Certificate: Business Data Analytics), (2) local and regional job market demand for professionals with a degree in business analytics, and (3) prospective students that complete undergraduate business analytics offerings (e.g., Bachelor of Business Administration (B.B.A.) in Business Analytics offered starting in fall 2020, B.B.A. and minor in Information Technology with a Business Analytics emphasis). By the end of Year 5, it is expected that 136 students will have enrolled in the program and 77 will have graduated. Continuing student enrollments represent current graduate students enrolled at UW-Whitewater. The student retention rate is projected to be 90% based on the retention rates of the M.B.A. program.

Based on enrollment trends from the M.B.A. program, each projected student FTE equals 0.86 of headcount. It is expected that each student (headcount) will take 15 credits per year whereas a full-time student, on average, will take 17.5 credits per year ($15/17.5=.85714$; rounded to .86). It is anticipated that students, on average, will take two 3-credit classes each fall and spring semester and one additional 3-credit class during either the summer session or a regular semester. Students enrolled in the UW-Whitewater online M.B.A. program carry a similar credit

load per semester, which is typical of a working professional pursuing an online business graduate program on a part-time basis.

Section II – Credit Hours

The M.S. in Business Analytics program requires students to take 30 credits in addition to completing a capstone project. Historically, most COBE graduate students are part-time and take approximately 15 credits per academic year. Existing credits represent the credits taken by students retained from previous years in the M.S.B.A. program. Credit hours are multiplied by 17.5 to adjust the anticipated headcount to projected student FTE.

Section III – Faculty and Staff Appointments

Based on projected enrollment trends, it is anticipated that one additional new faculty FTE will need to be hired within the first five years of the program. A new faculty or instructional staff of 0.5 FTE is included in Years 1 and 2 to offer additional sections of existing courses, and it is anticipated that an additional five to six course sections will be offered each year by Year 5. The current COBE graduate faculty load is three sections per semester. Faculty are also required to develop and administer the capstone project. The new faculty appointment will equate to an estimated 1.0 FTE by Year 5 to meet all academic obligations.

Section IV – Program Revenues

Tuition revenue is calculated as the number of credit hours multiplied by the per-credit graduate tuition rate of \$637.43. Tuition will be charged on a per-credit basis and will not include segregated fees. This is in accordance with UW System Policy SYS 130 Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs which allows for the exclusion of segregated fees and the exemption from credit plateau to charge tuition on a per-credit basis.

Section V – Program Expenses

Adjuncts will be hired in Years 1 and 2 to free up faculty resources to accommodate the anticipated student enrollment (included as an instructional staff expense of \$15,000). Faculty salary is determined based on an average faculty salary of \$105,000, with a 3% yearly increase in salary to accommodate faculty promotion and new hires. A fringe benefit rate of 39% was used. The responsibilities to coordinate the M.S.B.A. program will be undertaken by the program coordinator of the B.B.A. in Business Analytics. No additional expense is added to the budget for this role as this will be accounted for in existing salaries.

Other expenses include costs associated with program supplies, marketing, and online administrative expenses. Marketing expenses are budgeted at \$40,000 each year. Program supplies are budgeted at approximately \$20,000 per year through Year 5 and include incremental costs incurred from program growth to

increase the number of academic licenses and to expand the existing virtual environment that supports current academic programs. Online instructional technology, administrative and support expenses are estimated at 30% of revenue, similar to other college online programs. The five-year projected total for these online expenses is \$628,678.

Section VI – Net Revenue

Positive net revenue is projected from Year 1 and thereafter, and will be reinvested to expand course offerings, support faculty development, expand recruiting activities, and otherwise support the college and institution.

February 6, 2020

Dr. Raymond Cross
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Science (MS) program in Business Analytics. This new program is a fully online, multi-disciplinary program that provides advanced education in business analytics through an emphasis on foundational theories, advanced tools and techniques, and practical applications. It is designed for both professionals and recent college graduates who aspire to advance their careers in business analytics. We expect that most students will complete the program within two years. The degree will provide students with a well-rounded education in business analytics for rewarding high-impact and high-paying careers in a variety of applied analytics domains. The new program builds on the strength of our existing graduate certificate and MBA emphasis in Analytics, first offered in fall 2016. It addresses a growing area of professional need in the state and the nation. We are proud of the achievements of our students, faculty, and staff in our College of Business and Economics and, with this new program, the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and the surrounding region.

With this letter, I assert and make a firm commitment to the following:

1. The MS program in Business Analytics was designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our select mission, overall academic plan, and our program array. This program originates from an academic department and a college that have already demonstrated high standards of quality and that have a long history of successful online programs. As the proposal was developed, faculty and staff consulted with our Director of Academic Assessment and their college assessment leaders to assure a high level of quality in curriculum and program assessment. Consistent with the goals in our academic plan, this new program will provide a meaningful addition to our campus program array, and our College of Business and Economics is poised for a successful launch of this new program.
2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Information Technology and Supply Chain Management, the Curriculum committee in the College of

Business and Economics, the Dean of the Business and Economics, and the Graduate Council. All required approvals have been obtained on campus, with enthusiastic support.

3. The necessary financial and human resources are in place or have been committed to implement and sustain this new master's program. Department and college staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to support and sustain the program.
4. A high-quality system for program evaluation is in place. As soon as the new program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The program proposal includes a fully defined list of student learning outcomes and a well-designed plan for assessment of those outcomes. As noted above, these plans have been reviewed and approved by our Director of Academic Assessment who also supports the graduate Audit and Review process. Members of the college curriculum committee and the Graduate Council have also reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new MS program in Business Analytics was developed using a very thorough and careful process. All the necessary resources are in place or firmly planned, and I am confident this program will be a success. This program will be a significant addition for UW-Whitewater, an attractive offering for students, and a benefit for workforce development in Wisconsin and the surrounding region. I am proud to recommend this new program for your approval and approval by the members of the Board of Regents. I believe this is a strong and needed addition to the University of Wisconsin System program array.

Sincerely,



Greg Cook, Ph.D.
Interim Provost and Executive Vice Chancellor for Academic Affairs

GC/jlc
Encl.

cc: Dwight Watson, Chancellor
Joan Littlefield Cook, Interim Associate Vice Chancellor for Academic Affairs
Angela Harlan, Special Assistant to the Provost
John Chenoweth, Dean, College of Business and Economics
Carleen Vande Zande, interim AVP of APEI, UW System

Thursday, April 2, 2020

**REGENT POLICY DOCUMENT REVIEW:
MODIFICATION AND CONSOLIDATION OF REGENT POLICY
DOCUMENTS RELATED TO THE TRANSFER AND AWARD OF CREDIT
FOR EXTRA-INSTITUTIONAL LEARNING**

REQUESTED ACTION

Adoption of Resolution 7.A., which rescinds and recreates RPD 7-1, "University of Wisconsin System Undergraduate Transfer Policy" and renames the policy, "Transfer and Award of Credit for Extra-Institutional Learning."

Adoption of Resolution 7.B., which rescinds RPD 4-4, "Minimum Requirements for an Associate Degree," and incorporates the provisions in RPD 7-1.

Adoption of Resolution 7.C., which removes RPD 4-11, "Advanced Placement," RPD 4-17, "Advanced-Standing Credit for Project Lead the Way Courses," and RPD 7-2, "Recognition of International Baccalaureate Program," from the Regent Policy Documents.

Resolution 7.A. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds and recreates RPD 7-1, "University of Wisconsin System Undergraduate Transfer Policy," and renames the policy, "Transfer and Award of Credit for Extra-Institutional Learning."

Resolution 7.B. That upon recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds RPD 4-4, "Minimum Requirements for an Associate Degree," and consolidates the provisions with RPD 7-1, "UW System Transfer Policy."

Resolution 7.C. That upon recommendation of the President of the University of Wisconsin System, the Board of Regents authorizes the Executive Director and Corporate Secretary to remove RPD 4-11, "Advanced Placement," RPD 4-17, "Advanced-Standing Credit for Project Lead the Way Courses," and RPD 7-2, "Recognition of International Baccalaureate Program," from the Regent Policy Documents.

SUMMARY

The purpose of this policy proposal is to articulate the Board's expectations regarding the evaluation and awarding of transfer credits and credits for extra-institutional learning within the UW System. UW institutions award transfer credits for educational experiences, courses, degrees, or credentials completed by students at other higher education institutions. UW institutions also may award credit for extra-institutional learning for knowledge and skills acquired through education and training received in a setting outside of a higher education institution and includes knowledge and skills acquired from life experience. If adopted, this proposal will streamline and revise existing policies to create a cohesive Regent Policy Document and supporting UW System Administrative policies related to the transfer and award of credit within the UW System for extra-institutional learning.

This proposal requests that the Education Committee consider rescinding Regent Policy Document 7-1, "University System Undergraduate Transfer Policy," and to recreate and name the policy "Transfer and Award of Credit for Extra-Institutional Learning." The proposal further requests that the Board rescind RPD 4-4, "Minimum Requirements for an Associate Degree" as standards for an associate degree are already addressed in UW System Administrative Policy 115. The provisions from RPD 4-4 that requires UW institutions to accept and apply credits from a UW System associate degree to the general education and breadth requirements of the receiving institution, are incorporated into the recreated RPD 7-1. Finally, this proposal recommends that the Board remove RPD 4-11, "Advanced Placement," RPD 4-17, "Advanced-Standing Credit for Project Lead the Way Courses," and RPD 7-2, "Recognition of International Baccalaureate Program," from the Regent Policy Documents, and incorporate the proficiency standards for awarding credits from these programs into UW System Administrative policies.

The proposed revisions to RPD 7-1 would also incorporate: (1) statutory provisions related to awarding credit for military experience and training; (2) statutory provisions related to the Universal Credit Transfer Agreement with the Wisconsin Technical College System; and (3) provisions allowing the UW System to optionally establish similar agreements with tribal and private colleges. The proposed policy delegates authority to the System President for developing UW System Administrative policies related to awarding transfer credits and credits for extra-institutional learning and establishes requirements for informing students about transfer and award of credit policies, which is essential to help students efficiently plan their course of study. The proposed policy is found in Attachment F.

Presenter

- Dr. Anny Morrobel-Sosa, UW System Vice President for Academic & Student Affairs

BACKGROUND

Several studies have found that loss of credit during the transfer process is common and directly contributes to increasing the cost of attendance and time-to-degree and lower degree completion rates.

In its 2016 “Statement on Board Responsibility for the Oversight of College Completion,” the Association for Governing Boards recommended that higher education boards may reduce credit loss and improve completion rates by:

- Promoting policies and practices that enable students to transfer into or from an institution while minimizing credit loss;
- Advocating for the implementation of strategies that enable students to receive credits for prior learning and experience, such as dual enrollment in high school and college courses, Advanced Placement credits, and competency-based education, which involves awarding academic credit based on what a student knows and can do from employment experience, military service, or other activities; and
- Encouraging reverse-transfer and other related programs that award students with an associate degree if they have completed enough courses to earn a two-year degree, even if they did not finish the coursework to earn a four-year degree.¹

Transfer Students

Many students transfer between higher education institutions during their college careers. A July 2018 report by the National Student Clearinghouse Research Center estimated that, nationally, 38 percent of first-time students in 2011 transferred to another institution within their first six years of enrollment.² UW System’s Office of Policy Analysis and Research’s (OPAR’s) most recent transfer report for the UW System found that there were 14,322 new undergraduate transfer students within the UW System in the 2017-2018 academic year, representing a decline from a peak of 15,220 new undergraduate transfer students in 2012-13. OPAR further found that 35% of the UW System’s new transfer

¹ Association of Governing Boards of Universities and Colleges. (2016). *AGB Board of Directors' Statement on Board Responsibility for the Oversight of College Completion*. Washington DC: Association of Governing Boards of Universities and Colleges. Retrieved May 25, 2019, from https://agb.org/wp-content/uploads/2019/01/statement_2016_completion_0_0.pdf

² Shapiro, D., Dunder, A., Huie, F., Wakhungu, P.K., Bhimdiwali, A., Nathan, A., & Youngsik, H. (2018, July). *Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2011 Cohort* (Signature Report No. 15). Herndon, VA: National Student Clearinghouse Research Center. Retrieved November 11, 2019 from <https://nscresearchcenter.org/wp-content/uploads/Signature-Report-15.pdf>

students transferred from other UW System institutions and 24 percent transferred from the Wisconsin Technical Colleges.³

Statutory Requirements

Wisconsin state statutes have addressed the UW System's transfer and award of credit practices since the creation of the System. 1973 Wisconsin Act 335 authorized the Board to "establish policies for the appropriate transfer of credits between institutions within the system..." and allowed the Board to enter into an agreement with the Vocational, Technical and Adult Education System (which later became the Wisconsin Technical College System) to offer courses that could be transferred to the UW System for college credit.

2013 Wisconsin Act 20 created s. 36.31 (2m), Wis. Stats., requiring the UW Board of Regents to enter into an agreement with the WTCS Board and optionally allowing the Board to enter into agreements with the tribally controlled colleges and private colleges. The agreements were to identify core courses totaling not fewer than 30 credits that would be transferable between the receiving institution or college. 2019 Wisconsin Act 46 recently amended this provision to require such agreements to identify an array of not less than 72 credits of transferable core general education courses by the 2022-23 academic year.

2017 Wisconsin Act 59 addressed the awarding of credit for military training and experience by creating s. 36.31(4), Wis. Stats., requiring UW institutions to award credit for all courses documented on a student's official joint services transcript and accepted by the American Council on Education and courses documented on a Community College of the Air Force transcript.

2017 Wisconsin Act 215 modified ss. 36.11 (3)(b) and (c), Wis. Stats., to require the Board's transfer policy to address the transfer of postsecondary credits earned by high school pupils.

In addition to increasing the number of credits identifying core courses that could be transferred under the Universal Credit Transfer Agreement, 2019 Wisconsin Act 46 created new provisions requiring the UW System and WTCS Boards and allowing tribally controlled and private colleges to enter into an agreement to promote and support program-to-program articulation agreements. Program-to-program articulation agreements describe how the completion of requirements for a specified program of study at an educational institution transfers toward requirements for a specified program at another institution. Section 36.31 (2m) (am), Wis. Stats., requires the agreement to identify and prioritize

³ Office of Policy Analysis and Research, UW System Administration.

program-to-program agreements that are in high demand fields of study, as well as programs that are currently addressed in existing agreements.

Chapter 38, Wis. Stats., which implements the Wisconsin Technical College System, also addresses the transfer of credits between the WTCS and UW System as follows:

Section 38.001 (3) (b), Wis. Stats., recognizes one of the purposes of WTCS is to offer a collegiate transfer program.

Section 38.12 (8) (b), Wis. Stats., requires district boards to actively coordinate with UW institutions to share programs and facilities, including the collegiate transfer program, adult education and evening courses and part-time student, and associate degree programs, to reduce the duplication of such programs and facilities.

Section 38.04 (4) (c), Wis. Stats., limits collegiate transfer programs to no more than 25 percent of the approved credit hours offered in any WTCS district.

Section 38.04 (cm), Wis. Stats., requires the WTCS Board to enter into the Universal Undergraduate Credit Transfer Agreement authorized under s. 36.31 (2m), Wis. Stats.

UW System Transfer Policy

The Board's 1973 transfer policy addressed issues such as admission requirements for transfer students, awarding credit by examination, requirements for providing students with information regarding transfer decisions, and the transfer of courses from two-year colleges and extension courses to UW degree-granting institutions.

The Board revised the policy several times over the years, adopting the current version in July 2011 as part of the Board of Regents' ongoing process for reviewing Regent Policy Documents. At that time, RPD 7-1 was identical to the UW System Administration transfer policy. The revision sought to update and distinguish the Regent Policy document from the UW System Administration policy and to format the policy to meet the standards of a Regent Policy Document. The Board further revised the policy in June 2014 to incorporate a provision to implement the Universal Undergraduate Credit Transfer Agreement, as required by s. 36.31 (2m), Wis. Stats.

Consolidation and Removal of Regent Policy Documents

This proposal recommends rescinding RPD 4-4, "Minimum Requirements for an Associate Degree," and removing RPD 4-11, "Advanced Placement," RPD 4-17, "Advanced-Standing Credit for Project Lead the Way Courses," and RPD 7-2, "Recognition of International Baccalaureate Program," from the Regent Policy Documents, with the provisions of the

policies to be incorporated into UW System Administrative Policies and RPD 7-1. A brief history and summary of each of these policies is included here:

Regent Policy Document 4-4, "Minimum Requirements for an Associate Degree"

In 1986, the System President established a Regent Study Group consisting of faculty, academic administrators, and students to develop minimum standards for general education requirements for UW System associate degrees. The Board accepted the standards as Resolution 3850 on July 10, 1987. The Board further adopted the principle that a UW associate degree is considered as having fulfilled the general education distribution or breadth requirements at any UW institution, as long as the degree meets UW System standards for an associate degree. UW System Administrative Policy (SYS) 115 establishes UW System associate degree standards, describes the types of degrees that can be conferred within the UW System and establishes minimum requirements and distribution of credits to achieve general education breadth for those degrees. The Board also required each institution to establish an appeal process to assist students who experience difficulties in the transfer process.

Regent Policy Document 4-11, "Advanced Placement"

The Advanced Placement program is offered by the College Board and allows high school students to take college-level courses in a wide variety of subjects and then to take an AP exam in the subject. Students may receive college credit for successfully completing the exam, depending on the score on the exam. In April 1999, the UW System Board of Regents adopted Resolution 5746, which requires UW System institutions to accept any score of 3, 4, or 5 on an AP exam, while allowing each institution to determine whether the course equivalent credit or credit in the major is granted and the AP examination score required to grant credit for those specific purposes.

Regent Policy Document 4-17. "Advanced-Standing Credit for "Project Lead the Way" Courses

Project Lead the Way (PLTW) is a nonprofit organization that provides an engineering- and technology-focused curriculum for middle and high schools through 14,000 programs at 11,500 schools. The Board of Regents adopted Regent Policy Document 4-17 as Resolution 9714 in December 2009. The policy allows high school students who complete PLTW courses from a list approved by representatives of the Deans of each UW Engineering program and who achieve a 70% or higher on the national PLTW college credit end-of-course exam will receive up to a maximum of six elective credits at any University of Wisconsin System institution. Each UW institution may further determine whether course equivalent credit or credit in the major should be granted and the appropriate score required to grant credit for those purposes. UW System and UW institutions are required to publish this information in appropriate publications.

Regent Policy Document 7-2, "Recognition of International Baccalaureate Program"

The International Baccalaureate (IB) Program describes its program as a "rigorous, academically challenging and balanced (program) of education designed to prepare students aged 16 to 19 for success at university and in life." IB offers four programs for students aged 3 to 19. The Board policy addresses one of these programs, the Diploma Program, which is a two-year program for students aged 16 to 19 that, if completed, leads to a diploma recognized by universities around the world. As of November 6, 2018, 4,954 authorized schools were offering the Diploma Program in 153 countries worldwide. Of these, 941 schools were located in the US and thirteen authorized IB schools in Wisconsin.

Students participating in the IB Diploma Program are required to take both Higher Level (HL) and Standard Level (SL) exams to complete the full diploma program. RPD 7-2 requires UW institutions to award three advanced standing credits for each HL exam completed. The policy also requires UW institutions to award three additional advanced standing credits to students who complete the full IB diploma program with a minimum score of 28 or above.

Proposed Revisions to RPD 7-1

This proposed revision seeks to rescind and recreate RPD 7-1 to update the policy to include recent statutory provisions and to consolidate RPD 4-4, RPD 4-11, RPD 4-17, and RPD 7-2 with RPD 7-1. The proposed policy:

- Identifies principles for transfer and awarding credit for extra-institutional learning, as well as guidelines for developing UW System Administrative transfer and awarding of credit for extra-institutional learning policies.
- Affirms current practice by authorizing UW System Administration's Office of Academic and Student Affairs (OASA) to implement and maintain the Universal Credit Transfer Agreement (UCTA) with WTCS, which the Board adopted in June 2014. The proposed revision also incorporates recent statutory changes from 2019 Wisconsin Act 46 that expands the number of credits included in the core general education courses under the agreement from 30 to 72 credits. Finally, the policy directs UW System Administration to seek Board approval of any substantial revision to the UCTA agreement.
- Incorporates provisions from 2019 Wisconsin Act 46 requiring the UW System Board of Regents and WTCS Board and allowing Wisconsin's tribal and private colleges to establish an agreement that supports and promotes program-to-program articulation agreements. The policy delegates authority to UW System Administration's Office of Academic and Student Affairs (OASA) to develop, subject to Board approval, the

systemwide agreement. It further allows OASA to implement and maintain the agreement once it is adopted by the Board and directs the office to seek Board approval of any substantial revision to the agreement after its adoption.

- Consolidates provisions from RPD 4-4 “Minimum Requirements for an Associate Degree,” to require UW institutions to accept and apply the credits from a UW associate degree to general education and breadth requirements, to require associate degrees to meet standards established by the System President and currently found in SYS 115, and to require UW institutions to establish an appeal process for students who encounter problems in transferring credits.
- Incorporates statutory requirements related to the award of credit for military experience and training.
- Delegates authority to the System President to establish guidelines and procedures related to the awarding of credit for extra-institutional courses, credit by examination, and other prior learning experiences. The policy requires such guidelines to include the proficiency score standards identified in RPD 4-11, “Advanced Placement;” RPD 4-17, “Advanced-standing Credit for Project Lead the Way Courses;” and RPD 7-2, “Recognition of International Baccalaureate Program.”
- Delegates authority to the System President to adopt, upon approval by the Board, additional systemwide proficiency score standards for awarding credit for completion of specific advanced placement courses or credit by examination programs.
- Requires institutions and UW System to provide students with information about transfer and award of credit policies and procedures.

This proposal will create cohesive Regent and UW System Administrative policies related to the award of transfer credits and credits for extra-institutional learning.

Related Regent Policy Documents and Applicable Laws

- Section 36.11 (3), Wis. Stats., “Admission of Applicants.”
- Section 36.31 (2m), Wis. Stats., “Coordination with other educational agencies; credit for military education.”
- Section 38.04, Wis. Stats., “Teacher and course requirements.”
- Section 38.12 (8), Wis. Stats., “Cooperation with other state agencies.”
- Regent Policy Document 4-6, “Granting of Degrees, Honors and Awards”
- Regent Policy Document 7-3, “The University of Wisconsin System Freshman Admissions Policy”

See also:

- SYS 115, "Associate Degree Standards"

ATTACHMENTS

- A) RPD 7-1, "University of Wisconsin System Undergraduate Transfer Policy"
- B) RPD 4-4, "Minimum Requirements for an Associate Degree"
- C) RPD 4-11, "Advanced Placement"
- D) RPD 4-17, "Advanced-Standing Credit for Project Lead the Way Courses"
- E) RPD 7-2, "Recognition of International Baccalaureate Program"
- F) Proposed RPD 7-1, "Transfer and Award of Credit for Extra-Institutional Learning"

**7-1 UNIVERSITY OF WISCONSIN SYSTEM UNDERGRADUATE TRANSFER POLICY
(Formerly 84-3)-CURRENT**

Scope

The Board of Regents undergraduate transfer policy applies to all UW institutions serving transfer students.

Purpose

The purpose of this policy is to provide guidance to UW institutions regarding the admission and credit evaluation of transfer students from UW institutions, the Wisconsin Technical College System, and other accredited colleges and universities.

Policy Statement

The University of Wisconsin System (UW System) welcomes transfer students from accredited colleges and universities both within and outside Wisconsin. The Board of Regents endorses a student-centered transfer process which fosters educational attainment, accommodates student mobility, and provides equitable treatment of transfer and continuing students. At the same time, the Board of Regents recognizes that the transfer policy must also consider legitimate differences among educational institutions and their missions and academic programs, and acknowledge institutional autonomy and program integrity.

The Board of Regents policy requires UW institutions to follow the principles, guidelines and administrative practices set out in the UW System Undergraduate Transfer Policy, as articulated in UW System Administrative Policies (SYS) 135 and 140, and the Universal Credit Transfer Agreement between the UW System and Wisconsin Technical College System (WTCS) as established in June 2014, and effective July 1, 2014. The full statement of the UW System's undergraduate transfer policy and principles may be found at:

[UW System Administrative Policy 135](#), *UW System Undergraduate Transfer Policy* (formerly ACIS 6.0);

[UW System Administrative Policy 140](#), *UW System Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts* (formerly ACIS 6.2); and

[Universal Credit Transfer Agreement](#) (UCTA).

The Board of Regents endorses the principles and guidelines outlined in SYS 135 and 140, and the Universal Credit Transfer Agreement:

- *Admission of Transfer Students.* Transfer admission will be based on comprehensive, individualized admission review, consistent with the process for freshman admission.

- *Transfer Credit Principles.* In awarding transfer credit, UW institutions will consider the quality and comparability of the transfer student's coursework, and the applicability of that work to the receiving institution's degree requirements. These principles align with the *Joint Statement on the Transfer and Award of Credit* developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA).
- *Principles of Accommodation.* The transfer process should be designed to foster educational attainment, and provide equitable treatment of transfer and continuing students. These principles apply to all transfer students with coursework from within the UW System, from the Wisconsin Technical College System (WTCS), or from other accredited institutions.
- *Credit for Prior Learning.* UW institutions should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures, and/or other competency-based alternatives.
- *Institutional Responsibilities Regarding Transfer Information.* UW institutions should provide current and accurate transfer information via the Transfer Information System (TIS) and institutional printed and electronic resources.
- *Articulation Agreements between UW Institutions and WTCS Districts.* UW institutions should structure articulation agreements in order to provide students with full and complete information about how courses will transfer and what courses/credits remain to be completed.
- *The Universal Credit Transfer Agreement between the UW System and WTCS* to satisfy the requirements of s. 36.31(2m), Wis. Stats., which establishes a set of courses, totaling at least 30-credits that are transferable and will satisfy general education requirements at the receiving institution, effective July 1, 2014.

In order to maintain the UW System's commitment to transfer students, both the Board of Regents and the UW System policies on undergraduate transfer should be reviewed periodically and updated, as needed.

Oversight, Roles & Responsibilities

The UW System Office of Academic and Student Affairs is charged with coordinating systemwide transfer policy and procedures, and with implementing and ensuring institutional compliance with SYS 135 and 140, and within the Universal Credit Transfer Agreement between UW System and WTCS, as established in June 2014, and effective July 1, 2014. Substantive changes to SYS 135 and 140 are to be brought to the Board of Regents for its review.

Related Regent and UW System Policies

Regent Policy Document 7-3: The University of Wisconsin System Freshman Admissions Policy

Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs

[UW System Administrative Policy 135](#), *UW System Undergraduate Transfer Policy* (formerly ACIS 6.0)

[UW System Administrative Policy 140](#), *UW System Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts* (formerly ACIS 6.2)

Universal Undergraduate Credit Transfer Agreement between the UW System and the Wisconsin Technical College System

History: Res. 429, adopted 03/09/1973, created Regent Policy Document 73-5; Res. 942, adopted 02/07/1975, created Regent Policy Document 75-1; Res. 1205, adopted 04/09/1976, created Regent Policy Document 76-1; Res. 3045, adopted 05/11/1984, created Regent Policy Document 84-3 and replaced 73-5, 75-1, 76-1. Res. 5383, adopted 12/08/1989, created Regent Policy Document 89-9 and amended 84-3; Res. 7076, adopted 12/08/1995, Res. 7718, adopted 06/05/1998, Res. 8276, adopted 12/08/2000, and Res. 8847, adopted 05/07/2004, amended Regent Policy Document 84-3. Regent Policy Document 84-3 subsequently renumbered 7-1. Res. 9960, adopted 07/15/2011. Res. 10383, adopted 06/06/2014. Res. 10835, adopted 03/09/2017, authorized technical corrections.

DRAFT

**4-4 MINIMUM REQUIREMENTS FOR AN ASSOCIATE DEGREE (Formerly 87-9)-
CURRENT POLICY**

The minimum requirements for an associate degree granted by a University of Wisconsin System Institution and the minimum University of Wisconsin general education breadth requirements for the associate degree, proposed by the system wide committee on the transfer of associate degree credit, are accepted as the system wide policy on general education requirements for the associate degree, effective Fall 1987. The goal of Regent Study Group 24 (See Policy 8-4), the provision that a student who has earned an associate degree containing those system wide requirements from an institution in the University of Wisconsin System, and who transfers to a university of the University of Wisconsin System, will be considered as having fulfilled the general education distribution or breadth requirements of the university, is to be implemented for fall, 1987. Each institution shall establish an appeals process by Fall 1987 to assist students experiencing difficulties in the transfer process. A report to the Board of Regents will be made November, 1988, on the effectiveness of the institutional appeals process, with a recommendation whether or not to establish a system wide faculty appeals committee.

History: Res. 3850 adopted 7/10/87.

4-11 ADVANCED PLACEMENT (Formerly 91-3)—CURRENT POLICY

The Board of Regents believes that it is important to encourage students at all educational levels to aspire to higher intellectual achievements. High school students can master college subject matter and document their intellectual achievements through the College Board Advanced Placement (AP) program. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations will be accepted for degree credit by all University of Wisconsin System Institutions. Each Institution will determine whether course equivalent credit or credit in the major should be granted and the AP score required to grant credit for those purposes. University of Wisconsin System and University of Wisconsin System Institutions will publish this information in appropriate publications. This University of Wisconsin System policy will be in place no later than September 1992.

History: Res. 5746 adopted 4/11/91.

**4-17 ADVANCED-STANDING CREDIT FOR PROJECT LEAD THE WAY COURSES—
CURRENT POLICY**

The Board of Regents encourages students' intellectual opportunities at all educational levels. Through courses and national examinations offered by Project Lead the Way (PLTW), high school students can master advanced subject matter and document their achievement. High School Students who complete PLTW courses from an approved list* and achieve a 70% or higher on the national PLTW college credit end-of-course exam will receive up to a maximum of six elective credits at all University of Wisconsin System Institutions. Each UW-Institution will further determine whether course equivalent credit or credit in the major should be granted and the appropriate score required to grant credit for those purposes. University of Wisconsin System and University of Wisconsin System Institutions will publish this information in appropriate publications.

*The list of approved PLTW courses is determined and reviewed by representatives appointed by the Deans of each UW Engineering program. The list is posted at <http://uwhelp.wisconsin.edu/prep-for-college/credits/project-lead-way>.

7-2 RECOGNITION OF INTERNATIONAL BACCALAUREATE PROGRAM (Formerly 00-2)—CURRENT POLICY

The Board of Regents believes that it is important to encourage students at all educational levels to aspire to high intellectual achievement and recognizes that the International Baccalaureate (IB) Diploma Program is a rigorous, pre-university course of study. Students document their achievement in this program through IB examinations. Students who score 4, 5, 6 or 7 on Higher Level IB examinations will be awarded advanced standing credits at all UW System institutions. Three credits for each qualifying higher-level examination is the minimum award. Each institution will determine if additional credit will be awarded and how the credits will be assigned.

Students will not be awarded credit for both Advanced Placement and International Baccalaureate examinations in the same subject.

In addition, the Board of Regents recognizes the challenge that completing the full IB diploma program represents. Students who complete the full IB diploma program with a minimum score of 28 or above will be awarded three (3) additional advanced standing credits. Each institution will determine how these additional credits will be assigned.

History: Res. 8128 adopted 05/05/2000, created Regent Policy Document 00-2, subsequently renumbered 7-2.

Proposed 7-1 Transfer and Award of Credit for Extra-Institutional Learning— PROPOSED POLICY

SCOPE

UW institutions award transfer credits for educational experiences, courses, degrees, or credentials completed by students at other higher education institutions. UW institutions award credit for extra-institutional learning for knowledge and skills acquired through education and training received in a setting outside of a higher education institution and includes knowledge and skills acquired from life experience.

This policy applies to efforts at UW institutions to evaluate and award transfer credits and credits for extra-institutional learning, including statutorily mandated efforts to establish systemwide transfer agreements with other Wisconsin higher education systems and institutions as required under s. 36.31 (2m), Wis. Stats.

PURPOSE

The UW System Board of Regents has authority, under s. 36.11(3) (b), Wis. Stats., to establish policies for the transfer of credits between institutions within the UW System and, under s. 36.11 (3) (c), Wis. Stats., to establish transfer policies with other educational institutions outside the system.

This policy establishes guidelines for evaluating and awarding transfer credits and credits for extra-institutional learning within the UW System with the goal of fostering educational attainment and accommodating student mobility. Student-centered policies that give full consideration for prior education and experience are essential for reducing time-to-degree, improving graduation rates, and minimizing the cost of attendance. The policy also provides guidance regarding the implementation of systemwide transfer agreements with other educational agencies such as through the Universal Credit Transfer Agreement, which is required under s. 36.31 (2m) (b), Wis. Stats., and the agreement required under s. 36.31 (2m) (am), Wis. Stats., to promote and support program-to-program articulation agreements.

POLICY STATEMENT

The Board of Regents encourages UW System institutions to consider awarding credit to students for all learning, wherever and however attained. At the same time, the Board recognizes that there are legitimate differences between the missions and academic programs of UW System's educational institutions and acknowledges that institutional autonomy and program integrity must be considered in the awarding of transfer credit and credit for extra-institutional learning.

In awarding transfer credit and credit for extra-institutional learning, UW institutions shall consider the quality and comparability of the transfer student's coursework, and the applicability of that work to the receiving institution's degree requirements. UW institutions shall base transfer admission on comprehensive, individualized admission review, consistent with the process for freshman admission.

The UW System process for evaluating and awarding transfer credits and credits for extra-institutional learning shall be designed to provide equitable treatment of transfer and continuing students. UW institutions shall provide transfer students with the same opportunities as continuing students to demonstrate their competence through the use of internally and externally developed tests, portfolio assessment procedures, and other competency-based alternatives. These principles apply to all transfer students with coursework from within the UW System, from the Wisconsin Technical College System (WTCS), or from other accredited institutions.

UW System transfer and award of credit for extra-institutional learning policies shall, to the extent possible, align with the *Joint Statement on the Transfer and Award of Credit* developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA).

Articulation Agreements and Transfer Credits

The Board of Regents delegates authority to the System President to establish a UW System transfer policy. The policy shall comply with all applicable accreditation standards, federal and state laws, and this policy.

Universal Credit Transfer Agreement

In accordance with s. 36.31 (2m), Wis. Stats., the UW System Board of Regents and the Wisconsin Technical College System are required to enter into an agreement identifying an array of not less than 72 credits of core general education courses that shall be transferable and satisfy general education requirements of the receiving institution. Wisconsin's tribally controlled colleges and the Wisconsin Association of Independent Colleges and Universities acting on behalf of its membership of private nonprofit higher education institutions may also elect to enter into the Universal Credit Transfer Agreement.

The Board approved the initial Universal Credit Transfer Agreement with the Wisconsin Technical College System on June 6, 2014. The Board authorizes the UW System Administration's Office of Academic and Student Affairs to implement and maintain the Universal Credit Transfer Agreement as needed to comply with the statutes and to ensure

the agreement remains current with curriculum and course offerings. The Office shall seek Board approval for any substantive change to the Universal Credit Transfer Agreement.

Articulation Agreements

An articulation agreement is a written agreement between institutions that guarantees the transfer of credits from one institution to another typically for completion of an academic program.

Section 36.31 (2m) (am), Wis. Stats., requires the UW System and the Wisconsin Technical College System to enter into an agreement to promote and support program-to-program articulation agreements, as defined by s. 36.31 (2m) (a), Wis. Stats. Wisconsin's tribally controlled colleges and the Wisconsin Association of Independent Colleges and Universities acting on behalf of its membership of private nonprofit higher education institutions may also elect to enter into the agreement.

Subject to Board approval, the Board authorizes UW System Administration's Office of Academic and Student Affairs to develop the agreement consistent with the provisions of s. 36.21 (2m) (am), Wis. Stats. The Board further authorizes the Office of Academic and Student Affairs to implement and maintain the agreement as needed to comply with the statutes and to ensure the agreement remains current with curricular and course offerings. Once the initial agreement is approved, the Office shall seek Board approval for any substantive change to the agreement.

Transfer of UW System Associate Degrees

UW System institutions shall recognize an associate degree earned from a UW institution as having fulfilled the general education distribution or breadth requirements of the receiving institution. Associate degrees offered by the UW System shall meet minimum general education and breadth requirements as required by the System President. UW institutions shall establish an appeal process for students to resolve any disputes regarding the transfer process.

Extra-Institutional Learning

The System President shall establish a policy related to awarding credit for extra-institutional learning experiences. Among other provisions, the policy shall include guidance regarding the following:

Evaluation and Award of Credit for Extra-institutional Learning and Prior Learning Assessment

Institutions may award credit for educational accomplishments obtained through extra-institutional learning, such as from prior learning and experience in the workplace or military, from community service, or through independent study. Institutions may assess extra-institutional learning for the award of credit through a variety of methods, including evaluating student portfolios, adopting credit recommendations published by national organizations for courses offered by extra-institutional organizations, and awarding credit based on acceptable scores on national examinations or challenge examinations developed by an institution.

Credit for Military Experience and Training

The Board encourages the System President and UW institutions to identify and promote efforts to award credit for military experience and training. In support of this goal and consistent with s. 36.31 (4), Wis. Stats., a UW institution shall upon receiving a student's official joint services transcript or Community College of the Air Force transcript from the Department of Defense:

- (a) Accept all American Council on Education credit recommendations included in the official joint services transcript and award academic credit to the student in accordance with these recommendations.
- (b) Accept all credits included in the Community College of the Air Force transcript and award academic credit to the student accordingly.

Advanced Placement Programs and Examinations

UW System guidelines and procedures shall include the systemwide proficiency score standards adopted by the Board of Regents for the College Board Advanced Placement Program, Project Lead the Way, and the International Baccalaureate Program.

Upon approval by the UW System Board of Regents, the System President may modify existing proficiency score standards or adopt additional standards for awarding credit for completion of specific courses or credit by examination programs.

Student Information

UW System and UW institutions shall publish clear, complete and accessible information about the policies and procedures for awarding credit for transfer and extra-institutional learning, consistent with procedures established by the System President. The information

shall be published on an electronic transfer information system administered by the UW System Administration, as well as in institutional printed and electronic resources.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

The UW System's Office of Academic and Student Affairs is charged with developing and ensuring compliance with systemwide transfer and award of credit policies, and with coordinating the UW System's electronic transfer information system, the Universal Credit Transfer Agreement and other articulation agreements between UW System and other institutions.

Related Regent Policy Documents and Applicable Laws

- Section 36.11 (3), Wis. Stats., "Admission of Applicants."
- Section 36.31 (2m), Wis. Stats., "Coordination with other educational agencies; credit for military education."
- Section 38.04, Wis. Stats., "Teacher and course requirements."
- Section 38.12 (8), Wis. Stats., "Cooperation with other state agencies."
- Regent Policy Document 4-6, "Granting of Degrees, Honors and Awards"
- Regent Policy Document 7-3, "The University of Wisconsin System Freshman Admissions Policy"

See also:

SYS 115, "Associate Degree Standards"

History: Res. 429, adopted 03/09/1973, created Regent Policy Document 73-5; Res. 942, adopted 02/07/1975, created Regent Policy Document 75-1; Res. 1205, adopted 04/09/1976, created Regent Policy Document 76-1; Res. 3045, adopted 05/11/1984, created Regent Policy Document 84-3 and replaced Regent Policy Documents 73-5, 75-1, and 76-1. Res. 5383, adopted 12/08/1989, created Regent Policy Document 89-9 and amended Regent Policy Document 84-3.

Res. 7076, adopted 12/08/1995; Res. 7718, adopted 06/05/1998; Res. 8276, adopted 12/08/2000; and Res. 8847, adopted 05/07/2004, amended Regent Policy Document 84-3. Regent Policy Document 84-3 was subsequently renumbered 7-1. Res. 9960, adopted 07/15/2011, and Res. 10383, adopted 06/06/2014, amended Regent Policy Document 7-1. Res. 10835, adopted 03/09/2017, authorized technical corrections.

Res. 11XXX, adopted xx/xx/xxxx, rescinded and recreated Regent Policy Document 7-1 and consolidated Regent Policy Documents 4-4, 4-11, 4-17, and 7-2. (Res. 3850, adopted 07/10/1987, created Regent Policy Document 87-9, subsequently renumbered 4-4. Res. 5746, adopted 04/11/1991, created Regent Policy Document 91-3, subsequently renumbered 4-11. Res. 8128, adopted 05/05/2000, created Regent Policy Document 00-2, subsequently renumbered 7-2. Res. 9714, adopted 12/11/2009, created Regent Policy Document 4-17.)

Thursday, April 2, 2020

**AUTHORITY TO ENTER INTO A LEASE OF SPACE FOR THE
SCHOOL OF VETERINARY MEDICINE, UW-MADISON****REQUESTED ACTION**

Adoption of Resolution 8., granting authority to enter into a lease of laboratory space for the Department of Pathobiological Sciences at UW-Madison.

Resolution 8. That, upon the recommendation of the UW-Madison Chancellor and the President of the UW System, the UW System Board of Regents grants authority for UW-Madison to enter into a lease of 4,292 GSF to provide laboratory space for the School of Veterinary Medicine, Department of Pathobiological Sciences.

SUMMARY

UW-Madison has been leasing laboratory space to house the Influenza Research Institute (IRI), located at 565-575 Science Drive, in the University Research Park (URP) since 2006. In 2010, a grant from the Bill and Melinda Gates Foundation to research infectious diseases allowed the laboratory to expand into 545 Science Drive, an adjacent building. Because the second lab was located in a different building, a separate lease was created. The research grant is increasing once again and additional space is required. URP will construct an addition linking the two leased buildings, and additional space will be leased at 545 Science Drive. The new lease will total 4,292 square feet. A new lease, commencing July 1, 2020, for a three-year term will run concurrently with a renewed IRI lease. The base lease rate will be \$32 per square foot. Operating expenses are estimated to be an additional \$10 per square foot and will be reconciled annually. Tenant improvements to construct the space are expected to cost \$3,031,755. UW-Madison will pay for the planning and design fees with the grant, and amortize the balance within the lease at a proposed 5.5% interest over the three-year term.

Presenter

- Alex Roe, Senior Associate Vice President for Capital Planning and Budget

BACKGROUND

The institute moved to URP in 2006 after receiving a grant to study a number of infectious viruses. The original leased space was constructed at a biosafety level-3 (BSL-3) lab to provide a high-level of containment and security. This new leased space, including the connector, will be constructed at a biosafety level-2 (BSL-2) specification so that some administrative and support uses in the original BSL-3 lab can move to the BSL-2 space and allow more effective use of the existing BSL-3 space. In addition, the connector will allow research samples to be safely transferred between the two buildings. There is no contiguous lab space large enough or constructed to a BSL-2 standard on the UW-Madison campus to meet this immediate need.

University Function	School of Veterinary Medicine, Department of Pathological Sciences	
Lease Location	545 Science Drive, Madison, WI	
Type of Negotiation or Selection Process	Negotiated	
Lessor	University Research Park	
Anticipated Occupancy Date	July 1, 2020	
Lease Term	3 years	
Escalation Rate	3% annually on net rental rate	
Operating Expenses	Estimated \$10 per SF; Reconciled annually	
Renewal Option(s)	One 5-year renewal option	
Purchase Option	None	
Space Type	Laboratory	
Square Feet	4,292	
Total Reconciled Cost Per Square Foot, year 1, without tenant improvements	\$ 42.00 /GSF	
Initial Lease Term Total Projected Cost	Gross rent	\$ 557,178
	Tenant Improvements	<u>\$2,731,654</u>
	Total	\$3,288,832
Funding Source	Grant Funds	

Previous Action

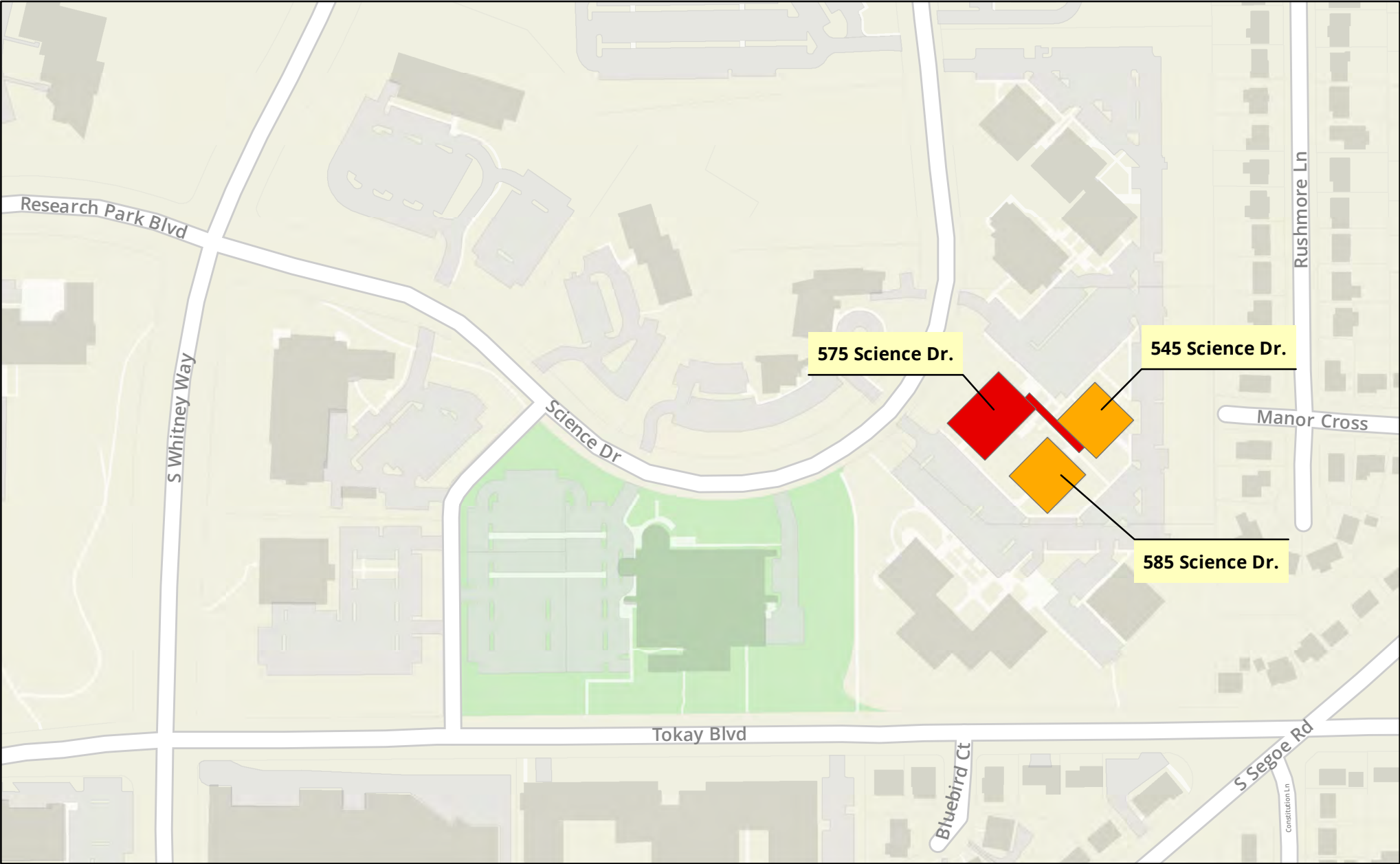
- None.

Related Policies

- Regent Policy Document 13-1, "[General Contract Approval, Signature Authority, and Reporting](#)"
- Regent Policy Document 13-2, "[Real Property Contracts: Signature Authority and Approval](#)"

ATTACHMENT

A) UW-Madison: School of Veterinary Medicine Lease Map



Sources: UW System Administration,
State of Wisconsin, Wisconsin State
Cartographers Office,
US Census Bureau

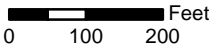
This map is for reference purposes only.

UW-Madison: School of Veterinary Medicine Lease

Proposed Lease

Existing UW-Madison Lease

UW Property



April 2, 2020

**AUTHORITY TO CONSTRUCT THE DEMOLITION AND ABATEMENT
SCOPE OF THE GYMNASIUM/NATATORIUM REPLACEMENT PROJECT,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution 9., authorizing construction of the demolition and abatement scope of the Gymnasium/Natatorium Replacement project.

Resolution 9. That, upon the recommendation of the Chancellor of UW-Madison and the President of the UW System, the UW System Board of Regents authorizes construction of the demolition and abatement scope of the Gymnasium/Natatorium Replacement project to prepare the site for a new replacement building for an estimated total cost of \$5,344,000 (\$3,890,000 Program Revenue Supported Borrowing and \$1,454,000 Gift Funds).

SUMMARY

This project demolishes the original Gymnasium/Natatorium (148,667/249,579 ASF/GSF) building and prepares the site for construction of a new 262,108 GSF replacement facility with an adaptive fitness laboratory for the Kinesiology program, basketball courts, an ice sheet with spectator seating, an indoor track, multi-purpose activity spaces, racquetball courts, expanded fitness areas for cardio and strength training, and a wellness center for recreational sports. These amenities are prevalent at peer institutions. Although the modest net square footage increase will still not meet the National Intramural and Recreational Sports Association (NIRSA) standards for square footage per student, it will allow the recreational sports program to grow and provide increased accessibility, visibility, and utilization by students.

Completion of this project will also allow Intercollegiate Athletics, as per their master plan, to repurpose and fully occupy the Camp Randall Sports Center, a space that is currently shared with recreational sports. A new ice arena with a singular new sheet of ice will be in the proposed new Gymnasium/Natatorium, effectively relocating the sheet of ice currently located in the Sports Center. The campus has secured a gift donation to be dedicated specifically to the creation of a new ice arena.

Presenter

- Alex Roe, Senior Associate Vice President for Capital Planning and Budget

BACKGROUND

The original facility was constructed in an era and for a purpose vastly different than current physical activity demands. The building was designed to host men-only physical education classes and activity. It was expanded with single-use activity rooms, long windowless corridors between activity spaces, and men's restrooms. The Gymnasium/Natatorium boasts annual participation by 1.5 million campus users and 100,000 users from the hosted special events. It provides facilities for robust fitness and wellness programs and a multitude of sports, swimming, and group-based activities options.

Prior to construction of the new building, abatement and demolition of the 249,579 GSF existing Natatorium building will need to occur. The project must undertake an extensive amount of asbestos abatement prior to demolition in order to prepare the remaining building materials for crushing and compacting for recycling. It is estimated that it will take up to four months to accomplish this work. In order to begin construction by late August, the project needs to be posted for bidding in early June.

A request for authority to construct the rest of the project will occur later in the year and allow bidding in November for the replacement building. In order to keep the project on schedule an early bid package will be released as the design team finishes the construction documents for the replacement building. This sequencing will help facilitate an expedited project schedule to meet donor expectations of a late 2020 opening for the new facility.

Extensive site protection is required to ensure the Native American burial mounds on the north side of the building are maintained in their current state.

Budget

Abatement/Demolition	\$4,000,000
Design	\$98,000
DFDM Mgt.	\$200,000
Contingency	\$1,000,000
Equipment	\$0
Other Fees	\$46,000
TOTAL	\$5,344,000

Previous Action

August 24, 2018
Resolution 11079

Recommended that the Gymnasium/Natatorium Replacement project at an estimated total cost of \$126,391,000 (\$91,991,000 Program Revenue Supported Borrowing and \$34,400,000 Gift/Grant Funds) be submitted to the Department of Administration as part of the UW System 2019-21 Capital Budget Request.

Related Policies

- Regent Policy Document 19-8, "Funding of University Facilities Capital Costs"
- Regent Policy Document 19-16, "Building Program Planning and Approval"

I. All Regents

Item 10.

Thursday, April 2, 2020

AUTHORITY TO CONSTRUCT ALL AGENCY MAINTENANCE AND REPAIR PROJECTS, UW SYSTEM

REQUESTED ACTION

Adoption of Resolution 10., authorizing construction of various maintenance and repair projects.

Resolution 10. That, upon the recommendation of the President of the UW System, the UW System Board of Regents grants authority to construct these maintenance and repair projects at an estimated total cost of \$2,891,600 (\$495,400 General Fund Supported Borrowing; \$971,200 Program Revenue Supported Borrowing; and \$1,425,000 Cash).

SUMMARY

FACILITY MAINTENANCE AND REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	TOTAL
SUP	19F2P	Multi-Residence Hall Ext Windows Repl	\$0	\$532,000	\$1,425,000	\$0	\$1,957,000
FMR SUBTOTALS			\$0	\$532,000	\$1,425,000	\$0	\$1,957,000

UTILITY REPAIR AND RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	TOTAL
LAX	18I1I	Central Heating Plant Fuel Reliability Upgrade	\$495,400	\$439,200	\$0	\$0	\$934,600
URR SUBTOTALS			\$495,400	\$439,200	\$0	\$0	\$934,600

	GFSB	PRSB	CASH	GIFT/GRANT	TOTAL
APRIL 2020 TOTALS	\$495,400	\$971,200	\$1,425,000	\$0	\$2,891,600

Presenter

- Alex Roe, Senior Associate Vice President for Capital Planning and Budget

BACKGROUND

UW-Superior – Curran, McNeil, and Ostrander Halls Exterior Windows Replacement:

This project replaces all resident room exterior windows and installs new openings and

windows within stairwells on three interconnected student residence halls. Project work includes removal and replacement of single pane, uninsulated, aluminum slider window units with new energy efficient, insulated, and thermally broken units. All associated interior jambs, trim, and sills will also be removed and replaced. All exterior caulking and damaged face brick adjacent to the exterior window openings will be removed and replaced. Minor tuckpointing is anticipated to be required at most window openings. Lintels will be repaired and painted or replaced if necessary. New punched window openings will be provided at existing stairwells. Main entry storefronts and interior window treatments will remain and are not included in this proposed scope of work. Project work will be conducted in multiple phases during multiple summer sessions.

Curran, McNeil and Ostrander Halls are student residence halls that are connected and effectively function as a single building. Ostrander Hall was constructed in 1964. Curran Hall and McNeil Hall were constructed in 1966. The exterior windows are original to each building and apart from minor repairs conducted in 1990. The window units are standard aluminum, single pane, sliders with no thermal break and uninsulated frames. The window units have exceeded their useful lives, and since they are more than 50 years old, repair parts are no longer available. The seals and hardware have failed. These units require replacement to improve student comfort and energy savings and to restore the exterior envelope integrity.

UW-La Crosse – Central Heating Plant Fuel Reliability Upgrade (Increase):

This request increases the project budget to allow completion of the fuel reliability construction, meet current permit and life safety timelines, and maintain fuel redundancy on campus throughout the entire year. This budget increase allows the project to complete the majority of the originally approved scope of work and maintain the core fuel reliability upgrade by installing equipment for the secondary fuel. The recent cost estimates significantly exceed the authorized budget and this project budget increase is required to accept bids and construct the project.

Previous Action

July 12, 2019 Resolution 11263	Granted authority to construct the UW-La Crosse Central Heating Plant Fuel Reliability Upgrade project at an estimated total cost of \$3,984,500 (\$2,032,100 General Fund Supported Borrowing and \$1,952,400 Cash).
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Related Policies

- Regent Policy Document 19-8, "Funding of University Facilities Capital Costs"
- Regent Policy Document 19-15, "Physical Development Principles"
- Regent Policy Document 19-16, "Building Program Planning and Approval"

I. All Regents

Item 11.

Thursday, April 2, 2020

AUTHORITY TO CONSTRUCT THE WEEKS HALL 4TH FLOOR DUTTON LABORATORY RENOVATION PROJECT, UW-MADISON

REQUESTED ACTION

Adoption of Resolution 11., authorizing the construction of the Weeks Hall 4th Floor Dutton Laboratory Renovation project.

Resolution 11. That, upon the recommendation of the Chancellor of UW-Madison and the President of the UW System, the UW System Board of Regents authorizes the construction of the Weeks Hall 4th floor Dutton Laboratory Renovation project for an estimated total cost of \$1,924,670 Gift Funds.

SUMMARY

This project will remodel approximately 900 GSF of the 4th floor in Weeks Hall to create a geoscience laboratory for Professor Andrea Dutton, an isotope geochemist who specializes in U-series radiometric dating.

The space to be renovated consists of an underutilized classroom and an entry space to an adjacent lab, which supports functions that can be relocated within the building. The proposed space is extremely unique, as it will include a metal-free clean lab, with space for a mass spectrometer, a utility room, a vestibule/gowning room, and an adjacent weighing room. A lab of this nature has not been built on campus in recent history. All construction components must be fabricated out of non-metal materials making this a highly unique and specialized type of construction with which local suppliers and contractors may be unfamiliar.

Presenter

- Alex Roe, Senior Associate Vice President for Capital Planning and Budget

BACKGROUND

The College of Letters & Science, Department of Geoscience is among the world's leaders in research and education. The research programs are both broad and deep in traditional areas of sedimentary geology, hydrogeology, geophysics, mineralogy, petrology, geochemistry, structural geology, and surface processes. These areas of study have become more important than ever before in order for our nation to secure its energy and other natural resources, to understand threats to its water and environment, and to prepare for hazards posed by earthquakes, volcanism, floods, tsunamis, and global climate change. As such, the department plays a unique role on campus through strong connections to other programs including, participation in the Nelson Institute for Environmental Studies and close collaboration with the College of Engineering to jointly train future geological engineers. During the past decade the hiring of new faculty in geophysics, sedimentary geology, structural geology, geochemistry, and surface processes has led to many highly successful collaborations and synergies across disciplines; however, recent and imminent departures of faculty now threaten this success.

Professor Dutton joined the Department of Geoscience in the summer of 2019, with an appointment at the full professor level (tenure status and title pending committee approval this fall). She is an internationally recognized expert and has recently been awarded as a Fulbright Scholar and a MacArthur Fellow. Her area of expertise will add a new dimension of paleoclimate science, geochronology capabilities, and extensive experience in outreach and communication of climate-related science to the community at UW-Madison. In particular, this laboratory will add to existing facilities within the department to make it a leader in a variety of geochronology and geochemistry techniques.

The need to outfit a laboratory for this recent hire is exceptionally urgent. This project creates the unique laboratory environment and support facilities that are essential to Professor Dutton to establish her research program.

Budget

Construction	\$1,242,000
Design	\$373,990
Contingency	\$180,300
Equipment	\$80,000
Other Fees	\$48,380
TOTAL	\$1,924,670

A/E Selection	Dec 2019
BOR Approval	Apr 2020
Bid Opening	Oct 2020
Start Construction	Nov 2020
Substantial Completion	Jul 2021
Final Completion	Oct 2021

Previous Action

- None.

Related Policies

- Regent Policy Document 19-8, "[Funding of University Facilities Capital Costs](#)"
- Regent Policy Document 19-15, "[Physical Development Principles](#)"
- Regent Policy Document 19-16, "[Building Program Planning and Approval](#)"

Thursday, April 2, 2020

**UW-MILWAUKEE CONNECTED SYSTEMS INSTITUTE
MEMBERSHIP AGREEMENT WITH
WISCONSIN ELECTRIC POWER COMPANY**

REQUESTED ACTION

Adoption of Resolution 12., approving the contractual membership agreement between the Board of Regents and Wisconsin Electric Power Company.

Resolution 12. That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the Membership Agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Milwaukee, and the Wisconsin Electric Power Company for an initially scheduled term from May 1, 2020 through April 30, 2025.

SUMMARY

The University of Wisconsin-Milwaukee (UWM) has established the Connected System Institute ("CSI"), an institute committed to conducting advanced research related to digital manufacturing (focusing on the Industrial Internet of Things) and preparing a skilled workforce. CSI blends expertise from UWM's Lubar School of Business, College of Engineering & Applied Science, and School of Information Studies and engages academics, students, and industry researchers in a collaborative research facility environment. The long-term vision for CSI is to become an internationally recognized, multidisciplinary, collaborative institute with membership that includes industry partners, academic institutions, and government/non-profit entities.

Previously, UWM partnered with Rockwell to establish guidelines and processes under which third parties may become CSI members (with Rockwell acting as a founding member). In July 2019, the Board of Regents approved the Membership Agreement between UWM and Rockwell. Wisconsin Electric Power Company, a subsidiary of the WEC Energy Group, would like to join the CSI as a Sustaining Member, which requires contributions totaling \$1 million. The proposed Membership Agreement is identical to the Rockwell Membership Agreement previously approved by the Board, with the exception of Appendix 2, the Contributions Worksheet, which details Wisconsin Electric Power Company's contributions.

Presenter:

- Robin Van Harpen, Vice Chancellor for Finance and Administrative Affairs, UW-Milwaukee.

BACKGROUND

Regent Policy Document 13-1 requires any grant or contract with private profit-making organizations in excess of \$1,000,000 be presented to the Board of Regents for formal approval prior to execution.

Related Policies

- Regent Policy Document 13-1: "General Contract Authority, Approval, and Reporting"

I. All Regents

Thursday, April 2, 2020

Item 13.

UW-MADISON MASTER CLINICAL TRIAL AGREEMENT WITH NOVARTIS PHARMA AG.

REQUESTED ACTION

Adoption of Resolution 13., approving the master clinical trial agreement between the Board of Regents and Novartis Pharma AG.

Resolution 13. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the master clinical trial agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Madison, and Novartis Pharma AG for a period of three years.

SUMMARY

Novartis Pharma AG requests UW-Madison enter into a new master services agreement for the provision of statistical data analysis services for Novartis clinical trials. This agreement will allow UW-Madison, through its Department of Biostatistics and Informatics in the School of Medicine and Public Health, to provide biostatistical data analysis services to Novartis Pharma AG quickly and with minimal start-up time. This should lead to an increase in these services, benefitting the department and the University.

Novartis Pharma AG is a global pharmaceutical company based in Switzerland. They have divisions specializing in new drug development and the formulation of generic drugs. Since 1986, UW-Madison has had around \$23 million in research funding from Novartis. Over the last decade, UW-Madison has received about \$10 Million from Novartis.

Presenter:

- Laurent Heller, Vice Chancellor for Finance and Administration, UW-Madison

BACKGROUND

Regent Policy Document 13-1 requires any grant or contract with private profit-making organizations in excess of \$1,000,000 be presented to the Board of Regents for formal approval prior to execution.

Related Policies

- Regent Policy Document 13-1, "General Contract Signature Authority, Approval, and Reporting"

April 2, 2020

**UW-MADISON MASTER CLINICAL TRIAL AGREEMENT
WITH JANSSEN RESEARCH & DEVELOPMENT, L.L.C.**

REQUESTED ACTION

Adoption of Resolution 14., approving the master clinical trial agreement between the Board of Regents and Janssen Research & Development, L.L.C.

Resolution 14. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the master clinical trial agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Madison, and Janssen Research & Development, L.L.C. for a term of five years.

SUMMARY

The University of Wisconsin has a robust clinical trials program, which includes a large number of agreements with Janssen and its affiliated companies. This agreement will facilitate UW-Madison's relationship with Janssen by allowing UW-Madison to get new studies initiated more quickly.

Janssen Research & Development, L.L.C. is a multinational pharmaceutical, medical device and healthcare corporation. Therapeutic areas include Cardiovascular and Metabolism, Immunology, Infectious Diseases and Vaccinations, Neuroscience, Oncology, and Pulmonary Hypertension. Janssen Research & Development, L.L.C. comprises several related companies, including Actelion, Centocor, Ethicaon, Janssen, Johnson & Johnson, Neuwave, and Thoratec. Since 2004, UW-Madison has had around \$2 million in research funding from Janssen or its affiliates.

Presenter:

- Laurent Heller, Vice Chancellor for Finance and Administration, UW-Madison

BACKGROUND

Regent Policy Document 13-1 requires any grant or contract with private profit-making organizations in excess of \$1,000,000 be presented to the Board of Regents for formal approval prior to execution.

Related Policies

- Regent Policy Document 13-1, "General Contract Signature Authority, Approval, and Reporting"

Thursday, April 2, 2020

**UW-MADISON FIXED-PRICE AGREEMENT
WITH EG CROP SCIENCE, INC.**

REQUESTED ACTION

Adoption of Resolution 15., approving the contractual fixed-price agreement between the Board of Regents and EG Crop Science, Inc.

Resolution 15. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Madison, and EG Crop Science, Inc. for a term of 27 months.

SUMMARY

The Wisconsin Crop Innovation Center (WCIC) is a public crop biotechnology service and research center and administrative unit of the College of Agricultural and Life Sciences at the University of Wisconsin-Madison. WCIC enables exploration of plant gene function in the context of extensive crop genome resources and global challenges such as population growth, world hunger, climate instability, and sustainability concerns.

Under a 27-month fixed-price agreement with EG Crop Science for a project called “Banana Transformation”, WCIC will insert, knock out, and/or modify a gene in bananas to make it resistant to a fungus. EG Crop Science has already designed the gene to be used. The resulting plants will be transferred to EG Crop Science to be tested for resistance to the fungus. The project will be led by Michael Petersen, Associate Director of WCIC, and will involve four additional personnel.

The estimated dollar value of the agreement is \$2,159,719.

While UW and WCIC would retain all rights to the transformation methodologies developed in this research, because the project involves the use of a gene already developed by EG Crop Science, the contract does provide for the transfer to EG Crop Science of the rights to the new plants developed using that gene. This has been approved by the Office of Legal

Affairs as well as Interim Vice Chancellor for Research and Graduate Education, Steve Ackerman.

This research at WCIC could lead to a banana genotype that is resistant to the TR4 fungus that current conventional breeding techniques have been unable to control. This fungus has now appeared in South America and is threatening the entire Cavendish Banana industry. This research also may lead to improved methods in banana transformation. Since bananas are an important crop worldwide and help feed billions of people, research in this area is critical and will benefit the UW in terms of science, exposure, collaborations, and potential press.

There has been one prior agreement with EG Crop Science in the last five years. The contract was for \$141,641, and involved WCIC performing research aimed at improving soybean resistance to Soybean Cyst Nematode (a pest of the soybean).

EG Crop Science, Inc., doing business as Evolutionary Genomics, is a genomics research and development company focused on the identification and validation of genes that impact commercially valuable traits in crops for the agriculture industry. They have performed research on crops including rice, corn, soybeans, wheat, cotton, cowpeas, beans, tomatoes, and cassava. This research is in the areas of pest/disease resistance and drought tolerance in those crops. Their core technology is a patented Adapted Traits Platform which is used to perform molecular evolution analysis to identify positively selected genes that may have an impact on traits of interest.

Presenter:

- Laurent Heller, Vice Chancellor for Finance and Administration, UW-Madison

BACKGROUND

Regent Policy Document 13-1 requires any grant or contract with private profit-making organizations in excess of \$1,000,000 be presented to the Board of Regents for formal approval prior to execution.

Related Policies

- Regent Policy Document 13-1, "General Contract Signature Authority, Approval, and Reporting"

UPDATE ON THE ADMINISTRATIVE TRANSFORMATION PROGRAM**REQUESTED ACTION**

No action is required; this item is for information only.

SUMMARY

The administrative policies and processes that run the business of the University of Wisconsin System and enable its success have grown complex and cumbersome over a period of many years. Meanwhile, a myriad of internal and external factors place pressure on the University to reconsider how, by whom, and with what tools that work is being performed. The totality of these issues has constrained the UW System from advancing its mission of education, research, and outreach to its fullest potential.

UW System must proactively respond to the rapidly evolving higher education landscape, modernize its business toward a model of continuous improvement, and stage its long-term success and leadership role for Wisconsin and for the world. Achieving these objectives will involve a transformation with our people, policies, and processes, supported by technology.

The preferred path forward is the launch of a single, integrated program, the Administrative Transformation Program (ATP), to right-size the current complexity. This will be accomplished by streamlining policies, standardizing processes, organizing roles, and modernizing the technology with cloud-based enterprise resource planning (ERP) software to support future state human resources and finance services. Included as part of ATP is the Research Administration Modernization Project (RAMP), which focuses on pre- and post-award services and supporting technology that is not a component of the delivered ERP software.

The implementation of ATP will allow UW-Madison to focus more resources on our mission by slowing the growth of administrative activity over time, and bring significant efficiencies in the administrative operations throughout UW System. The ATP preplanning is on schedule to be completed in May 2020. Prior to the COVID-19 pandemic, UW System Administration anticipated requesting Board approval in April to proceed with planning and implementation, including contracts for cloud-based software, implementation services, and quality assurance.

Due to the COVID-19 pandemic, UW System and UW-Madison intend to complete preplanning as scheduled and begin planning work, modified to reflect the current situation. The selection of a cloud-based software will be paused at this time, with no award. The implementation selection process will be rescheduled to reflect the current situation, and a statement of work for the quality assurance vendor will be finished. This approach is prudent at this time, with new uncertainties related to a range of university operations, revenue, and expenditures.

UW System and UW-Madison will report to the Board of Regents on the status of the work at the June 2020 meeting. If circumstances support proceeding, a resolution to move forward will be presented.

Presenter(s)

- Rob Cramer, Vice President of Administration, UW System Administration
- Laurent Heller, Vice Chancellor for Finance and Administration, UW-Madison

BACKGROUND

During the preplanning activities, UW System Administration and UW-Madison conducted an assessment of UW's current systems and processes, spending, risks, alternatives, and potential costs. Preplanning activities were approved by the Board of Regents in February 2019.

Current State

The UW System currently uses Oracle/PeopleSoft for its Shared Financial System and its Human Resource System. These two applications, hosted on premises by UW-Madison's Division of Information Technology (DoIT), support a range of operations across the UW System.

The Shared Financial System (SFS) supports the general ledger, accounts payable, travel reimbursement, and other services. There are currently more than 21,000 users Systemwide. The system was first implemented in 1999, and an upgrade was completed in 2018.

The Human Resources System (HRS) provides personnel, payroll, and benefits processing to all UW System institutions and employees. The system was first implemented in 2011, and an upgrade was completed in 2017.

DoIT is completing an infrastructure upgrade in 2020 to migrate from end-of-life hardware to a new infrastructure platform. This is expected to provide a stable hardware environment for the next five years.

The assessments identified more than 500 third-party, bolt-on, and ancillary systems across the UW System. The costs of these systems total \$10–\$20 million at UW–Madison alone.

Conclusion

The assessment remains valid that the current financial and human resources ERPs are not serving the diverse needs of UW institutions. The march of enterprise technology to cloud-based solutions and the costs and complexities of current systems, combined with their negative impacts to financial controls, information security, process standardization, institutional culture, and administrative efficiency, contribute to the impetus for change. The COVID-19 pandemic necessitates a slower approach than planned.

Previous Action or Discussion

The last report was presented to the Business and Finance Committee in October of 2019.

Thursday, April 2, 2020

APPROVAL OF REDUCTION TO E-APP APPLICATION FEE

REQUESTED ACTION

Adoption of Resolution 17., authorizing the reduction of the application fee for undergraduate admission to all UW universities excepting UW-Madison, and the exemption of an application fee for students transferring between UW branch campuses and UW universities.

Resolution 17. That, upon the recommendation of the President of the UW System, the UW System Board of Regents approves the proposed request to 1) reduce the application fee to \$25 for new undergraduate admission to UW universities, excepting UW-Madison, for applications received on or after August 1, 2020, and to; 2) exempt application fees for all students transferring from a UW branch campus or a UW university to another UW university within one year.

SUMMARY

The Board is being asked to 1) approve a reduction of the application fee from the current \$50 to \$25 for new undergraduate admission to all UW universities, excepting UW-Madison; and to 2) approve the exemption of an application fee for students transferring from a UW branch campus or a UW university to another UW university. The student must transfer within one year of leaving a UW System branch campus or university and cannot attend a university outside of the UW System in between. The effective date of these changes is August 1, 2020.

Presenter(s)

- Ray Cross, President, UW System

BACKGROUND

The UW System restructuring initiative prompted the formation of a work team in 2018 to align the functionality of the UW System Online Application for Admission (EApp) for the new configuration of the 13 UW universities and 26 campuses. The work team took that

opportunity to consider a redesign of the EApp that would foster greater access for all students to UW universities.

The work team collaborated with systemwide officials to identify and recommend the removal of several technological and procedural barriers confronting prospective students attempting to complete applications to UW universities. The redesign of the EApp is scheduled to launch by August 1, 2020. The new application will feature a streamlined format that is expected to significantly reduce the time and effort necessary to complete and submit, while continuing to include all application information required by Regent policy and Wisconsin statute.

In addition to time-to-complete, the current EApp fee of \$50 was identified as an obstacle for many prospective students. In order to better promote access and transfer to UW universities, and to position the fee more comparably with peer institutions, President Cross is recommending the fee be exempted for all internal transfers and reduced for new undergraduate applications, as described in the resolution. UW-Madison will retain its current application fee, which at \$60 is priced comparably with its peer universities.

Currently, there is no application fee charged to students transferring from UW branch campuses to UW universities. The proposed resolution would memorialize that exemption and provide those same conditions for internal transfers among UW universities.

Previous Action

The current application fee structure was approved by the Board of Regents in 2016. Prior to 2016, application fees for UW System institutions were established by state statute.

Related Policies

- UW System Administrative Policy 805.6.A.19, "Application Fees"

Thursday, April 2, 2020

APPROVAL OF THE PROPOSED UW SYSTEM STRATEGIC FRAMEWORK

REQUESTED ACTION

- Adoption of Resolution 18., approval of the proposed UW System strategic framework.

Resolution 18. That, upon the recommendation of the President of the UW System, the Board of Regents adopts the proposed UW System Strategic Framework, entitled "*UW System - 2025FWD*".

SUMMARY

The proposed "*UW System - 2025FWD*" strategic framework is intended to provide guidance for the priorities and activities of UW System Administration and UW System institutions. It is organized under the same four main pillars as its predecessor "*2020FWD*" framework. These include 1) the educational pipeline, 2) the university experience, 3) business and community engagement, and 4) operational excellence, with an emphasis on system-level priorities.

Presenter

- Ray Cross, President, UW System

BACKGROUND

The UW System leadership began its efforts revise the strategic framework in the fall of 2019, and engaged in discussions with numerous groups, receiving input from UWSA leadership, UW System chancellors and other senior leaders, shared governance representatives, and business and community leaders.

Previous Action or Discussion

In August 2016, the Board of Regents approved resolution 10743 to adopt the proposed UW System Strategic Framework, entitled "*UW System 2020FWD Moving Wisconsin and the World Forward*".

Related Policies

- None

ATTACHMENTS

A) "UW System - 2025FWD"

UW SYSTEM – 2025FWD STRATEGIC FRAMEWORK

EDUCATIONAL PIPELINE - *Increase the enrollment and success of individuals in all educational experiences throughout their lifetimes.*

System-Level Priorities

360 Advising

- UW System will support the ongoing institutional deployment of predictive analytics and other advising resources that improve student success and reduce time to degree systemwide.

Seamless Transfer

- UW System will provide tools and systems to help students understand and navigate the transfer process, and will continue to expand articulation agreements with additional postsecondary entities.

Non-Traditional

- UW System will increase systemwide and institutional efforts to serve individuals outside of traditional college ages by increasing credit and noncredit offerings, degree and non-degree programming, micro and stackable credentials, and competency validation certification processes in a variety of delivery modes and options tailored to serve the needs of these students.

Expanding Opportunity

- UW System will launch a comprehensive strategy to support underrepresented and lower-income students that offers pathways to middle and high school students, academic and career advising throughout their UW System journey, and job placement support.

UNIVERSITY EXPERIENCE - *Grow a more creative and engaging educational experience so all learners can compete and succeed in a global environment.*

System-Level Priorities

High Impact Practices

- UW System will promote and support strategies to provide students with exposure to high-impact practices such as internships, capstone experiences, study abroad, and undergraduate research opportunities.

Cultural Competency

- UW System will support and assist institutions in the development of a more culturally sensitive and responsive campus community where individuals from all backgrounds are welcomed, valued, and respected as an important part of a vibrant learning community.

Health & Wellbeing

- UW System will support and invest in institutional behavioral health research and programs/activities to improve student and employee behavioral health.

Campus Safety

- UW System will help institutions implement "best practice" standards and processes for preventing and addressing sexual assault, harassment, and student and employee safety.

BUSINESS & COMMUNITY ENGAGEMENT - *Further expand the Wisconsin Idea to address the state's greatest needs and help Wisconsin businesses and communities become more successful.*

System-Level Priorities

Wisconsin Workforce Needs

- UW System will encourage the expansion of credit and noncredit education in high-demand fields to provide Wisconsin's private and public employers with the talent and leadership needed to support the continued prosperity of communities and businesses.
- UW System will enhance and promote tools and resources that help employers build effective internship programs, and connect them with student talent for internships and permanent positions.

Advocacy/Communication

- UW System will collaborate with institutions to promote the importance and value of UW to Wisconsin policymakers, students and families, and all residents.
- UW System will lead and coordinate advocacy efforts for improved UW budgets, more effective and efficient capital projects and management processes, program revenue bonding authority, and higher education policy issues.

Providing Research-Driven Solutions

- UW System will convene communities and engage the people of Wisconsin to analyze and address the most important challenges facing the state.
- UW System will advocate and enable the Freshwater Collaborative and other initiatives to provide the state with research, talent, and innovations that help solve critical issues for Wisconsin and the world.
- UW System will provide leadership for the coordination of a comprehensive effort to address the needs and challenges of underrepresented groups in Wisconsin.

OPERATIONAL EXCELLENCE - *Vigorously pursue transparent, efficient, and effective operational practices.*

System-Level Priorities

Standardized Services

- UW System will continue to promote standardization of business practices and consolidation of services to increase efficiency, transparency and effectiveness, and free up institutional resources to support the academic mission.
- UW System will provide leadership for the design and operation of a comprehensive information security system.

Capital Project Processes

- UW System will work with DOA to improve capital project design, development and management processes.

Strategic Enrollment Management and Financial Planning

- UW System will provide data, information, and guidance to promote effective institutional strategic planning and operational management.
- UW System will provide guidance and support to institutions to achieve and maintain financial stability.

Rewarding Faculty and Staff Excellence

- UW System will continue to advocate for competitive compensation for our faculty and staff to maintain institutional excellence.
- UW System will expand systemwide faculty and staff recognition awards.

Thursday, April 2, 2020

**APPROVAL OF REVISED RULE LANGUAGE AND REVISED
ADMINISTRATIVE CODE RULE ORDER FOR CHAPTER UWS 17**

REQUESTED ACTION

Adoption of Resolution 19., approving the revised rule language and revised Administrative Code rule order for Ch. UWS 17, Wis. Admin. Code, "Nonacademic Student Misconduct."

Resolution 19. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Revised Rule Language and Revised Administrative Code Rule Order for Ch. UWS 17, Wis. Admin. Code, "Nonacademic Student Misconduct."

SUMMARY

The modifications in the rule would amend Chapter UWS 17 to require, among other things, mandatory punishments for students who have been found responsible for misconduct that materially and substantially disrupted the free expression of others.

On October 6, 2017, the Board approved Regent Policy Document 4-21 on *Commitment to Academic Freedom and Freedom of Expression*, setting forth the expectations of the Board regarding academic freedom and freedom of expression, and the consequences for those who violate the free expression of others. Section 2 of the policy contains a paragraph stating:

"A formal investigation and disciplinary hearing is required the second time a formal complaint alleges a student has engaged in violent or other disorderly misconduct that materially and substantially disrupted the free expression of others. Any student who has twice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment shall be suspended for a minimum of one semester. Any student who has thrice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment shall be expelled. *This paragraph shall be effective upon amendment of Chapter UWS 17 of the Wisconsin Administrative Code under Chapter 227 of the Wisconsin Statutes to include a parallel provision.* The report regarding repeat

violators described in Section 5 of this policy will not be required after the effective date of the amendment to Chapter UWS 17.” (emphasis added)

Because Chapter UWS 17 of the Wisconsin Administrative Code has not yet been amended, as required by Wisconsin Statutes, Section 36.35(1), to include the mandatory discipline and the formal investigation and hearing described in Section 2 of the Regent policy, those provisions currently are not in effect. As noted in the Regent policy, those provisions will be effective upon completion of the rulemaking process.

Modifications to Chapter UWS 17 (Attachment A) would include new language that would require a formal investigation and disciplinary hearing the second time a formal complaint alleges that a student has engaged in violent or other disorderly misconduct that materially and substantially disrupted the free expression of others. The modifications would also require that any student who has twice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment be suspended for a minimum of one semester. Finally, the modifications would require that any student who has three times been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment be expelled.

The University's scope statement (Attachment B) for the amendment of Chapter UWS 17 to effectuate these penalties has been approved by the Governor and the DOA Secretary (Attachment C). Additionally, pursuant to a directive by the State Legislature's Joint Committee for Review of Administrative Rules (JCRAR) (Attachment D), the University held a preliminary public hearing on the scope statement (Attachments E, F, and G). The Board of Regents also approved the final scope statement for the proposed rule; a rule order containing the proposed rule language and a plain language analysis; the economic impact analysis/fiscal estimate on the rule (Attachment H); the notice of submittal to the legislative council of the proposed rule; and the notice of public hearing on the proposed rule (Attachment I).

The Board held a public hearing on the rule on March 5, 2020, and the Board accepted written public comments on the rule through March 12, 2020. A summary of the hearing and public comments received has been provided to the Board (Attachment J).

In accordance with Wisconsin law, on February 10, 2020, the Board's rule order containing the proposed rule language was submitted to the Wisconsin Legislative Council Rules Clearinghouse for review and comment. The Wisconsin Legislative Council has issued its Clearinghouse Report to the Board, which commented on several recommended changes to the rule order to conform with Legislative Council form, style and placement guidelines contained in the Administrative Rules Procedures Manual.

Accordingly, the next step in the rulemaking process is Board of Regents' approval of a revised rule order containing edits to conform the order to the changes in form, style and placement recommended by the Legislative Council. If approved by the Board, the rule order will be sent to the Governor's Office for review and approval.

BACKGROUND

The University of Wisconsin System (UW System) seeks to modify the Board of Regents (Board) administrative rule, known Chapter UWS 17, Wis. Admin. Code, "Nonacademic Student Misconduct." All UW System institutions are affected by the proposed rule revisions.

The Board has statutory authority for Chapter UWS 17 under s. 36.35, Wis. Stats., which reads as follows: "The board shall promulgate rules under ch. 227 governing student conduct and procedures for the administration of violations."

Previous Action or Discussion

On October 6, 2017, the Board approved Regent Policy Document 4-21 on *Commitment to Academic Freedom and Freedom of Expression*.

On July 12, 2019, the Board approved the Notice of Preliminary Hearing on Administrative Code Scope Statement for Chapter UWS 17.

On October 11, 2019, the Board approved the Final Scope Statement for Chapter UWS 17.

On February 7, 2020, the Board approved the Administrative Code Proposed Rule Order, Economic Impact Analysis and Fiscal Estimate, Notice of Submittal to the Legislative Council, and Notice of Public Hearing for Chapter UWS 17.

Related Policies

- Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

ATTACHMENTS

- A) Final Rule Order
- B) Scope Statement
- C) Governor Approval of Scope Statement
- D) JCRAR Letter Directing Preliminary Public Hearing on Scope Statement

- E) Notice of Preliminary Hearing on Scope Statement
- F) Summary of Public Comments on Scope Statement
- G) Audio Recording of Preliminary Hearing: <https://bit.ly/2nz3sYj>
- H) Economic Impact Analysis and Fiscal Estimate
- I) Notice of Public Hearing for Ch. UWS 17
- J) Summary of Public Comments on Proposed Rule

STATE OF WISCONSIN
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
IN THE MATTER OF RULEMAKING PROCEEDINGS BEFORE THE BOARD OF
REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ORDER OF THE BOARD OF REGENTS AMENDING RULES IN CHAPTER UWS 17,
WISCONSIN ADMINISTRATIVE CODE, RELATING TO STUDENT NONACADEMIC
DISCIPLINARY PROCEEDINGS (SS 071-18)

ORDER

The Board of Regents of the University of Wisconsin System orders the amendment of UWS 17.11 (2), (3), (4) (a) (intro.), 3. and 4. and 17.12 (1), (2), (3), and (4) (g); and to create UWS 17.10 (4) and 17.11 (1g) and 17.11 (4) (c) (3), relating to student nonacademic disciplinary proceedings.

ANALYSIS

Analysis by the Board of Regents of the University of Wisconsin System.

Statutes interpreted: No statutes are interpreted by the rule, and accordingly, none are listed in this section.

Statutory Authority: s. 36.09(1), Stats. and s. 36.35, Stats.

Explanation of Agency Statutory Rulemaking Authority: The Board of Regents of the University of Wisconsin System's authority to promulgate the proposed rule is found in s. 36.35, Stats., which states: "The board shall promulgate rules under ch. 227 governing student conduct and procedure for the administration of violations." Authority also is found in s. 36.09(1), Stats., which states: "The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system."

Plain Language Analysis: The proposed rule amends ss. UWS 17.10, 17.11, and 17.12 to state: (1) that a student who has twice been found responsible for misconduct that materially and substantially disrupted the free speech rights of others during the student's enrollment shall be suspended for a minimum of one semester; (2) that a student who has three times been found responsible for misconduct that materially and substantially disrupted the free speech rights of others during the student's enrollment shall be expelled; and (3) that a formal investigation and disciplinary hearing is required the second time a formal complaint alleges that a student has engaged in violent or other disorderly misconduct that materially and substantially disrupted the free expression of others.

The Board of Regents recognizes that incidents have occurred on its campuses where certain students have not respected the free speech rights of others and have disrupted events, including events involving outside, invited speakers. After reviewing the issue, the Board has determined

that mandatory disciplinary penalties, in certain defined situations, are necessary to deter students from materially and substantially disrupting the free speech rights of others.

Comparison with existing or proposed federal statutes or regulations: The Federal Executive Order on Improving Free Inquiry, Transparency, and Accountability at Colleges and Universities issued on March 21, 2019, and related Federal Department of Education proposed rules on First Amendment freedoms on college and university campuses announced on January 16, 2020, are tangentially related to the proposed changes to UWS 17.

Comparison with rules in adjacent states: Public universities in Illinois, Michigan, Iowa and Minnesota do not have administrative rules mandating student disciplinary penalties relating to disruption of free speech similar to those proposed in this rule.

Related statutes or rules: No information.

Summary of factual data and analytical methodologies: An internal working group was formed at UW System to develop the rule language. Facts relating to past and present examples of disruption of campus speakers and events by students were reviewed and considered and used in preparing the rule. Chapter UWS 17, Wisconsin Administrative Code also was analyzed, and local campus disciplinary policies considered.

Analysis and supporting documents used to determine fiscal and economic impact and impact on small businesses in preparation of Fiscal Estimate and Economic Impact

Analysis: The “Public Notice: Request for Public Comments on the Economic Impact of Proposed Rules” for UWS 17 was published in the State Register and made available on the Board of Regents’ website at: <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-17-wis-admin-code/>. The notice remained open for 14 days from January 13, 2020, through January 27, 2020. No comments on the economic impact of the proposed rule were received.

Fiscal Estimate, Economic Impact Analysis, and effect on small business: The proposed rules do not have any economic or fiscal impact on specific businesses, on business sectors (including small businesses), or on the State of Wisconsin’s economy as a whole. The Fiscal Estimate and Economic Impact Analysis is attached.

Public Comments: The Board of Regents accepted written comments until March 12, 2020. Comments were submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-17-wis-admin-code/> or at adminrules.wisconsin.gov; (2) by email to board@uwsa.edu; (3) at the public hearing scheduled from 9:00 a.m. to 11:00 a.m. on March 5, 2020 in the Sonata Room, Gordon Dining and Event Center, 770 W. Dayton Street, Madison, Wisconsin; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

Agency contact person: Tomas L. Stafford, Senior System Legal Counsel; 608-265-5319; tstafford@uwsa.edu.

TEXT OF RULE

SECTION 1. UWS 17.10 (4) is created to read:

UWS 17.10 (4) A student who has twice been found responsible for misconduct that materially and substantially disrupted the free speech rights of others at any time during the student's enrollment shall be suspended for a minimum of one semester. A student who has thrice been found responsible for misconduct that materially and substantially disrupted the free speech rights of others at any time during the student's enrollment shall be expelled.

SECTION 2. UWS 17.11 (1g) is created to read:

UWS 17.11 (1g) MANDATORY INVESTIGATION AND HEARING. The investigating officer shall conduct an investigation the second or subsequent time that a formal complaint alleges that a particular student, in an incident unrelated to any prior formal complaints against that student, has engaged in violent or other disorderly conduct that materially disrupted the free speech rights of others. The investigating officer shall provide an investigative report to the hearing examiner or hearing committee for a required hearing under s. UWS 17.12 that may impose the disciplinary sanctions in s. UWS 17.10 (1) (i) and (j) and (4). For the purposes of this subsection, a formal complaint is a written complaint against a student filed with an institution alleging violent or other disorderly conduct that materially disrupted the free speech rights of others.

SECTION 3. UWS 17.11 (2), (3), (4) (a) (intro.), 3. and 4. are amended to read:

UWS 17.11 (2) CONFERENCE WITH RESPONDENT. When the investigating officer concludes that proceedings under this section are warranted, or proceedings are required under sub. (1g), the investigating officer shall promptly contact the respondent in person, by telephone, or by electronic mail to offer to discuss the matter, review the investigating officer's basis for believing that the respondent engaged in nonacademic misconduct, or to review a formal complaint under sub. (1g), and to afford the respondent an opportunity to respond. If the respondent fails to respond to the investigating officer, the investigating officer may proceed to make a determination on the basis of the available information. A complainant shall have all the rights provided to the respondent in this subsection.

(3) DETERMINATION BY THE INVESTIGATING OFFICER THAT NO DISCIPLINARY SANCTION IS WARRANTED. If, as a result of a discussion under sub. (2) or review of available information, the investigating officer determines that nonacademic misconduct did not in fact occur, or that no disciplinary sanction is warranted under the circumstances, the matter will be considered resolved without the necessity for further action except when an investigative report and hearing are required under sub. (1g). The investigating officer shall simultaneously notify the respondent and the complainant of this outcome and offer to discuss it separately with either one. If the investigating officer determines that nonacademic misconduct did not occur or that no disciplinary sanction is warranted, the complainant may appeal this decision in accordance with s. UWS 17.13.

(4) (a) (intro.) If, as a result of a discussion under sub. (2) or review of available information, the investigating officer determines that nonacademic misconduct did occur and that one or more of the disciplinary sanctions listed under s. UWS 17.10 (1) should be recommended, or if the investigating officer determines that nonacademic misconduct did not occur, but the officer is required under sub. (1g) to provide an investigative report, the investigating officer shall prepare a written report which shall contain all of the following:

3. Specification of the sanction sought, or if the investigating officer determined that nonacademic misconduct did not occur in a formal complaint processed under sub. (1g), specification of why a sanction is not appropriate.

4. Notice of the respondent's right to a hearing or indication that a hearing is required under sub. (1g).

SECTION 4. UWS 17.11 (4) (c) 3. is created to read:

UWS 17.11 (4) (c) 3. Where, under sub. (1g), the disciplinary sanction sought or applicable to the respondent is provided for in s. UWS 17.10 (1) (i) and (j) and (4), the investigating officer shall forward a copy of the written report under par. (b) to the student affairs officer. The student affairs officer shall, upon receipt of the written report, proceed under s. UWS 17.12 to schedule a hearing on the matter.

SECTION 5. UWS 17.12 (1), (2), (3), and (4) (g) are amended to read:

UWS 17.12 (1) A respondent who requests a hearing, or for whom a hearing is scheduled under s. UWS 17.11 (4) (c) 2. or 3., shall have the right to decide whether the matter will be heard by a hearing examiner or a hearing committee. In cases of sexual assault, dating violence, domestic violence, stalking, or sexual harassment the university shall have the right to decide whether a hearing examiner or a hearing committee will hear the matter.

(2) If a respondent requests a hearing under s. UWS 17.11 (4) (c) 1., or a hearing is required to be scheduled under s. UWS 17.11 (4) (c) 2. or 3., the student affairs officer shall take the necessary steps to convene the hearing and shall schedule it within 15 days of receipt of the request or written report. The hearing shall be conducted within 45 days of receipt of the request or written report, unless a different time period is mutually agreed upon by the respondent and investigating officer, or is ordered or permitted by the hearing examiner or committee.

(3) No less than 5 days in advance of the hearing, the hearing examiner or committee shall obtain from the investigating officer, in writing, a full explanation of the facts upon which the determination of misconduct was based, or if the investigating officer in a complaint under s. UWS 17.11 (1g) made a determination that no misconduct occurred, a full explanation in writing of the facts upon which that determination was based, and shall provide the respondent and the complainant with access to or copies of the investigating officer's explanation, together with any

other materials provided to the hearing examiner or committee by the investigating officer, including any additional available information of the type described in s. UWS 17.11 (4) (a) 2.

(4) (g) The hearing examiner or committee may impose one or more of the disciplinary sanctions listed in s. UWS 17.10 (1) (a) to (g) that differs from the recommendation of the investigating officer. Sanctions under s. UWS 17.10 (1) (h) to (j) may not be imposed unless previously recommended by the investigating officer, except in a complaint under s. UWS 17.11 (1g) that is subject to the sanctions in s. UWS 17.10 (1) (i) and (4).

SECTION 6. EFFECTIVE DATE: The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin Administrative Register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF PROPOSED RULE)

Attachment (Fiscal Estimate and Economic Impact Analysis)

STATEMENT OF SCOPE

Board of Regents of the University of Wisconsin System

Rule No.: Chapter UWS 17

Relating to: Nonacademic Student Misconduct

Rule Type: Permanent

1. Finding/nature of emergency (Emergency Rule only):

N/A

2. Detailed description of the objective of the proposed rule:

The Board of Regents of the University of Wisconsin System (Board) has been a leader in its support of academic freedom and the freedom of expression. On October 6, 2017, the Board approved Regent Policy Document 4-21 on *Commitment to Academic Freedom and Freedom of Expression*, setting forth the expectations of the Board regarding academic freedom and freedom of expression, and the consequences for those who violate the free expression of others.

The portion of the policy document that addresses student discipline requires that Chapter UWS 17 be modified to state when a formal investigation and hearing is required and the instances in which the disciplinary sanctions of suspension and expulsion must be invoked. Therefore, the Board seeks to modify Chapter UWS 17 regarding Student Nonacademic Misconduct, consistent with the Board's action on October 6, 2017 in approving the Regent Policy Document on *Commitment to Academic Freedom and Freedom of Expression*.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

Chapter UWS 17 currently provides discretion to the investigating officer and provides a list of optional disciplinary sanctions for nonacademic misconduct. It does not specify when a formal investigation and disciplinary hearing is required, nor does it state mandatory sanctions for students found responsible for misconduct that materially and substantially disrupted the free expression of others.

The Board's *Commitment to Academic Freedom and Freedom of Expression* policy states that a formal investigation and disciplinary hearing is required the second time a formal complaint alleges a student has engaged in violent or other disorderly misconduct that materially and substantially disrupted the free expression of others. The policy also requires that any student who has twice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment shall be suspended for a minimum of one semester. Finally, the policy requires that any student who has three times been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student's enrollment shall be expelled. The Board policy states that these measures would be effective upon amendment of Chapter UWS 17 under Chapter 227 of the Wisconsin Statutes to include a parallel provision.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

Wisconsin Statute § 36.35 states: "The board shall promulgate rules under ch. 227 governing student conduct and procedures for the administration of violations."

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

50 hours

6. List with description of all entities that may be affected by the proposed rule:

All University of Wisconsin institutions and the students thereof.

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

N/A

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

There is no anticipated economic impact of the proposed rule.

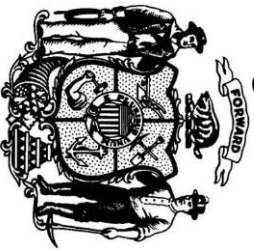
Contact Person: Raymond Cross, President of the University of Wisconsin System, 608-262-2321



Department Head or Authorized Signature



Date Submitted



SCOTT WALKER
OFFICE OF THE GOVERNOR
STATE OF WISCONSIN

P.O. Box 7863
MADISON, WI 53707

June 14, 2018

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

RE: Scope Statement for UWS 17 relating to nonacademic student misconduct

Dear President Cross,

I hereby approve the statement of scope submitted on March 29, 2018 to SBO, pursuant to Wisconsin Statutes § 227.135, in regards to a proposed rule modifying Chapter UWS 17 of the Wisconsin Administrative Code. You may send the scope statement to the Legislative Reference Bureau for publication pursuant to Wisconsin Statutes § 227.135(3).

Sincerely,

A handwritten signature in black ink, appearing to be "SK", written over a faint circular stamp.

Scott Walker
Governor



JOINT COMMITTEE FOR THE REVIEW OF ADMINISTRATIVE RULES

COMMITTEE CO-CHAIRS: SENATOR STEVE NASS AND REPRESENTATIVE JOAN BALLWEG

June 27, 2018

John Behling, President
UW System Board of Regents
Room 1860 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

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

Dear Presidents Behling and Cross,

As co-chairperson of the Joint Committee for Review of Administrative Rules (JCRAR) and pursuant to s. 227.136 (1), Stats., I write to direct the University of Wisconsin System and Board of Regents to hold a preliminary public hearing and comment period on Scope Statement SS 071-18, relating to nonacademic student misconduct, which was published in the Wisconsin Administrative Register on June 25, 2018.

Additionally, pursuant to s. 227.135 (2), Stats., please note that a scope statement may not be approved by University of Wisconsin System officials or boards until after the preliminary public hearing and comment period are held by the agency, and accordingly, no activity may be conducted in connection with the drafting of a proposed rule until after such hearing and approval have occurred.

Sincerely,

A blue ink signature of Senator Steve Nass, consisting of a stylized 'S' and 'N' followed by a horizontal line.

Senator Steve Nass
Co-Chair, JCRAR

**NOTICE OF PRELIMINARY PUBLIC HEARING
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

Tuesday, August 13, 2019
3:00 p.m. to 5:00 p.m.
Gordon Dining and Event Center – 2nd floor, Symphony Room
770 W. Dayton Street, Madison, Wisconsin

The Board of Regents of the University of Wisconsin System will hold a public hearing on permanent rules to amend Chapters UWS 17, Wis. Admin. Code, to address student discipline related to violent or other disorderly misconduct that materially and substantially disrupts the free expression of others, when a formal investigation and disciplinary hearing is required, and mandatory sanctions for students found responsible for misconduct that materially and substantially disrupts the free expression of others.

Appearances at the Hearing and Submittal of Written Comments

UW System personnel or a member of the Board of Regents will preside over the preliminary public hearing on behalf of the Board of Regents, to provide interested persons with the opportunity to make an oral presentation on the proposed scope statement. Each individual who registers to speak will be given up to three minutes to give an oral presentation. Persons making oral presentations are requested to also submit their comments in writing.

The Board of Regents will accept written comments until August 20, 2019. Comments may be submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form/> or https://docs.legis.wisconsin.gov/code/scope_statements/all/013_19; (2) by email to board@uwsa.edu; (3) at the public hearing; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

To request a paper copy of the scope statement, contact the Office of the Board of Regents at the address above or by email at board@uwsa.edu or phone at (608) 262-2324. The scope statement is also available for review at docs.legis.wisconsin.gov/code/scope_statements/all/013_19. This site includes additional documents associated with this proposed permanent rule promulgation.

Initial Regulatory Flexibility Analysis

The proposed rules will not have an effect on small businesses, as defined under s. 227.114(1), Stats.

Accessibility

Persons with special needs or circumstances regarding communication or accessibility at the hearing should call Jess Lathrop, Executive Director, Office of the Board of Regents, at (608) 262-2324 prior to the hearing date. Accommodations such as ASL interpreters, English translators, or materials in audio format will be made available on request to the fullest extent possible.

**SUMMARY OF PUBLIC COMMENTS ON ADMINISTRATIVE CODE SCOPE STATEMENT FOR
PROPOSED CHANGES TO CHAPTER UWS 17****Introduction**

The Board received thirty-eight written comments from the public on the scope statement of the Board's proposed rule change to UWS Chapter 17. In addition, nine speakers voiced their opinion on the scope statement at the public hearing held on August 13, 2019. While some of the speakers and commenters expressed support for the intention of the scope statement, everyone who spoke at the hearing ultimately opposed the scope statement, and all but one of the commenters did as well. One speaker at the hearing requested an in-person meeting with the Board of Regents.

Concerns about Chilling Free Speech

By far the biggest concern that the speakers and commenters had about the scope of the proposed rule is the fear that it would punish, rather than protect, the free speech rights of students. In particular, many commenters and speakers stated that they thought that the language of "disrupting the free expression of others" is vague and will lead to selective enforcement. For example, Timothy Yu, a professor of English and Asian-American Studies at UW-Madison questioned what specifically qualified as such disruption. He asked whether conduct such as holding hostile signs, publicly criticizing a speaker to the extent that a speaker cancels his or her visit, or arguing with a speaker constitutes a disruption of free expression. The ACLU had similar concerns.

Similarly, many of the commenters and speakers expressed their view that the rule would silence dissent on campus by threatening students with mandatory punishments.

Several commenters and speakers discussed specific students that have been punished at various UW System institutions over the years for exercising their free speech rights. These speakers and commenters were concerned that this rule, once in final form, would cause many students to be similarly punished. Some speakers and commenters also expressed the view that the rule would inhibit professors from teaching effectively by stifling participation.

Other commenters and speakers made suggestions on the scope that they believe could improve the rule when it is in its final form. The free-speech group FIRE proposed that a provision should be added to make clear that the policy only applies to disruptions of events taking place in reserved locations. Adding this provision, according to FIRE, would establish protections against a so-called “heckler’s veto”—in which hecklers do not allow a speaker to talk—while at the same time allowing for peaceful protest in a manner that does not drown out the speaker. Several commenters also suggested that the Board add a provision requiring that a student *intentionally* disrupt the free speech of others so that only students acting in bad faith are subject to discipline. In addition, FIRE recommended that the Board add a provision that would define what conduct is encompassed by the phrase “materially and substantially disrupts.” Finally, the Wisconsin Institute for Law and Liberty (WILL) suggested adding a provision that would clarify that constitutionally protected speech would not be punished.

Concerns about Impact on Oppressed Groups

A related concern that many of the commenters and speakers had was that the rule would have a disproportionate impact on oppressed groups such as racial and ethnic

minorities, people with disabilities, and the LGBTQ+ community. Several commenters and speakers voiced their concern that oppressed groups often rely on the acts of protesters to effectuate social change. These commenters stated that the mandatory penalties from the rule would cause students to stop protesting, which would end up harming these traditionally disadvantaged communities. Some commenters and speakers opined that the rule would ultimately further entrench control of the universities in the hands of the rich and white.

Concerns about Punishment Scheme

Besides concerns about the rule's impact on free speech, the most commented on aspect of the scope statement was the mandatory punishment scheme contemplated by the scope. Several commenters and speakers noted that no form of nonacademic misconduct in UWS Chapter 17 requires a specific punishment nor does Chapter 17 state that when a student is found guilty of the same offense on more than one occasion, his or her punishment should be harsher. These commenters and speakers wondered why a finding of guilt for disrupting free speech would potentially carry with it a more severe sentence than physical or sexual assault.

Additionally, several commenters expressed concern that instituting mandatory penalties would lead to a form of jury nullification in which students who have egregiously violated the code would be found to be innocent because the hearing committee would not want to impose the harsh punishments on the student. Many speakers and commenters stated that they thought this punishment scheme will take power away from the campuses because they would not be able to fashion punishments as they see fit. Jordan Ellenburg, a

professor of mathematics at UW-Madison, also noted that while the scope statement has a mandatory penalty for students, it is silent on the consequences for administrators or Regents who disrupt free speech. FIRE proposed a system that would make the punishment proportional to the specific offense. Finally, one commenter stated that the final rule should make clear that students charged disrupting free speech have the same appeal rights as students charged with other forms of nonacademic misconduct.

Legal Concerns

At the hearing, Steph Tai, a professor of administrative law at the UW Law school, addressed concerns she had about the legality of the rule. Professor Tai stated that there were constitutional law as well as administrative law problems with the rule, regardless of the form it ultimately takes. Professor Tai noted that she is the faculty advisor for the Law School's moot court team and that two of the national competitions last year focused on this exact issue. According to Professor Tai, the judges at these competitions—who are actual judges—found two constitutional problems with similar rules: 1. The rules were impermissibly vague and 2. Constitutional concerns arise when intervening parties who are not students of a UW System institution arguably infringe on the free speech rights of others. Professor Tai also commented that there may be no “rational basis” for this rule, and so it may be problematic from an administrative law standpoint.

The ACLU had similar legal concerns as Professor Tai, noting that, when the rule takes its final form, it could potentially be held unconstitutional on First Amendment grounds. A lawyer named Gary Grass commented that the scope statement contains no “analysis of alternatives” as required by Wis. Stat. § 227.135(1)(b).

Concerns about the Politics of the Scope

Another issue that several commenters and speakers had with the scope was that they viewed it as highly partisan. Some of the commenters stated that the policy document that the scope statement is based off had its origins in model legislation created by a conservative group called the Goldwater Institute. A number of the commenters and speakers went as far as to say that the scope statement represented a part of a nationwide partisan policy agenda. Others said that the scope was a reaction to headlines. A few commenters stated that a similar policy had recently been rejected by the state legislature, and that this rule was an attempt to revive that legislation. One commenter said that, if the rule is promulgated in a final form, it will lead to the spread of right-wing ideology on campus. All of these commenters and speakers opined that it is not the role of the university system to favor a political party.

Miscellaneous Concerns

Many of the commenters and speakers had miscellaneous concerns about the scope statement as well. Several UW-Madison professors submitted a written comment in which they stated that, when the rule is in final form, it should specifically note the harms of a “heckler’s veto.” These professors also said that the final rule should require the universities to give students a “primer” on free speech on campus to introduce new students to the subject. At the hearing, Professor Timothy Yu expressed frustration that the Board of Regents Policy on which the scope statement is based was developed without consultation with university faculty. Another commenter suggested that *speakers* who incite disruptive behavior from students should be punished.

Commenter Gary Grass had several miscellaneous concerns with the scope statement. Mr. Grass stated that the rule is duplicative because there are already rules that punish the targeted conduct. Thus, Mr. Grass suggested that, when the rule is drafted, it should add text to UWS §§ 17.10-.12 rather than § 17.09. Mr. Grass also proposed several alternatives to the rule. He suggested that the Regents could mandate that campuses provide free expression programming—similar to PSAs—to its students. He also said that campuses could propose their own free speech policies.

Statement in Support

A commenter named Nancy Suitor supported the scope statement, saying that it will help protect conservatives and Christians on campus.

Appendix: List of Written Commenters

- Organizations
 - Defending Rights and Dissent
 - Foundation for Individual Rights in Education
 - One Wisconsin Institute
 - Student Government Association at the University of Wisconsin-Stevens Point
 - Unnamed Group of UW-Madison Professors
 - UW-Madison Academic Staff Assembly
 - Wisconsin Conference of the American Association of University Professors
 - Wisconsin Institute for Law and Liberty
- Individuals
 - Martha Alibali
 - Joe Austin
 - Joel Berkowitz
 - Kathryn "K.C." Cayo
 - Amy Dean
 - Jordan Ellenberg
 - Christine Evans
 - Nicholas Fleisher
 - William Fry
 - Gary Grass
 - W Lee Hanson
 - Michael Hill
 - Robert Jeske
 - Silas Johnson
 - Jennifer Jordan
 - Joyce Latham
 - Leslie LaMuro
 - Katherine Lavelle
 - Jennifer Nelson
 - Chukwudi Nnacheta
 - Mary Rendall
 - Apporv Saraogee
 - Jeffrey Sommers
 - Cheryl Soref
 - Michael Steele
 - Nancy Suitor
 - Eric Sullivan
 - Tristan Tully
 - SA Welch
 - Dang Yang

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R09/2016)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES

Fiscal Estimate & Economic Impact Analysis

<p>1. Type of Estimate and Analysis <input checked="" type="checkbox"/> Original <input type="checkbox"/> Updated <input type="checkbox"/> Corrected</p>	<p>2. Date November 18, 2019</p>
<p>3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) Chapter UWS 17, Student Nonacademic Disciplinary Procedures, UWS 17.10, 17.11, and 17.12</p>	
<p>4. Subject Student nonacademic disciplinary procedures and mandatory discipline for certain offenses by students relating to the material and substantial disruption of the free speech rights of others.</p>	
<p>5. Fund Sources Affected <input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEG-S</p>	<p>6. Chapter 20, Stats. Appropriations Affected None</p>
<p>7. Fiscal Effect of Implementing the Rule <input checked="" type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input type="checkbox"/> Indeterminate <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Could Absorb Within Agency's Budget</p>	
<p>8. The Rule Will Impact the Following (Check All That Apply) <input type="checkbox"/> State's Economy <input type="checkbox"/> Specific Businesses/Sectors <input type="checkbox"/> Local Government Units <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses (if checked, complete Attachment A)</p>	
<p>9. Estimate of Implementation and Compliance to Businesses, Local Governmental Units and Individuals, per s. 227.137(3)(b)(1). \$0.00</p>	
<p>10. Would Implementation and Compliance Costs Businesses, Local Governmental Units and Individuals Be \$10 Million or more Over Any 2-year Period, per s. 227.137(3)(b)(2)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>11. Policy Problem Addressed by the Rule Material and substantial disruption by students of the free speech rights of others that is injurious to the free exchange of ideas and associated debate critical to the University's function.</p>	
<p>12. Summary of the Businesses, Business Sectors, Associations Representing Business, Local Governmental Units, and Individuals that may be Affected by the Proposed Rule that were Contacted for Comments. None</p>	
<p>13. Identify the Local Governmental Units that Participated in the Development of this EIA. None</p>	
<p>14. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred) No economic and fiscal impact is anticipated.</p>	
<p>15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule Providing mandatory disciplinary penalties is intended to deter students from inappropriately disrupting the free speech rights of others. An alternative approach would be to provide these disciplinary penalties as recommended penalties rather than mandatory penalties, but that approach does not appear to be sufficient to address this concern. Another alternative is not changing current disciplinary processes and penalties for students in this area, however current processes and penalties have not been deemed to be sufficiently effective.</p>	
<p>16. Long Range Implications of Implementing the Rule The availability and enforcement of mandatory disciplinary penalties leading to enhanced deterrence of material and substantial disruption of speakers and events by students.</p>	
<p>17. Compare With Approaches Being Used by Federal Government The Federal government, on information and belief, has not legislated or regulated on this issue. The Federal Executive Order on Improving Free Inquiry, Transparency, and Accountability at Colleges and Universities issued on March 21,</p>	

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

2019, is tangentially related to this issue.

18. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)
Public universities in these neighboring states have individual nonacademic student disciplinary policies and procedures. On information and belief, these universities do not have mandatory student disciplinary penalties relating to disruption of free speech similar to those proposed in this rule.

19. Contact Name	20. Contact Phone Number
Tomas L. Stafford, UW System, Senior System Legal Counsel	608-265-5319

This document can be made available in alternate formats to individuals with disabilities upon request.

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

ATTACHMENT A

1. Summary of Rule's Economic and Fiscal Impact on Small Businesses (Separately for each Small Business Sector, Include Implementation and Compliance Costs Expected to be Incurred)

2. Summary of the data sources used to measure the Rule's impact on Small Businesses

3. Did the agency consider the following methods to reduce the impact of the Rule on Small Businesses?

- ☐ Less Stringent Compliance or Reporting Requirements
☐ Less Stringent Schedules or Deadlines for Compliance or Reporting
☐ Consolidation or Simplification of Reporting Requirements
☐ Establishment of performance standards in lieu of Design or Operational Standards
☐ Exemption of Small Businesses from some or all requirements
☐ Other, describe:

4. Describe the methods incorporated into the Rule that will reduce its impact on Small Businesses

5. Describe the Rule's Enforcement Provisions

6. Did the Agency prepare a Cost Benefit Analysis (if Yes, attach to form)

☐ Yes ☐ No

**NOTICE OF PUBLIC HEARING
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

Thursday, March 5, 2020
9:00 a.m. to 11:00 a.m.
Gordon Dining and Event Center – Sonata Room
770 W. Dayton Street, Madison, Wisconsin

The Board of Regents of the University of Wisconsin System will hold a public hearing on amendments to Chapters UWS 17, Wis. Admin. Code, to address (1) student discipline related to violent or other disorderly misconduct that materially and substantially disrupts the free expression of others; (2) when a formal investigation and disciplinary hearing is required; and (3) mandatory sanctions for students found responsible for misconduct that materially and substantially disrupts the free expression of others.

Appearances at the Hearing and Submittal of Written Comments

UW System personnel or a member of the Board of Regents will preside over the public hearing on behalf of the Board of Regents to provide interested persons with the opportunity to make an oral presentation on the proposed amendments to the rule. Each individual who registers to speak will be given up to five minutes to give an oral presentation. Persons making oral presentations are requested to also submit their comments in writing.

The Board of Regents will accept written comments until March 12, 2020. Comments may be submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-17-wis-admin-code/>; (2) by email to board@uwsa.edu; (3) at the public hearing; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

To request a paper copy of the rule order, which contains the rule language and the plain language rule analysis, contact the Office of the Board of Regents at the address above or by email at board@uwsa.edu or phone at (608) 262-2324. The rule order is also available for review at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-17-wis-admin-code/>. This site includes additional documents associated with this proposed permanent rule promulgation.

Initial Regulatory Flexibility Analysis

The proposed rules will not have an effect on small businesses, as defined under s. 227.114(1), Stats.

Accessibility

Persons with special needs or circumstances regarding communication or accessibility at the hearing should call Jess Lathrop, Executive Director, Office of the Board of Regents, at (608) 262-2324 prior to the hearing date. Accommodations such as ASL interpreters, English translators, or materials in audio format will be made available on request to the fullest extent possible.

Introduction:

The Board received fourteen written comments on the substance of the proposed rule change to UWS Ch. 17. In addition, six speakers voiced their opinion at the public hearing on the proposed rule held on March 5, 2020. Unfortunately, however, there was an error with the recording device used to record the hearing and so there is no audio record of the speakers' concerns. With that being said, two of the speakers submitted their speeches to representatives of the UW System, and two of the other speakers submitted a written comment. All but two of the written comments opposed the rule.

Concerns about the Punishment Scheme

One of the most significant and reoccurring concerns in the written comments as well as the submitted speeches were concerns about the mandatory punishment scheme contemplated by the proposed rule. Several commenters opined that requiring mandatory punishments would remove discretion from the universities. For example, Saketram Durbha—a representative of the College of Letters and Science at the Associated Students of Madison Student Council as well as a member of the Legislative Affairs Committee at ASM—stated that the proposed rule would detract from “the autonomy of each individual campus to decide how best to respond to instances in which free speech may have been disrupted.” Likewise, commenter Ellen Abad Santos stated that the proposed rule “effectively nullifies any current existing policies on all UW campuses... eliminating any autonomy that each campus currently has to adjust for the different learning and social environments present.” Many of the other commenters echoed similar concerns about the lack of institutional autonomy they believe would result from the rule.

In addition to a perceived removal of institutional autonomy, the commenters had other issues with the proposed punishment scheme. Commenter Benjamin Collins wondered why the

rule would impose a mandatory punishment for disrupting free speech rights while there is no similar mandatory punishments in the UWS Administrative Code for drug offenses or sexual violence. UW-Madison student Eliza K stated that she believed that expulsion was too harsh of a penalty for protesting. Similarly, commenter Elizabeth Felt said that she believed that the mandatory punishments were too harsh and should be made to be more flexible.

Concerns about Chilling Free Speech

Another major concern the commenters expressed was over the potential chilling effect the rule would have on the free speech rights of students. Commenter Elias Tsarovsky said he believed the proposed rule would “intimidat[e] students from protesting policies that could be detrimental to campus life.” Katie Malloy, the Legislative Affairs Chair for the Associated Students of Madison, stated that the rule change would “damag[e] students’ education by creating an environment that punishes freedom of expression rather than protect[ing] it,” and was concerned that the broad scope of the rule would ensure that some speech will be censored at the expense of other speech. Commenter William LeSuer went as far as to predict that the proposed rule would lead to a costly legal battle over a potential First Amendment violation. Many of the other commenters also expressed a belief that the rule would inhibit free speech on campus.

The legal group Wisconsin Institute for Law & Liberty (WILL) had some suggestions on how to make the rule more conducive to free speech. First, WILL proposed that the rule should make clear that “the expression of an unwelcome view can never, in and of itself, constitute the disruption or suppression of speech.” Next, WILL suggested that the proposed rule include language that indicates that free speech “includes the right to physically impede or prevent speech that one opposes as a form of ‘protest.’” Finally, WILL recommended that that proposed rule include language that the rule may not be applied to constitutionally protected speech.

Other commenters were concerned that the proposed rule emphasized the rights of speakers rather than protestors. Ellen Abad Santos stated that the proposed rule “only completely recognizes the rights of the individual who initiates speech, not for those wishing to protest that speech.” On a similar note, commenter Walela Three-Sticks was concerned that “the bill could be biased towards the freedoms of one group over another.”

Concerns about Vagueness

Some of the commenters stated that the proposed rule was too vague because it does not define what it means to “materially and substantially disrupt” the free expression of others. WILL asked for the rule to clarify what conduct qualifies as a material and substantial disruption of another’s free speech rights. Elias Tsarovksy was concerned that this lack of a clear standard could lead to abuses of power by the Board of Regents. A few of the other commenters had similar concerns about the lack of an objective standard and how that could lead to subjective enforcement by the Board.

Miscellaneous Concerns

Many of the commenters had miscellaneous concerns about the proposed rule as well. Commenter Tess Idling stated that she was disappointed that students were not consulted before making the proposed changes. Ms. Idling said that students were also not properly notified of the public hearing and that the hearings had been arranged during busy times for students. Commenter Neal Pongmorrakot argued that the rule should include standards for how investigating officers are selected and criteria that would disqualify individuals from being an investigating officer. Walela Three-Sticks questioned the necessity of the rule because the similarly situated public universities in Iowa, Illinois, Michigan, and Minnesota do not have

similar rules. Finally, Eliza K asserted that current fines and arrests function to keep protests civil.

Comments in Support

There were two commenters that expressed support for the rule. Commenter Simon Fischer said that the punishment system of the proposed rule was “an important step” regarding free speech rights on campus as it aimed to protect students in today’s partisan political climate. Mr. Fischer did say he would like to see more specifics as to what qualifies as a violation under the rule, but stated that the rule was a “good start.” Similarly, Michael Bessert, a Professor of Biology at UW-Stout said that he failed to see how the rule would deter free speech rights as its aim was to promote civil discourse.

Appendix: List of Written Commenters:

- Organizations
 - Associated Students of Madison Student Council (ASM)
 - Legislative Affairs Committee of the Associated Students of Madison
 - Wisconsin Institute for Law & Liberty (WILL)
- Individuals
 - Michael Bessert
 - Benjamin Collins
 - Elizabeth Felt
 - Simon Fischer
 - Tess Idling
 - Kevin Jacobson
 - Eliza K

- William LaSuer
- Katie Malloy
- Alissa Niggeman
- Neal Pongmorrakot
- Ellen Abad Santos
- Walela Three-Sticks
- Elias Tsarovsky

Thursday, April 2, 2020

**APPROVAL OF REVISED RULE LANGUAGE AND REVISED
ADMINISTRATIVE CODE RULE ORDER FOR CHAPTER UWS 18**

REQUESTED ACTION

Adoption of Resolution 20., approving the revised rule language and revised Administrative Code rule order for Ch. UWS 18, Wis. Admin. Code, "Conduct on University Lands."

Resolution 20. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Revised Rule Language and Revised Administrative Code Rule Order for Ch. UWS 18, Wis. Admin. Code, "Conduct on University Lands."

SUMMARY

UW institutions currently have authority to regulate conduct on University property, including authority to prohibit certain offenses against public peace and order. That authority includes imposing fines on individuals that intentionally harass another individual through electronic communications or telephone calls. The rule modification changes the language regarding what constitutes an offense against public peace and order through email or other electronic communication or telephone use under UWS 18.11(1) and (3).

The amendments to Chapter UWS 18 (Attachment A) change the language in UWS 18.11(1) and (3), which generally prohibit a person from using email or other forms of electronic communications or phones to intentionally harass another person. The current language prohibits such action when undertaken "with the intent to harass, annoy or offend another person." This includes communications using obscene, lewd or profane language or suggesting any lewd or lascivious act sent with intent to harass.

The changes amend Chapter UWS 18.11(1) and Chapter UWS 18.11(3) to: (a) remove the words "annoy" and "offend"; (b) add language containing the legal standard for hostile environment harassment set forth by the U.S. Supreme Court; (c) expand protection from electronic or telephonic harassment beyond those communications that involve obscene, lewd or profane language, or language suggesting any lewd or lascivious act, as currently stated in the code; and (d) add language prohibiting threatening or intimidating electronic or telephonic communications that meet the legal standard for a "true threat" as set forth by the U.S. Supreme Court.

The University's scope statement (Attachment B) for the amendment of Chapter UWS 18 to effectuate these penalties has been approved by the Governor and the DOA Secretary (Attachment C). Additionally, pursuant to a directive by the State Legislature's Joint Committee for Review of Administrative Rules (JCRAR) (Attachment D), the University held a preliminary public hearing on the scope statement (Attachments E, F, and G). The Board of Regents also approved the final scope statement for the proposed rule; a rule order containing proposed rule language and a plain language analysis of the rule; the economic impact analysis and fiscal estimate (Attachment H); the notice of submittal to the legislative council; and the notice of public hearing on the proposed rule (Attachment I).

The Board held a public hearing on the rule on March 5, 2020, and the Board accepted written public comments on the rule through March 12, 2020. A summary of the hearing and public comments received has been provided to the Board (Attachment J).

In accordance with Wisconsin law, on February 10, 2020, the Board's rule order containing the proposed rule language was submitted to the Wisconsin Legislative Council Rules Clearinghouse for review and comment. The Wisconsin Legislative Council has issued its Clearinghouse Report to the Board, which commented on several recommended changes to the rule order.

Accordingly, the next step in the rulemaking process is Board of Regents' approval of a revised rule order which incorporates revisions to the order to effect changes recommended by the Legislative Council. If approved by the Board, the rule order will be sent to the Governor's Office for review and approval.

BACKGROUND

The University of Wisconsin System (UW System) seeks to modify the University of Wisconsin Board of Regents (Board) administrative rule, known as Ch. UWS 18, Wis. Admin. Code, "Conduct on University Lands." All UW System institutions would be affected by the rule revisions.

The Board has statutory authority for Chapter UWS 18 under s. 36.09(1), Wis. Stats., which reads as follows: "The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system." Additional statutory authority comes from s. 36.11(1)(a), Wis. Stats., which states "The board may promulgate rules under ch.227 to protect the lives, health and safety of persons on property under its jurisdiction and to protect such property and prevent obstruction of the functions of the system." The Board's statutory authority for Chapter UWS 18 also originates in s. 36.11(1)(b), Wis. Stats., which provides "The board may promulgate rules under ch.227 for the management of all property under its jurisdiction, for the care and

preservation thereof and for the promotion and preservation of the orderly operation of system in any or all or its authorized activities and in any or all of its institutions....”

Previous Action or Discussion

On October 11, 2019, the Board approved the Notice of Preliminary Hearing on Administrative Code Scope Statement for Chapter UWS 18.

On December 6, 2019, the Board approved the Final Administrative Code Scope Statement for Chapter UWS 18.

On February 7, 2020, the Board approved the Administrative Code Proposed Rule Order, Economic Impact Analysis and Fiscal Estimate, Notice of Submittal to the Legislative Council, and Notice of Public Hearing for Chapter UWS 18.

Related Policies

- Regent Policy Document 4-21, “Commitment to Academic Freedom and Freedom of Expression”

ATTACHMENTS

- A) Final Rule Order
- B) Scope Statement
- C) Governor Approval of Scope Statement
- D) JCRAR Letter Directing Preliminary Public Hearing on Scope Statement
- E) Proposed Notice of Preliminary Hearing on Scope Statement
- F) Written Comments Received on Scope Statement
- G) Audio Recording of Preliminary Hearing: <https://bit.ly/35IZYJ0>
- H) Economic Impact Analysis and Fiscal Estimate
- I) Notice of Public Hearing for Ch. UWS 18
- J) Summary of Public Comments on Proposed Rule

STATE OF WISCONSIN

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

ORDER OF THE BOARD OF REGENTS AMENDING RULES IN CHAPTER UWS 18,
WISCONSIN ADMINISTRATIVE CODE, CONDUCT ON UNIVERSITY LANDS (SS
013-19)

ORDER

The Board of Regents of the University of Wisconsin System orders the amendment of s. UWS 18.11 (1) (a), (b), (e), and (f) and (3) (d); and to creates s. UWS 18.11(1) (h) and (3) (g), relating to conduct on University lands.

ANALYSIS

Analysis by the Board of Regents of the University of Wisconsin System.

Statutes Interpreted: s. 36.11(1)(a), Stats. and s. 36.11(1)(c), Stats.

Statutory Authority: s. 36.09(1), Stats., s. 36.11(1)(a), Stats., and s. 36.11(1)(c), Stats.

Explanation of Agency Statutory Rulemaking Authority: The Board of Regents of the University of Wisconsin System’s authority to promulgate the proposed rule is found in s.36.11(1)(a), Stats., which states: “The board may promulgate rules under ch. 227 to protect the lives, health and safety of persons on property under its jurisdiction and to protect such property and to prevent obstruction of the functions of the system.” Authority also is found in s. 36.11(1)(c), Stats., which states: “The board may promulgate rules under ch. 227 for the management of all property under its jurisdiction, for the care and preservation thereof and for the promotion and preservation of the orderly operation of the system in any or all of its authorized activities and in any or all of its institutions.” Finally, authority is found in s. 36.09(1), Stats., which states: “The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system.”

Plain Language Analysis: The proposed rule amends s. UWS 18.11(1) and s. UWS 18.11(3) to: (a) remove the words “annoy” and “offend”; (b) add language containing the legal standard for hostile environment harassment set forth by the U.S. Supreme Court in *Davis v. Monroe County Board of Education*, 526 U.S. 629, 651 (1999); (c) expand protection from electronic or telephonic harassment beyond those communications that involve obscene, lewd or profane language, or language suggesting any lewd or lascivious act, as currently stated in the code; and (d) add language prohibiting threatening or intimidating electronic or telephonic communications that meets the legal standard for a “true threat” as set forth by the U.S. Supreme Court in *Virginia v. Black*, 538 U.S. 343, 359 (2003).

The Board of Regents recognizes its duty to protect members of the University community from electronic or telephonic harassment while also respecting individual free speech rights. After

reviewing the issue, the Board has determined that the proposed amendments to s. 18.11(1) and s. UWS 18.11(3) are necessary to address concerns that current code language may impinge on free speech rights and also to expand protections against electronic or telephonic harassment beyond those currently contained in the code.

Comparison with existing or proposed federal statutes or regulations: No information.

Comparison with rules in adjacent states: Public universities in Illinois, Michigan, Iowa and Minnesota do not have comparable administrative rules.

Related statutes or rules: s. 947.012, Stats.; s. 947.0125, Stats.; and s. 947.013, Stats.

Summary of factual data and analytical methodologies: An internal working group was formed at UW System to develop the rule language. A review and comparison were made among the current text of the rule, related state criminal statutes, and guidance from U.S. Supreme Courts case relating to the First Amendment, offensive speech, and harassing speech, including *Terminiello v. Chicago*, 337 U.S. 1, 4 (1945), *Davis v. Monroe County Board of Education*, 526 U.S. 629, 651 (1999), and *Board of Curators v. University of Missouri*, 419 U.S. 607, 609 (1973). The legal standard for a “true threat” as set forth by the U.S. Supreme Court in *Virginia v. Black*, 538 U.S. 343, 359 (2003) was analyzed. Other sections of Chapter UWS 18, Wisconsin Administrative Code also were analyzed.

Analysis and supporting documents used to determine fiscal and economic impact and impact on small businesses in preparation of Fiscal Estimate and Economic Impact

Analysis: The “Public Notice: Request for Public Comments on the Economic Impact of Proposed Rules” for UWS 18 was published in the State Register and made available on the Board of Regents’ website at: <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-18-wis-admin-code/>. The notice remained open for 14 days from January 13, 2020, through January 27, 2020. No comments on the economic impact of the proposed rule were received.

Fiscal Estimate, Economic Impact Analysis, and Effect on Small Business: The proposed rules do not have any economic or fiscal impact on specific businesses, on business sectors (including small businesses), or on the State of Wisconsin’s economy as a whole. The Fiscal Estimate and Economic Impact Analysis is attached.

Public Comments: The Board of Regents accepted written comments through March 12, 2020. Comments were submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-18-wis-admin-code> or at adminrules.wisconsin.gov; (2) by email to board@uwsa.edu; (3) at the public hearing scheduled from 11:00 a.m. to 12:00 p.m. on March 5, 2020 in the Sonata Room, Gordon Dining and Event Center, 770 W. Dayton Street, Madison, Wisconsin; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

Agency contact person: Tomas L. Stafford, Senior System Legal Counsel; 608-265-5319; tstafford@uwsa.edu.

TEXT OF PROPOSED RULE

SECTION 1. UWS 18.11 (1) (a), (b), (e) and (f) are amended to read:

UWS 18.11 (1) (a) No person may, ~~with intent to harass, annoy or offend~~ another person, ~~send by sending~~ a message to the person on an electronic mail or other computerized communication system ~~and in that, including a message use that uses~~ any obscene, lewd, or profane language or ~~suggest~~ suggests any lewd or lascivious act. For the purposes of this paragraph, a message is harassing if it is discriminatory, targeted, and so severe, pervasive, and objectively offensive that it can be said to deprive the recipient of access to educational or employment opportunities or benefits.

(b) No person may, ~~with intent to harass, annoy or offend~~ another person, ~~send by sending~~ a message on an electronic mail or other computerized communication system with the reasonable expectation that the person will receive the message ~~and in that, including a message use that uses~~ any obscene, lewd or profane language or ~~suggest~~ suggests any lewd or lascivious act. For the purposes of this paragraph, a message is harassing if it is discriminatory, targeted, and so severe, pervasive, and objectively offensive that it can be said to deprive the recipient of access to educational or employment opportunities or benefits.

(e) No person may, with intent to harass ~~or annoy~~ another person, send a message to the person on an electronic mail or other computerized communication system while intentionally preventing or attempting to prevent the disclosure of his or her own identity.

(f) No person may, while intentionally preventing or attempting to prevent the disclosure of his or her identity and with intent to harass ~~or annoy~~ another person, send a message on an electronic mail or other computerized communication system with the reasonable expectation that the person will receive the message.

SECTION 2. UWS 18.11 (1) (h) is created to read:

UWS 18.11 (1) (h) No person may send a message to a person on an electronic mail or other computerized communication system that uses threatening or intimidating language. For the purposes of this paragraph, a message is threatening if the speaker means to communicate a serious expression of an intent to commit an act of unlawful violence to a particular person or group of persons, and a message is intimidating if the speaker directs a threat to a person or group of persons with the intent of placing that person or group of persons in fear of bodily harm or death.

SECTION 3. UWS 18.11 (3) (d) is amended to read:

UWS 18.11 (3) (d) No person, ~~with the intent~~ may use a telephone to harass ~~or offend, may telephone another and use another person, including using~~ any obscene, lewd, or profane language or ~~suggest~~ suggesting any lewd or lascivious act. For the purposes of this paragraph, harassment

occurs if the language used is discriminatory, targeted, and so severe, pervasive, and objectively offensive that it can be said to deprive the recipient of access to educational or employment opportunities or benefits.

SECTION 4. UWS 18.11 (3) (g) is created to read:

UWS 18.11 (3) (g) No person may use a telephone to threaten or intimidate another person. For the purposes of this paragraph, a threat occurs if the speaker means to communicate a serious expression of an intent to commit an act of unlawful violence to a particular person or group of persons, and intimidation occurs if the speaker directs a threat to a person or group of persons with the intent of placing that person or group of persons in fear of bodily harm or death.

SECTION 5. EFFECTIVE DATE: The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin Administrative Register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)

Attachment (Fiscal Estimate and Economic Impact Analysis)

STATEMENT OF SCOPE

Board of Regents of the University of Wisconsin System

Rule No.: Chapter UWS 18

Relating to: Conduct on University Lands

Rule Type: Permanent

1. Finding/nature of emergency (Emergency Rule only):

N/A

2. Detailed description of the objective of the proposed rule:

The Board of Regents of the University of Wisconsin System (Board) has been a leader in its support of freedom of expression. On October 6, 2017, the Board approved Regent Policy Document 4-21 on *Commitment to Academic Freedom and Freedom of Expression*, setting forth the expectations of the Board regarding freedom of expression.

Chapter UWS 18, Conduct on University Lands, regulates conduct on lands subject to Board control. Sections of Chapter UWS 18 relating to computer and telephone use contain certain language that should be clarified related to freedom of expression. Therefore, the Board seeks to modify this section to clarify this language, while maintaining the protections provided by the section.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

Chapter UWS 18.11, Offenses Against Public Peace and Order, includes UWS 18.11(1), Computer Use. UWS 18.11(1) generally prohibits a person from using email or other means of electronic communication to intentionally harass another person. This includes electronic communications using obscene, lewd or profane language or suggesting any lewd or lascivious act sent with intent to harass, repeated communications sent with intent to harass, and anonymous communications sent with intent to harass. UWS 18.11(1) uses the terms "annoy" and "offend" in addition to "harass."

Chapter UWS 18.11 also includes UWS 18.11(3), Improper Use of Telephones. UWS 18.11(3) generally prohibits the use of a telephone to intentionally harass another person. The section uses the term "offend" in addition to "harass."

After careful consideration, the Board believes that the protections provided by UWS 18.11(1) and (3) would be maintained and enhanced by removing the references to "annoy" and "offend" and by expanding the prohibition of intentional harassment through electronic communications or telephone calls to include all electronic communications or telephone calls that use truly threatening or intimidating language. The prohibition on intentional harassment would not be limited to obscene, lewd or profane language or language suggesting any lewd or lascivious act.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

Wisconsin Statute § 36.09(1) states: "The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system." Wisconsin Statute § 36.11(1)(a) states: "The board may promulgate rules under ch.227 to protect the lives, health and safety of persons on property under its jurisdiction and to protect such property and prevent obstruction of the functions of the system" Wisconsin Statute § 36.11(1)(b) states: "The board may promulgate rules under ch.227 for the management of all property under its jurisdiction, for the care and preservation thereof and for the promotion and preservation of the orderly operation of system in any or all or its authorized activities and in any or all of its institutions"

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

50 hours

6. List with description of all entities that may be affected by the proposed rule:

All University of Wisconsin institutions, and persons subject to the provisions of Chapter UWS 18.


7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

N/A

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

There is no anticipated economic impact of the proposed rule.

Contact Person: Raymond Cross, President of the University of Wisconsin System, 608-262-2321



Department Head or Authorized Signature

9/25/2018

Date Submitted



SCOTT WALKER
OFFICE OF THE GOVERNOR
STATE OF WISCONSIN

P.O. Box 7863
MADISON, WI 53707

November 20, 2018

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

RE: Scope Statement for UWS 18 relating to conduct on university lands

Dear President Cross,

I hereby approve the statement of scope submitted on November 13, 2018 to SBO, pursuant to Wisconsin Statutes § 227.135, in regards to a proposed rule creating Chapter UWS 18 of the Wisconsin Administrative Code. You may send the scope statement to the Legislative Reference Bureau for publication pursuant to Wisconsin Statutes § 227.135(3).

Sincerely,

A handwritten signature in black ink, appearing to be "Scott Walker".

Scott Walker
Governor



JOINT COMMITTEE FOR THE REVIEW OF ADMINISTRATIVE RULES

COMMITTEE CO-CHAIRS: SENATOR STEVE NASS AND REPRESENTATIVE JOAN BALLWEG

January 24, 2019

John Behling, President
UW System Board of Regents
Room 1860 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

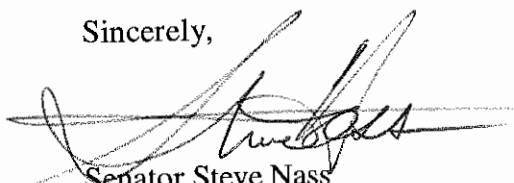
Ray Cross, President
University of Wisconsin System
Room 1720 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

Dear Presidents Behling and Cross,

As co-chairperson of the Joint Committee for Review of Administrative Rules (JCRAR) and pursuant to s. 227.136 (1), Stats., I write to direct the University of Wisconsin System and Board of Regents to hold a preliminary public hearing and comment period on Scope Statement SS 013-19, relating to conduct on university lands, which was published in the Wisconsin Administrative Register on January 22, 2019.

Additionally, pursuant to s. 227.135 (2), Stats., please note that a scope statement may not be approved by University of Wisconsin System officials or boards until after the preliminary public hearing and comment period are held by the agency, and accordingly, no activity may be conducted in connection with the drafting of a proposed rule until after such hearing and approval have occurred.

Sincerely,



Senator Steve Nass
Co-Chair, JCRAR

**NOTICE OF PRELIMINARY PUBLIC HEARING
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

November 15, 2019
9 a.m. to 11 a.m.
Sonata Room, Gordon Dining and Event Center
770 W. Dayton Street, Madison, Wisconsin

The Board of Regents of the University of Wisconsin System will hold a preliminary public hearing on the proposed scope statement to amend Chapter UWS 18, Wis. Admin. Code, to address conduct on University lands related to improper use of email and other electronic communications and of telephones to harass another person.

Appearances at the Hearing and Submittal of Written Comments

UW System personnel or a member of the Board of Regents will preside over the preliminary public hearing on the scope statement, on behalf of the Board of Regents, to provide interested persons with the opportunity to make an oral presentation on the proposed scope statement. Each individual who registers to speak will be given up to five minutes to give an oral presentation. Persons making oral presentations are requested to also submit their comments in writing.

The Board of Regents will accept written comments until November 20, 2019. Comments may be submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form/> or https://docs.legis.wisconsin.gov/code/scope_statements/all/013_19; (2) by email to board@uwsa.edu; (3) at the public hearing; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

To request a paper copy of the scope statement, contact the Office of the Board of Regents at the address above or by email at board@uwsa.edu or phone at (608) 262-2324. The scope statement is also available for review at https://docs.legis.wisconsin.gov/code/scope_statements/all/013_19. This site includes additional documents associated with this proposed permanent rule promulgation.

Initial Regulatory Flexibility Analysis

The proposed rules will not have an effect on small businesses, as defined under s. 227.114(1), Wis. Stats.

Accessibility

Persons with special needs or circumstances regarding communication or accessibility at the hearing should call Jess Lathrop, Executive Director, Office of the Board of Regents, at (608) 262-2324 prior to the hearing date. Accommodations such as ASL interpreters, English translators, or materials in audio format will be made available on request to the fullest extent possible.

Introduction

The Board of Regents received two comments from the public regarding the proposed modifications to UWS Chapter 18. Both comments were in support of the proposed modifications and described the specific changes that the commenters believed should be made.

FIRE Comment

The first comment the Board received was from Laura Beltz on behalf of the free speech advocacy group the Foundation for Individual Rights in Education (FIRE). FIRE first noted its longstanding objection to the current provisions in UWS Chapter 18 regarding harassment in electronic communications and further stated that communications that use “lewd” or “profane” language are almost always protected by the First Amendment. As a result, FIRE supported the proposed modifications to UWS 18, and recommended specific language.

FIRE’s first recommendation was to define “harassment” as behavior that is “discriminatory, targeted, and ‘so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school.’” This is how the Supreme Court defined hostile environment harassment in *Davis v. Monroe County Board of Education*, 526 U.S. 629, 651 (1999), and so FIRE believes this should be the applicable standard. Second, because the proposed changes to UWS 18 contemplate banning communications that use “truly threatening or intimidating language,” FIRE suggested that UWS define “true threats” as “those statements where the

speaker means to communicate a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.” FIRE derived this proposed standard from the Supreme Court’s decision in *Virginia v. Black*, 538 U.S. 343, 359 (2003).

Finally, FIRE evaluated the impact that adopting all of these additional changes would have for the UW System. Currently FIRE rates UWS Chapter 18 as a “yellow light” policy, meaning that FIRE believes it to be arguably unconstitutional based on its “vague and overbroad restrictions.” FIRE stated that adopting its suggested change—in addition to the already-proposed modifications—would cause FIRE to rate UWS Chapter 18 as a “green light” policy, meaning that it is constitutional. If FIRE rated UWS Chapter 18 as a “green light” policy, the University of Wisconsin-Madison would earn an overall green light rating, which is a distinction that only fifty institutions currently have. FIRE did not clarify if the other institutions in the UW System would also receive an overall green light rating.

Tara Sellen Comment

The second comment the Board received was from a student at the University of Wisconsin-Green Bay named Tara Sellen. Ms. Sellen’s comment echoed much of the concerns that FIRE had with the current UWS Chapter 18, saying that the current policy stifles free speech. Ms. Sellen suggested that UWS 18.11 be modified to read “No person may, with intent to harass, annoy or offend another person, send a message to the person on an electronic mail or other computerized communication system and in that message use any obscene, lewd or profane language or suggest any lewd or lascivious act that

constitutes harassment, defined as conduct that is so severe, pervasive, and objectively offensive that the person is effectively denied equal access to institutional resources and opportunities.” Similar to FIRE’s proposal, Ms. Sellen’s proposed language would adopt the Supreme Court’s standard from *Davis v. Monroe County Board of Education*.

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R09/2016)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES

Fiscal Estimate & Economic Impact Analysis

<p>1. Type of Estimate and Analysis <input checked="" type="checkbox"/> Original <input type="checkbox"/> Updated <input type="checkbox"/> Corrected</p>	<p>2. Date January __, 2020</p>
<p>3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) Chapter UWS 18, Conduct on University Lands, UWS 18.11(1) and UWS 18.11(3)</p>	
<p>4. Subject Conduct on University lands involving prohibition on the use of electronic communications and telephones to harass another person.</p>	
<p>5. Fund Sources Affected <input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEG-S</p>	<p>6. Chapter 20, Stats. Appropriations Affected None</p>
<p>7. Fiscal Effect of Implementing the Rule <input checked="" type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input type="checkbox"/> Indeterminate <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Could Absorb Within Agency's Budget</p>	
<p>8. The Rule Will Impact the Following (Check All That Apply) <input type="checkbox"/> State's Economy <input type="checkbox"/> Specific Businesses/Sectors <input type="checkbox"/> Local Government Units <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses (if checked, complete Attachment A)</p>	
<p>9. Estimate of Implementation and Compliance to Businesses, Local Governmental Units and Individuals, per s. 227.137(3)(b)(1). \$0.00</p>	
<p>10. Would Implementation and Compliance Costs Businesses, Local Governmental Units and Individuals Be \$10 Million or more Over Any 2-year Period, per s. 227.137(3)(b)(2)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>11. Policy Problem Addressed by the Rule Prohibition of harassment of persons by use of electronic communications or the telephone to preserve a safe and respectful campus environment critical to the University's function.</p>	
<p>12. Summary of the Businesses, Business Sectors, Associations Representing Business, Local Governmental Units, and Individuals that may be Affected by the Proposed Rule that were Contacted for Comments. None</p>	
<p>13. Identify the Local Governmental Units that Participated in the Development of this EIA. None</p>	
<p>14. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred) No economic and fiscal impact is anticipated.</p>	
<p>15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule The Board of Regents recognizes its duty to protect members of the University community from electronic or telephonic harassment while also respecting individual free speech rights. After reviewing the issue, the Board has determined that the proposed amendments to UWS 18.11(1) and UWS 18.11(3) are necessary to address concerns that current code language may impinge on free speech rights and also to expand protections against electronic or telephonic harassment beyond those currently contained in the code. Alternatives include leaving the language as it currently is and not addressing stated concerns or expanding the protections in the code.</p>	
<p>16. Long Range Implications of Implementing the Rule</p>	
<p>17. Compare With Approaches Being Used by Federal Government The Federal government generally has not legislated or regulated on improper conduct on university lands with the</p>	

ADMINISTRATIVE RULES

Fiscal Estimate & Economic Impact Analysis

exception of federal statutory and rule prohibitions on sexual harassment and sexual violence under Title VII and Title IX and prohibitions on racial harassment under Title VI. The federal government currently is promulgating additional federal administrative rules under Title IX on sexual harassment and violence.

18. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)

Public universities in Illinois, Michigan, Iowa and Minnesota have individual policies and procedures regulating conduct on their property and lands. On information and belief, the public universities in these four, neighboring states have policies regulating conduct on their property, and policies specifically relating to electronic or telephonic harassment, similar to the proposed rule here.

19. Contact Name

Tomas L. Stafford, UW System, Senior System Legal Counsel

20. Contact Phone Number

608-265-5319

This document can be made available in alternate formats to individuals with disabilities upon request.

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

ATTACHMENT A

1. Summary of Rule's Economic and Fiscal Impact on Small Businesses (Separately for each Small Business Sector, Include Implementation and Compliance Costs Expected to be Incurred)

2. Summary of the data sources used to measure the Rule's impact on Small Businesses

3. Did the agency consider the following methods to reduce the impact of the Rule on Small Businesses?

- ☐ Less Stringent Compliance or Reporting Requirements
☐ Less Stringent Schedules or Deadlines for Compliance or Reporting
☐ Consolidation or Simplification of Reporting Requirements
☐ Establishment of performance standards in lieu of Design or Operational Standards
☐ Exemption of Small Businesses from some or all requirements
☐ Other, describe:

4. Describe the methods incorporated into the Rule that will reduce its impact on Small Businesses

5. Describe the Rule's Enforcement Provisions

6. Did the Agency prepare a Cost Benefit Analysis (if Yes, attach to form)

☐ Yes ☐ No

**NOTICE OF PUBLIC HEARING
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

Thursday, March 5, 2020
11:00 a.m. to 12:00 p.m.
Sonata Room
Gordon Dining and Event Center, Madison, Wisconsin
770 W. Dayton Street, Madison, Wisconsin

The Board of Regents of the University of Wisconsin System will hold a public hearing on proposed amendments to Chapter UWS 18, Wis. Admin. Code, to address conduct on University lands related to improper use of email and other electronic communications and of telephones to harass another person.

Appearances at the Hearing and Submittal of Written Comments

UW System personnel or a member of the Board of Regents will preside over the public hearing on behalf of the Board of Regents to provide interested persons with the opportunity to make an oral presentation on the proposed amendments to the rule. Each individual who registers to speak will be given up to five minutes to give an oral presentation. Persons making oral presentations are requested to also submit their comments in writing.

The Board of Regents will accept written comments until March 12, 2020. Comments may be submitted: (1) on the web at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-18-wis-admin-code/>; (2) by email to board@uwsa.edu; (3) at the public hearing; or (4) by mail to Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.

To request a paper copy of the rule order which contains the rule language and the plain language rule analysis, contact the Office of the Board of Regents at the address above or by email at board@uwsa.edu or phone at (608) 262-2324. The rule order is also available for review at <https://www.wisconsin.edu/regents/public-comment-form-chapter-uws-18-wis-admin-code/>. This site includes additional documents associated with this proposed permanent rule promulgation.

Initial Regulatory Flexibility Analysis

The proposed rules will not have an effect on small businesses, as defined under s. 227.114(1), Stats.

Accessibility

Persons with special needs or circumstances regarding communication or accessibility at the hearing should call Jess Lathrop, Executive Director, Office of the Board of Regents, at (608) 262-2324 prior to the hearing date. Accommodations such as ASL interpreters, English translators, or materials in audio format will be made available on request to the fullest extent possible.

Introduction

The Board received six written comments on the substance of the proposed rule change to UWS Ch. 18. Zero speakers voiced their opinion on the rule at the public hearing on the rule held on March 5, 2020. Four of the written commenters supported the rule change while two either voiced opposition or apprehension.

Comments in Support

The most substantive comment for proposed rule came from the Wisconsin Institute for Law and Liberty (WILL). WILL was mostly in favor of the changes, but also urged some further revisions. First, WILL expressed support for the Board's use of the definition of "true threats" as it was used in the Supreme Court's decision in *Virginia v. Black*. However, WILL had a slight concern that "the Board has used slightly inconsistent language in draft UWS 18.11(1)(h), which references 'threatening or intimidating language,' and UWS 18.11(3)(g), which references 'threat[s]' and 'intimidation.'" WILL noted that "this difference could become material insofar as the definition of 'intimidation' itself includes the word 'threat,' but not the phrase 'threatening language.'" Next, WILL supported removing the terms "annoy" or "offend" from the existing Code language. WILL also agreed with the proposed definition for the word "harass," but was concerned that this definition would apply only to UWS 18.1(1) and (3). Thus, WILL proposed using the same definition throughout the section. Finally, WILL said that the differences between individual paragraphs of 18.11(1) and (3) should be made clearer. For example, WILL wondered what role the words "intent" and "solely" played in 18.11(1)(c) given that they are absent in (a).

Individual commenters expressed support for similar reasons as WILL. Commenter Erin Fitzgerald agreed with the decision to exchange the words "annoy" and "offend" with language used by the Supreme Court to describe harassing conduct. Similarly, Samantha Harvey said the

use of the Supreme Court’s language acknowledges the severity of harassment. Ms. Harvey went on to say that the proposed rule would aid in the Board’s responsibility “to protect the lives, health, and in this case specifically; safety, of those in its jurisdiction.” Finally, Kathryn Castle-Wisman thought the removal of the words “annoy” and “offend” would remove the current vague standard for one that more sufficiently protects the community.

Negative Comments

Two of the commenters wrote in objection or apprehension to the proposed rule. Commenter Kevin Jacobson objected to the rule on the grounds that each campus should be able to develop its own policy in accordance with its own needs. Mikaela Doherty did not necessarily oppose the rule but wanted information on how the rule is currently being enforced.

Appendix: List of Written Commenters

- Organizations
 - Wisconsin Institute for Law and Liberty (WILL)
- Individuals
 - Kathryn Castle-Wisman
 - Mikaela Doherty
 - Erin Fitzgerald
 - Samantha Harvey
 - Kevin Jacobson

Thursday, April 2, 2020

**AUTHORITY TO TEMPORARILY WAIVE PROVISIONS OF REGENT
POLICY DOCUMENTS AND WISCONSIN ADMINISTRATIVE CODE**

REQUESTED ACTION

Adoption of Resolution 21., delegating authority to the UW System President to temporarily suspend the provisions of Regent Policy Documents or Wisconsin Administrative Rule.

Resolution 21. WHEREAS, a novel strain of the coronavirus, now named COVID-19, has spread throughout numerous countries including the United States;

WHEREAS, the World Health Organization has declared a Public Health Emergency of International Concern, and the United States Department of Health and Human Services has declared a Public Health Emergency;

WHEREAS, the Governor of the State of Wisconsin declared that a public health emergency and a period of abnormal economic disruption exists in the state of Wisconsin, under Executive Order 72 signed on March 12, 2020;

WHEREAS, the University of Wisconsin System and its institutions have been working to protect students, employees, and campus partners from the spread of this disease, and to prepare for the impacts it may have on local communities, the state of Wisconsin, and our University of Wisconsin institutions; and

WHEREAS, in order to protect the health and well-being of the students and employees of the University of Wisconsin System, and communities throughout the state, the nation, and the world, the University of Wisconsin System must avail itself of all resources needed to respond to and contain the presence of COVID-19 throughout all of its institutions.

BE IT THEREFORE RESOLVED that, the UW System Board of Regents delegates to the System President the authority to temporarily

suspend the provisions of Regent Policy Documents and to request suspension of the provisions of any administrative rule under Wis. Stat. s. 323.12(4)(d) and Executive Order #72, if the System President determines that the any provisions of the Regent Policy Documents or administrative rule would prevent, hinder, or delay necessary actions to respond to the public health emergency or the abnormal economic disruption, effective March 19, 2020, for a period not to exceed 90 days unless so authorized or extended by the Board of Regents.

SUMMARY

The unprecedented nature of the current public health emergency requires that institutions have every tool possible to meet immediate needs on campus and respond promptly. In some cases, appropriate response measures may require waiver of certain provisions of Board of Regent Policy or Wisconsin Administrative Code. The authority to grant waivers to Board of Regent Policy and to request of the governor of Wisconsin the waiver of provisions of UWS Wisconsin Administrative Code should rest with the President of the UW System in order to allow for prompt response to the rapidly evolving situation. This delegation of authority would be granted to the President and not be sub-delegable.

Examples of potential waivers could include extensions to reporting deadlines, relaxed restrictions on use or transfer of funds, or removal of limitations to entering into contracts in a timely fashion. These waivers would be of limited duration to allow for appropriate response to the current public health emergency.

Chancellors or their designees will submit requests for waivers directly to the President with copies to the General Counsel, Executive Director, and Board Secretary. Each request shall include the nature of the request, a brief reason for the request, the specific provision of Regent Policy or Wisconsin Administrative Code at issue, and the outcome or impact of the waiver if granted, such as the amount of funds transferred or contracts to be signed. The President will review the waiver request in coordination with the appropriate UW System Vice President and / or UW System Administration staff prior to issuing a determination of whether to approve the request. Requests will be tracked and, if approved, posted to a public facing website by the UW System Offices of Compliance and Integrity and Administrative Policies and Special Projects.

Presenter(s)

- Quinn Williams, UW System General Counsel