

12/5/2020

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx Videoconference

Thursday, December 10, 2020

8:45 a.m. – 10:15 a.m.

- A. Call of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda
 - 1. Approval of the Minutes of the October 8, 2020 Meeting of the Education Committee
 - 2. (item removed)
 - 3. UW-Milwaukee: Approval of Bachelor of Science in Data Science
 - 4. UW Oshkosh: Approval of Master of Science in Professional Science
 - 5. Wisconsin Indianhead Technical College and UW-Superior: Approval of the New Liberal Arts Transfer Program for the Associate of Arts in Liberal Arts
 - 6. Wisconsin Indianhead Technical College and UW-Superior: Approval of the New Liberal Arts Transfer Program for the Associate of Science in Liberal Arts
- D. Report of the Vice President for Academic and Student Affairs
 - 1. UW System Prison Education Initiative
 - 2. Continuing to Advance Success for Transfer Students
- E. Approval of Resolution for Reverse Transfer Implementation Plan
- F. Approval of Changes to Regent Policy Document (RPD) 4-16, "Criteria for Approval of Wisconsin Technical College System Liberal Arts and Pre-Professional Transfer Programs"
- G. Approval to Rescind Regent Policy Document (RPD) 4-13, "Academic Calendar Policy" and Adopt Resolution Language related to Contractual Period and Organized Services of Faculty and Staff
- H. Approval to Rescind Regent Policy Document (RPD) 4-8, "Remedial Education Policy" and Create a New Policy titled "Developmental Education"
- I. Approval of Reduction to E-Application Fee
- J. University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program Fiscal Year 2020 Annual Report

12/5/2020

- K. Approval of Appointments to the Oversight and Advisory Committee of the Wisconsin Partnership Program
- L. Update: Freshwater Collaborative of Wisconsin

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN DATA SCIENCE
UW-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science in Data Science program at the University of Wisconsin-Milwaukee.

Resolution C.3.: That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Data Science program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Data Science, jointly offered by the College of Letters and Science and the College of Engineering and Applied Science. The proposed program will contribute to the mission of UW-Milwaukee by preparing students with academic training to meet challenging profession and workforce demands, by attracting students with strong STEM potential and who are from diverse socioeconomic backgrounds in southeastern Wisconsin, and by fostering cooperation between UW-Milwaukee and the business community, such as the Northwestern Mutual Data Science Institute. While other UW System institutions offer an undergraduate degree in Data Science, the proposed program will be the only UW undergraduate degree and major in the Milwaukee Metropolitan area and southeast Wisconsin. The program will serve to support the technology talent needs of the greater Milwaukee area as identified by the business community in the region.

The B.S. in Data Science program will be offered in a face-to-face format. This delivery will enable the institution to leverage existing courses and sections when delivering the program curriculum. Consequently, the program can be implemented in a way that is cost effective to the university and to students. The curriculum will provide students with a solid foundation in statistical methods and programming techniques. Graduates will be equipped to meet the requirements of the profession and for employment in areas that involve extensive data processing and data analysis. The program will be comprised of 120

credits, including required UW-Milwaukee general education courses, 24 credits of preparatory courses, 36 credits of advanced core courses, elective courses, and a capstone course or an internship. Graduates will be prepared for careers in data science, data analytics, and related fields. Between 2016 and 2026, according to occupational projections, the job outlook for mathematicians and statisticians is expected to grow 34% in the U.S. In Wisconsin, the number of positions in computer and mathematical occupations is expected to grow by 20.8% in the professional, scientific, and technical services industries and by 12.3% in the finance and insurance industries.

- Johannes Britz, Provost and Vice Chancellor, UW-Milwaukee

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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
- 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 DATA SCIENCE
AT UNIVERSITY OF WISCONSIN-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Data Science, jointly offered by the College of Letters and Science and the College of Engineering and Applied Science. The proposed program will contribute to the mission of UW-Milwaukee by preparing students with academic training to meet challenging profession and workforce demands, by attracting students with strong STEM potential and who are from diverse socioeconomic backgrounds in southeastern Wisconsin, and by fostering cooperation between UW-Milwaukee and the business community, such as the Northwestern Mutual Data Science Institute. While other UW System institutions offer an undergraduate degree in Data Science, the proposed program will be the only UW undergraduate degree and major in the Milwaukee Metropolitan area and southeast Wisconsin. The program will serve to support the technology talent needs of the greater Milwaukee area as identified by the business community in the region.

The B.S. in Data Science program will be offered in a face-to-face format. This delivery will enable the institution to leverage existing courses and sections when delivering the program curriculum. Consequently, the program can be implemented in a way that is cost effective to the university and to students. The curriculum will provide students with a solid foundation in statistical methods and programming techniques. Graduates will be equipped to meet the requirements of the profession and for employment in areas that involve extensive data processing and data analysis. The program will be comprised of 120 credits, including required UW-Milwaukee general education courses, 24 credits of preparatory courses, 36 credits of advanced core courses, elective courses, and a capstone course or an internship. Graduates will be prepared for careers in data science, data analytics, and related fields. Between 2016 and 2026, according to occupational projections, the job outlook for mathematicians and statisticians is expected to grow 34% in the U.S. In Wisconsin, the number of positions in computer and mathematical occupations is expected to grow by 20.8% in the professional, scientific, and technical services industries and by 12.3% in the finance and insurance industries.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

Data Science

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution, face-to-face

Department or Functional Equivalent

Department of Mathematical Sciences

Department of Electrical Engineering and Computer Science

College, School, or Functional Equivalent

College of Letters and Science

College of Engineering and Applied Science

Proposed Month and Year of Implementation

January 2021

Projected Enrollments and Graduates by Year Five

Table 1 illustrates enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 70 students will have enrolled in the program and seven will have graduated. The average student retention rate is estimated at 75% every year, based on the average first-year attrition rate for UW-Milwaukee; this is a conservative estimate, since retention rates tend to be higher after the second year. The figures represent new enrollments to UW-Milwaukee. While some students from closely related majors are expected to switch to the B.S. in Data Science, and transfer students from other colleges may enroll, these numbers are difficult to predict and are not included in the projections.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	2020	2021	2022	2023	2024
New Students	5	10	15	20	20
Continuing Students	0	4	11	19	28
Total Enrollment	5	14	26	39	48
Graduating Students	0	0	0	2	5

Tuition Structure

For students enrolled in the B.S. in Data Science program, standard tuition and fee rates will apply. Based on Spring 2021 rates, residential tuition and segregated fees total

\$4,814.71 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,045.56 is attributable to tuition and \$769.15 is attributable to segregated fees. Nonresident tuition and segregated fees total \$10,747.15 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$9,978 is attributable to tuition and \$769.15 is attributable to segregated fees. Classes at the College of Engineering and Applied Science have a differential tuition of \$21.63 per credit. Some preparatory courses at the College of Letters and Science offer online sections, which incur an additional \$275 fee per course.

DESCRIPTION OF PROGRAM

Overview of the Program

The program will be comprised of 120 credits, which will include required 33 credits of UW-Milwaukee general education courses, 24 credits of mandatory preparatory courses, 36 credits of mandatory advanced core courses, 1-6 credits of a capstone course or an internship at the end of the coursework, and elective courses. Some general education requirements may be satisfied by courses included in the major requirements.

Student Learning Outcomes and Program Objectives

The objective of the B.S. in Data Science is to prepare students for careers in data science, data analytics, or related fields. To accomplish this goal, students will gain a solid foundation in statistical methods and programming techniques via a wide range of courses available through the Department of Mathematical Sciences at the College of Letters and Science and the Computer Science Division at the College of Engineering and Applied Science. Upon completion of the program, students will be able to:

1. Integrate methods and concepts from mathematics, statistics and computer science to solve data science problems, including data management and extraction of meaning from data.
2. Demonstrate critical thinking related to data science problems and concepts.
3. Demonstrate oral and written communication skills related to data science.
4. Demonstrate awareness of the ethical aspects of data science.

In addition to learning outcomes specific to the major, students will demonstrate learning associated with the Department of Mathematics and connected to university-wide learning outcomes as illustrated in Table 3.

Program Requirements and Curriculum

For admission to the B.S. in Data Science program, students must meet the general requirements of admission to UW-Milwaukee, including a high school degree with 4 credits in English, 3 credits in mathematics, 3 credits in natural science, 3 credits in history/social science, 2 credits in college-prep electives, and 2 credits in other electives. Performance on ACT/SAT tests is considered, as is an application essay.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, of which there are 24 credits of preparatory courses, 36 credits of advanced core courses, electives, UW-Milwaukee general education requirements, and a mandatory capstone course or internship at the end of the coursework. The general education requirements of UW-Milwaukee are also listed in Table 2. Some general education requirements are satisfied by the major requirements; for example, English 310 is a designated OWC-B course satisfying the Oral and Written Communication-B requirement, and Math 231 counts as a general education course in the Natural Sciences for breadth requirement. The UW-Milwaukee foreign language requirement is completed through two years of a single foreign language in high school or two semesters of a single foreign language in college. The UW-Milwaukee cultural diversity requirement is completed by taking one course from the Arts, Humanities, or Social Sciences that is designated as satisfying UW-Milwaukee’s cultural diversity requirement.

Table 2: Bachelor of Science in Data Science Program Curriculum

General education and breadth courses ^a		~33 credits
Oral and Written Communication Part A (grade C or better in English 102 or equivalent)		3 credits
Oral and Written Communication Part B (course designated as OWC-B)		3 credits
Quantitative Literacy Part A (grade C or better in Math 105)		3 credits
Quantitative Literacy Part B (course designated as QL-B)		3 credits
Arts		3 credits
Humanities		6 credits
Natural Sciences (including one lab or field experience)		6 credits
Social Sciences		6 credits
Preparatory courses		24-25 credits
<u>Mathematics</u>		
Math 231 (Calculus I)		4 credits
Math 232 (Calculus II)		4 credits
Math 233 (Calculus III)		4 credits
Math 234 (Linear Algebra) or 240 (Matrices)		3 or 4 credits
<u>Computer Science</u>		
CompSci 250 (Introductory Computer Programming)		3 credits
CompSci 251 (Intermediate Computer Programming)		3 credits
<u>Statistics</u>		
MthStat 215 (Elem. Stat.) or 216 (Intr. to Data Science)		3 credits
Core courses		36 credits
<u>Statistics</u>		
MthStat 361 (Introduction to Mathematical Statistics I)		3 credits

MthStat 362 (Introd. to Mathematical Statistics II)	3 credits
MthStat 563 (Regression Analysis)	3 credits
MthStat 566 (Computational Statistics)	3 credits
MthStat 568 (Multivariate Statistical Analysis)	3 credits
<u>Computer Science</u>	
CompSci 315 (Introduction to Computer Organization)	3 credits
CompSci 351 (Data Structures and Algorithms)	3 credits
CompSci 422 (Introduction to Artificial Intelligence)	3 credits
CompSci 411 or 425 (Introduction to Data Mining)	3 credits
CompSci 557 (Introduction to Database Systems)	3 credits
<u>Communication and Ethics</u>	
English 310 (Writing, Speaking and Technoscience)	3 credits
CompSci 395 or Philos 237 (Society, Tech. and Ethics)	3 credits
Capstone or Internship (choose one) 1-6 credits	
MthStat 489 (Internship)	1-6 credits
Math 599 (Capstone Experience)	1 credit
CompSci 595 (Capstone Project)	4 credits
CompSci 599 (Senior Thesis)	3 credits
Elective courses (to reach 120 total credits) ~35 credits	
Recommended are courses with substantial data analysis, data processing, or computational content, such as the following:	
CompSci 317, 411, 423, 425, 444, 459, 469, 535	
MthStat 562, 564, 565	
Math 315, 318, 341, 571	
InfoSt 120, 315, 465, 660, 661	
Total Credits	120 credits

^aSome GER requirements may be fulfilled by required or elective courses in the major.

Assessment of Outcomes and Objectives

All majors in the Department of Mathematical Sciences undergo an annual assessment of departmental learning outcomes, which is part of the campus-coordinated assessment exercise required for Higher Learning Commission (HLC) accreditation. In addition, courses in Computer Science are regularly assessed as part of the ABET-accreditation process. The B.S. in Data Science, as a major jointly offered by both the Department of Mathematical Sciences and the Department of Electrical Engineering and Computer Science, will be part of both assessment exercises. An indirect assessment of the learning outcomes and objectives of the B.S. in Data Science program will also be conducted by regularly surveying graduates of the program.

Table 3 summarizes the current assessment plan of the Department of Mathematical Sciences. This plan will apply to the B.S. in Data Science and consist of the following steps: each semester, instructors from a pre-specified sample of courses are

asked to evaluate their majors as to whether they met, exceeded, or failed to meet expectations for the learning outcomes, based on students' work specifically related to each learning outcome. The instructors' data is then collated by the department's assessment coordinator, who determines if the learning goals have been attained. The departmental goal for each learning outcome is that 70% of assessed majors meet or exceed expectations. The collected data is then reviewed by the department chairperson in collaboration with the assessment coordinator and, if the goal is not attained for any of the learning outcomes, a remedial plan is devised and implemented.

Table 3: UW-Milwaukee Department of Mathematical Sciences Assessment Plan

UW-Milwaukee Essential Learning Outcomes	Department Learning Outcomes (LO)	Curricular Location/ Assessment Strategies
<p>Knowledge of Human Cultures and the Physical and Natural World: Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts</p>	<p>LO 1: "... an understanding of the interplay among applications, problem-solving, and theory."</p>	<p>Applied Math and Prob & Stat courses - MATH 571 and MTHSTAT 361 instructor assessment of student work</p>
<p>Intellectual and Practical Skills: Including inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving. Skills practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</p>	<p>LO 2: "... the analytical and critical thinking skills required for efficient use, appreciation, and understanding of the mathematical sciences." LO 3: "... the ability to communicate mathematical sciences in technical and non-technical terms"</p>	<p>All courses MATH 599 (Capstone) MATH 341 instructor assessment of student work; MATH 599 instructor assessment of student work</p>
<p>Personal and Social Responsibility: Including civic knowledge and engagement—local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. Skills anchored through active involvement with diverse communities and real-world challenges</p>	<p>LO 4: "enthusiasm for studying and applying the mathematical sciences"</p>	<p>All courses - MATH 599 instructor assessment of student work</p>
<p>Integrative Learning: Including synthesis and advanced accomplishment across general and specialized studies</p>	<p>LO 5: "... an understanding of the breadth of the mathematical sciences and their deep interconnecting principles."</p>	<p>MATH 599 (Capstone) - instructor assessment of student work</p>

Diversity

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. The B.S. in Data Science program will prepare students from diverse backgrounds for a competitive job market, providing them with technical expertise that is in high demand but in short supply in the current marketplace. The program will increase the participation of women and minorities in the STEM-related job market. The program curriculum includes courses that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves, particularly through general education courses in the Humanities and the core courses on Ethics and Communication. The following general education courses are examples of courses that students in the program would take to meet the cultural diversity requirement: AFRIC 100 (Black Reality: Survey of African-American Society), AFRIC 125 (Economics of the Black Community), AIS 101 (Introduction to American Indian Studies), ANTHRO 150 (Multicultural America), ETHNIC 101 (The Making of American Cultures: Africans, Europeans, and Indian Nations), JAMS 111 (Gender and the Media), LACS 101 (Introduction to Latin American and Caribbean Studies), POL SCI 110 (Sex and Power), and RELIGST 101 (Introduction to World Religions).

The Department of Mathematical Sciences participates in many initiatives designed to foster diversity among students: UW-Milwaukee's STEM-Inspire and WiscAMP programs, which seek to "improve the recruitment, retention, and graduation of underrepresented minorities in STEM majors" (<https://uwm.edu/steminspire/>); the regional M-cubed initiative (<https://uwm.edu/m-cubed/>), which includes southeastern Wisconsin's three primary public educational institutions (Milwaukee Public Schools, Milwaukee Area Technical College, and UW-Milwaukee) and urban institutions with a large proportion of minority students, and has as its mission "to increase the retention, graduation, and career success of our students and provide a prepared workforce and citizenry for the Wisconsin economy;" the UW System Math Initiative (<https://www.wisconsin.edu/math-initiative/>), which seeks to improve the success of students in developmental math courses and in their first credit-bearing math courses; and the Higher Education Regional Alliance (HERA, <https://www.herawisconsin.org/>), a consortium of higher education institutions throughout southeast Wisconsin which is working to improve students' success in college generally, including mathematics. Faculty of the department also organize the Math Circle (<https://uwm.edu/math/math-circle-uwm/>), an outreach effort consisting of weekly sessions of problem solving and mathematical puzzles for students interested in mathematics in grades 5-12.

The Department of Electrical Engineering and Computer Science also participates in diversity-fostering initiatives. It is a founding institution in the BRAID initiative (Building, Recruiting, and Inclusion for Diversity) of AnitaB.org (<https://anitab.org/braid-building-recruiting-and-inclusion-for-diversity/>). One of the initiative's commitments is to build joint majors that encourage broader participation. The department also hosts the Girls Who

Code Club during the academic year, a program led by computer science faculty to encourage school girls' interest in computing and all the opportunities it provides (<https://uwm.edu/engineering/our-people/community/girls-who-code-club/>).

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

UW-Milwaukee's Guiding Values highlight the worth of diversity in all of its definitions, and the university aims to support and value students, faculty, and staff who are the heart of the university. Students will engage with a diverse faculty who embrace UW-Milwaukee's values of innovation, creativity, and diverse perspectives within an inclusive and equitable environment. Furthermore, UW-Milwaukee is an Affirmative Action / Equal Opportunity Employer and integrates these principles into recruitment and hiring practices.

Collaborative Nature of the Program

As an interdisciplinary program jointly offered between the College of Letters and Science and the College of Engineering and Applied Science faculty will collaborate to deliver the program curricula. By offering the program in a face-to-face format, the university can utilize existing courses, sections, and curricula and thus offer the program in a way that is cost-effective to the university and the student body. By taking coursework on the UW-Milwaukee campus, students can take advantage of facilities and supplemental instruction. Some preparatory courses at the College of Letters and Science offer online sections. For those courses a student would incur an additional per-course fee.

As mentioned above, UW-Milwaukee is part of the regional M-cubed initiative along with Milwaukee Public Schools and Milwaukee Area Technical College (MATC). While it is anticipated that most students will enter the program as new freshmen, UW-Milwaukee has an articulation agreement in place with MATC that establishes a seamless transfer pathway for students earning an Associate in Arts or Associate in Science degree at MATC. Under this agreement coursework can be applied to both the university-wide and the College of Letters and Science general education requirements.

Projected Time to Degree

A full-time student taking the standard course load of five three-credit courses per semester will complete the requirements in eight semesters. For this, students will need a

mathematics placement level that allows them to begin with pre-calculus or a higher math course. About 30% of entering UW-Milwaukee students achieve this level. Students needing additional math courses should still be able to complete the program in four years by taking coursework during the summer.

Program Review

According to established policy, the program will undergo the standard UW-Milwaukee undergraduate program review process. The initial review will be conducted in Year 5, based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years. The Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee. Details regarding the undergraduate program review process may be found at <https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf>. The assessment includes a review of several program elements, including enrollment, curriculum, faculty resources, accreditation requirements, student support resources, and financial stability.

Accreditation

This program does not require special accreditation or additional approvals.

JUSTIFICATION

Rationale and Relation to Mission

The UW-Milwaukee Select Mission Statement (<https://uwm.edu/mission/>) states, in part, that “to fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs [...]. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

1. To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
2. To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
3. To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
4. To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
5. To provide educational leadership in meeting future social, cultural, and technological challenges.

The proposed B.S. in Data Science will contribute directly to the mission of UW-Milwaukee by providing students with a thorough academic preparation to meet the challenging demands of the profession, by attracting students with strong STEM potential

from diverse socioeconomic backgrounds in southeastern Wisconsin, and by fostering cooperation between UW-Milwaukee and the business community, for example, through the Northwestern Mutual Data Science Institute (<https://innovation.northwesternmutual.com/northwestern-mutual-data-science-institute/>).

The program fits the UW-Milwaukee's Strategic Plan, which identified technology, energy, and water among top objectives under its themes and priorities of (a) top-tier research university; (b) sustainable prosperity in the community, region and beyond; (c) academic planning; (d) successful students: recruitment, retention, and remediation; (e) financially sustained university; and (f) technology. The program also fits the CEAS' Strategic Goals of anticipating and responding to market demands in order to produce graduates who are prepared to address and adapt to the changing needs of the marketplace and society.

University Program Array

The proposed B.S. in Data Science will complement existing programs both at the Department of Mathematical Sciences and the Department of Electrical Engineering and Computer Science. The Department of Mathematical Sciences currently offers a B.A. in Actuarial Science and B.A./B.S. in Mathematics. The mathematics and statistics courses (Math and MthStat) listed in the proposed B.S. in Data Science curriculum are regularly offered by the department as part of those majors' curricula. However, the department does not currently offer a specific degree in statistics or data science, which would require stronger programming coursework.

Similarly, the Department of Electrical Engineering and Computer Science offers an B.A./B.S. in Computer Science, and the computer science courses (CompSci) listed in the proposed B.S. in Data Science curriculum are regularly offered by the department as part of those majors' curricula, but the department does not currently offer a specific degree in statistics or data science, which would require stronger statistics coursework.

The Department of Mathematical Science and the Department of Electrical Engineering and Computer Science currently offer a joint B.S. in Applied Mathematics and Computer Science, but this degree is not specifically aimed at the market demands in the fields of data science and data analytics. The proposed B.S. in Data Science seeks to combine the existing course offerings of both departments, and the expertise of their faculty, into a new major that is specifically oriented to data science. Therefore, the proposed program will complement existing programs in both departments.

Other Programs in the University of Wisconsin System

Given the unmet market need for individuals with Data Science training in southeastern Wisconsin, the implementation of the proposed program will not create unnecessary duplication, even though other UW institutions offer the major. There are currently three other UW System undergraduate majors that are classified in the curricular

area of data science. These include a B.S. in Data Science and Predictive Analytics at UW-River Falls and two newly implemented programs: a B.A./B.S. in Data Science at UW-Madison and a B.S. in Data Science at UW-Platteville. The UW-River Falls and UW-Platteville programs differ from the proposed program in that this degree program allows students to select electives across disciplines in math, business, geographic information systems, and biology. Electives in this proposed major are grounded in data analysis, processing, or computational analysis. While the UW-Madison curriculum is similar, the UW-Milwaukee proposed program requires a capstone or internship.

In other curricular areas, UW-Stevens Point offers a B.S. in Data Analytics through its School of Business and Economics. Consequently, the curriculum includes significant required coursework in business and economics and requires less coursework in mathematics. Other universities offer concentrations or options under a major, or as a minor that must be combined with a major. UW-Stout offers a B.S. in Applied Mathematics and Computer Science that gives students options across several concentrations, with the concentration in Scientific Computing most closely related to the proposed program. There is also a minor offered by the Department of Computer Science at UW-Whitewater and a certificate at UW-Parkside; however, students must complete an additional major to receive a bachelor's degree.

All of the data science programs in the UW System are offered face-to-face. The proposed B.S. in Data Science at UW-Milwaukee will be the only UW data science degree program in the southeast region of Wisconsin, and the only public university program in the Milwaukee Metropolitan area. The program will support the technology talent needs of this area, with support from area businesses like Milwaukee-based Northwestern Mutual. Through the unique Northwestern Mutual Data Science Institute, UW-Milwaukee will contribute to building the next generation of data scientists who will be required to support the larger technology ecosystem within the region. The Institute will support faculty, research projects, development of expanded curriculum, K-12 STEM learning opportunities, and pre-college programming.

The work of the Northwestern Mutual Data Science Institute will complement outreach and recruitment efforts at UW-Milwaukee that support inclusion. As discussed in the diversity section of this proposal, several programs are in place to support equity in access and success of students who are underrepresented in higher education and in STEM. Offering the B.S. in Data Science will provide the community with greater access to training in the rapidly growing field of data science.

Need as Suggested by Current Student Demand

Graduation data from the Department of Mathematical Sciences between spring 2014 and spring 2018 show that the department granted 48 B.A. degrees in Actuarial Science, 9 B.A. or B.S. degrees in Mathematics with a concentration in Applied Mathematics, 1 B.S. in Mathematics with a concentration in Statistics, 2 B.S. degrees in

Mathematics with a concentration in Computational Mathematics, 8 B.A. or B.S. degrees in Mathematics with a concentration in Pure Mathematics, and 54 B.A. or B.S. degrees in Mathematics without a concentration specification. This last figure includes both students interested in pure or applied mathematics. These data show that a large proportion of undergraduate students in the Department of Mathematical Sciences have shown interest in statistics, actuarial science, or applied mathematics in recent years and that there has been a sustained student demand for applied math and statistics-related programs.

It is expected that the proposed B.S. in Data Science will complement these majors, as well as the majors offered by the Department of Electrical Engineering and Computer Science, increasing the visibility of UW-Milwaukee in this area and giving to the institution the opportunity to recruit students who would otherwise not attend UW-Milwaukee. It must be noted that, in the southeast Wisconsin region, only Marquette University offers a data science major degree; however, Marquette is a private catholic institution with a very different mission and student body than UW-Milwaukee.

Need as Suggested by Market Demand

The job outlook for mathematicians and statisticians in the Occupational Outlook Handbook of the Bureau of Labor Statistics (<https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm>) states that “employment of statisticians is projected to grow 34 percent from 2016 to 2026, much faster than the average for all occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. In addition, the large increase in available data from the Internet will open up new areas for analysis....The amount of digitally stored data will increase over the next decade as more people and companies conduct business online and use social media, smartphones, and other mobile devices. As a result, businesses will increasingly need mathematicians to analyze the large amount of information and data collected.” The handbook is very specific about data science, stating that “job opportunities are expected to be favorable for those with very strong quantitative and data analysis skills. Computer programming skills will remain important to many employers, as will be keeping up with new statistical methods and programming languages.” According to this report there were 37,200 job positions for statisticians in the U.S. in 2016, and this number is expected to grow to 49,800 in 2026.

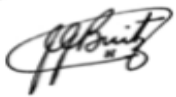

For the state of Wisconsin, a labor market report generated at WisConomy, the Department of Workforce Development labor database (<https://jobcenterofwisconsin.com/wisconomy/>), shows that the number of job positions in computer and mathematical occupations in the professional, scientific, and technical services industries is expected to grow from 17,299 in the year 2016 to 20,899 in the year 2026 (a 20.8% increase), and in the finance and insurance industries is expected to grow from 10,424 to 11,703 (a 12.3% increase) in the same period.

The recent creation of the Northwestern Mutual Data Science Institute (Institute) at UW-Milwaukee and Marquette University was created to expand existing data science programs at each university. Working in partnership with Northwestern Mutual, the Institute intends to contribute to the formation of a technology ecosystem to advance southeastern Wisconsin while creating a pipeline of talent. As data science becomes more critical to how companies do business, the need for strong talent with skills and passion in business, mathematics, behavioral sciences, process design, and industrial engineering will be essential. Graduates of the proposed B.S. in Data Science at UW-Milwaukee will produce this talent. Applications for admission to programs related to data sciences at the two institutions are up by about 50% since the creation of the institute.

University of Wisconsin - Milwaukee Cost and Revenue Projections For B.S. in Data Science

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	5	10	15	20	20
	Enrollment (Continuing Student) Headcount	0	4	11	19	28
	Enrollment (New Student) FTE	5	10	15	20	20
	Enrollment (Continuing Student) FTE	0	4	11	19	28
II	Total New Credit Hours					
	Existing Credit Hours	60	224	458	754	990
III	FTE of New Faculty/Instructional Staff				1	1
	FTE of Current Fac/IAS		0.125	0.125	0.125	
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	Revenues					
	<i>From Tuition</i>	\$40,456	\$113,276	\$210,369	\$315,554	\$388,374
	<i>From Fees (differential tuition for comp sci credits)</i>	\$324	\$1,947	\$4,737	\$7,462	\$9,928
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
	Total New Revenue	\$40,780	\$115,222	\$215,106	\$323,016	\$398,302
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>		\$15,750	\$15,750	\$141,750	\$126,000
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other (Marketing)</i>	\$1,000	\$400	\$400	\$400	\$400
<i>Other (please list)</i>						
	Total Expenses	\$1,000	\$16,150	\$16,150	\$142,150	\$126,400
VI	Net Revenue	\$39,780	\$99,072	\$198,956	\$180,866	\$271,902

Submit budget narrative in MS Word Format

Provost's Signature:	Date:
	November 10, 2020
Chief Business Officer's Signature:	Date:
	November 11, 2020

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE BACHELOR OF SCIENCE IN DATA SCIENCE

Introduction

The proposed B.S. in Data Science major will be jointly offered by the Department of Mathematical Sciences at the College of Letters and Science and the Department of Computer Science and Electrical Engineering at the College of Engineering and Applied Science (CEAS). Cost and revenue projections assume standard UW-Milwaukee tuition rates and a CEAS tuition differential charge of \$21.63 per credit for the respective computer science courses. There are no other non-standard program characteristics that may impact budget projections. The coursework for this program consists entirely of existing courses so that no new courses will be created during the first five years of program implementation.

Section I – Enrollment

The projected enrollment of students are based on similar programs at the College of Letters and Science and the College of Engineering and Applied Science. New student projections represent freshmen not enrolled at UW-Milwaukee in the previous semester. A conservative year-to-year retention rate of 75% is used to estimate the number of continuing students. It is assumed that students will enroll full-time. New students transferring from two-year or four-year colleges in the UW system or in the region as well as part-time enrollments are expected, but these enrollments are hard to estimate and are not included in the projections.

Section II – Credit Hours

Table A illustrates credit-hour projections based on a four-year plan of study. The coursework for this program consists of existing courses; no new courses will be created during the first five years.

Table A: B.S. in Data Science Example Four-year Plan

	Semester 1	Semester 2	Credits (CompSci credits)
Freshman		Math 231 MthStat 215/216 CompSci 250 English 310	12 (3)
Sophomore	Math 232 CompSci 251 CompSci 315 Elec. CompSci 317	Math 233 Math 234/240 CompSci 351 Elec. CompSci 459	26 (15)

Junior	MthStat 361 CompSci 422 CompSci 557 Elec. CompSci 423 Elec. Math 341	MthStat 362 CompSci 425 CompSci 395/Philos 237 Elec. CompSci 444 Elec. Math 315	30 (18)
Senior	MthStat 563 MthStat 566 Elec. Math 571 Elec. CompSci 469	MthStat 568 Math 489/599 Elec. MthStat 564 Elec. CompSci 535	24 (6)

Table B illustrates the total number of credits corresponding to the above four-year plan, estimated from the cohort table given in Section I.

Table B: Total Credit-Hour Estimates

	2020	2021	2022	2023	2024
Freshmen (12 cr)	60	120	160	240	240
Sophomores (26 cr)	0	104	208	286	390
Juniors (30 cr)	0	0	90	180	240
Seniors (24 cr)	0	0	0	48	120
Total	60	224	458	754	990

Table C illustrates the total number of Computer Science credits that correspond to the above four-year plan, estimated from the cohort table given in Section I. Computer Science credits include a differential tuition charge of \$21.63 per credit.

Table C: Total Computer Science Credit-Hour Estimates

	2020	2021	2022	2023	2024
Freshmen (3 cr)	15	30	45	60	60
Sophomores (15 cr)	0	60	120	165	225
Juniors (18 cr)	0	0	54	108	144
Seniors (6 cr)	0	0	0	12	30
Total CS credits	15	90	219	345	459

Section III – Faculty and Staff Appointments

Since the coursework consists entirely of existing courses, initially no new faculty appointments are necessary to sustain the program. During the second, third and fourth years, it is expected that a continuing faculty member will take charge of the capstone course and/or coordinate internships as part of his/her regular teaching load, equivalent to 12.5% FTE. For the fourth year, it is expected that a new full-time faculty member will be hired, whose duties will include developing new courses for the program (for example, statistical consulting). This faculty line may be offset by expected retirements.

No new staff appointments or redirection of existing staff will be necessary to administer this program.

Section IV – Program Revenues

Tuition Revenues

Tuition revenues are based on student FTE/headcount enrollments multiplied by the resident full-time tuition rate reported in the program authorization document (excluding segregated fees), which amounts to \$8,091.12 per full-time student per year. The revenue projections provide a conservative estimate, since non-residents will pay a higher tuition rate. A CEAS tuition differential charge of \$21.63 per credit for computer science courses was applied, assuming students follow the four-year coursework described in Section II.

Section V – Program Expenses

Salary and Fringe Expenses

Faculty salary was estimated at the current market rate of \$90,000 for a full-time faculty position, and fringe benefits at the prevailing rate of 40%.

Other Expenses

UW-Milwaukee will leverage existing marketing efforts and relationships within the business community in southeastern Wisconsin in order to attract new students to the program. A modest amount is added for producing recruitment brochures for the new program. No additional expenses are anticipated.

Section VI – Net Revenue


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



Academic Affairs
Provost and Vice Chancellor

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

TO: Tommy Thompson, Interim President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor 

DATE: November 10, 2020

RE: Authorization to Implement a Bachelor of Science in Data Science

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

The interdisciplinary program will be offered jointly by the College of Letters and Science and the College of Engineering and Applied Science. The motivation for developing this program comes from the desire to meet the projected industry and community need for talent in data science in Southeastern Wisconsin. With the establishment of the Northwestern Mutual Data Science Institute in collaboration with Marquette University and Northwestern Mutual, the metro Milwaukee area is being developed as a data science hub. The program will address the critical need for talent pipeline in this part of the state.

The program curriculum includes courses from the Department of Mathematical Sciences and the Department of Electrical Engineering and Computer Science along with the required general education component. All of the courses in the curriculum are currently being taught and as such, new costs associated with the start-up of the program are minimal. The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, college, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the undergraduate level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

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

c: Anny Morrobel-Sosa, Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Scott Gronert, Dean, College of Letters and Science
Brett Peters, Dean, College of Engineering and Applied Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN PROFESSIONAL SCIENCE
UW OSHKOSH**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Science in Professional Science program at the University of Wisconsin Oshkosh.

Resolution C.4.: That, upon the recommendation of the Chancellor of UW Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Professional Science program at the University of Wisconsin Oshkosh.

SUMMARY

The University of Wisconsin Oshkosh proposes to establish a Master of Science degree in Professional Science (M.S.-PS). The UW Oshkosh mission includes “providing a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society.” The proposed program supports this mission by offering specialized training in several high-demand or emerging STEM fields. Priorities within the UW Oshkosh strategic plan include the enhancement of student success, the promotion of academic excellence, and the expansion of community engagement and economic development. The proposed program enhances student success by providing students with individualized cross-disciplinary learning tailored to the needs of students and employers. The required internship will directly and significantly expand community engagement between UW Oshkosh and the private and public sectors, responding to the demands of local employers for skilled scientists who are prepared to meet the needs of regional industry. The program will provide students with advanced knowledge in biology or microbiology that prepares and enhances their employment prospects in high-demand fields such as microbiology and food science, water science, and biogas technology. Graduates will be better equipped to seek employment in these job sectors or to enhance their career if already employed. The program will be comprised of 30 credits and will include foundational courses in the Department of Biology and in the College of Business as well as courses taken as part of specialized tracks (microbiology and food science, water science, biogas technology). The culminating experience will be a

required professional internship at a partnering organization in the private or public sector. The proposed M.S.-PS at UW Oshkosh is timely in that demand for jobs in fields featured in the program, including Food Science and Sustainability Energy, is expected to increase in the future. For example, the U.S. Bureau of Labor Statistics projected job growth in the food science and technology sector at the national level as 11% (through 2022). The projected job growth in Wisconsin is considerably higher: Two-hundred new positions for food scientists are projected to be added by 2022, a growth of 18%.

- John Koker, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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
- 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 PROFESSIONAL SCIENCE
AT UNIVERSITY OF WISCONSIN OSHKOSH
PREPARED BY UW OSHKOSH**

ABSTRACT

The University of Wisconsin Oshkosh proposes to establish a Master of Science degree in Professional Science (M.S.-PS). The UW Oshkosh mission includes “providing a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society.” The proposed program supports this mission by offering specialized training in several high-demand or emerging STEM fields. Priorities within the UW Oshkosh strategic plan include the enhancement of student success, the promotion of academic excellence, and the expansion of community engagement and economic development. The proposed program enhances student success by providing students with individualized cross-disciplinary learning tailored to the needs of students and employers. The required internship will directly and significantly expand community engagement between UW Oshkosh and the private and public sectors, responding to the demands of local employers for skilled scientists who are prepared to meet the needs of regional industry. The program will provide students with advanced knowledge in biology or microbiology that prepares and enhances their employment prospects in high-demand fields such as microbiology and food science, water science, biogas technology. Graduates will be better equipped to seek employment in these job sectors or to enhance their careers if already employed. The program will be comprised of 30 credits and will include foundational courses in the Department of Biology and in the College of Business as well as courses taken as part of specialized tracks (microbiology and food science, water science, and biogas technology). The culminating experience will be a required professional internship at a partnering organization in the private or public sector. The proposed M.S.-PS at UW Oshkosh is timely in that demand for jobs in fields featured in the program, including Food Science and Sustainability Energy, is expected to increase in the future. For example, the U.S. Bureau of Labor Statistics projected job growth in the food science and technology sector at the national level as 11% (through 2022). The projected job growth in Wisconsin is considerably higher: Two-hundred new positions for food scientists are projected to be added by 2022, a growth of 18%.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin Oshkosh

Title of Proposed Program

Professional Science

Degree/Designations

Master of Science

Mode of Delivery

Single institution; face-to-face delivery

Department or Functional Equivalent

Department of Biology

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

January 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. By the end of Year 5, it is expected that 25 students will have enrolled in the program and 14 students will have graduated from the program. The average student retention rate is projected to be 75%, based on rates in the current (thesis-based) Master of Science program in the Department of Biology.

The number of students projected for the program for the first few years is relatively low. The projection is a conservative one. As the program becomes more established and marketing efforts accelerate, enrollments are expected to grow.

The overhead of the M.S.-PS program will be very low. Because the program shares courses with the M.S.-Biology/Microbiology program at UW Oshkosh, it should not require additional sections until enrollments grow to the point that they can fund those added sections.

The new program will not require new faculty to be hired or for new classes to be created. The bulk of the overhead will be in program administration, which will come into play only once the program gains enough students to require administrative overhead. In any event, because the program is set up for cost recovery, new 102 funds will not be required to cover administrative costs.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	4	5	6	6
Continuing Students		3	3	4	5
Total Enrollment	4	7	8	10	11
Graduating Students		3	3	4	4

Tuition Structure

For students enrolled in the Professional Science Master’s program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$513.15 per credit, for a total of \$7,697.25 per year for a student enrolled in 15 credits. (Based on experience with the other biology graduate programs, it is expected that students will average 15 credits per year.) Of this amount, \$6,618.45 is attributable to tuition and \$1,078.80 is attributable to segregated fees. Nonresident tuition and segregated fees total \$1,018.94 per credit, for a total of \$15,619.50 per year for a student enrolled in 15 credits. Of this amount, \$14,540.70 is attributable to tuition and \$1,078.80 is attributable to segregated fees. Course fees, not including textbook costs (which are highly variable), range from \$0 to \$20 per student for the courses included in the curriculum.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed program is an M.S. in Professional Science (M.S.-PS) degree that is based on a 30-credit requirement. Students will be required to complete a core set of courses (13 credits, total) and additional courses in one of four specialized tracks (Microbiology and Food Science, Water Science, Sustainable Energy, or Individually Planned). The learning model will be a combination of face-to-face and distance learning (online). More specifically, the required and elective courses in the College of Business (about 7-10 credits) will be delivered entirely online (see Table 2). The vast majority of other required and elective courses, including those in the Department of Biology, will be delivered entirely face-to-face (20-23 credits).

The culminating experience for the program is a required 6-credit internship (Bio 700). The internship destination could be an organization in the private or public sectors. The coordinator of the M.S.-PS program will work collaboratively with students and personnel with hiring authority at prospective internship destinations during the internship selection process. Students will be required to write a final paper or to deliver a presentation, at an appropriate venue, that summarizes the knowledge and experiences gained during the internship. There will also be opportunities for students in the program to conduct research as part of research teams in the labs of graduate faculty at UW

Oshkosh, particularly in the Department of Biology. These opportunities and the required internships are considered High Impact Practices.

Student Learning Outcomes and Program Objectives

Graduates of the M.S.-PS program will be able to:

1. Demonstrate and apply advanced knowledge in biology or microbiology and in allied fields that will enhance the employment prospects of students in high-demand fields such as microbiology and food science, water science, and biogas technology as well as in additional fields that may not yet exist.
2. Demonstrate and apply advanced understanding of best practices in science, business, and inclusive excellence in the private and public sectors.
3. Apply the research skills acquired during projects at their place of employment.

Program objectives for the M.S.-P.S. program include:

1. Prepare students trained in STEM for entry into specialized, high-demand STEM fields and enhance the development of individuals already employed in the workforce.
2. Provide opportunities for mutually beneficial collaboration between the Department of Biology and businesses in the private sector and organizations in the public sector.

Program Requirements and Curriculum

Admission requirements are a B.S. degree in a science, technology, engineering, or mathematics (STEM) field or a B.S. or B.A. in a non-STEM field and accompanying coursework in one or more STEM fields. An undergraduate grade point average (GPA) of 3.0 or above is required for full-standing admission. Students who have an undergraduate GPA above 2.5 but below 3.0 may be admitted on probation. The GRE is not required.

For international students, English proficiency needs to be demonstrated based on policy for graduate education at UW Oshkosh (<https://uwosh.edu/gradstudies/admissions/international-students-admissions-process/>).

Table 2 illustrates the program curriculum for the proposed M.S.-PS program. The program requirements are comprised of 30 credits, of which 13 credits are required core classes. The culminating experience of the program is a required internship (or research project for students already employed at a partnering organization). Students can choose among the following four tracks of study: Microbiology and Food Science, Water Science, Sustainable Energy, and Individually Planned.

The Individually Planned track is designed to meet the needs of students who are pursuing a field that is not enveloped by the three established tracks or who choose to select courses from a broader array. In addition to the required core courses, 16-21 credits of graduate coursework in one or more STEM fields are required for this track. The M.S.-PS program coordinator will work closely with students pursuing the Individually Planned track to design a curriculum tailored to the needs of the student.

Table 2: M.S. in Professional Science Program Curriculum

Department of Biology core courses: all required (9 credits)

BIO 700	Professional Internship	6 credits
BIO 710	Biostatistics	2 credits
BIO 748	Graduate Seminar	1 credit

College of Business courses: 4 credits required

Select at least one of the following 3 courses:		
BUS 758	Project Management	1.5 credits
BUS 769	Sustainability and Organizational Management	1.5 credits
BUS 769	Communicating for Success: Writing for Results	1 credit
Select at least one of the following 2 courses:		
BUS 735	Financial Statement Analysis	2 credits
BUS 700	Financial Reporting for Executives	1.5 credits

Microbiology and Food Science track (17 credits)

Required courses:		
BIO 539	Public Health and Food Microbiology	2 credits
EGRT 577	Industrial Safety and Hygiene	3 credits
EGRT 597	Environmental Laboratory Operations	1 credit
Graduate level food science course from an accredited institution		2 credits
Electives (at least 9 credits from the following courses):		
BIO 512	Medical Bacteriology	2 credits
BIO 515	Virology	3 credits
BIO 527	Microbial Ecology and Diversity	3 credits
BIO 554	Parasitology	3 credits
BIO 575	Microbial Genetics- Lecture	3 credits
BIO 577	Microbial Genetics- Laboratory	3 credits
BIO 589	Principles of Biotechnology-Lecture	3 credits
BIO 590	Biotechnology Laboratory	3 credits
BIO 650	Microbial Physiology	5 credits
BIO 766	Advanced Topics in Biology	2 credits
BIO 796	Independent Study	1-3 credits

CHEM 503	Biochemistry I- Clinical Emphasis Lecture	3 credits
CHEM 504	Biochemistry I- Clinical Emphasis Lab	1 credit
CHEM 535	Organic Chemistry II	4 credits

Water Science track (17 credits)

Required courses:		
BIO 526	Introductory Limnology	3 credits
GEOL 565	Physical Hydrogeology OR	3 credits
EGRT 571	Water Resources Engineering	3 credits
Electives (at least 8 credits from the following courses):		
EGRT 502	Advanced Water and Wastewater	3 credits
EGRT 597	Environmental Laboratory Operations	1-3 credits
GEOL 566	Chemical Hydrogeology	3 credits
BIO 532	Entomology	3 credits
BIO 536	Freshwater Algae	3 credits
BIO 549	Ecology and Evolution	3 credits
BIO 554	Parasitology	3 credits
BIO 586	Ecosystem Ecology	3 credits
BIO 766	Advanced Topics in Biology	2 credits
BIO 796	Independent Study	1-3 credits
GEOG 614	Natural Resource Management	3 credits

Sustainable Energy Track (17 credits)

Required courses:		
EGRT 575	Renewable Energy	3 credits
EGRT 501	Advanced Air Pollution and Treatment	3 credits
EGRT 595	Biodigester Field Operations	1-3 credits
Electives (at least 8 credits from the following courses):		
BIO 527	Microbial Ecology and Diversity	3 credits
BIO 589	Principles of Biotechnology-Lecture	3 credits
BIO 590	Biotechnology Laboratory	2 credits
BIO 586	Ecosystem Ecology	3 credits
BIO 650	Microbial Physiology	5 credits
BIO 766	Advanced Topics in Biology	2 credits
BIO 796	Independent Study	1-3 credits

Total Required Credits

30 credits

Assessment of Outcomes and Objectives

Assessment of outcomes and objectives will occur in two ways. First, if the M.S.-PS program is approved, an advisory board will be developed that will consist of representatives from UW Oshkosh and employers in northeastern Wisconsin. This advisory board will be used in the following capacities: (1) to help guide program implementation, (2) to assess the strengths and weaknesses of the program, and (3) to improve the program with respect to both students and employers. Second, the Department of Biology will work closely with the Provost's Office at UW Oshkosh to develop appropriate assessment instruments for the university's required regular assessment of student learning outcomes. These instruments will include exit surveys of program participants, summaries of employer evaluations of student intern job performances, and job placement surveys. Learning outcomes will be assessed by evaluating papers or presentations prepared by students that stem from experience and knowledge gained during the required internship. Learning outcomes will also be evaluated by exit interviews (supplementary to the surveys described previously) with students near the culmination of their program.

At UW Oshkosh, the chair or director of each new academic program must submit a plan for assessing students' achievement of the program's stated learning outcomes. This plan must be approved by the Faculty Senate Committee on Assessment of Student Learning. Thereafter, every three years, the chair must submit an assessment of learning outcomes for the program to the same committee, which provides feedback and calls for changes where needed. One requirement for this assessment is a report on how the results of the assessment are being used to inform continuous improvement of the program. In the fourth semester of their program, the program director will give students a survey that will include open-ended questions about marketable skills that students have acquired in STEM fields, business, communication, and inclusive excellence training and experience as part of the M.S.-PS program. The program director will summarize these data and will use the summary to assess the program's learning outcomes.

Diversity

Inclusive excellence and equity will be important components of the M.S.-PS program. Several faculty in the Department of Biology have completed training, led by Dr. Jordan Landry at UW Oshkosh, aimed at identifying implicit bias in a classroom setting. The training, which occurred in 2018, included the development of individualized action plans to reduce implicit bias. In addition, many faculty in the Department of Biology have completed SAFE (Students, Staff and Faculty for Equality) training provided by the LGBTQ Resource Center at UW Oshkosh. The institution will require that all students in the program enroll in at least one Student Development Workshop on Inclusive Excellence, which is administered by the Division of Academic Support of Inclusive Excellence at UW Oshkosh. The institution will also coordinate with organizations that serve as internship destinations to insure that best inclusive excellence practices are followed in the work place. Further, in accordance with Learning Objective #2, students will be placed with organizations at which they can learn about inclusive excellence practices either by

demonstration or by formal training. If prospective internship organizations cannot demonstrate that they follow best inclusive excellence practices, the institution will not choose these organizations to be internship partners for the M.S.-PS program.

When seeking internships, students will be encouraged to consider company hiring and workplace policies with respect to inclusivity and discrimination protection. The availability of diverse practice settings at internship destinations will be one of the criteria used by the coordinator when helping to place internship students.

Students will be actively recruited from underrepresented groups to the M.S.-PS program, which will build on university-wide, undergraduate recruitment efforts at UW Oshkosh to seek a more diverse student body. Colleges and universities with diverse undergraduate populations, including the tribal colleges and UW-Milwaukee, will be included in targeted recruitment efforts. If and when new faculty or staff are hired to support the M.S.-PS program, UW Oshkosh will ensure equity in recruitment and hiring by adhering to the goals of increasing equity and diversity already established at the institution. This commitment is stated below: UW Oshkosh is committed to building an inclusive and supportive institutional environment and is actively trying to increase equity, diversity, and inclusion across every level of the university. The Equity and Affirmative Action Office oversees all recruitments and advises all hiring committees on methods and strategies for attracting and recruiting a diverse workforce.

Once on campus, students will have access to a variety of academic and social support services to maximize their success. Applicable support services that support diversity and inclusion at UW Oshkosh include the Division of Academic Support and Inclusive Excellence, Project Success (a program that supports students with language-based disabilities), the Accessibility Center, and the LGBTQ Resource Center.

Collaborative Nature of the Program

The proposed program is a collaboration between the departments of Biology and Engineering Technology and the College of Business at UW Oshkosh. In addition, UW Oshkosh looks forward to interacting with other UW institutions for mutual benefits. For example, UW Oshkosh is a partner in the UWS Freshwater Collaborative of Wisconsin (FCW). Students at UW Oshkosh and at other UW campuses who participate in the UWS FCW would be prime candidates for the Water Science track of the M.S.-PS.

Projected Time to Degree

Students enrolled in 15 credits per year will complete the program in four semesters, so those students can earn their M.S. degree two years after matriculation. Students who are able to complete only one or two courses per semester would be expected to earn their degree in three to four years.

Program Review

Each program at UW Oshkosh is required to conduct a self-study every seven years as part of a program review, according to established policy in the Faculty and Academic Staff Handbook. The review begins with the department's self-study, which includes a review of curriculum, assessment, resources, enrollment, and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and other information, including interviews conducted during a (sometimes virtual) campus visit. The self-study and program review are then reviewed by a college committee, the dean of the college, the Faculty Senate, and the provost. Each level of review provides its own comments and suggestions. The results of these program reviews often result in curricular changes and often in changes to the content of individual courses. In the past, they have also bolstered arguments for increased resources when the external review makes clear that such resources are required in order to maintain the academic quality of the program.

In addition to these required periodic program reviews, there will be annual internal reviews of the Professional Science Master's conducted by the Graduate Committee within the Department of Biology. Finally, as mentioned above, an advisory board will be formed during the first year of program implementation. This board will regularly conduct reviews of the program.

Accreditation

The M.S.-PS program will be part of graduate education in the Department of Biology at UW Oshkosh. As such, it will be subject to accreditation review by the Higher Learning Commission. There are no plans to seek additional forms of accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The proposed M.S.-PS program fits squarely within the institutional mission and strategic plan for the University of Wisconsin Oshkosh. The UW Oshkosh mission includes to "provide a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society" (<https://uwosh.edu/about-uw-oshkosh/mission-vision-core-values/>). The M.S. in Professional Science at UW Oshkosh supports this mission by offering specialized training in several high-demand or emerging STEM fields while enhancing opportunities for students to contribute to society. Priorities of the UW Oshkosh strategic plan include the enhancement of student success, the promotion of academic excellence, and the expansion of community engagement and economic development. The M.S. in Professional Science at UW Oshkosh would enhance student success by providing students with new opportunities for individualized cross-disciplinary learning in a program tailored to the needs of students and employers. The required internship will directly and significantly

expand community engagement between the Department of Biology at UW Oshkosh and the private and public sectors, augmenting northeastern Wisconsin's supply of skilled scientists who are prepared to meet the needs of its regional industry. The M.S.-PS program will add value to students, the University of Wisconsin Oshkosh, and its partnering organizations.

There were several reasons for the Department of Biology's decision to develop the Professional Science Master's, as described below.

1. There is demand for skilled workers who bridge knowledge in business practices with knowledge in STEM fields, including fields related to the biological sciences. Many STEM practitioners have little or no background in business practices. The M.S.-PS program is designed to train students to meet employer demands for a highly trained workforce that is flexible and interactive.
2. There are numerous manufacturers and other organizations in northeast Wisconsin and other regions of the state that could serve as internship destinations for students trained in the M.S.-PS program. In turn, companies will derive benefit in two additional ways from the M.S.-PS program. First, employers can increase their recruiting pools by considering individuals with M.S.-PS degrees for permanent employment. Second, employers will be able to enhance their current workforce by providing training opportunities for their employees who seek to enhance their skill set by pursuing a M.S.-PS.
3. The proposed M.S.-PS program would leverage existing academic strengths on campus including microbiology (5 faculty in the Department of Biology), water science (10 faculty across several departments), and sustainable energy (5 faculty across several departments).

Institutional Program Array

The M.S.-PS program, while centered in the Department of Biology, will rely on courses taught in several other departments at UW Oshkosh. Three to five credits of select coursework in the College of Business will be required as part of the core. Other core courses will be taught in the Department of Biology. Several additional departments, including biology, engineering technology, geology, geography, and chemistry will contribute to the specialized tracks in the program by teaching required or elective courses. The new program will extend the existing program array by combining coursework in business with STEM coursework, efficiently utilizing current areas of strength in the university to create a strong new interdisciplinary program.

The M.S.-PS program will modestly increase student demand for select courses taught in other colleges or departments on campus. It is anticipated that the new program will not compete aggressively with other graduate programs on campus. On the contrary, the M.S.-PS program will largely attract a new audience of prospective students to UW

Oshkosh. Enrollments in the thesis-based M.S. program in the Department of Biology will be closely tracked to monitor any impacts to that program's enrollments.

Other Programs in the University of Wisconsin System

The following campuses within the UW System have Professional Science Master's programs:

- University of Wisconsin-Milwaukee (M.S. in Freshwater Sciences and Technology: Professional Science Track)
- University of Wisconsin-Stout (Professional Science Masters in Conservation Biology)
- University of Wisconsin-Madison (Professional Science Masters in Computer Science)

None of the current professional science programs in the University of Wisconsin System sufficiently overlap with the M.S.-PS program proposed at UW Oshkosh. The Water Science track of the proposed M.S.-PS program at UW Oshkosh overlaps with the curriculum offered at UW-Milwaukee as part of their M.S. in Freshwater Sciences and Technology Professional Science Track. However, the Microbiology and Food Science and Sustainability Energy tracks of the proposed M.S.-PS program at UW Oshkosh are distinct from the offerings in the professional science track at UW-Milwaukee.

There is minimal overlap between the proposed M.S.-PS program at UW Oshkosh and the Professional Science Masters in Conservation Biology at UW-Stout, which exclusively uses a distance-learning model. Some of the courses in the M.S.-PS curriculum at UW Oshkosh in the areas of statistics, aquatic science, ecology, and conservation biology are offered as part of the Professional Science Masters in Conservation Biology at UW-Stout. However, the breadth of the proposed M.S.-PS program at UW Oshkosh would result in a program that in totality is distinct. Finally, there is no apparent overlap between the proposed M.S.-PS program at UW Oshkosh and the Professional Science master's degree in Computer Science at UW-Madison.

Need as Suggested by Current Student Demand

A survey about a Professional Science Master's program focused on the Microbiology and Food Science Track was sent to 728 current undergraduates in the Department of Biology at UW Oshkosh during spring 2016. Twenty-one students responded to the survey. The survey highlights include the following: (1) 57% of respondents were either very or moderately interested in pursuing a degree in the Microbiology and Food Science track of the M.S.-PS program, and (2) 66% of respondents had either a higher or equal interest in a Microbiology and Food Science track of a M.S.-PS program compared with their interest in the traditional thesis-based master's program. At the time the survey was administered, other tracks within the M.S.-PS program had not been developed.

A survey about a Microbiology and Food Science Track in the M.S.-PS program was sent to 1,130 alumni from the Department of Biology at UW Oshkosh during spring 2016. Sixty-eight alumni responded to the survey. The survey highlights include the following: (1) 53% of respondents were either very or moderately interested in a position (or promotion) in the food science industry, and (2) 46% of respondents were either very or moderately interested in pursuing a degree in a Professional Science Master's program emphasizing food science.

Demand for the M.S.-PS program will not markedly affect demand for the traditional thesis-based M.S. degree. Students who pursue the thesis-based M.S. are typically more interested in a focused research experience and often pursue additional advanced degrees (Ph.D., M.D.) at other institutions after completing their M.S. degree.

Need as Suggested by Market Demand

The abundance of food processing industries in Wisconsin and the projected growth of the food science sector bode favorably for the development of the M.S. in Professional Sciences at UW Oshkosh. The state of Wisconsin has robust food industries, including dairy, meat, fruit, and vegetable processing--a total of more than 1,000 companies. Several large food firms are located in northeastern Wisconsin, including Schreiber Foods, Bay Valley Foods, Birds Eye Foods, Del Monte Corporation, Foremost Farms, Kraft Foods, Lakeside Foods, Seneca Foods Corporation, Sara Lee Foods, and Johnsonville Sausage. The University of Wisconsin Oshkosh has excellent geographical proximity to these companies. Preliminary correspondence with some of these organizations suggests that productive partnerships can be formed to support training in Microbiology and Food Science within the proposed M.S.-PS program. Graduates of the M.S.-PS program are poised to face a good job market. There are currently 19,400 food scientists and technologists employed in the United States, 1,090 of whom are employed in Wisconsin. Per the U.S. Bureau of Labor Statistics, projected job growth in the food science and technology sector at the national level is 11% (through 2022).¹ The projected job growth in Wisconsin is considerably higher: One-hundred and thirty new positions for food scientists are projected to be added in Wisconsin by 2028, a growth of 17%.² In addition, growth of microbiology jobs in Wisconsin is expected to be 10% between 2018 and 2028.²

Demand for jobs in sustainable energy, another track of the M.S.-PS program, is also projected to grow during the next decade. According to the U.S. Bureau of Labor Statistics, demand for jobs in biomass electricity power generation, solar electric power generation,

¹ U.S. Bureau of Labor Statistics. 2016. National Employment Matrix Industry and Occupation Databases. Retrieved December 10, 2018 from <https://data.bls.gov/projections/nationalMatrixHome?ioType=o>

² Job Center of Wisconsin. 2020. Wisconsin Long Term Occupation Employment Projections, 2018-2028. Retrieved October 28, 2020. <https://jobcenterofwisconsin.com/wisconomy/pub/occupation.htm>

and wind electric energy is expected to increase between 2016 and 2026. Jobs in biomass electricity power generation, which includes biodigester operators, are expected to increase from 1,500 in 2016 to 4,300 in 2026 at the national level.¹ Demands for jobs in the water sector are likely also to increase in the future due to the growing demand for clean water by humans and the historical and emerging threats to water quality at a global scale.

Employer interest in the proposed M.S. in Professional Science at UW Oshkosh is evident based on direct correspondence between faculty in the Department of Biology and employers in northeastern Wisconsin. At the 2016 focus group for prospective M.S.-PS program partners, representatives from several private and public entities in northeast Wisconsin (including Kimberly-Clark Corporation, Nature's Way Brands, Fox River Brewing Company, Food Safety Net Services, and the Wisconsin Department of Natural Resources) indicated support for the proposed M.S.-PS program.

University of Wisconsin Oshkosh						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		20	20	20	20	20
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	4	4	5	6	6
	Enrollment (Continuing Student) Headcount	0	3	3	4	5
	Enrollment (New Student) FTE	3.3	3.3	4.2	5.0	5.0
	Enrollment (Continuing Student) FTE	0	2.5	2.5	3.3	4.2
II	Total New Credit Hours	60	60	75	90	90
	Existing Credit Hours	0	45	45	60	75
III	FTE of New Faculty/Instructional Staff	0	0	0	0.125	0.125
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	From Tuition	\$30,789	\$53,881	\$61,578	\$76,973	\$84,670
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	\$30,789	\$53,881	\$61,578	\$76,973	\$84,670
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$17,438	\$17,438
	Other Staff	\$0	\$0	\$0	\$4,000	\$4,000
	Other Expenses					
	Facilities					
	Equipment					
	Other (please list) Marketing	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Other (please list) Course Supplies	\$500	\$875	\$1,000	\$1,250	\$1,375
	Other (please list) Telecommunication Cost	\$60	\$60	\$60	\$60	\$60
	Total Expenses	\$2,060	\$2,435	\$2,560	\$24,248	\$24,373
VI	Net Revenue	\$28,729	\$51,446	\$59,018	\$52,725	\$60,297

Submit budget narrative in MS Word Format

Provost's Signature: 	Date: 10/16/2020 4:33 PM CDT
Chief Business Officer's Signature: 	Date: 10/15/2020 3:00 PM CDT

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN OSHKOSH
MASTER OF SCIENCE (M.S.) IN PROFESSIONAL SCIENCE**

Introduction

The M.S. in Professional Science (M.S.-PS) at UW Oshkosh will be implemented as cost-recovery and will have relatively low overhead—it is not anticipated that new faculty will be hired to support the program or that new classes will be created that will impact student contact hours of instructors. Students in the M.S.-PS program will select from course sections that are already being taught in the participating departments. Costs, which are expected to increase modestly as the program matures, are projected to be considerably lower than projected revenue. The costs will be in program administration and may require one-course per year reassigned time as the program matures.

Section I – Enrollment

It is anticipated that the student head count will be 4 students in the first year of the program and that it will increase to 11 in Year 5. These projections assume a 25% attrition rate, based on rates in the current (thesis-based) Master of Science program in the Department of Biology. FTE is based on the assumption that students will take an average of 15 credits annually; at UW Oshkosh, 1.0 FTE for graduate students equals 18 credits.

The number of students projected for the program for the first few years is relatively low. The projection is a conservative one. As the program becomes more established and marketing efforts accelerate, enrollments are expected to grow.

The overhead of the M.S.-PS program will be very low. Because the program shares courses with the M.S.-Biology/Microbiology program at UW Oshkosh, it should not require additional sections until enrollments grow to the point that they can fund those added sections.

The new program will not require new faculty to be hired or for new classes to be created. The bulk of the overhead will be in program administration, which will come into play only once the program gains enough students to require administrative overhead. In any event, because the program is set up for cost recovery, new 102 funds will not be required to cover administrative costs.

Section II – Credit Hours

The Total New Credit Hour calculation is based on multiplying the New Student Headcount by 15, which is the average number of credits that students are expected to take per year. The Existing Credit Hour calculation is based on multiplying the Continuing Student Headcount by 15.

Section III – Faculty and Staff Appointments

There are no plans to hire new faculty to support the program. A current faculty member in the Department of Biology will serve as the program coordinator, and a course buyout is requested for this individual, starting in Year 4, to provide time for program administration. The FTE amounts for the program coordinator are listed in Section III of the spreadsheet and explained below, under “Section V – Program Expenses.”

Section IV – Program Revenues

The M.S. in Professional Science at UW Oshkosh will be supported by tuition revenue. Tuition revenue was calculated based on a per-credit model for graduate education at UW Oshkosh. Tuition revenue per year was calculated as the product of the anticipated student head count, the average annual number of anticipated credits per student (15), and the in-state tuition cost per credit (\$513.15).

Section V – Program Expenses

Salary for the coordinator of the M.S.-PS program was included, beginning in Year 4, that will fund one course per year reassigned time to administer the program, help recruit for the program, and advise students. By Years 4 and 5, it is anticipated that the program will have student head counts of 10 and 11 students, respectively. For Years 4 and 5, a buyout of one course (3 student contact hours) per year was included. This buyout will cost approximately \$11,250 (without fringe benefits) and \$17,437.50 (including fringe, using the rate used by UW Oshkosh) by Year 4. It is projected that marketing costs will be approximately \$1,500 per year, which will include the costs to print and mail brochures that describe the program and travel costs for recruiting visits. Costs for course supplies and miscellaneous supplies will total about \$500 in Year 1 and will increase to approximately \$1,375 in Year 5. Finally, telecommunication costs will be \$60 per year.

During the first five years of the program, the Department of Biology does not anticipate creating any new courses or adding any additional sections to support the new program. Students in the M.S.-PS program will select from course sections that are already being taught in the participating departments. After five years have elapsed, new courses or sections to support the program may be proposed if the program has generated sufficient revenue. In consultation with the advisory board, the curriculum and course content will be examined regularly to maintain industry standards.

Section VI – Net Revenue

The program is expected to generate net revenue each year based on enrollment projections. These funds will be reinvested within the department and college to support new program development, professional development of faculty, and any increases in operating expenses as well as to fund the costs of any additional growth in the program.

UNIVERSITY OF WISCONSIN
OSHKOSH

October 7, 2020

Tommy G. Thompson, Interim President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Thompson,

UW Oshkosh proposes a new Master of Science degree in Professional Science to be offered by the College of Letters and Science. I am writing to confirm the full commitment of the Office of the Provost and Vice Chancellor to this new addition to our program array.

The proposed program will align well with the strategic plan and mission of the University by expanding options for professional preparation for Wisconsin students in a variety of science-related fields. The proposed major will serve as an excellent preparation for students to enter a new field or to advance within their current profession. The proposed new program will encourage students to remain in northeast Wisconsin to pursue a variety of careers that are in high demand. It offers a variety of professional tracks that directly align with pressing workforce needs in the region and the state.

The College of Letters and Science, the Academic Policies Committee and the Faculty Senate have all approved the development and implementation of the new program. The College has the resources, faculty, and courses in place to implement this program. Given the very low overhead of the program and the potential for future growth, it will remain financially viable, even in light of current budget challenges caused by the pandemic.

Finally, the Professional Science program will benefit from assessment processes and program review procedures that already exist at the college and university levels, thereby ensuring its academic quality and continuous improvement.

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

A handwritten signature in black ink that reads 'John Koker'.

John Koker
Provost and Vice Chancellor

Cc: Dr. Carleen Vande Zande, Associate Vice President, Academic Programs and Educational Innovation

OFFICE OF THE PROVOST AND VICE CHANCELLOR

800 Algoma Blvd. | Oshkosh, WI 54901

PHONE (920) 424-0300 | FAX (920) 424-0247 | WEB uwosh.edu/provost

OSHKOSH

FOND DU LAC

FOX CITIES

**NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION
ASSOCIATE OF ARTS IN LIBERAL ARTS
WISCONSIN INDIANHEAD TECHNICAL COLLEGE AND UW-SUPERIOR**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Associate of Arts in Liberal Arts transfer program at the Wisconsin Indianhead Technical College in partnership with the University of Wisconsin-Superior.

Resolution C.5.: That, upon the recommendation of the Chancellor of UW-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the transfer degree program for an Associate of Arts in Liberal Arts through a partnership between Wisconsin Indianhead Technical College and the University of Wisconsin-Superior.

SUMMARY

The partnership with the Wisconsin Indianhead Technical College (WITC) demonstrates UW-Superior's commitment to its mission in fostering the intellectual growth and career preparation, within a liberal arts tradition, of students in the region. It also speaks to UW-Superior's commitment to engage the community and region, by providing additional opportunities for the citizens of northern Wisconsin to advance their educational, career, and personal goals.

- UWS Mission Statement: The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.

UWS Strategic Plan: This program fits into the *Superior Visions 2020 Strategic Plan* through "recognizing its distinctive location and role within the Northland, the University seeks to serve the needs of the region through strategic partnerships that leverages its expertise." Offering the Associate of Arts degree through this partnership aligns with all four of the Guiding Principles identified in the plan.

- Guiding Principle 1: The University will be student-focused. All major decisions will be guided by what will best serve our students and their education.
- Guiding Principle 2: The University will strive for recognized excellence in selected fields. We will identify and invest in areas and fields where we can achieve recognition for outstanding quality.
- Guiding Principle 3: The University will be efficient and effective in the use of its resources. Wherever possible, we will demonstrate best practices in the management and support of our human, curriculum, financial, and physical infrastructure resources.
- Guiding Principle 4: The University will be recognized as the partner of choice for the region it serves. Our goal will be to establish partnerships that support our mission as well as enhance the overall quality of life of the region we serve.

WITC and UW-Superior seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WITC District. Northwest Wisconsin students, especially those who are place bound, do not currently have access to acquire a transfer degree at WITC. According to the Lumina Foundation, the WITC District attainment rate is 38%, while the state average is 53%. Based on current data, available through Tableau, there are 122 students, as of FY19, who attended WTCS colleges outside the WITC district to obtain the Liberal Arts degrees. In order to fulfill the requirements for an Associate of Arts degree, WITC will partner with UW-Superior for coursework to supplement the coursework at WITC. Students will complete fewer than 25% of their credits at UW-Superior.

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in SYS 115: Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education and 19-21 credits of electives. The courses included in this array allow for students to experience a number of High Impact Practices (HIPs): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning. Upon matriculation with an Associate of Arts degree at WITC, students will be guaranteed admission to UW-Superior as transfer students, given that students meet the requirements. Students would enter the transfer-receiving institution with junior standing. At the point of transfer, students will be able to enter a variety of majors in order to complete baccalaureate degrees in the Bachelor of Arts degree fields and have general education and some degree requirements already completed. This will save time toward earning the bachelor-level degree, thus eliminating unnecessary duplication of classes and increased student debt.

- Maria Cuzzo, Provost, UW-Superior, and Colleen McCabe, Provost and Vice President, Wisconsin Technical College System

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting
- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

- A) Request for Authorization to Implement
- B) WTCS Board Approval

1. Name and Email Address of Person Submitting:

Shevaun Stocker, sstocker@uwsuper.edu
 Program Planning Liaison

2. University Name:

The new Associate of Arts degree will be offered by Wisconsin Indianhead Technical College; UW-Superior is in partnership with WITC to provide classes that WITC cannot to fulfill the associate liberal arts degree requirements.

3. Proposed Program: Associate of Arts (Liberal Arts Transfer)

4. Mode of Delivery: 50% or more distance delivery

5. Provide a Brief Rationale for Adding the Degree:

WITC and UW-Superior seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WITC District. Northwest Wisconsin students, especially those who are place bound, do not currently have access to acquire a transfer degree at WITC. According to the Lumina Foundation, the WITC District attainment rate is 38%, while the state average is 53%. Based on current data, available through Tableau, there are 122 students, as of FY19, who attended WTCS colleges outside the WITC district to obtain the Liberal Arts degrees. In order to fulfill the requirements for an Associate of Arts degree, WITC will partner with UW-Superior for coursework to supplement the coursework at WITC. Students will complete fewer than 25% of their credits at UW-Superior.

6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table below aligns with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience a number of High Impact Practices (HIPs): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning.

Courses on the same row are treated as direct equivalents between the two institutions.

Learning Goal from SYS Policy 115	WITC Course	UWS Course
Knowledge of Human Cultures and the Natural World <i>18-20 credits</i> WITC: Offers up to 22 credits in this area. UWS: Offers up to 52 credits in this area.	20806280 Environmental Issues (3 cr)	ENSC 100 & BIO 189 (3 cr)
	20806201 Principles of Biology (lab; 4 cr)	BIOL 123 (4 cr)
	20809221 American National Government (3 cr)	POLS 150 (3cr)
	20809222 Economics (3 cr)	ECON 235 (3 cr)
	20809203 Introductory Sociology (3 cr)	SOCI 101 (3 cr)
	20809231 Introductory Psychology (3cr)	PSYC 101 (3 cr)
	20809237 Abnormal Psychology (3cr)	PSYC 362 (3 cr)
		FREN 101 (3 cr)
		FREN 102 (3 cr)
		JAPA 101 (3 cr)
	JAPA 102 (3 cr)	
	SPAN 101 (3 cr)	

Education Committee Item C.5.

Attachment A

		SPAN 102 (3 cr)
		ECON 250 (3 cr)
		ECON 251 (3 cr)
		POLS 230 (3 cr)
		PSYC 230 (3 cr)
Critical and Creative Thinking <i>3 credits</i>	20801260 Technical Communications (3 cr)	WRIT 209 (3 cr)
Effective Communication <i>6 credits</i> WITC: Offers up to 9 credits in this area. UWS: Offers up to 6 credits in this area.	20801219 English Composition 1 (3 cr)	WRIT 102 (3 cr)
	20810201 Fundamentals of Speech (3 cr)	COMM 110 (3 cr)
	20810203 Interpersonal Communication (3 cr)	COMM 110 (3 cr)
Intercultural Knowledge and Competence <i>6 credits</i> WITC: Offers 3 credits in this area. UWS: Offers up to 26 credits in this area.	20809272 Diversity Studies (3 cr)	SOCI 273 (3 cr)
		ART 224 (3 cr)
		ART 221 (4 cr)
		ART 222 (4 cr)
		ENGL 228 (3 cr)
		ENGL 229 (3 cr)
		GEOG 100 (3 cr)
	MUSI 161 (3 cr)	
Individual, Social, and Environmental Responsibility <i>6 credits</i> WITC: Offers 3 credits in this area. UWS: Offers up to 6 credits in this area.	20809225 Ethics (3 cr)	PHIL 211 (3 cr)
		HHP 102 (3 cr)
Electives leading to an emphasis or coursework related to a desired baccalaureate degree <i>19-21 credits</i> WITC: Offers up to 30 credits in this area. UWS: Offers up to 47 credits in this area.	20804201 Intermediate Algebra (4 cr)	MATH 102 (4 cr)
	20804240 Basic Statistics (3 cr)	MATH 130 (3 cr)
	20804213 Trigonometry (3 cr)	MATH 115 (3 cr)
	20806209 College Chemistry 1 (lab; 4 cr)	CHEM 189 (4 cr)
	20806207 Anatomy & Physiology 1 (lab; 4 cr)	BIOL 270 (4 cr)
	20806208 Anatomy & Physiology 2 (lab; 4 cr)	BIOL 280 (4 cr)
	20806274 General Microbiology (lab; 4 cr)	BIOL 355 (3 cr)
	20806229 Introduction to Human Biology (lab; 4 cr)	BIOL 115 (4 cr)
		MATH 113 (3 cr)
		MATH 151 (3 cr)
		PHYS 100 (4 cr)
	PHYS 107 (4 cr)	
	PHYS 160 (4 cr)	

Total General Education Credits	39 to 41 credits
Electives	19 - 21 credits
Total Credits to Degree	60 credits

7. Provide Information on the Program Assessment Process:

The Associate of Arts and the Associate of Science in Liberal Arts partnership between WITC and UW-Superior will use both quantitative and qualitative data when assessing student learning and overall program viability. The partners will address the program and course learning outcomes in their cooperative development of the assessment plan. This assessment plan will likely build on existing general education assessment that each institution conducts.

Direct measures and indirect measures of student success will be used as assessment measures. Direct measures include a Technical Skills Attainment analysis of the program outcomes, similar to what is used for program evaluation at the WTCS colleges. Other direct assessment includes those typically found in general education courses at both institutions, which are aligned with institutional learning outcomes. Indirect measures of student learning are gathered from graduate surveys, alumni surveys, or focus-group discussions.

Program viability would be assessed using direct and indirect measures. These outcomes may describe goals for the program, such as graduation rates, persistence factors, and transfer rates. Other methods that would provide useful feedback for improving processes that support the learning and provide an overall picture of success would include course evaluations and course grades.

The cooperative development of the assessment plan for the Associate of Arts and the Associate of Science in Liberal Arts partnership will include faculty and dean representation from WITC and UW-Superior. The Director of Curriculum and Assessment at WITC, Ryon List, would facilitate the development process. The timeframe for completion would be August 2021. All program assessments would meet accreditation requirements.

8. Provide Information on Transfer Possibilities to a Bachelor's Degree. Identify the Bachelor's Degree(s) for Possible Transfer:

Upon matriculation with an Associate of Arts degree at WITC, students will be guaranteed admission to UW-Superior as transfer students, given that students meet the requirements documented in the "Guaranteed Transfer Declaration of Intent" document presented as part of the cooperative agreement. Students would enter the transfer-receiving institution with junior standing.

9. Provide Information on Opportunities for Collaboration with Other UW Universities:

An exclusivity agreement between WITC and UW-Superior is in place for the first seven years of this degree partnership. During the seventh year of the partnership, both parties will determine whether additional regional partnerships to further expand transfer baccalaureate opportunities are desirable.

10. Provide the Desired Implementation Term and Year: Fall 2021

11. State Whether Higher Learning Commission Approval will be Needed:

Higher Learning Commission (HLC) approval will not be needed for UW-Superior; WITC will be pursuing HLC approval for the ability to offer the Associate of Arts in Liberal Arts degree.



Morna K. Foy, President

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info@wtcsystem.edu | www.wtcsystem.edu

November 11, 2020

Dr. John Will
Wisconsin Indianhead Technical College
505 Pine Ridge Drive
Shell Lake WI 54871

Dear Dr. Will:

Program Approval Submission Approved by Board

Program Name: Liberal Arts - Associate of Arts
Program Number: 20-800-1
CIP Code: 24.0101
Education Director: Valerie Crespin-Trujillo, 608-266-5517
valerie.crespintrujillo@wtcsystem.edu

The Program Approval submission for the above program was approved at the November 11, 2020 meeting of the Wisconsin Technical College System Board.

No questions or concerns were raised by members of the Board. Please contact the education director listed above if you have any questions concerning the development and approval process for this program.

Sincerely,

A handwritten signature in black ink, appearing to read "Colleen A. McCabe".

Dr. Colleen A. McCabe
Provost and Vice President

cc: Valerie Crespin-Trujillo, WTCS
Sara Mackey, WTCS
Dr. Stephanie Erdmann, WITC
Christy Roshell, WITC

**NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION
ASSOCIATE OF SCIENCE IN LIBERAL ARTS
WISCONSIN INDIANHEAD TECHNICAL COLLEGE AND UW-SUPERIOR**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Associate of Science in Liberal Arts transfer program at the Wisconsin Indianhead Technical College in partnership with the University of Wisconsin-Superior.

Resolution C.6.: That, upon the recommendation of the Chancellor of UW-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the transfer degree program for an Associate of Science in Liberal Arts through a partnership between Wisconsin Indianhead Technical College and the University of Wisconsin-Superior.

SUMMARY

The partnership with the Wisconsin Indianhead Technical College (WITC) demonstrates UW-Superior's commitment to its mission in fostering the intellectual growth and career preparation, within a liberal arts tradition, of students in the region. It also speaks to UW-Superior's commitment to engage the community and region, by providing additional opportunities for the citizens of northern Wisconsin to advance their educational, career, and personal goals.

- UWS Mission Statement: The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.

UWS Strategic Plan: This program fits into the *Superior Visions 2020 Strategic Plan* through "recognizing its distinctive location and role within the Northland, the University seeks to serve the needs of the region through strategic partnerships that leverages its expertise." Offering the Associate of Science degree through this partnership aligns with all four of the Guiding Principles identified in the plan.

- Guiding Principle 1: The University will be student-focused. All major decisions will be guided by what will best serve our students and their education.
- Guiding Principle 2: The University will strive for recognized excellence in selected fields. We will identify and invest in areas and fields where we can achieve recognition for outstanding quality.
- Guiding Principle 3: The University will be efficient and effective in the use of its resources. Wherever possible, we will demonstrate best practices in the management and support of our human, curriculum, financial, and physical infrastructure resources.
- Guiding Principle 4: The University will be recognized as the partner of choice for the region it serves. Our goal will be to establish partnerships that support our mission as well as enhance the overall quality of life of the region we serve.

WITC and UW-Superior seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WITC District. Northwest Wisconsin students, especially those who are place bound, do not currently have access to acquire a transfer degree at WITC. According to the Lumina Foundation, the WITC District attainment rate is 38%, while the state average is 53%. Based on current data, available through Tableau, there are 122 students, as of FY19, who attended WTCS colleges outside the WITC district to obtain the Liberal Arts degrees. In order to fulfill the requirements for an Associate of Science degree, WITC will partner with UW-Superior for coursework to supplement the coursework at WITC. Students will complete fewer than 25% of their credits at UW-Superior.

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in SYS 115: Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 41 to 46 credits of general education and 14-19 credits of electives. The courses included in this array allow for students to experience a number of High Impact Practices (HIPs): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning. Upon matriculation with an Associate of Science degree at WITC, students will be guaranteed admission to UW-Superior as transfer students, given that students meet the requirements. Students would enter the transfer-receiving institution with junior standing. At the point of transfer, students will be able to enter a variety of majors in order to complete baccalaureate degrees in the Bachelor of Science degree fields and have general education and some degree requirements already completed. This will save time toward earning the bachelor-level degree, thus eliminating unnecessary duplication of classes and increased student debt.

- Maria Cuzzo, Provost, UW-Superior, and Colleen McCabe, Provost and Vice President, Wisconsin Technical College System

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting
- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

- A) Request for Authorization to Implement
- B) WTCS Board Approval

1. Name and Email Address of Person Submitting:

Shevaun Stocker, sstocker@uwsuper.edu
 Program Planning Liaison

2. University Name:

The new Associate of Science degree will be offered by Wisconsin Indianhead Technical College; UW-Superior is in partnership with WITC to provide classes that WITC cannot to fulfill the associate liberal arts degree requirements.

3. Proposed Program: Associate of Science (Liberal Arts Transfer)

4. Mode of Delivery: 50% or more distance delivery

5. Provide a Brief Rational for Adding the Degree:

WITC and UW-Superior seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WITC District. Northwest Wisconsin students, especially those who are place bound, do not currently have access to acquire a transfer degree at WITC. According to the Lumina Foundation, the WITC District attainment rate is 38%, while the state average is 53%. Based on current data, available through Tableau, there are 122 students, as of FY19, who attended WTCS colleges outside the WITC district to obtain the Liberal Arts degrees. In order to fulfill the requirements for an Associate of Science degree, WITC will partner with UW-Superior for coursework to supplement the coursework at WITC. Students will complete fewer than 25% of their credits at UW-Superior.

6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table below aligns with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience a number of High Impact Practices (HIPs): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning.

Courses on the same row are treated as direct equivalents between the two institutions.

Learning Goal from SYS Policy 115	WITC Course	UWS Course
Knowledge of Human Cultures and the Natural World <i>20-25 credits</i> WITC: Offers up to 24 credits in this area. UWS: Offers up to 54 credits in this area.	20806280 Environmental Issues (3 cr)	ENSC 100 & BIO 189 (3 cr)
	20806201 Principles of Biology (lab; 4 cr)	BIOL 123 (4 cr)
	20809221 American National Government (3 cr)	POLS 150 (3cr)
	20809222 Economics (3 cr)	ECON 235 (3 cr)
	20809203 Introductory Sociology (3 cr)	SOCI 101 (3 cr)
	20809237 Abnormal Psychology (3cr)	PSYC 362 (3 cr)
	20804201 Intermediate Algebra (4 cr)	MATH 102 (4 cr)
		FREN 101 (3 cr)
		FREN 102 (3 cr)
		JAPA 101 (3 cr)
	JAPA 102 (3 cr)	
	SPAN 101 (3 cr)	

Education Committee Item C.6.

Attachment A

		SPAN 102 (3 cr)
		ECON 250 (3 cr)
		ECON 251 (3 cr)
		POLS 230 (3 cr)
		PSYC 230 (3 cr)
Critical and Creative Thinking <i>6 credits</i>	20801260 Technical Communications (3 cr)	WRIT 209 (3 cr)
	20809231 Introductory Psychology (3 cr)	PSYC 101 (3 cr)
Effective Communication <i>6 credits</i> WITC: Offers up to 9 credits in this area. UWS: Offers up to 6 credits in this area.	20801219 English Composition 1 (3 cr)	WRIT 102 (3 cr)
	20810201 Fundamentals of Speech (3 cr)	COMM 110 (3 cr)
	20810203 Interpersonal Communication (3 cr)	COMM 110 (3 cr)
Intercultural Knowledge and Competence <i>3 credits</i> WITC: Offers up to 3 credits in this area. UWS: Offers up to 26 credits in this area.	20809272 Diversity Studies (3 cr)	SOCI 273 (3 cr)
		ART 224 (3 cr)
		ART 221 (4 cr)
		ART 222 (4 cr)
		ENGL 228 (3 cr)
		ENGL 229 (3 cr)
		GEOG 100 (3 cr)
	MUSI 161 (3 cr)	
Individual, Social, and Environmental Responsibility <i>6 credits</i> WITC: Offers up to 3 credits in this area. UWS: Offers up to 6 credits in this area.	20809225 Ethics (3 cr)	PHIL 211 (3 cr)
		HHP 102 (3 cr)
Electives leading to an emphasis or coursework related to a desired baccalaureate degree <i>14-19 credits</i> WITC: Offers up to 30 credits in this area.	20804240 Basic Statistics (3 cr)	MATH 130 (3 cr)
	20804213 Trigonometry (3 cr)	MATH 115 (3 cr)
	20806209 College Chemistry 1 (lab; 4 cr)	CHEM 189 (4 cr)
	20806207 Anatomy & Physiology 1 (lab; 4 cr)	BIOL 270 (4 cr)
	20806208 Anatomy & Physiology 2 (lab; 4 cr)	BIOL 280 (4 cr)
	20806274 General Microbiology (lab; 4 cr)	BIOL 355 (3 cr)
	20806229 Introduction to Human Biology (lab; 4 cr)	BIOL 115 (4 cr)
		MATH 113 (3 cr)
		MATH 151 (3 cr)
		PHYS 100 (4 cr)
	PHYS 107 (4 cr)	

Education Committee Item C.6.**Attachment A**

UWS: Offers up to 47 credits in this area.		PHYS 160 (4 cr)
Total General Education Credits	41 to 46 credits	
Electives	14 - 19 credits	
Total Credits to Degree	60 credits	

7. Provide Information on the Program Assessment Process:

The Associate of Arts and the Associate of Science in Liberal Arts partnership between WITC and UW-Superior will use both quantitative and qualitative data when assessing student learning and overall program viability. The partners will address the program and course learning outcomes in their cooperative development of the assessment plan. This assessment plan will likely build on existing general education assessment that each institution conducts.

Direct measures and indirect measures of student success will be used as assessment measures. Direct measures include a Technical Skills Attainment analysis of the program outcomes, similar to what is used for program evaluation at the WTCS colleges. Other direct assessment includes those typically found in general education courses at both institutions, which are aligned with institutional learning outcomes. Indirect measures of student learning are gathered from graduate surveys, alumni surveys, or focus-group discussions.

Program viability would be assessed using direct and indirect measures. These outcomes may describe goals for the program, such as graduation rates, persistence factors, and transfer rates. Other methods that would provide useful feedback for improving processes that support the learning and provide an overall picture of success would include course evaluations and course grades.

The cooperative development of the assessment plan for the Associate of Arts and the Associate of Science in Liberal Arts partnership will include faculty and dean representation from WITC and UW-Superior. The Director of Curriculum and Assessment at WITC, Ryon List, would facilitate the development process. The timeframe for completion would be August 2021. All program assessments would meet accreditation requirements.

8. Provide Information on Transfer Possibilities to a Bachelor's Degree. Identify the Bachelor's Degree(s) for Possible Transfer:

Upon matriculation with an Associate of Science degree at WITC, students will be guaranteed admission to UW-Superior as transfer students, given that students meet the requirements documented in the "Guaranteed Transfer Declaration of Intent" document presented as part of the cooperative agreement. Students would enter the transfer-receiving institution with junior standing.

9. Provide Information on Opportunities for Collaboration with Other UW Universities:

An exclusivity agreement between WITC and UW-Superior is in place for the first seven years of this degree partnership. During the seventh year of the partnership, both parties will determine whether additional regional partnerships to further expand transfer baccalaureate opportunities are desirable.

10. Provide the Desired Implementation Term and Year: Fall 2021**11. State Whether Higher Learning Commission Approval will be Needed:**

Education Committee Item C.6.

Attachment A

Higher Learning Commission (HLC) approval will not be needed for UW-Superior; WITC will be pursuing HLC approval for the ability to offer the Associate of Science in Liberal Arts degree.



Morna K. Foy, President

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November 11, 2020

Dr. John Will
Wisconsin Indianhead Technical College
505 Pine Ridge Drive
Shell Lake WI 54871

Dear Dr. Will:

Program Approval Submission Approved by Board

Program Name: Liberal Arts - Associate of Science
Program Number: 20-800-2
CIP Code: 24.0101
Education Director: Valerie Crespin-Trujillo, 608-266-5517
valerie.crespintrujillo@wtcsystem.edu

The Program Approval submission for the above program was approved at the November 11, 2020 meeting of the Wisconsin Technical College System Board.

No questions or concerns were raised by members of the Board. Please contact the education director listed above if you have any questions concerning the development and approval process for this program.

Sincerely,

Dr. Colleen A. McCabe
Provost and Vice President

cc: Valerie Crespin-Trujillo, WTCS
Sara Mackey, WTCS
Dr. Stephanie Erdmann, WITC
Christy Roshell, WITC

**REPORT OF THE VICE PRESIDENT
FOR ACADEMIC AND STUDENT AFFAIRS**

REQUESTED ACTION

None.

SUMMARY

Vice President Anny Morrobel-Sosa will report on the UW System plan to advance continued success for transfer students in the State of Wisconsin.

Presenter

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

RESOLUTION FOR REVERSE TRANSFER IMPLEMENTATION PLAN

REQUESTED ACTION

Adoption of Resolution E., requiring the Office of Academic and Student Affairs to create an implementation plan for reverse transfer for the UW System universities.

Resolution E.: That, upon the recommendation of the President of the UW System, the UW System Board of Regents directs the Office of Academic and Student Affairs to implement a plan for reverse transfer for all UW System universities.

SUMMARY

The reverse transfer program is one strategy that the UW System may employ with its educational partners to assist students to complete an education credential. Through the execution of a reverse transfer implementation plan, the UW System can assist students who are more apt to stop out of college to complete a credential at their original institution.

According to national and state level studies, over the last decade, the movement of students between institutions of higher education both nationally and in our state has changed significantly. A database at the National Student Clearinghouse shows that 36 million Americans today hold some postsecondary education and training but no degree completion and are no longer enrolled in college. This group of former students is also known as the “Some College, No Degree” population. Further, ten percent of this population nationally are “potential completers” who have already made at least two years’ worth of academic progress up until their last enrollment. Potential completers were found more likely than other former students to re-enroll and finish college.¹

The UW System’s focus on this population is pertinent to raising the state’s attainment goal. Due to demographic trends and the resulting, projected decline in the number of high school graduates in Wisconsin, regional attainment gaps, as well as long-standing equity

¹ Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (2019), *Some College, No Degree, A 2019 Snapshot for the Nation and 50 States*, Signature Report No. 17, Herndon, VA: National Student Clearinghouse Research Center.

gaps for previously underserved and underrepresented students, including low-income and first-generation, it is essential that the UW System universities develop strategies to engage with this population in order to reach our attainment goal and to leverage opportunities across the diverse Wisconsin population.

Presenter(s)

- Dr. Anny Morrobel Sosa, Vice President for Academic and Student Affairs.

BACKGROUND

The renewed Wisconsin Idea for the 21st century includes robust goals of increasing the number of postsecondary degrees for our Wisconsin residents. Efforts are underway to assist the more than 815,000 individuals in our state who have academic credits but no credential. Several UW System initiatives and strategies are in place to support the attainment of these goals including the Lumina Attainment goal, prior learning assessment, 15 to Finish, Complete College America participation, and transfer initiatives through our inter-system transfer work. As a part of the ongoing work to review and revise the UW System transfer practices and policies, and in support of our Lumina Attainment goal of having 60% of Wisconsin residents achieve a postsecondary credential, the UW System Office of Academic and Student Affairs will promote the strategy of reverse transfer in the hopes of assisting students to obtain increased portability of credits and credentials across university systems in the state resulting in the awarding of an academic credential. This initiative will also support our System's work with the Complete College America program.

The University of Wisconsin System's desire is that the implementation of a reverse transfer program currently articulated in our System transfer policy will create another way to obtain a postsecondary credential and address current barriers for underrepresented, socioeconomically disadvantaged, first-generation students so that they will be more likely to continue to pursue their higher educational aspirations and obtain a baccalaureate degree.

The work of an inter-system transfer steering committee consisting of members of the UW System and the Wisconsin Technical College System (WTCS) identified the renewal of the Universal Credit Transfer Agreement and the creation of system-to-system articulation agreements in high-demand areas as two major approaches to achieving the portability of credits and credentials as required by Act 46 of the Wisconsin Legislature. The clarification of the Regent Policy Document 7-1, "*Transfer and Award of Credit for Extra-Institutional Learning*," recently approved by the Board, also articulates the various ways that students transfer their credits or have their prior learning evaluated resulting in the award of credit. In the rich tradition of the UW System's prior learning assessment and the competency-based Flexible Option degree programs, the support of reverse transfer will again

demonstrate the System's commitment to supporting student success to achieve educational credentials.

Reverse Transfer

Reverse transfer is the process of retroactively granting associate degrees to students after they have transferred from a two-year to a four-year institution. The proposed Reverse Transfer Implementation Program has two main goals: (1) to support and facilitate the granting of associate's degrees to students who have completed the requirements for the associate's degree; and (2) encourage, through the awarding of associate degrees to qualified recipients, students to persist and ultimately graduate with baccalaureate degrees. A student who has transferred to a baccalaureate institution from a WTCS institution without first earning an associate degree might still be able to earn that associate degree. Students are often required to reach a specified number of combined credits between the two-year and four-year institutions while meeting the requirements for the associate degree. With reverse transfer, credits earned at the baccalaureate institution that meet and complete the academic credentials of the associate degree are "transferred back" from the four-year institution to the two-year institution. Once the student reaches the designated credits and requirements, and at their request, they are retroactively awarded an associate degree from their two-year institution of origin.

Increased state workforce development

In a brief on reverse transfer, the Education Commission of the States reported that "in the past 20 years, more than 31 million students have left higher education with some credits, yet no degree or certificate."² According to a report of the National Student Clearinghouse Research Center,³ in 2018 over 633,000 of those students were from Wisconsin. There is broad consensus that meeting the workforce needs of the 21st century will require an increase in credential attainment rates,⁴ and statewide initiatives in Wisconsin include targeting this group for degree completion. Reverse transfer policies provide an innovative approach to increasing degree attainment in the state.

² Anderson, Lexi, (2015) *Reverse Transfer: The Path Less Traveled*, Denver, CO: Education Commission of the States, <https://www.ecs.org/transfer-and-articulation-policies-db/> (accessed November 11, 2020).

³Shapiro, et. al, (2019) *Some College, No Degree*.

⁴ Anthony P. Carnevale, Nicole Smith and Jeff Strohl (2013) *Recovery: Job Growth and Education Requirements Through 2020* (Washington, D.C.: Georgetown University Center on Education and the Workforce), <http://cew.georgetown.edu/recovery2020/> (accessed November 11, 2020).

Increased earning potential for students

Reverse transfer policies also provide an opportunity for awarding a credential that can have potential impacts on the earning potential of students. For example, a recent study by the Center for Analysis of Postsecondary Education and Employment (CAPSEE), a research center funded by the Institute of Education Sciences at the U.S. Department of Education, concluded that students who complete an associate degree earn, on average, approximately \$4,600 to \$7,200 more per annum compared to those students entering college but who do not complete an award.⁵ This potential earning power may be particularly important for students who begin their college career at a two-year institution. As the CAPSEE report points out, two-year college students “follow many varied pathways through their college careers—including going part-time, switching enrollment intensity, temporarily dropping out, changing major, and transferring.” For students stopping out, to have the credential in hand as they navigate this path can provide both an incentive to return as well as increased earning power until they do.

Increased bachelor’s completion rates for students

There is mixed data as to whether or not the acquisition of the associate degree leads to increased attainment of the bachelor’s degree, though a number of studies find a correlation. For example, a Community College Research Center (CCRC) study found a positive impact associated on ultimately earning the bachelor’s degree when students earned the transfer-oriented (e.g., Associate in Arts) associate degree. It is noteworthy that the studies did not find an impact associated with earning one of the “workforce-oriented” (e.g., Associate in Applied Science) degrees.⁶

Increased degree completions/increased access to funding

Students that transfer away from two-year colleges before earning an associate degree do not count toward institutional graduation rates of the two-year colleges, regardless of why they left the institution. The increases in completion rates that could be achieved in utilizing reverse transfer more accurately reflect the contribution of the institution to the education of the workforce and provide increased potential for performance-based incentives or other funding. Thus, reverse transfer provides a clear benefit to two-year institutions, such as many of those at WTCS.

⁵ Belfield, C. R., & Bailey, T. (2017) *Does it Pay to Complete Community College – and How Much?* (CAPSEE Research Brief), New York, NY: CAPSEE.
<https://ccrc.tc.columbia.edu/media/k2/attachments/capsee-does-it-pay-complete-community-college.pdf> (accessed November 11, 2020).

⁶ Cropko, Peter and Kopko, Elizabeth (2014) *Should Community College Students Earn an Associate Degree before Transferring to a Four-Year Institution?* (CCRC Working Paper No. 70) New York, NY: Columbia University, Teachers College, Community College Research Center.

Previous Action or Discussion

The Board recently approved *Regent Policy Document 7-1, "Transfer and Award of Credit for Extra-Institutional Learning"* and is reviewing *Regent Policy Document 4-16, "Criteria for Approval of Wisconsin Technical College System liberal arts and pre-professional Transfer Programs"* today. The Board has also approved five liberal arts transfer programs from the WTCS in the past.

Related Policies

- *Regent Policy Document 4-16, "Criteria for Approval of Wisconsin Technical College System liberal arts and pre-professional Transfer Programs"*
- *Regent Policy Document 7-1, "Transfer and Award of Credit for Extra-Institutional Learning"*
- SYS Policy 135: Undergraduate Transfer

December 10, 2020

**REGENT POLICY DOCUMENT REVIEW:
RPD 4-16, "CRITERIA FOR APPROVAL OF WISCONSIN TECHNICAL
COLLEGE SYSTEM LIBERAL ARTS AND PRE-PROFESSIONAL
TRANSFER PROGRAMS"**

REQUESTED ACTION

Adoption of Resolution F, which amends RPD 4-16, "Criteria for Approval of Wisconsin Technical College Transfer Programs."

Resolution F. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the amendment of RPD 4-16, "Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs," to update the policy and meet the standards for a Regent Policy Document and to rename the policy, "Criteria for Approval of Wisconsin Technical College System Liberal Arts and Pre-Professional Transfer Programs."

SUMMARY

Wisconsin Statutes ([Wis. Stat. §36.31](#)) require that the Wisconsin Technical College System (WTCS) Board and the University of Wisconsin (UW) Board of Regents approve any broadening of transfer programs in WTCS beyond those offered by Madison Area Technical College, Milwaukee Technical College and Nicolet Technical College during the 1972-73 academic year. RPD 4-16 establishes principles, guidelines and a process for considering new WTCS transfer programs.

This proposal retains but modifies essential provisions related to UW System-level principles, guidelines and process for considering proposed WTCS transfer programs. Under the proposal, the actual criterion for transfer liberal arts programs and for pre-professional transfer programs will be included in UW System Administrative Policy 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs." The proposed policy is reformatted to meet the standards for a Regent Policy Document.

The Education Committee is asked to approve the revision to this policy as part of the Board's ongoing analysis and revision of Regent Policy Documents. In February 2011, the

President of the Board formally announced a process to review and update the Board's RPDs. Under the process, each RPD is reviewed to determine whether the policy is still relevant and whether the policy should be revised or removed. Policies that are retained are formatted to meet standards established by the Regents in RPD 2-3. The Board has revised numerous policies, repealed obsolete policies, and established new policies under this process.

Presenter(s)

- Dr. Carleen Vande Zande, UW System Associate Vice President for Academic & Student Affairs

BACKGROUND

Both WTCS and UW System are subject to several statutory provisions that require the systems to coordinate the development of transfer programs. Section 36.31, Wis. Stats., requires that the WTCS Board and the UW System Board of Regents both approve any broadening of collegiate transfer programs in WTCS districts. Section 38.12 (8)(b), Wis. Stats., also requires WTCS District Boards to coordinate any effort to share programs and facilities, including collegiate transfer programs, with UW System institutions. Section 36.31 (2m), Wis. Stats., requires the WTCS Board and the UW System Board of Regents to enter into a formal agreement to identify core educational courses that would be transferable and satisfy general education requirements at a receiving institutions or college.

The UW System Board of Regents adopted the provisions of RPD 4-16 in February 2007 as part of its process for considering approval of the Chippewa Valley Technical District Liberal Arts Transfer program; these criteria were also used to approve the Liberal Arts Transfer program at Western Technical College. RPD 4-16 describes the principles, guidelines, and process by which the Board considers new transfer programs within the Wisconsin Technical College System (WTCS). The Board adopted the provisions as Academic Information Series 1.2, which UW System Administration subsequently renumbered as UW System Administrative Policy (SYS) 110. SYS 110 currently duplicates the provisions of RPD 4-16. A copy of RPD 4-16 is included as Appendix A. Currently Madison College, Milwaukee Area Technical College, Nicolet Area Technical College, Chippewa Valley Technical College, and Western Technical College award the Associate of Arts (AA) or Associate of Science (AS) of Liberal Arts Degree.

The purpose of RPD 4-16 is to establish the Board's expectations for WTCS Liberal Arts Transfer programs and to aid the Board in meeting its responsibility under s. 36.31, Wis. Stats., to approve WTCS transfer programs. Given the important relationship between the UW System and WTCS and the role of both systems in expanding educational opportunities to Wisconsin residents throughout the state, this proposal modifies but retains the essential provisions of RPD 4-16. If adopted, the proposal would integrate the actual

criterion for transfer liberal arts programs and for pre-professional transfer programs in UW System Administrative Policy 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs," rather than including the criterion in RPD 4-16. This proposal reformats the policy to meet the standards for a Regent Policy Document as described in RPD 2-3, "Standards and Protocol for Regent Policy Documents."

The proposal includes a new provision to clarify that WTCS liberal arts transfer programs must meet minimum standards for a UW System associate degree. Those standards are currently described in UW System Administrative Policy (SYS) 115, "Associate Degree Standards" and UW System Administrative Policy (SYS) 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs."

Provisions related to the overall transfer process between UW System and WTCS are addressed separately in Regent Policy Document 7-1, "Transfer and Award of Credit for Extra-Institutional Learning," and UW System Administrative policies. These policies also include specific provisions related to the establishment of the Universal Credit Transfer Agreement as required under s. 36.31 (2m), Wis. Stats., and procedures for establishing articulation agreements between UW institutions and WTCS districts.

Related Policies and Applicable Laws

- Section 36.11 (3), Wis. Stats., "Admission of Applicants."
- Section 38.04, Wis. Stats., "Teacher and course requirements."
- Section 38.12 (8), Wis. Stats., "Cooperation with other state agencies."
- RPD 7-1, "Transfer and Award of Credit for Extra-institutional Learning"
- RPD 7-3, "University of Wisconsin System Freshman Admissions Policy."
- RPD 4-6, "Granting of Degrees, Certificates, Honors and Awards."
- RPD 4-12, "Academic Program Planning Review and Approval in the UW System."
- UW System Administrative Policy (SYS) 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs."
- SYS 140, "UW System Templates for Articulation Agreements Between UW System Institutions and WTCS Districts."
- SYS 115, "Associate Degree Standards."
- SYS 135, "UW System Undergraduate Transfer Policy."

ATTACHMENTS

- A) RPD 4-16, "Criteria for Approval of Wisconsin Technical College System Liberal Arts and Pre-Professional Transfer Programs." (Proposed)
- B) RPD 4-16, "Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs." (Current)

**RPD 4-16 CRITERIA FOR APPROVAL OF WISCONSIN TECHNICAL COLLEGE SYSTEM
LIBERAL ARTS AND PRE-PROFESSIONAL TRANSFER PROGRAMS (Formerly 07-2)—
PROPOSED POLICY**

SCOPE

This policy applies to UW System Board approval for liberal arts and pre-professional transfer programs leading to the Associate of Art (A.A.) or Associate of Science (A.S.) degree offered by Wisconsin Technical College System Districts.

PURPOSE

This policy establishes principles and guidelines governing the development and expansion of liberal arts and pre-professional transfer programs offered by the WTCS District and coordinated with the UW System. Wisconsin Statutes (Wis. Stat. §36.31)¹ require that the Wisconsin Technical College System (WTCS) Board, and the University of Wisconsin System (UW) Board of Regents approve the broadening of transfer programs in WTCS districts.

This policy is intended to expand and enhance credit transfer and expand the opportunities for Wisconsin residents to earn a baccalaureate degree, while promoting the active coordination, collaborations, and efficient delivery of higher education programs in the state.

POLICY STATEMENT

The UW System Board of Regents adopts the provisions of this policy to guide the expansion of liberal art and pre-professional transfer programs coordinated with WTCS under s. 36.31, Wis. Stats and to foster efforts to streamline the transfer and approval process between the two systems.

¹ **36.31 COORDINATION WITH OTHER EDUCATIONAL AGENCIES.**

36.31(1)

(1) The board shall not, without the approval of the technical college system board, broaden the system's post-high school training mission to include the preparation of persons for semiprofessional or skilled-trade occupations beyond those offered during the 1972-73 academic year. The technical college system board shall not, without the approval of the board of regents, broaden its system's collegiate transfer program offerings beyond those in existence during the 1972-73 academic year. In this section, "collegiate transfer program" has the meaning given in [s. 38.01 \(3\)](#).

36.31(2)

(2) The technical college system board, in agreement with the board may designate courses other than those covered under [sub. \(1\)](#) as transferable for collegiate credit between the 2 systems.

A. Principles

The UW System Board of Regents recognizes that state higher education resources are best utilized by ensuring that newly created liberal arts and pre-professional transfer programs do not unnecessarily duplicate existing programs and offerings.

In considering additional sites for new liberal arts and pre-professional transfer programs, the UW System and WTCS shall consider all programs currently available through UW institutions and to promote closer cooperation and collaboration with the WTCS. Changes in labor market trends, the need for talent development, and more frequently occurring content updates and standards revisions necessitate this policy remain relevant.

Further, any proposed programs should:

- Meet a projected long-term need by students.
- Draw upon the existing strengths and resources of the WTCS and UWS institutions.
- Identify and justify sources and uses of new or reallocated resources necessary to support the program.

B. Liberal Arts Transfer Programs

WTCS liberal arts transfer programs generally offer the equivalent of the first two years of general education courses required by UW institutions, that meet UW System standards for an associate degree, and are designed for students planning to transfer to a baccalaureate institution.

Guidelines for Transfer Liberal Arts Programs

New liberal arts transfer programs may be considered for WTCS districts in which there is a demonstrated need on the part of existing and potential students for those programs and where it has been clearly demonstrated that UW institutions cannot accommodate that need. Opportunities to collaborate, including opportunities to offer distance education courses and programs, should be considered and utilized when feasible.

Criteria for Transfer Liberal Arts Program Approval

The Board of Regents' approval of WTCS liberal arts transfer programs shall be contingent on criterion outlined in UW System Administrative Policy 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs" and UW System Administrative Policy 115 "Associate Degree Standards."

Transfer of WTCS Liberal Art Associate Degree Programs to UW institutions

Liberal arts transfer associate degrees offered by a WTCS institution shall meet minimum standards for an associate degree as established by the UW System Administration and to transfer WTCS students into the UW institution with junior standing.

UW institutions shall recognize a liberal arts Associate in Arts (A.A) or Associate in Science (A.S.) degree earned from a WTCS institution as having fulfilled the general education or breadth requirements of the receiving institution.

C. Pre-Professional Transfer Programs*Guidelines for Transfer Pre-Professional Programs*

WTCS pre-professional transfer programs are A.A. or A.S. degrees offered by a WTCS district in a specified disciplinary area, e.g., engineering, business, and include liberal arts transfer credits, and transfer credits in the pre-professional core area.

A primary goal of a WTCS pre-professional program is to facilitate a seamless transfer between one or more WTCS and partner UW institutions, to increase the portability of credits and credentials, and to transfer WTCS into the UW System with junior standing. The Board will consider pre-professional programs from WTCS districts in which there is a demonstrated need for the program on the part of existing and potential students.

The Board may consider pre-professional programs from the following WTCS districts:

1. A WTCS district that has been approved under this policy to offer liberal arts transfer programs.
2. A WTCS district that does not have liberal arts degree authority may offer a pre-professional degree program if the program is offered in collaboration with a UW institution. This collaboration should draw on the respective strengths of the institutions. This collaboration may involve the development of a consortia degree, offered jointly by a WTCS and a UW institution.
3. A WTCS district that does not have liberal arts degree authority and is not proposing to offer a degree in collaboration with a UW institution may offer a pre-professional degree if the Board concludes that such a collaboration is not practical, effective or efficient. The Board will make every effort, working with the System President and the UW Chancellors to ensure that the effective and efficient collaboration between the two systems occurs and that the proposed program is in the best interest of students and taxpayers before approving a degree.

Criteria for Pre-Professional Transfer Program Approval

The Board of Regents' approval of a pre-professional program offered by a WTCS district shall be contingent on criterion outlined in UW System Administrative Policy 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Transfer Programs" and UW System Administrative Policy 115 "Associate Degree Standards."

Transfer of WTCS Pre-Professional Associate Degree Programs to UW institutions

Pre-professional transfer associate degrees offered by a WTCS institution shall meet minimum standards for an associate degree as established by the UW System Administration and to transfer WTCS students into the UW institution with junior standing.

UW institutions shall recognize a Pre-Professional Associate in Arts (A.A) or Associate in Science (A.S.) degree earned from a WTCS institution as having fulfilled the general education or breadth requirements of the receiving institution.

D. Review and Approval Process for WTCS Transfer Programs

WTCS staff and UW System Administration staff shall coordinate the development of any proposed new liberal arts or pre-professional transfer program offered by WTCS and shall ensure that UW institutions are informed and consulted throughout program development.

Upon approval by the WTCS District and the WTCS State Board, a proposal for a new WTCS liberal arts or pre-professional transfer program shall be submitted for approval to the UW System Board of Regents through its Education Committee. The final authority for approving a WTCS liberal arts or pre-professional transfer program rests with the UW System Board of Regents.

OVERSIGHT, ROLES AND RESPONSIBILITIES

The UW System Office of Academic and Student Affairs will coordinate with Wisconsin Technical College System staff in developing and seeking approval for new WTCS liberal arts and pre-professional transfer programs.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

- Section 36.11 (3), Wis. Stats., "Admission of Applicants."
- Section 38.04, Wis. Stats., "Teacher and course requirements."
- Section 38.12 (8), Wis. Stats., "Cooperation with other state agencies."

- Regent Policy Document 7-1, ""Transfer and Award of Credit for Extra-institutional Learning."
- Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy."
- Regent Policy Document 4-6, "Granting of Degrees, Certificates, Honors and Awards."
- Regent Policy Document 4-12, "Academic Program Planning Review and Approval in the UW System."

History: Res. 9289, adopted 02/09/2007, created Regent Policy Document 4-16. Res. XXXXX, adopted XX/XX/2020, amended RPD 4-16.

SEE ALSO:

- UW System Administrative Policy (SYS) 110, "UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs."
- UW System Administrative Policy (SYS) 115, "Associate Degree Standards."
- UW System Administrative Policy (SYS) 135, "UW System Undergraduate Transfer Policy."
- UW System Administrative Policy (SYS) 140, "UW System Templates for Articulation Agreements Between UW System Institutions and WTCS Districts."

4-16 Regent Policy Document 4-16 (formerly 07-2)

Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs

Wisconsin Statutes (Wis. Stat. §36.31)¹ require that the Wisconsin Technical College System (WTCS) Board, and the University of Wisconsin System (UWS) Board of Regents (BOR) approve the broadening of collegiate transfer programs in WTCS districts.

WTCS is pursuing additional collegiate transfer offerings through the development of pre-professional associate degree programs and through increasing the number of liberal arts (formerly called College Parallel) associate degree programs. Liberal arts programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree are currently offered at three WTCS colleges: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College. WTCS has established criteria for approval of additional collegiate transfer programs by the appropriate District and the WTCS State Board. The following describes the principles, guidelines and criteria for consideration by the UW System Board of Regents of new collegiate transfer programs.

I. Principles

A. Enhance Credit Transfer.

The goal of expanding opportunities for liberal arts programs and creating pre-professional programs in the technical college system is to enhance credit transfer so as to expand the opportunities for Wisconsin citizens to earn baccalaureate degrees.

B. Avoid Unnecessary Duplication.

State higher education resources are best utilized by ensuring that additional liberal arts and pre-professional programs do not unnecessarily duplicate existing programs and offerings.

1. In considering additional sites for liberal arts programs and new pre-professional programs, consideration must be given to all options currently available through UWS institutions.
2. Approved programs should:
 - a. Meet a projected long-term need by students.
 - b. Draw upon the existing strengths and resources of the WTCS and UWS institutions.
 - c. Identify and justify sources and uses of new or reallocated resources necessary to support the program.

II. Liberal Arts Programs

The WTCS Liberal Arts Program offers two 64-credit degrees, an Associate in Arts (A.A.) and an Associate in Science (A.S.) degree. The degrees are designed for students planning to transfer to a baccalaureate institution. By completing one of these degrees, the student will generally satisfy the first two years of general education requirements for various majors in baccalaureate institutions and obtain an educational foundation in languages, humanities, natural sciences, mathematics, and the social sciences.

A. Guidelines for Liberal Arts Programs.

1. Additional liberal arts programs will be considered for WTCS districts in which there is a demonstrated need on the part of existing and potential students and where it has been clearly demonstrated that UWS institutions cannot accommodate the need.
2. Collaboration opportunities, including distance education, offered by UWS institutions should be considered and utilized when feasible.

B. Review and Approval Process for Liberal Arts Programs.

1. Throughout the WTCS review process, WTCS staff and UWS Administration (UWSA) staff will be in communication about the proposed new program so that UWS institutions can be informed and consulted as the Liberal Arts program is being developed.
2. Upon WTCS District and the WTCS State Board approval, the programs will be submitted to the BOR through its Education Committee. UWSA staff, in collaboration with WTCS staff, will make a formal presentation on the new liberal arts program to the Education Committee. The final authority for granting the program rests with the Board of Regents.

C. Criteria for Liberal Arts Program Approval.

1. Formal review and, if possible, approval of the curriculum for course transfer is obtained from at least one UWS institution to which students are likely to transfer following completion of the Liberal Arts degree.
2. Approval is granted by the appropriate WTCS District Board and the WTCS State Board.
3. The program meets a demonstrated long-term need that is not currently served by a WTCS or UWS institution and where it has been clearly demonstrated that UWS institutions cannot accommodate the need.
4. The program meets appropriate accreditation standards.

5. Concerns raised by WTCS and/or UWS institutions have been considered and addressed.
6. Collaboration with existing UWS or WTCS programs has been investigated and, when appropriate, initiated.
7. The program is an efficient and effective use of state higher educational resources.

III. Pre-Professional Programs

Pre-professional programs would offer a degree that is new to the WTCS. The degree would be an Associate of Arts or Associate of Science in a specified disciplinary area, e.g., engineering, business, and include 40-45 collegiate transfer liberal arts credits, and 18-21 collegiate transfer credits in the pre-professional core area.

Seamless transfer from a WTCS institution to a partner UWS institution's professional program is the primary goal of pre-professional programs. Pre-professional programs would be designed to facilitate transfer between one or more WTCS and UWS institutions where possible. They will be considered from WTCS districts in which there is a demonstrated need on the part of existing and potential students.

A. Guidelines for Pre-Professional Programs.

1. The Board may consider pre-professional programs from:
 - a. A WTCS district that has liberal arts degree authority (currently MATC Madison and Milwaukee and Nicolet Technical College).
 - b. A WTCS district that does not have liberal arts degree authority if offered in collaboration with a UWS institution(s).
 - i. This collaboration should draw on the respective strengths of the institutions where feasible (liberal arts in the case of the UWS institution, and the pre-professional in the case of the WTCS institution).
 - ii. This collaboration could involve the development of a consortial degree, offered jointly by a WTCS and a UWS institution.
 - c. A WTCS district that does not have liberal arts degree authority, and is not proposing to offer a degree in collaboration with a UWS institution as described in section III.A.1.b., if the Board concludes that such a collaboration is not effective and efficient. The Board will make every effort, working with the President and the Chancellors of the UWS, to see that effective and efficient collaboration between the two systems occurs in the best interest of students and taxpayers before reaching such a conclusion.

B. Review and Approval Process for Pre-Professional Programs.

1. Throughout the WTCS review process, WTCS staff and UWSA staff will be in communication about the proposed new program so that UWS institutions can be informed and consulted as the pre-professional program is being developed.
2. Upon WTCS District and WTCS State Board approval, the program will be submitted to the BOR through its Education Committee for approval. UWSA staff, in collaboration with WTCS staff, will make a formal presentation on the new pre-professional program to the Education Committee. The final authority for granting the program rests with the Board of Regents.

C. Criteria for Pre-Professional Program Approval.

1. Approval of the program is obtained from the WTCS and UWS partner institution(s), including the transfer and application of courses toward a degree at the institution.
2. Approval of the program is granted by the appropriate WTCS District Board and the WTCS State Board.
3. The program meets a demonstrated long-term need that is not currently served by a WTCS or UWS institution and where it has been clearly demonstrated that UWS institutions cannot accommodate the need.
4. The program meets the appropriate accreditation standards.
5. The UWS partner institution offers a major or program in a related disciplinary area.
6. Concerns raised by WTCS and/or UWS institutions have been considered and addressed.
7. Collaboration with existing UWS or WTCS programs has been investigated and, when appropriate, initiated.
8. The program is an efficient and effective use of state higher educational resources.

¹ 36.31 COORDINATION WITH OTHER EDUCATIONAL AGENCIES.**36.31(1)**

(1) The board shall not, without the approval of the technical college system board, broaden the system's post-high school training mission to include the preparation of persons for semiprofessional or skilled-trade occupations beyond those offered during the 1972-73 academic year. The technical college system board shall not, without the approval of the board of regents, broaden its system's collegiate transfer program offerings beyond those in existence

during the 1972-73 academic year. In this section, “collegiate transfer program” has the meaning given in [s. 38.01 \(3\)](#).

36.31(2)

(2) The technical college system board, in agreement with the board may designate courses other than those covered under [sub. \(1\)](#) as transferable for collegiate credit between the 2 systems.

History: Res. 9289 adopted 2/9/07.

SEE ALSO:

[SYS 110, UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs](#) (formerly ACIS 1.2)

[SYS 135, Undergraduate Transfer Policy](#) (formerly ACIS 6.0)

[SYS 140, UW System Templates for Articulation Agreements Between UW System Institutions and WTCS Districts](#) (formerly ACIS 6.2)

[UW System Administrative policies are included for reference and are separate from Regent Policy Documents adopted by the Board.]

**REGENT POLICY DOCUMENT REVIEW:
RPD 4-13 "ACADEMIC CALENDAR POLICY"**

REQUESTED ACTION

Adoption of Resolution G, which rescinds Regent Policy Document (RPD) 4-13, "Academic Calendar Policy," and retains certain provisions of the policy as Board Resolution.

Resolution G. That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents rescinds Regent Policy Document 4-13, "Academic Calendar Policy."

The Board reaffirms that UW institutions shall continue to provide 39 weeks in the contractual period of faculty and staff and 34 weeks of organized services including classroom instruction, registration, advising, and examining during an academic year. UW institutions shall continue to use the terms "winter break" to describe the break between the fall and spring semester and "spring break" to describe the break in the spring semester that often coincides with Easter. When applicable, institutions shall use naming conventions for other holidays consistent with state law when applicable.

The Board recognizes the authority of the UW Chancellor to develop the academic calendar for each UW institution. The Board delegates authority to the System President to establish guidelines and review institutional academic calendars to maintain the academic integrity of UW System programming and to ensure compliance with federal and state law. The System President shall publish the academic calendars annually.

SUMMARY

This proposal rescinds RPD 4-13. Implementation of RPD 4-13 was contingent on the repeal of s. 36.11(16), Wis. Stats., which prohibits institutions from starting an academic year before September 1. This statute was not repealed, and the policy is not in effect.

The requirements under RPD 4-13 that in the contractual period of faculty and staff should be for 39 weeks and that institutions provide 34 weeks of organized services each academic year were in effect prior to adoption of RPD 4-13. This proposal retains, as a resolution rather than an RPD, the expectations related to the contractual period and organized services. Similarly, the proposal retains as resolution the provisions that establish naming conventions for winter and spring breaks and the provision that other holidays, such as Martin Luther King Day and Good Friday, be named in accordance with state law as applicable.

The UW Chancellor of each institution is responsible for establishing the academic calendar of the institution. UW System's Office of Academic and Student Affairs, working on behalf of the Board and the System President, has historically reviewed and published UW academic calendars. UW System Administration provides systemwide guidance related to the academic calendar through UW System Administrative Policy 165. The proposed resolution officially recognizes these roles in establishing UW academic calendars.

The Education Committee is asked to approve the revision to this policy as part of the Board's ongoing analysis and revision of Regent Policy Documents. In February 2011, the President of the Board formally announced a process to review and update the Board's RPDs. Under the process, each RPD is reviewed to determine whether the policy is still relevant and whether the policy should be revised or removed. Policies that are retained are formatted to meet standards established by the Regents in RPD 2-3. The Board has revised numerous policies, repealed obsolete policies, and established new policies under this process.

Presenter(s)

- Dr. Carleen Vande Zande, UW System Associate Vice President for Academic & Student Affairs

BACKGROUND

UW Chancellors, in consultation with faculty, the registrar, and director of financial aid, are responsible for determining the primary divisions of the institution's academic calendar and for establishing the institution's academic calendar each year. The academic calendar designates periods for instruction, registration, advising, examination, and official state holidays. Each UW institution may organize its academic calendar in two semesters, three quarters, or modules of semesters or quarters and shorter terms.

In 1991, the Board of Regents established the Academic Calendar Policies Working Group to examine various issues such as the length of UW System's academic year and instructional days, Wisconsin statutes, and terminology used to describe various holidays.

The report found that the number of instructional days varied between UW institutions, ranging between 140 and 153 days per year. ¹

1985 Wisconsin Act 62 created and 1985 Wisconsin Act 120 modified s. 36.11 (16), Wis. Stats., which prohibits UW System institutions from commencing fall semester classes, except medical school and 4th year classes at the school of veterinary medicine, until after September 1st. The workgroup's final report discussed several issues related to this requirement, including noting that institutions had to adopt an unequal number of instructional days in the fall and spring semesters to comply with the law.²

The working group recommended to achieve more consistency between the length of the fall and spring semesters that UW System seek repeal of the statutory requirement. They argued that repealing the statute would allow institutions to provide more instructional days and provide greater flexibility in scheduling final exams and study days. The working group recommended, and the Board adopted as a resolution that, upon repeal of the statute, institutions provide a minimum of 150 days of instruction per academic year, or a UW System approved alternative, and even-length semesters.³

The working group also recommended changing the names of certain holidays. The report noted that the use of neutral language to describe these holidays reflected the variety of beliefs held by UW students, faculty and staff. They also noted the use of neutral language is more accurate, "particularly for spring break which does not always occur at the same time as Easter."⁴ The Board adopted the working group's recommendations, which became the provisions of RPD 4-13, as Resolution 6290 on December 11, 1992.

This proposal recommends rescinding RPD 4-13. The policy was contingent on the repeal of s. 36.11 (16), Wis. Stats., which never occurred. The RPD also simply restates a Board resolution and does not meet the standards for a Regent Policy Document.

The proposal retains as a resolution the standards that institutions provide 39 weeks in the contractual period for faculty and staff and 34 weeks of organized services. These standards were in effect prior to the adoption of RPD 4-13 and will continue to be incorporated into UW System Administration policy and institutional practice.

This proposal also retains the provisions related to holiday names as part of the resolution. These provisions are limited in scope, already reflect current practice, and do not need to

¹ UW System Administration Academic Calendar Policies Working Group. (1992). *Report to the University of Wisconsin System Board of Regents on the Academic Calendar*. Madison: UW System Administration.

² UW System Academic Calendar Policies Workgroup Report, page 2.

³ UW System Academic Calendar Policies Workgroup Report, page 2-3.

⁴ UW System Academic Calendar Policies Workgroup Report, page 4.

be incorporated in a Regent Policy Document, which are intended to address broad, strategic issues.

Repealing RPD 4-13 will not impact the academic integrity of UW system programs. The original working group report noted that, “no single national standard exists for academic calendar elements such as semester length or number of instructional days...”⁵ However, higher education institutions are required to comply with federal regulations regarding credit hours, which essentially determine how many instructional hours institutions must provide. 34 CFR 600.2 defines a credit hour, in part, as “one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time...”

Institutions must also comply with accreditation standards related to their academic calendar and credit hour requirements. The Higher Learning Commission (HLC) evaluates each institution’s assignment of credits and program length by reviewing the institution’s calendar, term length and types of credit; policy on credit hours; and clock hours.

Finally, UW System’s Office of Academic and Student Affairs reviews and publishes UW System’s academic calendars to provide additional oversight and coordination of UW System’s academic calendars. The proposed resolution recognizes this role for UW System Administration by delegating authority to the UW System President for providing guidance to institutions, reviewing, and publishing academic calendars. UW System Administrative Policy (SYS) 165 “Academic Year Definition and Assorted Derivatives,” provides system-level guidance to UW institutions regarding the academic year calendar, awarding credit, and faculty appointment periods. SYS 165 was first established in 1975 and most recently revised in 2000. As part of its oversight role, UW System Administration plans to review and revise SYS 165, as needed.

Related Policies and Applicable Laws

- Regent Policy Document 20-25, “Teaching Workload Policy”
- Section 36.11 (16), Wis. Stats., “Commencement of Fall Semester”
- 34 CFR 600.2, “Definitions (Credit Hour)”
- UW System Administrative Policy (SYS) 165, “Academic Year Definition and Assorted Derivations.”

ATTACHMENT

A) RPD 4-13, “Academic Calendar Policy” -- Current

⁵ UW System Academic Calendar Policies Workgroup Report, page 1.

Regent Policy Document 4-13 (formerly 92-9)

Academic Calendar Policy

Contingent upon legislative repeal of the statute mandating the post-September 1 starting date for formal classes at University of Wisconsin System Institutions, all University of Wisconsin System Institutions shall develop academic calendars that provide: 39 weeks in the contractual period for faculty and staff; 34 weeks of organized services, a minimum of 150 days of classroom instruction (or a University of Wisconsin System-approved alternative); and even-length semesters. All University of Wisconsin System Institutions shall substitute “winter break” and “spring break” for “Christmas vacation” and “Easter vacation.” Other holidays, such as Martin Luther King Day and Good Friday, shall be referred to by the name designated by the State of Wisconsin.

History: Res. 6290 adopted 12/11/92.

SYS 165: Academic Year Definition and Assorted Derivatives (formerly ACPS 4.0)

[UW System Administrative policies are included for reference and are separate from Regent Policy Documents adopted by the Board.]

**REGENT POLICY DOCUMENT REVIEW:
RPD 4-8, "REMEDIAL EDUCATION POLICY"**

REQUESTED ACTION

Adoption of Resolution H, which rescinds, replaces, and renames RPD 4-8, "Remedial Education Policy."

Resolution H. That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents rescinds and replaces Regent Policy Document 4-8, "Remedial Education Policy," to revise the policy to reflect current practice in developmental education, to rename the policy "Developmental Education," and to reformat the policy to meet the standards for a Regent Policy Document.

SUMMARY

This proposal would rescind and replace RPD 4-8 "Remedial Education Policy," because the policy is obsolete. If adopted, the new policy will require UW System Administration to develop guidance allowing UW System institutions to adopt evidence-based, best-practice approaches for delivering effective developmental education. The proposal would rename the policy "Developmental Education," to reflect current terminology for remedial education and would reformat the policy to meet the standards for a Regent Policy Document.

The Education Committee is asked to consider this policy revision as part of the Board's ongoing review and analysis of Regent Policy Documents. In February 2011, the President of the Board formally announced a process to review and update the Board's RPDs. Each RPD is reviewed to determine whether the policy is still relevant and whether the policy should be revised or removed. Policies that are retained are formatted to meet standards established by the Regents in RPD 2-3. The Board has revised numerous policies, repealed obsolete policies, and established new policies under this process.

Presenter(s)

- Dr. Carleen Vande Zande, Associate Vice President of Academic and Student Affairs

BACKGROUND

RPD 4-8 establishes expectations for remedial education, now commonly referred to as developmental education, within the UW System. New freshmen vary in their ability to successfully complete college coursework. UW institutions use placement tests to assess each new student's likelihood of success in mathematics and English. Students identified as under-prepared for college-level courses in mathematics or English are enrolled in non-credit remedial coursework or complete other activities to remediate the deficiency. UW institutions are responsible for determining how the classes are offered and for developing the specific curriculum, standards, and methods of instruction.

Among the 28,276 new freshmen entering the UW System in the fall of 2019, 24.1% required some form of developmental education coursework. This compares favorably to studies estimating that approximately 40% of students at four-year public institutions require remedial coursework nationally. In Wisconsin, 21.8% of new freshmen required math remediation coursework, 6.1% required English remediation, and 3.8% required both math and English remediation.¹

Developmental Education Reform

In recent years, many students, educational researchers, and, in some cases, legislators have questioned the effectiveness of traditional developmental education courses. Research has shown that students assigned to these courses, and particularly those students who are assigned but do not complete the coursework, are less likely to complete college.

UW System analyzed the six-year graduation rate for the freshmen cohort entering the UW System in the fall of 2011. The analysis found that 55.4% of students who took and completed a required remediation class within the first year graduated within six years. This compared to 73.1% of students who did not have any remedial education requirement. Only 21.2% of students who did not complete a required remediation course graduated within a six-year period.² The Brookings Institution summarized the challenge presented by traditional developmental education courses as follows:

¹ UW System Administration, Office of Policy Analysis and Research, November 23, 2020.

² UW System Administration. (2018). *Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation*. Retrieved from https://www.wisconsin.edu/education-reports-statistics/download/educational_statistics/2018-Remedial-Report-Final.pdf, Page 16.

“By requiring students to take remedial coursework before they can take college-level courses and complete their degree, institutions immediately place remediated students at a disadvantage (in terms of both time and money). The hope was that the remedial course treatment would improve subsequent performance enough to more than make up for this initial deficit. And for some students, it might, but others simply drop out before ever making it out of remediation.”³

Traditional developmental education programs may also become a barrier to college completion for under-represented students, such as first-generation students, students from low-income families, and students of color. The organization *Complete College America* notes remediation may often be a student’s “first and last college experience—a reality that is disproportionately true for low-income students and students of color.”⁴ Low-income and students of color are disproportionately enrolled in UW System’s remedial education programs. In 2017, for example, 46.4% of African American, 29.9% of Hispanic/Latino(a), 32.1% of Native American, and 20.6% of Asian students were enrolled in remedial education programs, compared to 16.2% of non-underrepresented minority students. Of UW students who received Pell Grants (students from lower income families), 26.8% were enrolled in remedial education compared to 14.8% who did not receive a Pell Grant.⁵

Studies also identify the cost of developmental education courses to students and their families as a concern. One study estimates that students and their families spend \$1.3 billion on these courses each year, even though students do not receive academic credit for completing the courses.⁶

Regent Policy Document 4-8

Regent Policy Document 4-8, “Remedial Education Policy,” was adopted by the UW System Board of Regents as Resolution 5088 in November 1988. The policy establishes criteria for remedial education and establishes certain expectations for institutions to administer remedial education coursework. The policy requires remedial education courses to be non-credit and offered on a fee-recovery basis.

³ Scott-Clayton, J. (2018, March 29). *Evidence-based reforms in college remediation are gaining steam – and so far living up to the hyp*. Retrieved from Brookings: www.brookings.edu/research/evidence-based...

⁴ Complete College America (2012). Page 1.

⁵ UW System Administration. (2018). Page 6.

⁶ Jimenez, L., Sargrad, S., Morales, J., & Thompson, M. (2016, September 28). Remedial Education: The Cost of Catching Up. *Center for American Progress*. Retrieved from <https://www.americanprogress.org/issues/education-k-12/reports/2016/09/28/144000/remedial-education/>

In an effort to reduce the need for remedial education, the policy requires UW System administration to develop a statement of minimum competencies in mathematics and English for incoming freshmen by October 1989. Further, to ensure students are adequately prepared for college and reduce the need for developmental education courses, the policy requires UW System to coordinate efforts with the State of Wisconsin's Department of Public Instruction in developing a plan to assess competencies in English and mathematics in Wisconsin's high schools.

The policy requires UW System to prepare an annual report for the Board describing the number of new freshmen identified as needing remediation in English and mathematics and the number who successfully completed remedial courses in English and mathematics. In 1997, the Board of Regents adopted Resolution 7382, which changed the reporting cycle from one to three years. Although not currently addressed in the policy, 2015 Wisconsin Act 28 created s. 36.65 (5), Wis. Stats., which requires UW System Administration to annually report to the legislature the number of students who, based on placement tests, are required to complete developmental education courses in English and mathematics courses.

Developmental Education Reforms

The current policy reflects the position that students should be placed in developmental or college-level courses based on their performance on standardized tests. New research and best practices suggest that using standardized test scores for placement is not always a good predictor of student success. In 2017, for example, ACT[®] phased-out the use of its placement test, *Compass*, after the company's internal studies showed that test results inaccurately recommended placing students who were prepared for college-level work in remedial education courses.⁷ Similar concerns have been raised about the error rates in placement tests in general.

Inaccurate tests not only may result in inappropriate placement of college-ready students in developmental education courses but may also decrease student success by placing under-prepared students into college-level coursework. Students who are placed in remedial education inappropriately are at an increased risk of dropping out and causing students and families to incur costs for coursework that was not needed and did not earn credit toward a degree.

Some states have addressed the use of placement tests as part of their reform of developmental education. In 2013, Florida passed a state law that prohibited institutions

⁷ Peterson's. (2017, November 29). *ACT Phases out Compass Placement Test*. Retrieved from Peterson's: <https://www.petersons.com/blog/ACT-Phases-out-Compass-Placement-Test/>

from requiring students to take a placement exam for determining whether they needed to take remedial education.⁸ In 2017, as part of a larger reform effort to increase student graduation rates, the California State University System also abandoned the use of placement tests.⁹

One alternative to using placement exams is for institutions to consider a range of factors and multiple measures when considering whether to place a student in developmental education courses. Studies have found that alternative measures, which may be used in combination with placement test scores, could provide stronger indicators of student success. A combination of factors, such as high school GPA, non-cognitive assessments, along with consideration of scores on standardized tests are more predictive of student success.¹⁰

The current policy also assumes that remediation will only be provided through traditional developmental education courses, where students must successfully complete a remedial education course before enrolling in college-level courses. Currently, higher education institutions nationally and in Wisconsin are piloting a variety of alternative developmental education models to try to improve the effectiveness of those courses.

Research identifies corequisite programming as one promising approach. Corequisite courses enroll students directly into college-level courses and provide them with supplemental support or coursework in order to succeed, which allows students to earn college credit and keeps them on track to complete college in a timely manner. Several UW universities have developed corequisite courses and academic learning support experiences.

Some states and university systems have adopted corequisite programming as the standard for providing developmental education. In its 2017 reform efforts, the California State University System eliminated the use of non-credit remedial education courses for entering students and instead enrolled students in need of remediation in corequisite

⁸ Smith, A. A. (2019, March 29). Mixed Results on Florida Remedial Education Gamble. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/news/2019/03/29/remedial-education-progress-florida-still-leaves-unanswered-questions>

⁹ Education Next. (2017, 8 August). In the News: Cal State Will No Longer Require Placement Exams and Remedial Classes for Freshmen. Retrieved from <https://www.educationnext.org/news-cal-state-will-no-longer-require-placement-exams-remedial-classes-freshmen/>

¹⁰ Zachry Rutschow, E., Cormier, M. S., Dukes, D., & Zamora, D. E. (2019). *The Changing Landscape of Developmental Education Practices*. Center for the Analysis of Postsecondary Readiness. Retrieved from <https://postsecondaryreadiness.org/changing-landscape-developmental-education-practices/>

college courses.¹¹ Texas passed a state law in 2017 that requires the state public colleges and universities to enroll 75 percent of their developmental education students in corequisite courses by 2020.¹² In addition to making the use of placement tests voluntary, Florida's 2013 law also eliminated the use of mandatory non-credit remedial education programs allowing for the use of alternative programming.¹³

While corequisite courses are one of the most commonly cited alternative methods for delivering developmental education, the Center for Analysis of Postsecondary Readiness (CPAR) identifies a variety of other developmental education models used by higher education institutions, such as:

- Compressed courses, where two or more developmental courses are compressed into a shorter time period.
- Self-paced courses, where student complete courses at their own pace and instruction is often computerized.
- Learning communities, where students take two or more courses together as a cohort.
- Multiple math pathways, where math is designed to align with the student's major.
- Integrated reading and writing, where developmental reading and writing are combined into one course.¹⁴

UW System has also adopted several innovative approaches designed to reduce the need for math and English remediation and ensure that those students who need remediation are retained and graduate. A few examples include:

- Establishment of the common math placement cut score, which guarantees that a student who scores 470 or above on the math placement test will be placed into credit-bearing math courses. The policy also encourages institutions to find alternatives to traditional remedial math courses for those who score below 470.
- The current UW System Math Initiative is a multi-year effort to provide students with math education that better aligns to their program of study, to reduce the need for

¹¹ Education Next. (2017, 8 August). In the News: Cal State Will No Longer Require Placement Exams and Remedial Classes for Freshmen. Retrieved from <https://www.educationnext.org/news-cal-state-will-no-longer-require-placement-exams-remedial-classes-freshmen/>

¹² Smith, A. A. (2017, July 12). Texas Requires Credit-Bearing Remediation. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/news/2017/07/12/texas-legislature-requires-colleges-use-popular-reform-approach-remedial-education>

¹³Smith, A. A. (2019, March 29). Mixed Results on Florida Remedial Education Gamble. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/news/2019/03/29/remedial-education-progress-florida-still-leaves-unanswered-questions>

¹⁴ Zachry Rutschow, E., Cormier, M. S., Dukes, D., & Zamora, D. E. (2019),, page ES-3.

incoming students to be placed in remedial math, and to improve the success of students in remedial math. The initiative was financed through a \$2.3 million grant over three years from the former Great Lakes Higher Education Corporation, now Ascendium.

- Several UW institutions have developed innovative approaches to provide developmental education coursework in English. UW-Milwaukee and UW-Parkside eliminated their non-credit remedial and developed new credit-bearing courses for students. UW-Oshkosh and UW-Whitewater also developed new credit-bearing courses for students who scored in the higher part of the remedial range.
- In 2018, at least five institutions reported using corequisite programming as part of developmental education efforts.¹⁵

Proposed Revisions to RPD 4-8

This proposal recommends rescinding the current policy because the policy does not reflect recent changes in the field of developmental education or current practices implemented across the UW System.

Rather than select only one approach to developmental education, the proposed policy provides a structure for encouraging UW System institutions to adopt effective, evidence-based practices in developmental education. While continuing to recognize institutional autonomy for the implementation of developmental education practices, the policy requires UW System Administration to develop a system policy to guide the implementation of those programs. Subject matter experts from the UW institutions would be involved in the development of the metrics that will be used to assess developmental education.

The policy currently retains the requirement that non-credit remedial education programs should be offered on a fee-recovery basis. However, UW System Administration will evaluate other approaches for funding developmental education programs. UW System will seek Board or other approval, if required, before adopting additional funding approaches.

One of the goals of the current policy was to reduce the need for remedial education by ensuring new students are better prepared for college. The proposed policy continues to require UW System to work in close coordination with the Wisconsin Department of Public Instruction to establish those standards.

The proposed policy retains the requirement that UW System institutions provide information, as requested, to UW System Administration describing UW developmental education efforts. UW System Administration shall identify the data institutions are to provide. UW System Administration shall develop the annual legislative report required

¹⁵ UW System Administration. (2018). Pages 19-24.

under s. 36.65 (5), Wis. Stats., as well as continue to prepare a more comprehensive report describing and evaluating UW developmental education programs for the UW System Board of Regents. The report to the Board will be prepared a minimum of once every three years.

Finally, this proposal reformats RPD 4-8 to meet the standards for a Regent Policy Document and renames the policy, "developmental education," to reflect current higher education terminology.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 7-3, "University of Wisconsin Freshman Admissions Policy"
- s. 36.65 (5) (b) 1 and 36.65 (5) (b) 2, Wis. Stats.

ATTACHMENTS

- A) RPD 4-8, "Remedial Education Policy" (Proposed)
- B) RPD 4-8, "Developmental Education." (Current)

4-8 DEVELOPMENTAL EDUCATION—Proposed Policy**SCOPE**

This policy applies to developmental education programs within the UW System.

PURPOSE

UW System faculty and staff are actively engaged in responding to the rapidly changing evidence-based thinking around developmental education. This policy is intended to guide UW institutions to develop programs that reflect the current state of the art in developmental education. This policy aims to provide guidance for the UW System universities to respond to the changing educational landscape around developmental education practices.

Developmental education practices, assessments, and policies determine student readiness for postsecondary education and placement into university-level coursework. UW System institutions use an array of processes and measures to identify a student's readiness including test scores or other demonstrations of university readiness to determine placement into university-level coursework or development education programs.

POLICY STATEMENT

The goal of developmental education is to improve students' skills to increase their chances of success in a credit-bearing, college-level program. Developmental education programs and courses are designed to develop the reading, writing or math skills of students who are deemed —usually through standardized tests — underprepared for college-level courses. This policy adopts the following definition related to development education as supported by the Educational Commission of the States and the Center for the Analysis of Postsecondary Readiness.

Developmental Education: Developmental education aims to teach students knowledge they should have learned before enrolling in a postsecondary program. Developmental education is not adult basic education.

Rather than select only one approach to developmental education, UW System institutions are encouraged to adopt effective, evidence-based practices in developmental education. UW System Administration shall provide guidance to institutions related to effective developmental education strategies. These strategies may include, but are not limited to, the development of assessment and placement processes, strategies to accelerate

students' progress into college-level courses, interventions involving sustained wraparound supports, providing coherent paths through developmental requirements, development of funding models to sustain development education models, and integration of developmental education reforms with other university student success and curricular reforms as endorsed by the Education Commission of the States. Subject matter experts from the UW institutions should be involved in the development of metrics used to assess developmental education.

UW System Administration shall continue efforts to cooperate with the Wisconsin Department of Public Instruction to develop standards for high school English and mathematics skills that will ensure Wisconsin students are adequately prepared for college-level work.

Each institution shall provide information, as requested by the President of the UW System, describing the institution's developmental education efforts. UW System Administration shall collect data and prepare an annual report to meet the legislative reporting requirements of s. 36.65 (5)(b)(1), Wis. Stats. Once every three years, UW System Administration shall also develop and present a report to the UW System Board of Regents describing the scope and effectiveness of UW System's developmental education programs.

Non-credit developmental education courses shall be offered on a fee recovery basis.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

UW System Administration's Office of Academic and Student Success shall provide oversight and guidance to institutions and shall identify system-wide strategies for UW institutions to follow to meet the requirements of this policy. Further, the Office of Academic and Student Success shall identify and request data from UW institutions that will aid in describing and evaluating UW System's developmental education programs. The Office shall compile the Remedial Course Report, as required under s. 36.65(5)(b)1, Wis. Stats.

Each UW institution is responsible for identifying, implementing, documenting, and evaluating the effectiveness of its developmental education programs and courses and for ensuring that each UW System student has access to these services, as appropriate and needed. UW institutions shall provide data regarding its developmental education programs, as requested by UW System Administration.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

Regent Policy Document 7-3, "University of Wisconsin Freshman Admissions Policy"

Section 36.65 (5) (b) 1 and 36.65 (5) (b) 2, Wis. Stats., "Remedial Course Reports"

See Also:

- UW Administrative Policy (SYS) 805 (6) A9, "Tuition and Fee Policies for Credit Instruction."

4-8 REMEDIAL EDUCATION POLICY (Formerly 88-16)—Current Policy

1. New freshman who are admitted to Institutions of the University of Wisconsin System in accord with criteria approved by the Board of Regents and whose scores on English or mathematics placement or proficiency tests indicate a low probability for success in college level courses in either or both of those subjects shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits. Institutions may grant exceptions to individual students; however, they must clearly document the reasons for such exceptions.
2. Remedial courses in English and mathematics shall not generate credit toward a degree from Institutions in the University of Wisconsin System.
3. Remedial courses in English and mathematics offered by Institutions of the University of Wisconsin System may be taught by faculty and staff they employ, through the University of Wisconsin-Extension, or through contractual arrangements with local VTAE Units. An Institution's remedial courses should be available for students on its campus. The faculty of the University of Wisconsin System shall control the content, standards, and methods of instruction in its remedial courses.
4. The appropriate credit load for all students enrolled in remedial courses will be determined by the Institution. The Institution will be expected to advise students carefully about the appropriate number of credits based on students' high school performance and test scores. Beginning in fall of 1990 each Institution will provide an annual report to System Administration on the number of new freshman identified as needing remediation in English and/or mathematics and the number who successfully completed remedial courses in English and/or mathematics. The president will use this information to compile an annual report for the Board of Regents. *
5. No later than Fall 1991, all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis.
6. By October 1989, the University of Wisconsin System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in mathematics and English upon entrance to the University. This statement shall be widely circulated and periodically updated. It should form the basis for college-preparatory courses in mathematics and English offered by secondary schools and for remedial courses offered by the University.
7. An initial screening for these competencies shall include admitted freshmen's scores on the ACT and any other additional performance criteria that each University of Wisconsin System Institution may choose. Students who score above the University of Wisconsin System established level on the ACT mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing. For

students who score below the University of Wisconsin System-established level, each Institution shall determine the specific instruments and performance criteria used for placement in college-level or remedial courses. Information about the University of Wisconsin System-established level on ACT mathematics and English subtests and each Institution's instruments and performance criteria shall be made available to the secondary schools and to potential University of Wisconsin students.

8. The University of Wisconsin System will cooperate with the Department of Public Instruction in developing a plan for assessing English and mathematics skills of high school students throughout the state. Examination results shall be made available to students, their parents, and their schools. Students whose scores suggest they are unlikely to place into college-level English and mathematics courses upon entering college shall be encouraged to take courses in high school that are designed to improve their English and mathematics competencies and lessen the possibility of their placing into remedial courses.

*Reporting period changed to once every three years by Res. 7382, 2/7/97.

History: Res. 5088 adopted 11/11/88; amended by Res. 5957 and 5958, 11/91.

APPROVAL OF REDUCTION TO E-APPLICATION FEE

REQUESTED ACTION

Adoption of Resolution I., authorizing the reduction of the application fee for undergraduate admission to all UW universities, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison.

Resolution I.: That, upon 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 \$0 for new undergraduate admission to UW universities for a two-year period, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison; and 2) eliminate the sponsorship of or engagement in application fee-waiving campaigns by UW universities.

SUMMARY

The proposed policy would reduce the application fee from its current price of \$25 to \$0 for new undergraduate admission to all UW universities for the next two years, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison. These universities would continue to charge undergraduate applicants their current fees of \$25, \$25, and \$60, respectively. If approved, the new policy would also eliminate the sponsorship of or engagement in application fee-waiving campaigns by UW universities. Such efforts would be unnecessary for the majority of UW universities under the new undergraduate application fee of \$0. UW-Eau Claire, UW-La Crosse, and UW-Madison would retain the right to waive undergraduate application fees but only for those students who meet the conditions of financial hardship previously set forth in UW System Administrative Policy 805.6.A.19. The proposed policy would take effect immediately upon publication for a period of two years at which time a review of its impact on student applications to the UW System and overall enrollment yield would be conducted.

Presenters

- Anny Morrobel-Sosa, UW System Vice President of Academic and Student Affairs
- Dean Stensberg, Chief of Staff to the UW System President

BACKGROUND

In an effort to facilitate greater access and transfer across the UW System, the Board of Regents approved a new Regent Policy Document in August 2020 entitled “Application Fees and Waiver” that delegated authority to the UW System President to approve application fee waivers through an amendment of UW System Policy 805. The specific waiver authorities amended in UW System Policy 805 included a waiver for financial exigency and the requirement that all Chancellors and the President be in unanimous agreement as to how long a fee waiver campaign could be conducted by a UW university.

One of the central benefits of this policy action is that it has allowed UW universities to respond proactively to the needs of prospective students and their families, many of whom are facing serious financial insecurity as a result of the pandemic. A number of UW universities waived undergraduate application fees for students throughout this fall, using funds from private donors to offset the potential loss of revenue. In total, ten UW universities including UW-Green Bay, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater, established fee waiver campaigns that ranged from a full week in duration to a full month. Several institutions such as UW-Green Bay, UW-Oshkosh, and UW-Superior sponsored fee waiver campaigns that ran consecutive months. Just three UW universities, UW-Eau Claire, UW-La Crosse, and UW-Madison, opted not to host a fee waiver campaign for undergraduate applicants during this time.

An initial review of UW universities’ application data suggests that these undergraduate fee waiver campaigns have had a significant impact in driving more students to apply to UW universities and to submit more applications overall. Compared to last year, approximately 1,600 additional students applied to UW universities this year, an overall increase of 3%. In terms of applications submitted to UW universities (as well as their branch campuses), 13,200 additional applications have been sent to UW university admissions offices this year, an increase of 23% compared to last year.

In addition to providing some financial relief for prospective students and their families, the proposed resolution would help facilitate access to a UW university education, particularly among underrepresented, first-generation, and low-income students. According to the latest update provided by the National Student Clearinghouse (November 12, 2020), undergraduate enrollment continues to wane with the biggest decline among freshman students who have now seen their numbers drop by 13% this fall. Among undergraduate students, the steepest declines are reported to be among Native American (-9.6%) and African American students (-7.5%), followed by White (-6.6%), Latino/a (-5.4%) and Asian students (-3.1%).

Decreases in enrollment have also been accompanied by recent reports of declines in college applications. According to the college application company known as Common App,

for example, there has been an alarming reduction in the numbers of first-generation and low-income students who are applying to college this year; applications are down in volume by 10% for both groups. With this proposed action, the UW System hopes to reverse these trends to keep access open for all Wisconsin students.

Previous Action

The current application fee structure was approved by the Board of Regents in April 2020.

Related Policies

- Regent Policy Document 32-8, "Application Fees and Waiver"
- UW System Administrative Policy 805.6.A.19, "Application Fees and Waiver"

**UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND
PUBLIC HEALTH: THE WISCONSIN PARTNERSHIP PROGRAM
FISCAL YEAR 2020 ANNUAL REPORT**

REQUESTED ACTION

For information only.

SUMMARY

The FY 2020 Annual Report of the Wisconsin Partnership Program (WPP), covering the activities and expenditures from July 1, 2019 through June 30, 2020 is presented to the UW System Board of Regents.

The Wisconsin Partnership Program at the UW School of Medicine and Public Health is committed to improving health and advancing health equity in Wisconsin through investments in research, education, and community partnerships. The WPP looks to the power of collaborative relationships—with community organizations, educators and researchers—to advance its mission of improving the health of the people of Wisconsin.

Two committees, comprised of faculty and community members, govern the work of the WPP. The Oversight and Advisory Committee (OAC) directs and approves funds for public health initiatives. The Partnership Education and Research Committee (PERC) allocates funds for medical education and research initiatives aimed at improving population health. These two committees are responsible for ensuring the best possible stewardship of an endowment dedicated to addressing our state's most pressing health problems.

The annual report illustrates how WPP is responding to Wisconsin's public health challenges—including this year's unprecedented challenges of the COVID-19 pandemic and the historic public health crisis of racism—through innovation and collaboration that promotes scientific discovery, builds healthcare capacity and leadership, and strengthens the health of communities throughout the state.

FY 2020 In Brief

In FY 2020 the Wisconsin Partnership Program awarded 48 new grants totaling \$23.2 million. These awards include investments in a COVID-19 Response grant program to address the health challenges of the pandemic, and investments in research, education, and community partnerships, including grants that address the health inequities caused by social determinants, such as the impacts of racism on health. Some highlights are provided below.

In FY 2020, WPP quickly developed the COVID-19 Response grant program, awarding 24 COVID-19 Response Grants for \$2.9 million. The grants support a broad range of initiatives, including innovative projects to help address the immediate health needs of Wisconsin's urban and rural communities and awards to develop testing, vaccines, public health infrastructure and therapeutic strategies to combat the pandemic. Research and community-led projects that were funded include:

- A grant to help Black Birth Workers (doulas) to adapt their practice and prevent the spread of COVID-19 among Black/African American families across southeastern Wisconsin.
- A grant to develop and disseminate accurate information as quickly and broadly as possible to help Milwaukee's Latino community navigate the COVID-19 pandemic.
- A project to study and develop treatments from COVID-19 monoclonal antibodies.
- A project to undertake genetic surveillance of coronavirus spread in Wisconsin in order to inform outbreak control.

The OAC awarded 11 new grants through its community grant programs to support community-academic partnerships and community organizations working to advance health equity and improve health outcomes for communities across the state. Several of these grants support initiatives that aim to improve health in communities of color by addressing the health impacts of racism. Community initiatives and projects that were funded include:

- An initiative to support and demonstrate how a model of early childhood education and family involvement can close educational and health gaps.
- An initiative to reduce disparities in birth outcomes by improving how health systems and social services engage with African American families.

The PERC awarded 8 new grants to support basic, clinical, translational and applied public health research, education, and training. Awards support initiatives including:

- A collaboration to leverage successful colon cancer screening strategies at clinics across the state in order to increase screening rates in rural and urban Wisconsin communities.
- A partnership between healthcare and community providers to use telemedicine services and community support to address and improve the health and well-being of postpartum Black women.

In addition to supporting research, education, and community grant programs, WPP supports strategic infrastructure investments vital to the school's research and education missions as well as initiatives designed to improve population health and healthcare delivery. The following strategic investments were made or renewed in FY 2020:

- A new four-year scholarship program to support the enrollment and retention of racially and ethnically diverse medical students at the UW School of Medicine and Public Health.
- The Survey of the Health of Wisconsin (SHOW), a research infrastructure that gathers data on health, including physical samples and bio-sample collections; SHOW has adapted its work to develop a COVID-19 longitudinal study to track and characterize the impact of COVID-19 on various health factors.
- Wisconsin Population Health Services Fellowship Program, a two-year service and training program that prepares future public health leaders through placement at government agencies or community organizations; currently fellows are assisting with local COVID-19 response efforts in health departments across the state as well as at the Wisconsin Department of Health Services and UW-Madison.

Presenter(s)

- Robert N. Golden, MD, Dean, UW School of Medicine and Public Health; Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison

BACKGROUND

The Wisconsin Insurance Commissioner's Order (Order) of March 2000 approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and also approved the distribution of the proceeds from the sale of stock to the University of Wisconsin School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin (MCW) to improve the health of the people of Wisconsin.

The Order required the UW System Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of nine public members appointed for four-year, renewable terms. Four public members (health advocates) and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing, approving, and monitoring the use of funds for public health initiatives. The committee also reviews, monitors, and reports to the Board of Regents on the funding of education and research initiatives through the Wisconsin Partnership Program's annual reports.

In collaboration with the OAC, the SMPH developed the inaugural Five-Year Plan (2004-2009) describing the uses of the funds. The plan also called for the SMPH to appoint the Partnership Education and Research Committee (PERC), composed of a cross-section of the faculty, OAC representatives, and SMPH leaders, to direct, approve, and monitor the allocation of funds for education and research initiatives.

Following approval by the Board of Regents in April 2003, the inaugural Five-Year Plan was reviewed and subsequently approved by the Wisconsin United for Health Foundation, Inc., (WUHF) in March 2004. Immediately thereafter, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents, and WUHF (Agreement).

Since March 2004, the OAC and the PERC, collectively known as the Wisconsin Partnership Program, have been engaged in seeking proposals from community organizations and faculty, respectively, and making awards in accordance with the Order, the Agreement, and the Five-Year Plan. The current Five-Year Plan (2019-2024) was presented to and approved by the Board of Regents in December 2018.

As required by the Order and the Agreement, the SMPH, in collaboration with the OAC, must develop annual reports on the Wisconsin Partnership Program's activities and expenditures of funds for review by the Board of Regents. At the December 10, 2020 meeting of the Board of Regents, the Education Committee will convene to review the FY 2020 Annual Report of the Wisconsin Partnership Program.

ATTACHMENTS

- A) Wisconsin Partnership Program Annual Report, July 1, 2019-June 30, 2020
- B) FY 2020 Determination of Non-Supplanting for OAC
- C) FY 2020 Determination of Non-Supplanting for PERC
- D) FY 2020 Determination of Non-Supplanting for UW SMPH
- E) FY 2020 Determination of Non-Supplanting for UW System and UW-Madison



Improving Health and Advancing Health Equity

Wisconsin Partnership Program Annual Report • July 1, 2019–June 30, 2020



Wisconsin Partnership Program
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH



Wisconsin Partnership Program
 UNIVERSITY OF WISCONSIN
 SCHOOL OF MEDICINE AND PUBLIC HEALTH

The Wisconsin Partnership Program was established at the UW School of Medicine and Public Health in 2004 through a generous endowment gift from Blue Cross Blue Shield United of Wisconsin’s conversion to a stock insurance corporation. The Wisconsin Partnership Program expresses its continued gratitude for this gift to benefit the people of Wisconsin.

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A new four-year scholarship program supports the enrollment and retention of racially and ethnically diverse medical students at the UW School of Medicine and Public Health.

A COVID-19 Response Grant to the African American Breastfeeding Network for the project “We Rise” is helping doulas adapt their practice to better care for Black mothers and babies during the pandemic.

The COVID-19 Response grant program provides funding to UW-Madison researchers to support innovative scientific, medical and public health approaches to understand, prevent, treat and lessen the impact of COVID-19.

This year the Wisconsin Partnership Program's 2020 Annual Report comes at a time when our country, state and university are responding to the challenges of two unprecedented public health crises – the COVID-19 pandemic and the historic public health crisis of racism. As these challenges emerged, the Wisconsin Partnership Program and the University of Wisconsin School of Medicine and Public Health paid attention and took action. We have responded in rapid and innovative ways through grant programs and partnerships. Our work is far from finished, and we continue to address both problems, in addition to the other healthcare and public health needs of the people of our state.

Early in the pandemic, the Wisconsin Partnership Program developed a grant program to help researchers and communities lessen the impact of COVID-19. Grants were awarded to UW-Madison researchers to develop improved testing, treatments and vaccines, as well as to community organizations that are addressing the pandemic's impact on the health of our state's communities and its most vulnerable populations.

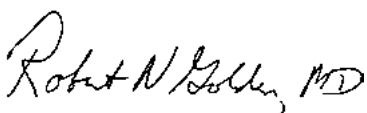
Addressing health disparities has been at the core of the Wisconsin Partnership Program's mission since its inception. New grants awarded in 2019 support initiatives to address the impact of systemic racism on the health of Black communities, advance early childhood development for children of color, and improve African American maternal and child health. In addition, a new education grant is providing support for the recruitment of medical students who have been historically underrepresented in medicine.

This is a critical time in our nation's history. We know that addressing and eradicating racism will take work and ongoing intentional effort. Like other public health imperatives, this is going to be a marathon, not a sprint, and we are in it for the long game.

Lastly, I am pleased to report that in accordance with the Order of the Commissioner of Insurance, the five-year financial and program audits of the Wisconsin Partnership Program were successfully completed by independent accounting firms, Plante Moran and KPMG, respectively. The results of the procedures performed by KPMG were very positive, and no exceptions were noted. Additionally, Plante Moran issued an unqualified opinion on the Statement of Cash Receipts and Disbursements for the period under examination. Both reports provide assurance that the Wisconsin Partnership Program is exercising its stewardship responsibility carefully.

Thank you to all our partners across the state for your tireless dedication to improving health and advancing health equity. This work is incredibly important as we strive to attain our vision of healthy lives for all in Wisconsin.

Sincerely,



Robert N. Golden, MD
 Robert Turell Professor in Medical Leadership
 Dean, UW School of Medicine and Public Health
 Vice Chancellor for Medical Affairs
 University of Wisconsin-Madison



Wisconsin Partnership Program: Improving Health and Advancing Health Equity Across Wisconsin

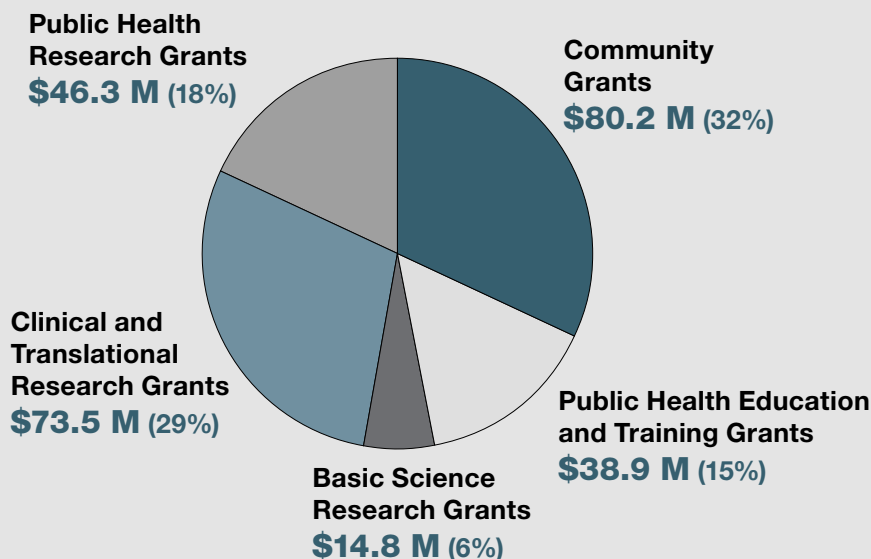
The Wisconsin Partnership Program is a permanent endowment within the University of Wisconsin School of Medicine and Public Health (SMPH) created to improve health and well-being in Wisconsin. The Wisconsin Partnership Program invests in community partnerships, education and research aimed at improving health and advancing health equity. Our approach to grantmaking combines the tools of academic research and science with community knowledge, experience and input to address some of Wisconsin’s most pressing and complex health challenges. We have integrated our principles and practices with the time-honored concept of the Wisconsin Idea,

recognizing the tremendous opportunity to bridge the knowledge and resources of the university with the state of Wisconsin. In doing so, the Wisconsin Partnership Program continues to address the healthcare and public health needs of the state, while developing an innovative and evolving approach to advancing health and health equity.

To date, the Wisconsin Partnership Program has awarded more than 500 grants totaling \$254 million including 24 grants to support researchers and community organizations responding to the COVID-19 pandemic.

The Wisconsin Partnership Program is governed by two committees comprised of faculty and community members. The Oversight and Advisory Committee (OAC) directs and approves funds for public health initiatives. The Partnership Education and Research Committee (PERC) allocates funds for medical, education and research initiatives aimed at improving population health. Their combined expertise and backgrounds guide the Wisconsin Partnership Program’s processes for reviewing and awarding grants and evaluating outcomes.

Grants Awarded by Type 2004 - June 30, 2020



Grants Awarded 2004–June 30, 2020

539 grants
\$254 Million

Grants Awarded July 1, 2019 - June 30, 2020

48 grants
\$23.2 Million

Responding to the Dual Public Health Crises of COVID-19 and Racism


This past year brought unprecedented challenges to our state and communities, resulting from the dual public health crises of COVID-19 and racism. The Wisconsin Partnership Program and its grantees have taken steps to address both.

COVID-19 Response

The Wisconsin Partnership Program developed a swift, flexible and strategic response to the COVID-19 pandemic.

Since May 2020, the Wisconsin Partnership Program has funded 24 grants totaling \$2.9 million to UW-Madison researchers and community organizations across Wisconsin. These grants support a broad range of initiatives, including innovative projects to help address the immediate health needs of vulnerable populations in Wisconsin's urban and rural communities, and awards to UW-Madison researchers to support scientific, medical and public health approaches to lessening the impact of COVID-19

In addition, several of our campus partners, including a strategic partnership with the [Institute for Clinical and Translational Research \(ICTR\)](#) has supported an ICTR-WPP COVID-19 Response Grant program, the [Neighborhood Health Partnership](#) program and more. The Survey of the Health of Wisconsin (SHOW), the Wisconsin Health Services Fellowship Program, have also mobilized to address COVID-19.

You can learn more about these projects and the Wisconsin Partnership Program's full response to COVID-19 at med.wisc.edu/wisconsin-partnership-program/covid-19/ 

The Public Health Crisis of Racism

The COVID-19 pandemic has exposed the health disparities and systemic racism facing many individuals, families and communities in Wisconsin. The virus has disproportionately impacted historically marginalized populations in illness and death rates, as well as through economic impacts, including job loss and food and housing insecurity. The acts of racial injustices that have occurred throughout the country have further amplified the urgent need to address the health impacts of systemic racism.

The Wisconsin Partnership Program has a long-standing commitment to eliminating health disparities and advancing health equity. We understand that racism and social connectivity, along with other social determinants, are undeniable factors that influence a person's potential to fully achieve health and well-being.

We are committed to supporting work that addresses health disparities caused by social factors, including racism. Like the COVID-19 pandemic, we recognize that racism is a public health crisis. Addressing and overcoming it will require steadfast commitment, innovation and application of both scientific and community knowledge to improve health and achieve health equity.



The African American Breastfeeding Network is using a COVID-19 Response Grant from the Wisconsin Partnership Program to support doula's serving Black families in Milwaukee, Kenosha and Racine counties. These communities currently have the highest maternal infant mortality rates in the state.



Photo by Michael P. King/UW-Madison CALS

Research: Responding to the Pandemic

The Wisconsin Partnership Program quickly mobilized to develop a grant program to help UW-Madison researchers respond to the coronavirus pandemic.

“We recognized that there is a tremendous expertise and knowledge at the SMPH and across campus, including international leaders in viral research and other fields,” said Richard Moss, PhD, Chair of the Partnership Program’s Partnership Education and Research Committee. “We thought it important to open up funds to build upon existing technologies developed here and apply these to COVID.”

That approach resulted in 12 grants awarded to UW-Madison faculty, including researchers at the School of Medicine and Public Health, College of Engineering, UW-Madison School of Veterinary Medicine, and the College of Agriculture and Life Sciences.

Cameron Currie, PhD, professor in the UW-Madison College of Agriculture and Life Sciences, Department of Bacteriology, is using one of these grants for the project *COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals*. He and his team, including SMPH investigators Drs. James Gern, David Andes and Nasia Safdar, are studying a community of micro-organisms in the upper airway.

The team is searching for nasal-tract microbes that show anti-viral activity and will test their safety in mice. The project, if successful, has the potential to improve the process for developing treatments for viral infections.

The study is also analyzing nasal swabs from the UW BioBank of COVID-19 specimens. Dr. Currie and his team will study the data to identify any correlations between features of the biome and severity of illness. Understanding these patterns could help researchers further understand COVID-19 and the different courses it takes.

Learn more about the Wisconsin Partnership Program’s COVID-19 Response Grants:

med.wisc.edu/wisconsin-partnership-program/covid-19/



Community: Lessening the Impact of COVID-19

Wello, a nonprofit organization serving Greater Green Bay, is using a COVID-19 Response grant to support an innovative partnership to help lessen the impact of COVID-19 in the region. Wello and its partners, *Casa ALBA Melanie - Hispanic Resource Center* and four local farmers markets, have created a multifaceted approach to protect access to fresh foods and support the area’s farming community.

“Due to the COVID-19 crisis, more of our neighbors have found themselves unemployed and experiencing food insecurity,” said Natalie Bomstad, Executive Director of Wello.

“Farmers markets are an important part of the food insecurity equation. This project aims to safeguard fresh food access by working collaboratively with our local farmers markets to ensure people can continue to use their FoodShare (EBT) dollars to purchase fresh, nutritious food. This supports families in accessing healthy food in a time of increased need and provides some financial sustainability to our local farmers.”

In addition, the project ensures that the farmers markets remain safe and accessible by providing personal protective equipment for vendors, handwashing stations and signage to promote physical distancing. The region’s four farmers markets – Downtown Green Bay, Inc., OnBroadway, Inc., Market on Military and Oneida Market – serve a combined total of more than 21,000 people each week.

“The success of this project is built upon the strong partnerships that exist within our community,” says Bomstad. “By working together, we’ve been able to safeguard the nutritional health and well-being of our community’s more vulnerable neighbors and contribute to our region’s agricultural and economic well-being as well.”

View the full story at

med.wisc.edu/wisconsin-partnership-program/meet-our-partners/wello/



Education: Promoting Diversity in Medical Education

A new four-year scholarship program established by the Partnership Education and Research Committee will support the enrollment and retention of racially and ethnically diverse medical students at the UW School of Medicine and Public Health (SMPH).

The scholarship will support African American, Latin American, Asian/Pacific Islander and American Indian students, who have been historically underrepresented in medicine. Funds will be provided to two or more medical students matriculating at the SMPH for up to \$40,000 per year.

“Assuring a diverse physician workforce is a necessary component of the mission of the SMPH to improve the health of the people of Wisconsin through service, scholarship, science and social responsibility,” said Jonathan Temte, MD, PhD, MS, associate dean for public health and community engagement and principal investigator of this initiative.

Dr. Temte is working with the Native American Center for Health Professions (NACHP), the Office of Multicultural Affairs and the SMPH Office of Admissions to identify UW SMPH students from diverse backgrounds, who have financial needs, as potential scholarship recipients. The first two scholarship have been awarded to recipients who identify as Native American and participated in an SMPH pipeline program.


A recent study published in the *Journal of the National Medical Association* concluded that increasing physician diversity in all specialties is essential to improving healthcare for underserved communities. In addition, students from diverse and historically underrepresented backgrounds who become providers may be more likely to practice in underserved areas, and some evidence suggests that racial and ethnic concordance between patients and providers can improve patient satisfaction and outcomes.

With this scholarship, the Wisconsin Partnership Program and the UW SMPH are working to create and sustain a physician workforce that reflects and keeps pace with Wisconsin’s diverse population, and ultimately improves health outcomes for all Wisconsinites.

Grants Awarded July 1, 2019 – June 30, 2020

The Wisconsin Partnership Program made 50 awards for \$23.2 million for the period July 1, 2019–June 30, 2020.

Full descriptions of these awards can be found on our Funded Projects web page at

 med.wisc.edu/wisconsin-partnership-program/funded-projects.

COVID-19 Response Grants

In response to the COVID-19 pandemic, the Wisconsin Partnership Program's Oversight and Advisory Committee (OAC) and Partnership Education and Research Committee (PERC) quickly mobilized to create and release the COVID-19 Response Request for Proposal. The COVID-19 Response Grant Program is a strategic, flexible, rapid-response funding mechanism designed to support innovative, responsive, high-impact projects that aim to improve the health of the people of Wisconsin by lessening the impact of the COVID-19 pandemic. The new awards support Wisconsin community organizations and University of Wisconsin-Madison researchers in their response to the immediate challenges of the pandemic through scientific, medical or public health approaches, or by addressing the immediate needs of vulnerable communities and populations. The following 24 awards, totaling \$2.9 million, were made in May 2020.

COVID-19 Response Community Grants

The OAC made 11 awards to the following organizations to support community-led initiatives aimed at addressing the immediate health needs of Wisconsin's diverse urban and rural communities during the COVID-19 pandemic. [View our website for full descriptions of these grants.](#)

<p>Barron County Integrated Response to Slow Community Spread of COVID-19 Amount: \$60,630 <i>Barron County</i></p>
<p>Bilingual (English/Spanish) Short- and Long-term Assistance to Vulnerable Population Amount: \$32,290 <i>Catholic Multicultural Center</i></p>
<p>COVID-19 Response for Milwaukee's Uninsured Adults Amount: \$129,630 <i>Bread of Healing Clinic</i></p>
<p>Farms to Families/De Granjas a Familias Resilience Boxes Amount: \$57,190 <i>REAP Food Group</i></p>
<p>Lo Que Debes Saber: A COVID-19 Public Health Community Education Strategy for the Latino Community Amount: \$150,000 <i>Sixteenth Street Community Health Centers</i></p>
<p>Leveraging Personalized Supports for Immediate COVID-19 Response for 4K-12 Students Amount: \$138,160 <i>Madison Metropolitan School District</i></p>
<p>Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity in Vulnerable Populations Amount: \$54,010 <i>Wello</i></p>

<p>Men's Emergency Shelter Virtual Health Assessments Amount: \$62,000 <i>Porchlight, Inc.</i></p>
<p>COVID-19 Prevention and Intervention Services for Hmong and Other Refugee Communities Amount: \$150,000 <i>The Hmong Institute</i></p>
<p>WeRISE: Black Birth Workers Response to COVID-19 Project Amount: \$149,600 <i>African American Breastfeeding Network</i></p>
<p>Wood County Community Response to COVID-19 Amount: \$143,490 <i>Marshfield Child Advocacy Center, Marshfield Clinic Health System</i></p>

COVID-19 Response Strategic Grants

In addition, the following strategic COVID-19 Response Grants were awarded:

<p>Interferon Responses in “COVID toes,” The Link to SARS-CoV2 Infection Amount: \$125,000 <i>Principal Investigator(s): Lisa Arkin, MD, UW SMPH Departments of dermatology and Pediatrics; Anne Marie Singh, MD, UW SMHP Department of Pediatrics</i></p>
<p>Using Information and Communication Technology to Address Wisconsin's COVID-19 Crisis Amount: \$470,000 <i>Principal Investigators: David H. Gustafson, PhD, UW-Madison Department of Industrial and Systems Engineering, Center for Health Enhancement Systems Studies; Ryan Westergaard, MD, PhD, MPH, UW SMPH, Department of Medicine</i></p>
<p>Wisconsin Real-time Emergency Department Surveillance and Responsive Training (WIRED-RT) Amount: \$125,000 <i>Principal Investigator: Manish Shah, MD, MPH, UW SMPH, Berbee Walsh Department of Emergency Medicine; Collaborators include Brian W. Patterson, MD, MPH; Department of Emergency Medicine; Michael Pulia, MD, MS, Department of Emergency Medicine; Ryan Thompson, MD, CHSE, Department of Emergency Medicine; Justin Boutilier, PhD, Assistant Professor, Department of Industrial and Systems Engineering; Frank Liao, PhD, Director of Data Science and Advanced Analytics, UW Health; Radha Nagarajan, PhD, Director of Center for Oral and Systemic Health (COSH), Marshfield Clinical Research Institute and Amit Acharya, BDS, MS, PhD, Executive Director, Marshfield Clinical Research Institute.</i></p>

COVID-19 Response Research and Education Grants

PERC awarded 10 grants, up to \$150,000 each, for the following projects to UW–Madison researchers across campus in scientific, medical and public health approaches to lessening the impact of COVID-19 through improved testing, treatments and vaccine development, as well as projects that aim to protect the public and healthcare workforce from the virus.

<p>A negative pressure isolation head chamber to protect healthcare workers from airborne transmission of aerosolized viruses <i>Principal Investigator: Hau Le, MD, UW SMPH, Department of Surgery</i></p>
<p>Alternative means to diagnose COVID-19 pneumonia <i>Principal Investigator: Guang-Hong Chen, PhD, UW SMPH, Department of Medical Physics</i></p>

<p>COVID-19 and the nasal microbiome: potential marker of disease outcomes and novel antivirals Principal Investigator: Cameron Currie, PhD, UW-Madison College of Agriculture and Life Sciences, Department of Bacteriology</p>
<p>Creating infrastructure to study the COVID-19 virus in Wisconsin Principal Investigator: Miriam Shelef, MD, PhD, UW SMPH, Department of Medicine</p>
<p>Genetic surveillance of SARS-CoV-2 spread in Wisconsin to inform outbreak control Principal Investigator: Thomas Friedrich, PhD, UW-Madison School of Veterinary Medicine, Department of Pathobiological Sciences</p>
<p>Leveraging social networks and trusted community influencers to disseminate an accurate and up-to-date understanding of COVID-19 in Black, Latinx and American Indian Communities Principal Investigator: Carey Gleason, PhD, UW SMPH, Department of Medicine</p>
<p>Novel COVID-19 monoclonal antibodies for patient diagnostics, therapy and research Principal Investigator: David Andes, MD, UW SMPH, Department of Medicine</p>
<p>Role of naso-oro-pharyngeal antiseptic decontamination to reduce COVID-19 viral shedding and disease transmission: SHIELD Study Principal Investigator: Daniel Shirley, MD, UW SMPH, Department of Medicine</p>
<p>Teaching the general public how to test and maintain readily available face masks Principal Investigator: Scott Sanders, PhD, UW-Madison College of Engineering, Department of Mechanical Engineering</p>
<p>To test the protective efficacy of whole-inactivated SARS-CoV-2 vaccine in Syrian hamsters Principal Investigator: Yoshihiro Kawaoka, DVM, PhD, UW-Madison School of Veterinary Medicine, Department of Pathobiological Sciences</p>

ICTR-WPP COVID-19 Response Grants

The UW Institute for Clinical and Translational Research (ICTR) and the Wisconsin Partnership Program (WPP) have joined together to fund three 2020 faculty-led COVID-19 Response Grant Awards. These three [new awards](#) extend the 24 awards previously announced by WPP to address urgent health needs imposed by the COVID pandemic.

<p>UW-Health COVID-19 Convalescent Plasma Program Amount: \$50,000 Principal Investigator: William Hartman, MD, PhD, UW SMPH, Department of Anesthesiology, Co-PI: Betsy Nugent, Director of Clinical Trials Development and Accreditation/Chief Clinical Research Officer, UW SMPH/UW Health</p>
<p>Improving and Evaluating Virtual Health to Enhance Physical Distancing Measures in Wisconsin Nursing Homes Amount: \$75,000 Principal Investigator: Christopher Crnich, MD, PhD, UW SMPH, Department of Medicine Collaborators: Elizabeth Chapman, MD, and Ann Braus, MD, UW SMPH, Department of Medicine; James H. Ford II, PhD, UW-Madison School of Pharmacy</p>
<p>Building a Public Health Reserve with Community Health Workers Amount: \$75,000 Principal Investigator: Deborah Ehrenthal, MD, MPH, SMPH Department of Population Health Sciences and Obstetrics and Gynecology Collaborators: Kate Gillespie, DNP, RN, UW-Madison Prevention Research Center; Jane Mahoney, MD, UW SMPH, Department of Medicine; Kate Williams, MD, PhD, UW SMPH, Department of Pediatrics; Mei Baker, MD, Wisconsin State Laboratory of Hygiene; Allen Bateman, PhD, Wisconsin State Laboratory of Hygiene; Paul Moberg, PhD, UW SMPH Population Health Institute</p>

Community Grant Programs

The Oversight and Advisory Committee (OAC) directs and approves funds for public health initiatives and public health education and training. Its grant programs are designed to support projects that improve community health and advance health equity in alignment with the mission and vision of the Wisconsin Partnership Program. In 2019–2020, OAC made the following awards:

Community Collaboration Grants

Community Collaboration Grants provide organizations with training and technical assistance as well as up to \$400,000 in funding over four years to support grantees' efforts to address inequities stemming from the social determinants of health.

Creating Our Healthy Neighborhood: Reversing Disinvestment in Urban Milwaukee <i>Metcalfe Park Community Bridges, Inc.</i>
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity and Outcomes for Individuals Experiencing Homelessness and Housing Insecurity <i>Madison Area Care for the Homeless OneHealth</i>
Oske Pemaleset — “The New Life” — Indigenous Models of Equitable Health Systems <i>Menīkānaehkem, Inc.</i>
ROOTed to REAP: Latinx/Indigenous Women Advancing Health and Food Equity in Dane County <i>REAP Food Group</i>
The Good Hood: Making Meadowood a Healthy Community <i>The Mellowood Foundation</i>

Community Impact Grants

Community Impact Grants provide up to \$1 million over five years and support large-scale, evidence-based, community-academic partnerships that have the potential to create sustainable changes to systems, policies and environments that impact health.

Community-Campus Partnership to Create Mental Health Support for the Latino Community Centro Hispano of Dane County <i>Academic Partner: Stephen Quintana, PhD, UW-Madison School of Education, Department of Counseling Psychology</i>
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers) The Menominee Nation <i>Academic Partner: Richard Monette, JD, University of Wisconsin Law School</i>
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives One City Schools <i>Academic Partners: Tenah Hunt, PhD, MPH; Beth Graue, PhD, UW-Madison School of Education, Wisconsin Center for Education Research</i>
Healthy Communities Through WEESN-Milwaukee: Supporting Quality Early Learning and Family Well-Being Wisconsin Early Childhood Association (WECA) <i>Academic Partner: Katherine Magnuson, PhD, Director, UW-Madison Institute for Research on Poverty, School of Social Work</i>

Improving Birth Outcomes for Black Families Through Community-Clinic Collaborations

United Way of Dane County with the Dane County Health Council

Academic Partner: Sara Lindberg, PhD, Department of Population Health Sciences, UW School of Medicine and Public Health

Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System

The Parenting Network

Academic Partner: Paul Florsheim, PhD, Zilber School of Public Health, UW-Milwaukee

Research and Education Grants

The Wisconsin Partnership Program's Partnership Education and Research Committee (PERC) addresses issues of health and healthcare across basic, clinical, translational and applied public health research as well as in education and training. In 2019-2020, PERC made the following awards:

Collaborative Health Sciences Program

The Collaborative Health Sciences Program recognizes that opportunities for success are greater through collaboration. The CHSP grants provide \$600,000 over three years to support established UW School of Medicine and Public Health investigators' efforts to initiate new programs of collaborative, interdisciplinary research and education aimed at addressing public health issues that have not yielded to traditional approaches.

Comparison of Successful Colorectal Cancer Screening Strategies in Wisconsin Rural and Urban Settings: Achieving "80 Percent in Every Community"

Principal Investigator: Jennifer Weiss, MD, MS, Department of Medicine

Co-Principal Investigators: Robert Greenlee, PhD, Marshfield Clinic; James Ford, PhD, UW-Madison School of Pharmacy;

Collaborators: Guanhua Chen, PhD, Department of Biostatistics and Medical Informatics; Christopher Queram, Wisconsin

Collaborative for Healthcare Quality

Defining and Targeting Novel Anti-viral and Anti-cancer T-Cell Immunity

Principal Investigator: Shigeki Miyamoto, PhD, Department of Oncology

Co-Principal Investigator: Suresh Marulasiddappa, DVM, PhD, UW-Madison School of Veterinary Medicine; Collaborators: Doug

McNeel, MD, PhD, Department of Medicine; Zachary Morris, MD, PhD, UW-Madison School of Human Oncology

Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates

Principal Investigator: Michael Koenigs, PhD, Department of Psychiatry

Co-Principal Investigator: Josh Cisler, PhD, Department of Psychiatry

Collaborators: Linnea Burk, PhD, Department of Psychology and Valerie Maine, PsyD, William S. Middleton Memorial Veterans Hospital and Wisconsin Department of Corrections

New Investigator Program

The New Investigator Program is a funding program, that in alignment with other funding and support mechanisms, contributes to the career development of junior faculty in the UW School of Medicine and Public Health. Support provides opportunities for early-career faculty to initiate new, innovative educational or research pilot projects that, if successful, can lead to further support from federal or other granting agencies. The new awards provide up to \$150,000 each over two years. The following five awards were made in June 2020:

Advancing Postpartum Care for Black Women in Wisconsin by Engaging Community Partners with a Home Telehealth Service for Hypertension

Principal Investigator: Kara Hoppe, MS, Department of Obstetrics and Gynecology

This comprehensive community-based home remote monitoring service to postpartum women with hypertension will address barriers to postpartum care, provide blood pressure monitoring and support, as well as breastfeeding support and support for mental well-being.

Modeling Basal Forebrain Cholinergic Vulnerability in Down Syndrome

Principal Investigator: Anita Bhattacharyya, PhD, Department of Cell and Regenerative Biology

The goal of this project is to understand why a specific population of neurons is vulnerable in Down syndrome, and how this knowledge could be applied to the studies of Alzheimer's disease. By understanding this aspect of Down syndrome, the project's findings have the potential to lead to new targets and therapies for Down syndrome.

Molecular Basis of Immune Variations

Principal Investigator: Yun Liang PhD, Department of Medical Microbiology and Immunology

This project is designed to address the urgent need to develop novel approaches for immune-associated diseases by advancing the scientific understanding of the molecular basis of immune variations. Such understanding may lead to novel, molecular targets for the treatment of autoimmunity, infection, and cancer. In addition, the researchers will work to advance health equity by addressing the therapeutic needs of historically underserved populations including women and populations of low socioeconomic status.

Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants

Principal Investigator: Matthew Harer, MD, Department of Pediatrics

The project will evaluate a new method of detecting kidney injury, with the goal of identifying kidney injury before permanent damage. With early detection of kidney injury, the researchers will be positioned to design and test treatments that will result in healthier kidneys and lead to decreased chronic kidney disease as these babies become children and adults.

Vascular Effects of Precision Interventions for Severe Asthma (VASC-PreCISE)

Principal Investigator: Matthew Tattersall, DO, MS, Department of Medicine

This project aims to find the ideal precision asthma therapy to address inflammation in asthmatics, and ultimately to reduce their risk for cardiovascular disease. Finding the correct, precision, novel therapy to address each asthmatics' unique inflammation pattern has the potential to reduce patients' cardiovascular risk. Moreover, addressing chronic inflammation at an early age may completely alter the cardiovascular risk of generations of asthmatic individuals.

UW Institute for Clinical and Translational Research Grants

The Wisconsin Partnership Program provides funding to the UW Institute for Clinical and Translational Research (ICTR) to support community-academic partnerships aimed at improving health in Wisconsin. Projects focus on clinical, community and patient-centered outcomes and dissemination and implementation of evidence-based, community-driven interventions.

Evaluation of Reach, Implementation and Maintenance of Wisconsin Tobacco Quit Line e-Referral

Amount: \$150,000

Principal Investigator: Danielle E. McCarthy, UW SMPH, Department of Medicine

Improving Hospital Nutrition Through Evidence-Based Implementation of Behavioral Strategies

Amount: \$74,850

Principal Investigator: Alfonso Morales, PhD, UW-Madison College of Letters and Sciences, Department of Planning and Landscape Architecture

Investigating the Impact of Incarceration on Cancer: A Novel Collaboration Between the Institute for Research on Poverty and the UW School of Medicine and Public Health

Amount: \$50,000

Principal Investigator: Farah A Kaiksow, MD, UW SMPH, Department of Medicine

New to Public Health (N2PH): Dissemination of the Southeast Wisconsin Public Health Nurse Residency Model and Toolkit

Amount: \$149,220

Principal Investigator: Susan J. Zahner, DRPH, RN, FAAN, UW-Madison School of Nursing

Partnering with a Wisconsin Health System to Optimize Opioid Stewardship Across the Care Continuum

Amount: \$99,877

Principal Investigator: Michelle Chui, PhD; David Mott, PhD, UW-Madison School of Pharmacy

Partnering with Peers in the Community to Improve Diabetes Medication Adherence for African Americans

Amount: \$75,000

Principal Investigator: Olayinka Shiyabola, PhD, UW-Madison School of Pharmacy

Strategic Education and Research Grants

The Wisconsin Partnership Program's strategic grant programs support infrastructure vital to the SMPH's research and education programs, as well as initiatives that aim to improve population health and healthcare delivery, and target challenging public health issues.

Healthy Wisconsin Leadership Institute

Amount: \$559,240 (OAC)

Principal Investigator: Sheri Johnson, PhD, Director, Population Health Institute

Survey of the Health of Wisconsin (SHOW) Renewal

Amount: \$2,490,000 (PERC)

Principal Investigator: Kristin Malecki, PhD, Assistant Professor, Population Health Sciences

Transforming Medical Education (TME) 2019–2022: Re-envisioning curriculum, technology and new programs through a health equity lens

Amount: \$2,985,725 (PERC)

Principal Investigator: Shobhina Cheeda, MD, MPH, Departments of Medicine and Pediatrics

Wisconsin Obesity Prevention Initiative

Amount: \$544,597 (PERC)

Principal Investigator: Vincent Cryns, MD, Professor, Department of Medicine

Wisconsin Partnership Program Scholarship Program

Amount: \$720,000 (PERC)

Principal Investigator: Jonathan Temte, MD, PhD, MS, Department of Family Medicine and Community Health

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training

Amount: \$2,028, 748 (Jointly funded by OAC and PERC)

Principal Investigator: Thomas Oliver, PhD, Professor, Population Health Sciences

Concluded Grants

Outcome Reports for grants that concluded July 1, 2019 – June 30, 2020 are posted at med.wisc.edu/wpp-funded-projects.

The following grants, funded by the Oversight and Advisory Committee, concluded in during this period:

Community Catalyst Grant Program (6)
Teen Leadership and Engagement
Getting Bike Equity Right: A River Riders Bike Share Initiative
Parent Leadership as a Catalyst for Health Equity
Straight Forward: The Truth about Addiction
The Dryhooch Digital Forward Operating Base (DigitalFOB)
Working Together to Eliminate Health Inequities and Disparities
Youth Decarceration

Community Opportunity Grant Program (2)
Create an Alcohol Reduction Strategies Toolkit for Community Use in Northwestern Wisconsin
Increasing Access to Nutritious Food Through Summer Food Service Programming

Lifecourse Initiative for Healthy Families (LIHF) (3)
Kenosha LIHF
2016–2019 Lifecourse Initiative for Healthy Families (LIHF) Pregnancy Risk Assessment Monitoring System (PRAMS)
LIHF Collaborative Implementation Grant for the Milwaukee LIHF Collaborative

Strategic Grant Program (OAC) (3)
Community Engagement and Collective Impact: Marathon County
Menominee Wellness Initiative
OPI Community Organizing Initiative

The following grants funded by the Partnership Education and Research Committee concluded between July 1, 2019–June 30, 2020:

Collaborative Health Sciences Program (4)
Big Data for Little Kids: The Impact of Prenatal Interventions on Birth Outcomes and School Readiness
Paradigm Shifting, High Throughput Assay for Serial Quantification of HIV Reservoirs
Rapid Assessment of and Prophylaxis for Influenza in Dwellers of Long-Term Care Facilities (RAPID-LTCF)
Quantitative Models to Define Cancer Cell Heterogeneity and Predict Patient Drug Responses

New Investigator Program (3)
Autologous Regeneration in Burn-Injured Patients
Reprogramming B-cell Metabolism to Prevent and Rescue Type 2 Diabetes
The Role of Nesprin 3 in Mammalian Neural Stem Cell Aging

PERC Opportunity Grant (1)
Improved Diagnosis of Familial Hypercholesterolemia in Children and Families Through the Wisconsin Pediatric Lipid Consortium (WPLC)

Strategic Grant Program (5)
Institute for Clinical and Translational Research (ICTR)
Optimized Chronic Care for Smokers: A Comparative Effectiveness Approach Years 3–5
Survey of the Health of Wisconsin (SHOW) Renewal 2019–2022
Transforming Medical Education 3.0: Moving Medical Education ForWard
Wisconsin Obesity Prevention Initiative (OPI) – PERC

For more information, visit our Funded Projects page at med.wisc.edu/wisconsin-partnership-program/funded-projects/ 

Institute for Clinical and Translational Research Grants (10)

The following ICTR grants supported by the Wisconsin Partnership Program concluded during this period:

A Randomized Controlled Trial of a Consumer Health Education Intervention to Promote Appropriate Use of Care and Financial Well-Being

Building the Capacity of Schools to Address the Social and Emotional Needs of Latino Students and Their Families: Implementation and Evaluation of the Foralezas Familiares Program in Schools

Engaging Stakeholders to Improve the Quality of Breast Cancer Follow-up: Development of a Novel Approach to Breast Cancer Follow-up Care

Getting Older Patients Walking: Adaptation of MOVIN (Mobilizing Older adult patients Via a Systems-based INtervention) for Implementation in a Non-Academic Hospital

Identifying Barriers to Age-Appropriate Umbilical Hernia Repair in Wisconsin Children

Identifying Strategies to Provide Integrated Care for Rural Patients with Diabetic Foot Ulcers

Patients' Experiences with Breast Cancer

Reach and Teach: Translating an Evidence-Based In-Person Health Promotion Program for Digital Delivery

Sharing Doctors' Notes to Improve Parent Understanding of Their Hospitalized Child's Care Plan

Testing Novel Methods for Analyzing and Correcting Root Causes of Patient Harm



View the outcome reports for grants that concluded between July 1, 2019 – June 30, 2020 at med.wisc.edu/wpp-funded-projects

Evaluation and Impact

The Wisconsin Partnership Program uses well-established metrics to evaluate and demonstrate the success of its research and education grants. To date, the Wisconsin Partnership Program has evaluated these investments and demonstrated their impact through the following indicators:

- Return on investment through leveraged funding from external funders
- Dissemination and publication of project findings
- Documented activities, outcomes and accomplishments of individual grants
- Outcomes specific to grant programs, such as the career development of new faculty through the New Investigator Grant Program or the promotion of team science through the Collaborative Health Sciences Program.

These are published annually in the outcome reports of concluded grants.

However, it is more challenging to measure the impact of community-based interventions that may be more qualitative in nature and are designed to influence and achieve long-term systems change.

In order to do this successfully, the Wisconsin Partnership Program has enlisted the nationally recognized evaluation firm of **Mathematica**, in collaboration with **UBUNTU Research and Evaluation**. This team is developing a rigorous evaluation plan to help the Oversight and Advisory Committee (OAC) understand the impact of its community grant programs.

The Mathematica-UBUNTU team brings experience in rigorous evaluation design, qualitative and quantitative data collection and analytics methods, and community engagement. In addition, UBUNTU brings deep knowledge of health equity and the social determinants of health in the

context of systems change. The firms have worked with funders, universities, government agencies and businesses throughout the country. Their clients include the Robert Wood Johnson Foundation, Missouri Foundation and WK Kellogg, to name a few.

To help the Wisconsin Partnership Program answer the overarching question, *“How are we having an impact on the health, well-being and health equity of the people of Wisconsin?”*, the evaluation plan must answer following questions:

1. What is the evidence base around the effectiveness of community-driven strategies in addressing health and health equity?
2. How well are the Partnership Program’s community grant strategy and grants aligned to this evidence base?
3. In what ways can the community grant program better align with effective strategies within the parameters of the Partnership Program?
4. Based on identified evidence base, what is the community grant program portfolio missing in order to more effectively impact health equity?
5. What evidence are the community grants generating to demonstrate contributions to improvements in health and health equity at the community level?

This new evaluation plan will strengthen the OAC’s ability to understand, measure and report the progress and impact of its community grant awards, and in doing so, will help ensure continued transparency in its approach to grantmaking. In addition, answers to the above evaluation questions will inform the Wisconsin Partnership Program’s community grant programs to ensure they align with the Partnership Program’s goals and mission to improve health and advance health equity in Wisconsin.

Grantees have leveraged more than

\$621 million

from funders and organizations outside the UW System to sustain or expand their work

Grantees have produced more than

9000 peer-reviewed publications

to create and disseminate knowledge.



View the outcome reports for grants that concluded between July 1, 2019 – June 30, 2020 at med.wisc.edu/wpp-funded-projects

Achieving Our Goals : Grant Highlights

Promote Innovation

Multiple myeloma is considered an incurable cancer that forms in plasma cells in bone marrow. One of the challenges associated with treating this and other cancers is knowing how individual patients are likely to respond to different drugs.

In a project led by Shigeki Miyamoto, PhD, professor, Department of Oncology, researchers developed a suite of new capabilities to quantify patient tumor cell therapy response. This will allow them to determine how cells respond to common therapies and seek more funding to test the predictive capabilities of this approach. In the future, patients could see more effective treatment as a result of this and derivative work. Read the Outcome Report for this project on our Funded Projects webpage.

Catalyze System Change

Colorectal cancer is Wisconsin's most preventable, yet least prevented cancer, because many patients who fall within screening guidelines are not screened. Fortunately, many lives can be saved if screening rates are improved, because treatment is often successful if colon cancer is found early.

Jennifer Weiss, MD, MS, associate professor of gastroenterology, is leading a [project to improve screening rates in Wisconsin](#). The study focuses on understanding and leveraging the strategies of clinics with high screening rates to help improve those with lower screening rates. According to Dr. Weiss, strategies gleaned from successful clinics will help researchers learn how to reduce screening barriers elsewhere.

The Wisconsin Partnership Program's investments in research, education and community partnerships focus on four main goals. These goals address what we believe are the critical elements to achieving greater health in Wisconsin. The selected grant highlights below show how we are reaching our goals.

Advance Health Equity

A COVID-19 Response Grant to the African American Breastfeeding Network is helping black birth workers (doulas) adapt their practice amid COVID-19. The project, [WeRISE: Black Birth Workers Response to COVID-19](#), provides supportive measures for doulas and the pregnant women and families they serve, with the goal to promote healthy birth outcomes and prevent the spread of COVID-19.

The project is specifically targeted to doulas and families living in Racine, Kenosha and Milwaukee, in neighborhoods that experience high rates of infant and maternal mortality. The project's team is training more doulas, updating their programming to a digital platform and providing safety precautions against COVID-19, including an emergency kit for new mothers.

Build Capacity and Leadership

The Wisconsin Partnership Program has established a four-year scholarship to support the enrollment and retention of racially and ethnically diverse medical students at the UW School of Medicine and Public Health. Funds will be provided to two or more medical students matriculating at the SMPH for up to \$40,000 per year.

The scholarship was established with the goal to increase enrollment at the SMPH from communities that are underrepresented in medicine. By supporting the recruitment and retention of medical students from underrepresented communities in Wisconsin, the scholarship program hopes to help create and sustain a physician workforce that reflects and keeps pace with Wisconsin's diverse population. See page 4 for details.

Financial Overview

The financial resources that support the Wisconsin Partnership Program grants were provided by the conversion of Blue Cross Blue Shield United of Wisconsin and include funds generated from investment earnings. All funds are in custody of and managed by the Wisconsin Foundation and Alumni Association (WFAA). Every month, funds are transferred to the SMPH to reimburse expenditures in accordance with the Order of the Office of the Commissioner of Insurance and the five-year expenditure plans.

Investments

Current investments consist of participation in the WFAA Callable Pool. The primary investment objective of the Callable Pool is to preserve the capital and provide liquidity when dollars are called. The Callable Pool is invested in high-quality, short-term fixed income securities. Noncurrent investments consist of participation in the WFAA Endowment portfolio. The primary investment objective of the Endowment portfolio is to maximize long-term real returns commensurate with stated risk tolerance, thereby maximizing long-term purchasing power of the funds, net of distributions for current spending needs. Endowment fund distributions to the spendable funds are based on the WFAA spending policy, which is applied to the market value of the endowment funds.

WFAA Institutional Advancement Fee

The WFAA assesses an Institutional Advancement Fee of 1 percent on all funds participating in its endowment pool, including Wisconsin Partnership Program funds, as a primary source of revenue for WFAA operations. This assessment, and its usage, is determined by the WFAA and is not controlled by the Wisconsin Partnership Program. The Institutional Advancement Fee for fiscal years 2020 and 2019 were \$3,597,260 and \$3,639,740, respectively, and are shown under expenses on the Statement of Revenues, Expenses and Changes in Net Assets on page 19.

The WFAA decreases the Institutional Advancement Fee to 0.7 percent on cumulative fund amounts above \$250 million per qualified relationship. Partnership Program funds exceed the established level, and savings from this fee reduction are fully allocated to the Oversight and Advisory Committee for public health initiatives. These savings were \$329,178 and \$341,922 for fiscal years ending June 30, 2020 and 2019, respectively.

Grants Payable

Grants payable amounts are recorded as of the date of approval by the Oversight and Advisory committee or Partnership Education and Research Committee. The liability reflects the total amount of the grant award, less any payments made on or before June 30, 2020. Any subsequent modifications to grant awards are recorded as adjustments of grant expenses in the year the adjustment occurs.

Net Assets

Temporarily Restricted: Funds consist of interest and investment income earned by the funds invested in the callable or endowment portfolios at the Foundation and the cumulative net gains or losses

related to the permanently restricted funds that are invested within the endowment portfolio. These funds are available to support program expenditures.

Permanently Restricted: The portion of the gift proceeds originally allocated to permanently endow the Wisconsin Partnership Program. These funds have been invested in the endowment portfolio of the Foundation and the corpus is not available to support program expenditures.

OAC Review and Assessment of the Allocated Percentage of Funds

As outlined in its founding documents, the Oversight and Advisory Committee (OAC) annually reviews and assesses the allocation percentage for public health initiatives and for education and research initiatives. The OAC took up this matter on October 15, 2020. It was moved to retain the allocation of 35 percent for public health initiatives and 65 percent for education and research initiatives, and the motion was unanimously passed.

Distribution from Wisconsin United for Health Foundation

In October 2018, the Wisconsin United for Health Foundation, Inc. passed a resolution to initiate a process to dissolve given that it had fulfilled its obligations as specified in the Commissioner of Insurance Order and the Agreement Between the Wisconsin United for Health Foundation, Inc., the UW Foundation, and the UW System Board of Regents. In August 2019, half of the remaining assets held by the Wisconsin United for Health Foundation, Inc., \$1,788,525, were distributed to the WFAA (UW Foundation) and added to Wisconsin Partnership Program endowment. The other half of the funds went to the Medical College of Wisconsin.

Supplanting Policy

Based on the non-supplanting determination made by the Senior Associate Dean for Finance, the Dean of the School of Medicine and Public Health has attested to compliance with the supplanting prohibition in this Annual Report. The UW-Madison Vice Chancellor for Finance and Administration also has attested that UW-Madison and the UW System have complied with the supplanting prohibition.

Financial Statements

The following financial reports consolidate activities of the Wisconsin Foundation and Alumni Association and the School of Medicine and Public Health for the fiscal year ending June 2020 and June 2019.

The fiscal year 2019 financial statements have been restated to correct grant expenditure amounts that reflected cash basis expenditures versus total awards made during the year. The correction increased FY19 grant expenses on the Statement of Revenues, Expenses and Changes in Net Assets by \$5,706,410. The net asset amount in the Statement of Net Assets was unchanged.

Statement of Net Assets

	June 30, 2020	June 30, 2019
Assets		
UW SMPH Cash	\$ (1,545,561)	\$ (2,726,107)
Current Investments	18,292,328	17,810,764
Noncurrent Investments	353,858,662	368,278,104
Total Assets	\$ 370,605,429	\$ 383,362,761
Liabilities		
OAC Grants Payable	\$ 21,534,527	\$ 15,894,457
PERC Grants Payable	22,160,043	19,323,377
Total Liabilities	43,694,570	35,217,834
Net Assets		
Temporarily Restricted	43,294,592	66,317,185
Permanently Restricted	283,616,267	281,827,742
Total Net Assets	326,910,859	348,144,927
Total Liabilities and Net Assets	\$ 370,605,429	\$ 383,362,761

Statement of Revenues, Expenses and Changes in Net Assets

	Year ended June 30, 2020	Year ended June 30, 2019
Revenues		
Gifts Received	\$ 1,788,525	\$ –
Interest Income	166,932	174,218
Change in Fair Value of Endowed Funds	3,527,932	16,419,850
Total Revenues	5,483,389	16,594,068
Expenses		
WFAA Institutional Advancement Fee	3,597,260	3,639,740
Less: WFAA IAF Rebate	(329,178)	(341,922)
OAC Initiatives		
Administrative Expenses	445,556	379,654
Grant Expenses	11,009,280	5,907,161
PERC Initiatives		
Administrative Expenses	827,462	705,071
Grant Expenses	11,167,077	16,146,364
Total Expenses	26,717,457	26,436,068
Increase/(Decrease) in Net Assets	(21,234,068)	(9,842,000)
Net Assets - Beginning of year	348,144,927	357,986,927
Net Assets - End of year	\$ 326,910,859	\$ 348,144,927

Grant Award Commitments for the Fiscal Year Ended June 30, 2020

	Net Grant Awards(1)	Inception to date Disbursements	Outstanding Grant Commitments
Public Health Initiatives			
Grants awarded from Inception to FY2019	\$ 76,797,872	\$ 66,020,420	\$ 10,777,452
FY2020 Awards	11,570,644	813,569	10,757,075
Subtotal	\$ 88,368,516	\$ 66,833,989	\$ 21,534,527
Medical Education and Research Initiatives			
Grants awarded from Inception to FY2019	\$ 147,094,491	\$ 135,696,656	\$ 11,397,835
FY2020 Awards	11,651,806	889,598	10,762,208
Subtotal	\$ 158,746,297	\$ 136,586,254	\$ 22,160,043
Total	\$ 247,114,813	\$ 203,420,243	\$ 43,694,570

(1) Reflects grants awarded less any lapsed awards returned to the Wisconsin Partnership Program

Statement of Cash Receipts and Disbursements (UW School of Medicine and Public Health)

	FY2020	FY2019
Balance, July 1	\$ (2,726,107)	\$ (1,655,073)
Cash Receipts		
Payments received from the UW Foundation	16,153,185	16,991,878
Total Receipts	16,153,185	16,991,878
Cash Disbursements		
Public Health Initiatives	5,369,210	5,286,318
Education and Research Initiatives	8,330,411	11,691,869
Program Administration		
Salaries	731,348	670,114
Fringe	257,152	228,969
Travel	11,763	14,918
Supplies and Services	53,156	57,434
Consultants and Contracts	195,599	100,564
Other Disbursements	24,000	12,726
Total Program Administration	1,273,018	1,084,725
Total Disbursements	14,972,639	18,062,912
Increase (Decrease) In Balance	1,180,546	(1,071,034)
Balance, June 30	(1,545,561)	(2,726,107)

Policies and Procedures

The Wisconsin Partnership Program, and its Oversight and Advisory Committee (OAC) and Partnership Education and Research Committee (PERC) conduct their operations, grantmaking processes and stewardship responsibility in accordance with program requirements, the Insurance Commissioner's Order and Grant Agreement, as well as federal, state and local laws.

OAC and PERC follow standard Request for Proposal (RFP) guidelines, requirements, multistep review processes and selection criteria throughout the grantmaking process. In addition, the Wisconsin Partnership Program evaluates the progress and outcomes of funded grants using progress and final reports, financial status reports, presentations and site visits.

Open Meetings and Public Records

As directed by the Order of the Commissioner of Insurance, the Wisconsin Partnership Program conducts its operations and processes in accordance with the state's Open Meetings and Public Records Laws. Meetings of the OAC and PERC and their subcommittees are open to the public. Agendas and minutes are posted at med.wisc.edu/partnership and in designated public areas.

Diversity Policy

The Wisconsin Partnership Program is subject to and complies with the diversity and equal opportunity policies of the UW System Board of Regents and UW-Madison. Furthermore, the Wisconsin Partnership Program has developed a diversity policy to ensure diversity within the Partnership Program's goals, objectives and processes.

Learn More

The Wisconsin Partnership Program's website provides detailed information on the following policies and procedures. Visit med.wisc.edu/partnership to learn more.

- Conflict of Interest Policies
- Diversity Policy
- How the Wisconsin Partnership Program Administers Grants
- Open Meetings and Public Records Policy
- Supplanting Policy
- Terms and Conditions for Applicants and Grantees

Wisconsin Partnership Program Leadership

The Oversight and Advisory Committee (OAC) and the Partnership Education and Research Committee (PERC) serve as the Wisconsin Partnership Program's governance committees.

Oversight and Advisory Committee

The University of Wisconsin (UW) System Board of Regents appoints four representatives from the UW School of Medicine and Public Health (SMPH) and four public health advocates to the nine-member Oversight and Advisory Committee. The Wisconsin Office of the Commissioner of Insurance also appoints one OAC member. Members serve four-year terms and may be reappointed. The primary responsibilities of the OAC are to:

- Direct and approve available funds for public health initiatives and public health education and training
- Provide public representation through the OAC's four health advocates
- Offer comment and advice on the PERC's expenditures

Health Advocate Appointees

Cedric Johnson
Community Services Manager, Madison Gas and Electric
Category: Children's Health
Appointed December 2019

Sue Kunferman, RN, MSN, CPM, Secretary
Director/Health Officer, Wood County Health Department
Category: Statewide Healthcare

Katherine Marks, BA
Outreach Specialist, City of Kenosha
Category: Urban Health

Gregory Nycz
Executive Director, Family Health Center of Marshfield, Inc.
Category: Rural Health

Kenneth Taylor, MPP, Vice Chair
Executive Director, Kids Forward
Category: Children's Health
Resigned October 2019

Insurance Commissioner's Appointee

Jennifer Stegall
Executive Senior Policy Advisor,
Office of Commissioner of Insurance

School of Medicine and Public Health Appointees

Amy Kind, MD, PhD, Chair
Associate Professor, Department of Medicine
Appointed Chair July 2019

Robert F. Lemanske, MD
Associate Dean for Clinical and Translational Research
Professor, Departments of Pediatrics and Medicine
Term ended November 2019

Megan Moreno, MD, MEd, MPH
Professor, Department of Pediatrics
Academic Division Chief, Vice Chair of Digital Health
Appointed December 2019

Richard L. Moss, PhD
Senior Associate Dean for Basic Research, Biotechnology
and Graduate Studies
Professor, Department of Cell and Regenerative Biology

Manish Shah, MD, MPH
Professor, Department of Emergency Medicine
The John and Tashia Morgridge Chair of Emergency
Medicine Research
Appointed December 2019

Partnership Education and Research Committee

PERC broadly represents the faculty, staff and leadership at the UW School of Medicine and Public Health and includes representatives from the Oversight and Advisory Committee (OAC). The PERC allocates and distributes funds designated for education and research initiatives that advance population health. The primary responsibilities of the PERC are to:

- Direct and approve available funds for education and research initiatives
- Maintain a balanced portfolio of investments in population health
- Strengthen collaborations with communities and health leaders statewide

SMPH Leadership

Richard L. Moss, PhD, Chair*
Senior Associate Dean for Basic Research, Biotechnology and Graduate Studies
Professor, Department of Cell and Regenerative Biology

Elizabeth Petty, MD*
Senior Associate Dean for Academic Affairs
Professor, Department of Pediatrics

Department Chairs

Edward Jackson, PhD
Professor and Chair, Department of Medical Physics
Representative: Basic Science Chairs
Appointed July 2018
Resigned January 2020

Kathleen Shannon, MD*
Detling Professor and Chair, Department of Neurology
Representative: Clinical Chairs

Deneen Wellik, PhD
Professor and Chair, Department of Cell and Regenerative Biology
Representative: Basic Science Chairs
Appointed February 2020

Faculty Representatives

Elaine Alarid, PhD*
Professor, Department of Oncology
Representative: Basic Science Faculty

David Allen, MD
Professor, Department of Pediatrics
Representative: Clinical Faculty

Elizabeth Cox, MD, PhD
Professor, Department of Pediatrics
Representative: Clinical Faculty

Tracy Downs, MD*
Associate Professor, Department of Urology
Assistant Dean for Diversity and Multicultural Affairs
Representative: Clinical Faculty

Ron Gangnon, PhD
Professor, Department of Population Health Sciences
Representative: Population Health Faculty
Appointed September 2019

Oversight and Advisory Committee Appointees

Amy Kind, MD, PhD
Associate Professor, Department of Medicine
Chair, Oversight and Advisory Committee

Gregory Nycz*
Executive Director, Family Health Center of Marshfield, Inc.

*PERC Executive Committee Member

In Memoriam

Dr. Edward Jackson
Professor and Chair, Department of Medical Physics

Wisconsin Partnership Program Liaisons

UW-Madison Office of the Chancellor
Norman Drinkwater, PhD

UW System Board of Regents
Tracey Klein, JD
Member, University of Wisconsin System Board of Regents

Wisconsin Partnership Program Staff

Eileen M. Smith, Assistant Dean and Director

Andrea Dearlove, Senior Program Officer

Mai Nou Her, Administrative Assistant

Nathan Kersten, Financial Specialist

Tonya Mathison, Administrative Manager

Anne Pankratz, University Relations Specialist

Courtney Saxler, Program Officer

Jonathan Thomas, Assistant Director of Finance

Debbie Wu, Financial Lead



Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

750 Highland Ave., 4230 HSLC
Madison, WI 53705

(608) 265-8215
(866) 563-9810 (toll-free)
med.wisc.edu/partnership

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2020
For
Public Health Initiatives and Public Health Education and Training Initiatives
Recommended for Approval by the
Oversight and Advisory Committee**

The Senior Associate Dean for Finance of the University of Wisconsin School of Medicine and Public Health hereby attests to the Oversight and Advisory Committee that:

The following list of public health initiatives and public health education and training initiatives has been reviewed in detail to determine whether use of the Wisconsin Partnership Program funds for the following projects has complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004.

The Senior Associate Dean for Finance has determined that financial support by the Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Oversight and Advisory Committee this 15th day of October, 2020.

Community Catalyst

Fiscal Year 2018

Community Health Workers: Working to Increase Knowledge on Mental Health and Nutrition for Post-Partum Latina Moms during Home Visits.
Getting Bike Equity Right: a River Rider Bike Share Initiative
Increasing Access to Quality Healthcare in Correctional Settings by Expanding Health Workforce
Parent Leadership as a Catalyst for Health Equity
Straight Forward: the Truth About Addiction
The Dryhooch Digital Forward Operating Base (Digitalfob)
Working Together to Eliminate Health Inequities and Disparities
Youth Decarceration

Fiscal Year 2019

Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country
Black Girl Live by Lilada's Livingroom
Building Beloved Community for Reproductive Justice Sustainability
Building Immigrant Leadership for Wisconsin
Community Dental Partnership Program
Community Doula Initiative
Community Fellowship and Improve Thy Health (Com-FAITH) - Oh Happy Day Classes to Manage Depression
Creating Pathways for Equitable Access for Spanish-speaking Early Educators through Technology Assisted Professional Development Opportunities to Support the Understanding and Promotion of Social Emotional Development for Children 0-5
Farmer Suicide Prevention
Neighborhood Organizing Institute 2.0 (NOI 2.0)
PATHS: Preventing Youth Homelessness for Youth Aging Out of Foster Care
Preventing Lead Exposure: No More High Lead Levels

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2020**

Teen Leadership and Engagement
Training to Improve PPWI Health Services to Promote Health Equity for Transgender, Gender Nonbinary,
Gender Expansive, and Gender Nonconforming (TNG) Individuals
Transformational Therapy for Children Experiencing Trauma

Community Collaboration

Fiscal Year 2018

Black Men's Wellness Sustainable Initiative (BMWSI)
Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience
Empower Me Wellness Project: Collaborating for Health Equity for Black Women
FREE
Health Equity and the Role Of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods

Fiscal Year 2020

The Good Hood: Making Meadowood a Healthy Community
Creating our healthy neighborhood: Reversing disinvestment in urban Milwaukee
Supporting the Health of Black Families': Inside and Out
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for
Individuals Experiencing Homelessness and Housing Insecurity
Oske Pemaleset-"The New Life"- Indigenous Models of Equitable Health Systems
ROOTed to REAP: Latinx/Indigenous women advancing health and food equity in Dane County

Community Impact

Calendar Year 2015

Advancing School-Based Mental Health in Dane County
Cultivate Health Initiative: Growing the Wisconsin School Garden Network
From Punishment to Restoration: Reimagining Criminal Justice to Improve the Health of Wisconsin's
Families and Communities
Improving Assisted Living Quality Through Collaborative System Change

Calendar Year 2016

Healthy Workers, Healthy Wisconsin
Legacy Community Alliance for Health (LCAH)
Race to Equity Wisconsin

Fiscal Year 2018

Connecting Clinics, Campuses and Communities to Advance Health Equity
Creating Conditions to Improve Housing Policy for Healthier Families
First Breath Families: Helping Low-Income Moms Quit Smoking and Babies Grow Up Smoke-Free
Southwestern Wisconsin Recovery Pathways

Fiscal Year 2019

Milwaukee Reentry Alliance
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2020**

Fiscal Year 2020

Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Healthy Communities through WEESN-Milwaukee: Supporting Quality Early Learning and Family Well-Being

Community Opportunity

Calendar Year 2016

Create a Alcohol Reduction Strategies Toolkit for Community Use in Northwestern Wisconsin
Increasing Access to Nutritious Food through Summer Food Service Programming

COVID-19 Response Grant Program

Fiscal Year 2020

Using Information and Communication Technology to Address Wisconsin's COVID-19 Crisis
Men's Emergency Shelter-Virtual Health Assessments
WeRISE: Black Birth Workers Response to COVID-19 Project
Bilingual (English/Spanish) Short- and Long-term Assistance to Vulnerable Populations
COVID-19 Prevention and Intervention Services for Hmong and Other Refugee Communities
Leveraging Personalized Supports for Immediate COVID-19 Response for 4K-12 Students (LPS)
Lo Que Debes Saber: A COVID-19 Public Health Community Education Strategy for the Latino Community
Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity of Vulnerable Populations
COVID-19 Response for Milwaukee's Uninsured Adults
Wood County Community Response to COVID-19
Farms to Families/De Granjas a Familias Resilience Boxes
Barron County Integrated Response to Slow Community Spread of COVID-19

Lifecourse Initiative for Healthy Families

Calendar Year 2013

LIHF Collaborative Implementation Grant for the Milwaukee LIHF Collaborative

Calendar Year 2014

Kenosha LIHF Collaborative

Calendar Year 2016

2016-2019 Lifecourse Initiative for Healthy Families (LIHF) Pregnancy Risk Assessment Monitoring Systems (PRAMS)

Fiscal Year 2019

Lifecourse Initiative for Healthy Families (LIHF) Bridge Funding

Public Health Education and Training Initiatives

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2020**

Calendar Year 2017

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

Fiscal Year 2020

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

Strategic

Fiscal Year 2018

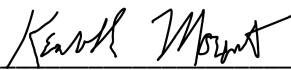
Community Engagement and Collective Impact: Marathon County
Menominee Wellness Initiative
OPI Community Organizing Initiative

Fiscal Year 2019

Making Wisconsin the Healthiest State Project

Fiscal Year 2020

Healthy Wisconsin Leadership Institute and MATCH Transitional Funding (HWLI)

By: 

Kenneth J. Mount
Senior Associate Dean for Finance
UW School of Medicine and Public Health

Date: 10/15/2020

As accepted by the Oversight and Advisory Committee on the 15th day of October, 2020.

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting
For
Education and Research Initiatives
Recommended for Approval by the
Partnership Education and Research Committee**

The Senior Associate Dean for Finance of the University of Wisconsin School of Medicine and Public Health hereby attests to the Partnership Education and Research Committee that:

The following list of education and research initiatives has been reviewed in detail to determine whether use of the Wisconsin Partnership Program funds for the following projects has complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004.

The Senior Associate Dean for Finance has determined that financial support by the Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Partnership Education and Research Committee this 19th day of October 2020.

Collaborative Health Sciences Program

Calendar Year 2015

Big Data For Little Kids: The Impact of Prenatal Interventions on Birth Outcomes and School Readiness
Paradigm Shifting, High Throughput Assay for Serial Quantification of HIV Reservoirs
Screening in Trauma for Opioid Misuse Prevention

Calendar Year 2016

Metabolic Priming Triple-Negative Breast Cancer to Proapoptotic Therapy
Quantitative Models to Define Cancer Cell Heterogeneity and Predict Patient Drug Responses
Rapid Assessment of and Prophylaxis for Influenza in Dwellers of Longer-Term Care Facilities

Fiscal Year 2018

A Cluster Randomized Trial to Assess the Impact of Facilitated Implementation on Antibiotic Stewardship
in Wisconsin Nursing Homes
Gut Microbiome Dynamics in Alzheimer's Disease
Integrated Metabolomics, Microbial Genomics and Immune Profiling in Early Infancy to Identify
Biomarkers for Allergic Disease Prevention

Fiscal Year 2019

Leaving prison and connecting with medical care: Medicaid expansion, treatment access and outcomes
for opioid use disorder and hepatitis C infection
Testing Effectiveness of a Community Resource Navigation Intervention to Enhance Health Professional
Education, Reduce Unmet Social Needs, and Improve Patient Health
Towards an Integrated Understanding of Stress, Inflammation and Immune Response
UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020

Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates
Defining and targeting novel anti-viral and anti-cancer T cell immunity

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Comparison of successful colorectal cancer screening strategies in Wisconsin rural and urban settings:
Achieving "80% in every community"

COVID-19 Response Grants

Fiscal Year 2020

Novel COVID-19 monoclonal antibodies for patient diagnostics, therapy and research.
Alternative Means to Diagnose COVID-19 Pneumonia
COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals
Genetic surveillance of SARS-CoV-2 spread in Wisconsin to inform outbreak control
Leveraging Social Networks and Trusted Community Influencers to disseminate an accurate and up-to-date understanding of COVID-19 in Black, Latinx and American Indian Communities
To Test the Protective Efficacy of Whole-Inactivated SARS-CoV-2 Vaccine in Syrian Hamsters
A Negative Pressure Isolation Head Chamber to Protect Health Care Workers from Airborne Transmission of Aerosolized Viruses
Teaching the general public how to test and maintain readily available face masks
Creating Infrastructure to Study the Immune Response to SARS-CoV-2 in Wisconsin
Role of NaSo-orpharyngeal antiseptic dEcolonization to reduce covid-19 viral shedding and Disease transmission: SHIELD Study
Wisconsin Real-time Emergency Department Surveillance and Responsive Training (WIRED-RT)
Interferon Responses in "COVID toes," the link to SARS-CoV2 Infection

New Investigator Program

Calendar Year 2016

Reprogramming B-Cell Metabolism to Prevent and Rescue Type 2 Diabetes

Fiscal Year 2018

Autologous Regeneration in Burn Injured Patients
Mechano-Electrical Feedback in Pathophysiology of Atrial Fibrillation: Novel Strategy For Antiarrhythmic Therapy
The Role of Nesprin 3 in Mammalian Neural Stem Cell Aging

Fiscal Year 2019

Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-Based, Group Prenatal Care and Infant Support
Defining Host-Microbiome Interactions in Diabetic Wound Healing
Identifying the Mechanisms of Nerve Regulation of Heart Regeneration
Kinetochore Integrity and Cancer

Fiscal Year 2020

Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants
Molecular Basis of Immune Variations
Modeling basal forebrain cholinergic vulnerability in Down syndrome
Advancing postpartum care for Black women in Wisconsin by engaging community partners with a home telehealth
Vascular Effects of the Precision Interventions for Severe Asthma (VASC-PreCISE)

Opportunity Program

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Calendar Year 2016

Improved Diagnosis of Familial Hypercholesterolemia in Children and Families through the Wisconsin Pediatric Lipid Consortium

Fiscal Year 2019

Enabling Clinicians and Healthcare Trainees to Improve the Care of Wisconsin Residents Living with Dementia
Stroke Prevention in the Wisconsin Native American Population

Strategic Program

Calendar Year 2014

Wisconsin Obesity Prevention Initiative

Calendar Year 2016

Optimized Chronic Care for Smokers: A Comparative Effectiveness Approach Years 3-5
Transforming Medical Education 3.0: Moving Medical Education Forward
Transforming Medical Education 3.0 - Moving Medical Education Forward (Path of Distinction in Public Health)

January 1 – June 30, 2017

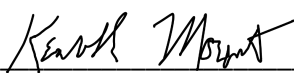
Measuring and Addressing Disparities in the Quality of Care Among Wisconsin Health Systems
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service and Training

Fiscal Year 2019

Advancing Evidence-Based Health Policy in Wisconsin
Institute for Clinical and Translational Research (ICTR) and Health Innovation Program (HIP) supplement
Making Wisconsin the Healthiest State Project
University of Wisconsin Preventive Medicine Residency Program (PMR renewal)
Survey of the Health of Wisconsin (SHOW) Renewal 2019-2022

Fiscal Year 2020

Wisconsin Partnership Program Scholarship
Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New Programs through a Health Equity Lens
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service and Training

By: 
Kenneth J. Mount
Senior Associate Dean for Finance
UW School of Medicine and Public Health

Date: 10/19/2020

As accepted by the Partnership Education and Research Committee on October 19, 2020.

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting****University of Wisconsin School of Medicine and Public Health**

The Dean of the UW School of Medicine and Public Health, Robert N. Golden, MD, hereby attests that:

The UW School of Medicine and Public Health has complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. This attestation is based on the detailed review and determination of non-supplanting by the Senior Associate Dean for Finance, Kenneth J. Mount, for each of the listed awards.

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2020 Annual Report, which covers the period July 1, 2019-June 30, 2020.*

OVERSIGHT AND ADVISORY COMMITTEE**Community Catalyst****Fiscal Year 2018**

Community Health Workers: Working to Increase Knowledge on Mental Health and Nutrition for Post- Partum Latina Moms during Home Visits.
Getting Bike Equity Right: a River Rider Bike Share Initiative
Increasing Access to Quality Healthcare in Correctional Settings by Expanding Health Workforce
Parent Leadership as a Catalyst for Health Equity
Straight Forward: the Truth About Addiction
The Dryhooch Digital Forward Operating Base (Digitalfob)
Working Together to Eliminate Health Inequities and Disparities
Youth Decarceration

Fiscal Year 2019

Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country
Black Girl Live by Lilada's Livingroom
Building Beloved Community for Reproductive Justice Sustainability
Building Immigrant Leadership for Wisconsin
Community Dental Partnership Program
Community Doula Initiative
Community Fellowship and Improve Thy Health (Com-FAITH) - Oh Happy Day Classes to Manage Depression
Creating Pathways for Equitable Access for Spanish-speaking Early Educators through Technology Assisted Professional Development Opportunities to Support the Understanding and Promotion of Social Emotional Development for Children 0-5
Farmer Suicide Prevention
Neighborhood Organizing Institute 2.0 (NOI 2.0)
PATHS: Preventing Youth Homelessness for Youth Aging Out of Foster Care
Preventing Lead Exposure: No More High Lead Levels
Teen Leadership and Engagement
Training to Improve PPWI Health Services to Promote Health Equity for Transgender, Gender Nonbinary, Gender Expansive, and Gender Nonconforming (TNG) Individuals
Transformational Therapy for Children Experiencing Trauma

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Community Collaboration

Fiscal Year 2018

Black Men's Wellness Sustainable Initiative (BMWSI)
Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience
Empower Me Wellness Project: Collaborating for Health Equity for Black Women
FREE
Health Equity and the Role Of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods

Fiscal Year 2020

The Good Hood: Making Meadowood a Healthy Community
Creating our healthy neighborhood: Reversing disinvestment in urban Milwaukee
Supporting the Health of Black Families': Inside and Out
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for Individuals
Experiencing Homelessness and Housing Insecurity
Oske Pematset-"The New Life"- Indigenous Models of Equitable Health Systems
ROOTed to REAP: Latinx/Indigenous women advancing health and food equity in Dane County

Community Impact

Calendar Year 2015

Advancing School-Based Mental Health in Dane County
Cultivate Health Initiative: Growing the Wisconsin School Garden Network
From Punishment to Restoration: Reimagining Criminal Justice to Improve the Health of Wisconsin's Families and Communities
Improving Assisted Living Quality Through Collaborative System Change

Calendar Year 2016

Healthy Workers, Healthy Wisconsin
Legacy Community Alliance for Health (LCAH)
Race to Equity Wisconsin

Fiscal Year 2018

Connecting Clinics, Campuses and Communities to Advance Health Equity
Creating Conditions to Improve Housing Policy for Healthier Families
First Breath Families: Helping Low-Income Moms Quit Smoking and Babies Grow Up Smoke-Free
Southwestern Wisconsin Recovery Pathways

Fiscal Year 2019

Milwaukee Reentry Alliance
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

Fiscal Year 2020

Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)

Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System

Healthy Communities through WEESN-Milwaukee: Supporting Quality Early Learning and Family Well-Being

Community Opportunity

Calendar Year 2016

Create a Alcohol Reduction Strategies Toolkit for Community Use in Northwestern Wisconsin

Increasing Access to Nutritious Food through Summer Food Service Programming

COVID-19 Response Grant Program

Fiscal Year 2020

Using Information and Communication Technology to Address Wisconsin's COVID-19 Crisis

Men's Emergency Shelter-Virtual Health Assessments

WeRISE: Black Birth Workers Response to COVID-19 Project

Bilingual (English/Spanish) Short- and Long-term Assistance to Vulnerable Populations

COVID-19 Prevention and Intervention Services for Hmong and Other Refugee Communities

Leveraging Personalized Supports for Immediate COVID-19 Response for 4K-12 Students (LPS)

Lo Que Debes Saber: A COVID-19 Public Health Community Education Strategy for the Latino Community

Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity of Vulnerable Populations

COVID-19 Response for Milwaukee's Uninsured Adults

Wood County Community Response to COVID-19

Farms to Families/De Granjas a Familias Resilience Boxes

Barron County Integrated Response to Slow Community Spread of COVID-19

Lifecourse Initiative for Healthy Families

Calendar Year 2013

LIHF Collaborative Implementation Grant for the Milwaukee LIHF Collaborative

Calendar Year 2014

Kenosha LIHF Collaborative

Calendar Year 2016

2016-2019 Lifecourse Initiative for Healthy Families (LIHF) Pregnancy Risk Assessment Monitoring Systems (PRAMS)

Fiscal Year 2019

Lifecourse Initiative for Healthy Families (LIHF) Bridge Funding

Public Health Education and Training Initiatives

Calendar Year 2017

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Fiscal Year 2020

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

Strategic

Fiscal Year 2018

Community Engagement and Collective Impact: Marathon County
Menominee Wellness Initiative
OPI Community Organizing Initiative

Fiscal Year 2019

Making Wisconsin the Healthiest State Project

Fiscal Year 2020

Healthy Wisconsin Leadership Institute and MATCH Transitional Funding (HWLI)

PARTNERSHIP EDUCATION AND RESEARCH COMMITTEE

Collaborative Health Sciences Program

Calendar Year 2015

Big Data For Little Kids: The Impact of Prenatal Interventions on Birth Outcomes and School Readiness
Paradigm Shifting, High Throughput Assay for Serial Quantification of HIV Reservoirs
Screening in Trauma for Opioid Misuse Prevention

Calendar Year 2016

Metabolic Priming Triple-Negative Breast Cancer to Proapoptotic Therapy
Quantitative Models to Define Cancer Cell Heterogeneity and Predict Patient Drug Responses
Rapid Assessment of and Prophylaxis for Influenza in Dwellers of Longer-Term Care Facilities

Fiscal Year 2018

A Cluster Randomized Trial to Assess the Impact of Facilitated Implementation on Antibiotic Stewardship in Wisconsin Nursing Homes
Gut Microbiome Dynamics in Alzheimer's Disease
Integrated Metabolomics, Microbial Genomics and Immune Profiling in Early Infancy to Identify Biomarkers for Allergic Disease Prevention

Fiscal Year 2019

Leaving prison and connecting with medical care: Medicaid expansion, treatment access and outcomes for opioid use disorder and hepatitis C infection
Testing Effectiveness of a Community Resource Navigation Intervention to Enhance Health Professional Education, Reduce Unmet Social Needs, and Improve Patient Health
Towards an Integrated Understanding of Stress, Inflammation and Immune Response
UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020

Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Defining and targeting novel anti-viral and anti-cancer T cell immunity
Comparison of successful colorectal cancer screening strategies in Wisconsin rural and urban settings: Achieving
"80% in every community"

COVID-19 Response Grants

Fiscal Year 2020

Novel COVID-19 monoclonal antibodies for patient diagnostics, therapy and research.
Alternative Means to Diagnose COVID-19 Pneumonia
COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals
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understanding of COVID-19 in Black, Latinx and American Indian Communities
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Aerosolized Viruses
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transmission: SHIELD Study
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Interferon Responses in "COVID toes," the link to SARS-CoV2 Infection

New Investigator Program

Calendar Year 2016

Reprogramming B-Cell Metabolism to Prevent and Rescue Type 2 Diabetes

Fiscal Year 2018

Autologous Regeneration in Burn Injured Patients
Mechano-Electrical Feedback in Pathophysiology of Atrial Fibrillation: Novel Strategy For Antiarrhythmic Therapy
The Role of Nesprin 3 in Mammalian Neural Stem Cell Aging

Fiscal Year 2019

Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-
Based, Group Prenatal Care and Infant Support
Defining Host-Microbiome Interactions in Diabetic Wound Healing
Identifying the Mechanisms of Nerve Regulation of Heart Regeneration
Kinetochore Integrity and Cancer

Fiscal Year 2020

Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants
Molecular Basis of Immune Variations
Modeling basal forebrain cholinergic vulnerability in Down syndrome
Advancing postpartum care for Black women in Wisconsin by engaging community partners with a home
telehealth
Vascular Effects of the Precision Interventions for Severe Asthma (VASC-PreCISE)

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

Opportunity Program

Calendar Year 2016

Improved Diagnosis of Familial Hypercholesterolemia in Children and Families through the Wisconsin Pediatric Lipid Consortium

Fiscal Year 2019

Enabling Clinicians and Healthcare Trainees to Improve the Care of Wisconsin Residents Living with Dementia
Stroke Prevention in the Wisconsin Native American Population

Strategic Program

Calendar Year 2014

Wisconsin Obesity Prevention Initiative

Calendar Year 2016

Optimized Chronic Care for Smokers: A Comparative Effectiveness Approach Years 3-5
Transforming Medical Education 3.0: Moving Medical Education Forward
Transforming Medical Education 3.0 - Moving Medical Education Forward (Path of Distinction in Public Health)

January 1 – June 30, 2017

Measuring and Addressing Disparities in the Quality of Care Among Wisconsin Health Systems
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service
and Training

Fiscal Year 2019

Advancing Evidence-Based Health Policy in Wisconsin
Institute for Clinical and Translational Research (ICTR) and Health Innovation Program (HIP) supplement
Making Wisconsin the Healthiest State Project
University of Wisconsin Preventive Medicine Residency Program (PMR renewal)
Survey of the Health of Wisconsin (SHOW) Renewal 2019-2022

Fiscal Year 2020

Wisconsin Partnership Program Scholarship
Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New Programs
through a Health Equity Lens
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service
and Training

**Wisconsin Partnership Program
Fiscal Year 2020 Determination of Non-Supplanting**

*In 2017, the Wisconsin Partnership Program transitioned from reporting on a calendar-year basis to a July through June 30 fiscal year.

By: Robert N. Golden, MD

Robert N. Golden, MD
Dean, UW School of Medicine and Public Health

Date: 11/03/2020

By: Kenneth J. Mount

Kenneth J. Mount
Senior Associate Dean of Finance, UW School of Medicine and Public Health

Date: 11/2/2020

The UW-Madison Vice Chancellor for Finance and Administration, Laurent Heller, hereby attests that the UW System and the UW-Madison have complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. The basis of this attestation is the on-going monitoring by the UW-Madison Vice Chancellor for Finance and Administration of the University's budget allocation to the School of Medicine and Public Health.

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2020 Annual Report for the period July 1, 2019 - June 30, 2020.

By:

Laurent Heller

Vice Chancellor for Finance and Administration

University of Wisconsin-Madison

Date: November 5, 2020

**APPOINTMENTS TO THE UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH
OVERSIGHT AND ADVISORY COMMITTEE OF THE
WISCONSIN PARTNERSHIP PROGRAM**

REQUESTED ACTION

Approval of Resolution K., reappointing four members for four-year terms on the University of Wisconsin (UW) School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program.

Resolution K.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the reappointments of Cedric A. Johnson, Dr. Megan A. Moreno, Gregory Nycz, and Dr. Manish Shah to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program for four-year terms beginning immediately through October 31, 2024.

SUMMARY

The Regents are asked to approve the reappointments of four committee members to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program for four-year terms that expire on October 31, 2024.

BACKGROUND

The Wisconsin Insurance Commissioner's Order (Order) of March 2000 approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of the proceeds from the sale of stock to the University of Wisconsin School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin to improve the health of the people of Wisconsin.

The Order required the UW System Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of nine members appointed for four-year, renewable terms.

Four public health members (health advocates) and four SMPH representatives are appointed by the Regents upon recommendation of the Dean of the SMPH, and one member is appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing and approving the use of funds for public health initiatives. The committee also reviews, monitors, and reports to the Board of Regents on the funding of education and research initiatives through the Wisconsin Partnership Program's annual reports.

In alignment with the *Wisconsin Idea*, the Wisconsin Partnership Program reaches beyond the campus to improve health in Wisconsin through community-academic partnerships, innovative research and educational programs, and community engagement.

In accordance with the Insurance Commissioner's Order and the Bylaws of the Oversight and Advisory Committee, the Board of Regents has the following oversight responsibilities for the Wisconsin Partnership Program:

- Reviews annual reports
- Receives financial and program audits, which are required at least every five years
- Approves five-year plans
- Appoints OAC members upon recommendation of the SMPH Dean

In accordance with the nomination process followed by the UW School of Medicine and Public Health, Dean Robert Golden recommends the following nominees for reappointment by the Board of Regents:

Public member (health advocate) appointments:

- **Cedric A. Johnson**, Community Services Manager, Madison Gas & Electric. Mr. Johnson will serve as a community health advocate concerning health issues of children and families.
- **Gregory Nycz**, Director, Family Health Center of Marshfield, Inc. Mr. Nycz will serve as a community health advocate concerning rural health.

School of Medicine and Public Health appointments:

- **Megan A. Moreno**, MD, MEd, MPH, Professor, Academic Division Chief of General Pediatrics and Adolescent Medicine Division, and Vice Chair of Digital Health, Department of Pediatrics
- **Manish Shah**, MD, MPH, Professor, Vice Chair for Research and John & Tashia Morgridge Chair for Emergency Medicine Research, Department of Emergency Medicine

Three of the nominees were first appointed to the OAC by the UW System Board of Regents in December 2019 as they were filling vacancies on the committee. All three, Cedric A. Johnson, Megan A. Moreno, and Manish Shah, have contributed greatly to the committee's discussions and decisions over the past year. Their reappointments are for full four-year terms.

ATTACHMENTS

- A) Cedric A. Johnson resume
- B) Dr. Megan A. Moreno biographical sketch
- C) Gregory Nycz resume
- D) Dr. Manish Shah biographical sketch

CEDRIC A. JOHNSON

PROFESSIONAL EXPERIENCE

Madison Gas & Electric 2017-present
Community Services Manager Madison, WI

- Works with other departments to ensure that customers are served without barriers based on income, ethnicity, race or other factors.
- Builds relationships and partnerships with neighborhoods, community service, and business organizations to extend and expand MGE's reach to all customers.
- Helps MGE provide products and services in ways that are culturally competent.
- Ensures that all customers have options for shaping and managing their energy use and that all customers share in the benefits of new technology.

Briarpatch Youth Services, Inc. 2014-2017
Development & Communications Director Madison, WI

- Oversaw the development of the agency's new brand messaging, logo, website, and marketing materials.
- Helped raise \$3 million towards the 'Giving Homeless Youth a Chance' capital campaign.
- Increased annual unrestricted giving by 50% through expanded donor engagement and communications.
- Implemented new donor management database to ensure responsible stewardship of 5,000 constituents.

Madison Children's Museum 2011-2014
Development Officer Madison, WI

- Increased membership in 'Circle for Children' giving donor circle (gifts \$250+) by 35%.
- Served as interim Development Director from March to July 2012.

The Onion 2010-2011
Account Executive Madison, WI

- Accountable for monthly revenue of \$20,000+-Developed print sales revenue in the Arts, Entertainment, and Lifestyle industries.

American Red Cross – Rock River Chapter 2007-2010
Public Relations & Development Manager Rockford, IL

- Led development efforts to raise funds that support emergency response and other programs.
- Responsible for public affairs and communications during disasters across four counties.
- Selected to serve as a member of the National Brand Council for the American Red Cross (Washington D.C.)

Rockford Register Star | GateHouse Media
Account Relationship Specialist

2004-2007
Rockford, IL

- In this new business territory, over-all 2006 performance finished at 365% over previous year.
- Trend of this territory showed revenue goals ranging from 90% up to 140%.

EDUCATION

Knox College
English with Creative Writing Emphasis

2001-2004
Galesburg, IL

Keith Country Day School
College-preparatory School

Class of 2000

COMMUNITY INVOLVEMENT

Wisconsin Partnership Program
Oversight & Advisory Committee

2019-Present

Madison Museum of Contemporary Art
Board of Trustees

2015-Present

NewBridge Madison
Board of Directors

2018-Present

Arts + Literature Laboratory
Capital Campaign Advisory Committee

2019-Present

Urban Triage, Inc.
Board of Directors

2020-Present

Boys & Girls Club of Dane County
Board of Directors

2018-2020

Madison Arts Commission
Mayoral Appointee, Commissioner

2014-2017

The Out Professional & Engagement Network
Board of Directors
President (two terms)

2013-2017

Madison MAGNET
Board of Directors
Chair, Events Committee

2011-2012

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

NAME: Moreno, Megan Andreas

eRA COMMONS USER NAME (agency login): mamoreno

POSITION TITLE: Professor of Pediatrics

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Northwestern University, Evanston, IL	BA	06/1995	Political Science
George Washington University, Washington, DC	MD	05/2000	Medicine
University of Wisconsin, Madison, WI		06/2003	Pediatric Residency
University of Wisconsin, Madison, WI	MSEd	05/2004	Educational Psychology
University of Washington, Seattle, WA		9/2008	Adolescent Medicine
University of Washington, Seattle, WA	MPH	6/2008	Epidemiology

A. PERSONAL STATEMENT

My research mission is to investigate the role of digital technologies in the health of adolescents and young adults. I have pursued training and research experiences to provide me a range of skills which are focused on this research mission. My Master's training in Educational Psychology provided me background and experience in qualitative research methods. I completed a fellowship in Adolescent Medicine during which I received training in identification and clinical management of adolescents with substance use problems. During my Adolescent Medicine fellowship I also completed a Master's in Public Health degree. I am a practicing physician in the UWHealth Adolescent and Young Adult clinic.

I am currently the Principal Investigator of the Social Media and Adolescent Health Research Team (SMAHRT). My team and I have developed specific expertise in using social media data to identify displayed references to health behaviors and conditions, methods to validate that data using participant self-report and intervention approaches using social media. Our research topics focus on the main contributors to morbidity and mortality for teens. Four publications that highlight my experience and focus on my research mission include:

- Moreno MA**, Parks MR, Zimmerman FJ, Brito TE, Christakis DA. Adolescents' Display of Health Risk Behaviors on MySpace: Prevalence and Associations. Archives of Pediatrics and Adolescent Medicine. 2009;163:35-41. PMID Policy Exempt – Not Resulting from NIH Funding.
- Moreno MA**, VanderStoep A, Parks MR, Zimmerman FJ, Kurth A, Christakis DC. A Randomized Pilot Intervention to Reduce At-Risk Adolescents' Online Risk Behavior Display on a Social Networking Web Site. Archives of Pediatrics and Adolescent Medicine. 2009;163:27-34. PMID Policy Exempt – Not Resulting from NIH Funding.
- Moreno MA**, Christakis DA, Egan KG, Brockman LN, Becker T. Associations between displayed alcohol references on Facebook and problem drinking among college students. Archives of Pediatrics and Adolescent Medicine. 2012;166:157-63. PMC3266463.
- Moreno MA**, Kota R, Schoohs S, Whitehill JM. The Facebook Influence Model: A Concept Mapping Approach. Cyberpsychology, Behavior and Social Networking. 2013; 16: 504-511. PMC3715786.

B. POSITIONS AND HONORSPositions and Employment

2003-2004	Chief Resident, Pediatrics, University of Wisconsin, Madison, WI
2004-2005	Hospitalist, Inpatient Pediatric Service, Mary Bridge Children's Hospital, Tacoma, WA
2008-2012	Assistant Professor, Department of Pediatrics, University of Wisconsin, Madison, WI
2008-2012	Adjunct Assistant Professor, School of Public Health, University of Wisconsin, Madison, WI
2010-2012	Director of Resident Research, Department of Pediatrics, University of Wisconsin, Madison, WI
2012-2017	Associate Professor, Department of Pediatrics, University of Washington, Seattle, WA
2013-2017	Adjunct Associate Professor, Department of Health Services, University of Washington,

Seattle, WA

- 2017-2018 Associate Professor, Department of Pediatrics, University of Wisconsin, Madison, WI
- 2017-present Academic Division Chief, Division of General Pediatrics and Adolescent Medicine, University of Wisconsin, Madison, WI
- 2017-present Vice Chair of Digital Health, Department of Pediatrics, University of Wisconsin, Madison, WI
- 2018-present Professor, Department of Pediatrics, University of Wisconsin, Madison, WI
- 2018-present Adjunct Professor, Department of Educational Psychology, University of Wisconsin, Madison, WI
- 2019-present Holtz Center for Science & Technology Studies Steering Committee, University of Wisconsin, Madison, WI

Other Experience and Professional Memberships

- 2001-2003 Member, Clinical Investigator's Preparatory Project, University of Wisconsin, Madison, WI
- 2003-present Member, American Academy of Pediatrics
- 2005-present Member, Society for Adolescent Health and Medicine
- 2006-present Member, Ambulatory Pediatric Association
- 2010-present Member, Society for Pediatric Research
- 2011-present Member, AAP Committee on Children and Media, Executive Council Member since 2013
- 2012-2015 Liaison to Pediatric Academic Societies for Society for Adolescent Health and Medicine
- 2015-2016 Committee on the Biological and Psychosocial Effects of Peer Victimization: Consensus Study, Appointed committee member: Institute of Medicine
- 2015-present Editorial Board Member, Journal of Adolescent Health
- 2017-present Member, Peer Review CHHDM Standing Committee, National Institutes of Health
- 2018-present Associate Editor, JAMA Pediatrics

Honors

- 2000 Kane King Dodek Honor Society, George Washington University, Washington, DC
- 2002 C. Everett Koop Institute Resident Physician Leadership Symposium Delegate, Hanover, NH
- 2003 Children Matter Award, University of Wisconsin, Madison, WI
- 2004 Charles Lobeck Medical Education Award, University of Wisconsin, Madison, WI
- 2005 Community Physician Teaching Award, Tacoma Family Medicine Residency, Tacoma, WA
- 2008 Fellows' Research Day Award, University of Washington, Seattle, WA
- 2010 Charles Lobeck Medical Education Award, University of Wisconsin, Madison, WI
- 2011 Odell Research Award, Department of Pediatrics, University of Wisconsin, Madison, WI
- 2016 Distinguished Faculty Mentor, University of Washington School of Public Health, Seattle, WA
- 2016 Undergraduate Mentor Award, University of Washington, Seattle, WA
- 2017 Communication and collaboration award, American Academy of Pediatrics
- 2018 Top Doctors: Adolescent Medicine, Seattle Magazine
- 2019 Richard B Heyman Community Leadership Award, American Academy of Pediatrics

C. CONTRIBUTIONS TO SCIENCE

1. **Epidemiologic approaches using social media to evaluate adolescent and young adult health behaviors and conditions.** A major focus of my research program has involved the use of social media to observe displayed health risk behaviors and conditions among adolescents and young adults. I have contributed to understanding the prevalence and patterns in display of critical health risk behaviors such as alcohol and drug use, and important co-morbid conditions such as depression. I have focused this area of research on behaviors and conditions that are among the top causes of adolescent and young adult morbidity and mortality, all of which have links to problem alcohol use. My role in these projects has been as a PI or senior investigator/mentor.
 - a. **Moreno MA**, Arseniev-Koehler A, Litt D, Christakis DA. Evaluating college students' displayed alcohol references on Facebook and Twitter. *Journal of Adolescent Health*. 2016. Published online March 22, 2016. PMC5942193
 - b. **Moreno MA**, D'Angelo JD, Kacvinsky LE, Kerr B, Zhang, C, Eickhoff JE. Emergence and Predictors of Alcohol Reference Displays on Facebook During the First Year of College. *Computers and Human Behavior*. 2014;30:87-94. PMC3885162.

- c. **Moreno MA**, Christakis DA, Egan KG, Jelenchick LA, Cox ED, Young HN, Villiard H, Becker T. A pilot evaluation of associations between displayed depression references on Facebook and self-reported depression using a clinical scale. *Journal of Behavioral Health Services and Research*. 2012;39:295-304. PMC3266445.
- d. **Moreno MA**, Briner LR, Williams A, Walker L, Brockman LB, Christakis DA. A Content Analysis of Displayed Alcohol References on a Social Networking Web Site. *Journal of Adolescent Health*. 2010; 47:168-75. PMC2907358

2. Associations between social media displays and offline behaviors. Beyond understanding patterns of displayed health risk behaviors on social media, it is important to understand what these displays mean for the individuals who choose to represent these health risk behaviors in the public online social media space. Identification of at-risk young adults, such as those engaging in problem alcohol use, presents challenges for healthcare providers. Using displayed social media data to identify youth who have positive attitudes, intentions or behaviors regarding alcohol use may provide innovative means for early identification of those at risk. I was PI of a NIDA-funded R01 grant (R01DA031580) study that followed a cohort of college students from two universities for 5 years. Data collection included yearly phone interviews and monthly social media profile evaluation on Facebook. This study applied the conceptual approach of the Theory of Reasoned Action to understand associations between alcohol use attitudes, social norms and behaviors online through Facebook and in offline life. My role in these projects has been as a PI or senior investigator/mentors. Among our 14 publications from this project, 3 are listed below that focus on links between online displayed alcohol references and offline self-report:

- a. D'Angelo J, Kerr B, **Moreno MA**. Facebook Displays as Predictors of Binge Drinking: From the Virtual to the Visceral. *Bulletin of Science, Technology and Society*. Epub April 30, 2015. PMC4581523.
- b. **Moreno MA**, Cox ED, Young HN, Haaland W. Underage college students' alcohol displays on Facebook and real-time behaviors. *Journal of Adolescent Health*. 2015. Epub May 2015. PMC4492797.
- c. Whitehill JM, Pumper MA, **Moreno MA**. Emerging adults' use of alcohol and social networking sites during a large street festival: A real-time interview study. *Substance Abuse Treatment, Prevention and Practice*. 2015; 10:21. PMC4443595.
- e. **Moreno MA**, Kacvinsky LE, Pumper MA, Wachowski L, Whitehill JM. Associations between social media displays and event-specific alcohol consumption by college students. *Wisconsin Medical Journal*. 2014;112: 251-256. PMC3929207.

3. Innovative interventions. The long-term goal of my work is to apply what we've learned about social media and alcohol use in adolescents and young adults and develop interventions to prevent and intervene with health risk behaviors. Towards this goal, I have led and participated in several projects to evaluate key elements of feasibility and acceptability of social media interventions. My role in these projects has included PI, mentor/senior author and co-investigator.

- a. Oesterle S, Epstein M, Haggerty KP, **Moreno MA**. Using Facebook to Recruit Parents to Participate in a Family Program to Prevent Teen Drug Use. *Prevention Science*. 2018.19:1-11. PMC5899621
- b. Schoenfelder E, **Moreno MA**, Wilner M, Whitlock KB, Mendoza JA. Piloting a mobile health intervention to increase physical activity for adolescents with ADHD. *Preventive Medicine Reports*. 2017. Marr 18;6:201-2013. PMC5374871
- c. **Moreno MA**, Grant A, Kacvinsky LE, Egan KG, Fleming MF. College Students' Alcohol Displays on Facebook: Intervention Considerations. *Journal of American College Health*. 2012;60:388-94. PMC3375871.
- d. Selkie E, Benson ME, **Moreno MA**. Adolescents' Views Regarding Uses of Social Networking Websites and Text Messaging for Adolescent Sexual Health Education. 2011: 49: pp.32-34. PMID Policy Exempt – Not Resulting from NIH Funding.

4. Development and testing of research methods using social media. I have contributed to the larger body of science to develop methods of using social media as an assessment tool using content analysis. I have collaborated with experts in the field of ethics to develop papers describing key issues in conducting studies involving social media. These projects represent my commitment to developing best practices for social media research. My role in these projects has been as a PI.

- a. **Moreno MA**, Egan KG, Brockman LN. Development of a researcher codebook for use in evaluating social networking site profiles. *Journal of Adolescent Health*. 2011;49:29-35. PMC3125574.
- b. **Moreno MA**, Grant A, Kacvinsky LE, Moreno PS, Fleming MF. Older adolescents' views regarding

- participation in Facebook research. *Journal of Adolescent Health*. 2012;51:439-44. PMC3478668.
- c. **Moreno MA**, Goniou N, Moreno PS, Diekema D. Ethics of Social Media Research: Common concerns and practical considerations. *Cyberpsychology, Behavior and Social Networking*. 2013 May 16: Epub ahead of print. PMID Policy Exempt – Not Resulting from NIH Funding.
- d. **Moreno MA**, Fost NC, Christakis DC. Research Ethics in the MySpace Era. *Pediatrics*. 2008;121:157-61. PMID Policy Exempt – Not Resulting from NIH Funding.

URL to list of publications in My Bibliography:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/megan.moreno.1/bibliography/44193952/public/?sort=date&direction=descending>

D. RESEARCH SUPPORT

Current

1R34MH114834 (Guthrie, PI)
NIH/NIMH

09/01/17-08/31/20

Planning the mPACT Trial - mHealth strategies for the Pediatric to Adult HIV Care Transition
This planning grant will support the development of a novel mHealth strategy for the Pediatric to Adult HIV Care Transition (mPACT) in preparation for a future cluster-randomized trial in Kenya. The conceptual framework for this intervention is based on providing support to youth who are transitioning to adult care through a combination of virtual group peer support and 1-to-1 communication with a healthcare worker trained in youth HIV care. These modes of support will be facilitated by an mHealth platform that will enable a high degree of interaction and tailoring of communication content.
Role: Co-Investigator

(Moreno, Senior Program Advisor)
Pivotal Ventures Foundation

09/18/18 – 08/30/20

Technology and Adolescent Mental Wellness Program
The purpose of the Technology and Adolescent Mental Wellness program is to advance the science around how technology can be leveraged to improve youth mental health. We will achieve this through: 1) funding research, 2) dissemination of findings, and 3) developing a collaborative community of researchers, clinical providers, education, non-profit organizations, industry, policy and philanthropy to engage in the development and dissemination of this work.

R01 DA044196 (Moreno, PI)
NIH/NIDA

08/15/17 – 06/30/20

Marijuana ads in traditional and social media: Influence and policy implications
Our goal is to provide a comprehensive assessment of the reach, content and influence of marijuana business messaging to youth to guide theory, policy and interventions.

R34 AA025159 (Moreno/Lewis, MPis)
NIH/NIAAA

09/30/16 – 08/31/20 (NCE)

SM BASICS: Development and testing of a social media enhanced intervention
This study will test an intervention using Facebook to detect displayed alcohol references and trigger an online intervention using BASICS (Brief alcohol screening and intervention for college students).

R21 HD090221 (Moreno, PI)
NIH/NICHD

09/01/17 – 08/31/20 (NCE)

Understanding the impact of bullying news coverage on youth and families: Implications for future interventions
The purpose of this project is to understand the role of mass media on youth and families' perceptions and experiences with bullying.

1138838 (Moreno, PI)
Facebook, Inc.
Youth Research Fund

07/27/18 – 07/26/20

To rigorously pursue rich and contextual data regarding relationships between youth social media use and health/well-being.

Curriculum Vitae

GREGORY NYCZ, Family Health Center of Marshfield, Inc.
1000 North Oak Ave, Marshfield, WI 54449-5790 ❖ 715/387-9137

Education

B.S. Mathematics, Psychology, Computer Science, University of Wisconsin-Stevens Point, 1972
1997 U.S. Public Health Service Primary Care Policy Fellowship, March 16-21 and June 1-13, 1997

Professional History

1990 - Present: Executive Director, Family Health Center of Marshfield, Inc.
10/97 - 2015 Director, Health Policy, Marshfield Clinic
1980 - 9/97: Director, Health Systems Research Department, Marshfield Medical Research and Education Foundation, a Division of Marshfield Clinic, Marshfield, Wisconsin
1975 - 1980: Director of Information Systems, Marshfield Medical Foundation
1973 - 1975: Data Comptroller for Marshfield Medical Foundation, Harvard Center for Community Health and Medical Care Project
1972 - 1973: Biostatistician for Marshfield Medical Foundation, WI Regional Medical Contract

Selected Grant and Contract Positions

Co-Investigator (6/76-12/76): Mental & Medical Health Service Utilization, NIMH
Co-Investigator (9/77-3/79): The Quality of Mental Health Services in an Organized Primary Health Care Setting, NIMH
Project Director (10/78-6/83): Medicare Demonstration Program, Health Care Financing Administration
Project Director (7/79-6/80): Health in Underserved Rural Areas Grant, United States Public Health Service
Co-Investigator (9/79-11/80): The Effect of Primary Care Physicians Recognition of Emotional Disturbances in Patients, NIMH
Co-Investigator (11/1/89-11/30/90): Marshfield Clinic Practice Inputs and Cost Data Study, contract PPRC
Executive Director (7/81-present): Family Health Center Program, United States Public Health Service
Project Director (10/85-12/31/94): WisconCare Program Fiscal Intermediary, Bureau of Community Health and Prevention, Wisconsin Division of Health, Department of Health and Social Services, #E/F 6021
Principal Investigator (10/88-7/93): Wisconsin Rural Health Research Center, Health Resources and Services Administration, PHS, DHHS

Professional Affiliations & Committee Memberships

National Association of Community Health Centers; State Coordinator, 1981 to present, past member of Legislative Committee, past Chair and current member of Rural Health Committee, past Chair and current member of Health Policy Committee, Chair of Advisory Group to National Health Center Practice Improvement Initiative, June 99 – present, Member of Elderly Subcommittee
National Association of Community Health Centers/National Rural Health Association Joint Task Force Committee, 1992 – present, Chair 12/2001 – 12/2002
Rural Health Care Advisory Group, American College of Physicians, 1992
National Rural Health Association; Statewide Health Resources Section
American Public Health Association; Community Health Planning Section
Wisconsin Primary Health Care Association: Board Member, 1982 - present; Chair, 1986 - April, 1989
Wisconsin Public Health Association
Association for Health Services Research
Wisconsin State Medical Society; Member of the Task Force on Rural Health, 1987/1988
State of Wisconsin, Department of Health and Social Services, Council on Pilot Projects for the Uninsured, by appointment, August, 1988 - 1991
Special Committee on Health Care Services, Subcommittee on a Wisconsin Health Insurance System, State of Wisconsin Legislative Council, Advisory Member by appointment, 1988/1989
Wisconsin Area Health Education Center System's Statewide Program Advisory Committee, 1990 – 1998

Northern Wisconsin Area Health Education Center (AHEC); Board Member, September 1992 – April 2004;
Treasurer, November 1992 – April 2004

National Program Planning Committee member, conference entitled "Implementing Health Care Reform in Rural America - State and Community Roles to be held December 2-5, 1993, Des Moines, Iowa, June 1993 - December 1993 (work completed)

Wisconsin Dental Association, Access to Health Care Committee (formerly known as Ad Hoc Committee on the Underserved), 1993 - 2001

Citizen Planning Board, University of Wisconsin-Madison, Kellogg Food Systems Initiative, 1993-1997

Community Advisory Board, University of Wisconsin Medical School, 1992 - 1993

Medicare Work Group of the Rural Health Development Council of WI Dept of Development, 1994 - 1996

Wisconsin Medicaid Managed Care Statewide Advisory Group, March 1995 – 1997, also member of the Procurement and Contract Work Group and Rate Setting Work Group.

Consortium for Primary Care in Wisconsin (CPCW) Provider Work Force, 1995

Special Committee on Health Care Information, Public Member, 1996 - 1997

Technical Advisory Panel for the Project HOPE Walsh Center for Rural Health Analysis, 1996 –2003

Technical Advisory Panel for the National Opinion Research Center Walsh Center for Rural Health Analysis, January 2004 – present

Wisconsin Area Health Education Center System Board of Directors (formerly Partnership Council), January 1997 – April 2004, Vice Chair 1998 – 12/2001, Chair 12/2001 – April 2004

Advisory Group on Medicaid Funding of Graduate Medical Education, 1997

Great Lakes Inter-Tribal Council, Honoring Our Children Project Advisory Committee, 10/98 – present

Wisconsin's Turning Point: Taking Action to Transform the Public's Health Transformation Team, 1999-02

WI Turning Point Initiative, Phase II – Implementation Planning, Executive Committee, Nov 2000–2003

Wisconsin Coalition for Health Insurance Reform, 1998 – 2002

Wisconsin Population Health Institute Advisory Board (formerly Public Health and Health Policy Institute External Advisory Board), Summer 2001 – present

State of Wisconsin, Governor's Council on Workforce Investment, February 27, 2002 – December 2002

State of Wisconsin, Governor's Health Care Worker Shortage Committee, Summer 2002

University of Wisconsin Medical School Oversight and Advisory Committee, by appointment, health advocate, October 2002 - present

Children's Health Alliance, Healthy Smiles for Wisconsin Coalition, 2002 – present

Rural PACE Technical Program Advisory Group, December 2003 – present

State Public Health Plan Oversight Workgroup, March 2004 – present

UW Medical School, Medical Education and Research Committee, April 2004 – present

Rural Assistance Center Advisory Panel (Univ of North Dakota), 2006 – present

National Association of Community Health Centers, Policy Research Workgroup, 2006 – present; Co-Chair of Policy Research subgroup, September 2007 – present; Member of Tools for Community-Based Participatory Research (CBPR) subgroup, September 2007 – present

Geiger Gibson/RCHN Community Health Fdn Research Collaborative Advisory Committee, 2007–date

Wisconsin Public Health Workforce Strategic Leadership Consortium, September 2008 – present

National Institute of Health Director's Council of Public Representatives (COPR), April 2009 – March 2011

Council of Rural Initiatives Health Care Committee, 2009 – present

Dental Education Feasibility Study Advisory Committee, State of WI, DHS, December 2009 – present

PEW Children's Dental Campaign, Research Advisory Group, March 2010 – November 2010.

Wisconsin Payment Reform Initiative, Chronic Care Workgroup Committee, 2010 – present

Legislative Council Study Committee, Special Committee on Health Care Access, chaired by Sen. Olsen and Rep. Kessler, July 2010 – present

NACHC-Robert Graham Center Oral Health & Behavioral Health Workforce Report, Oral Health Advisory Group, August 2010 – present

UW School of Medicine and Public Health, Community Service Transformation Implementation Subcommittee, November 2010 – present

Clinical and Translation Science Institute at Children's National (CTSI-CN), A Joint Effort by Children's National Medical Center and The George Washington University Medical School, National Advisory Committee For Community Engagement In Research and Health Policy Member
 Wisconsin Hospital Association, Network Adequacy Council, April 2014 – date
 Geiger/Gibson/RCHN Community Health Foundation Research Collaborative Advisory Group, April 2014 – date
 WI-MN Community Health Business Model Collaborative Working Group, June 2014 – date
 Wisconsin State Health Innovation Plan, Transformation Teams Advisory Panel and Behavioral Health and Care Redesign Advisory Panels, March 2015 - date

Invitational Conferences

Health Care Reform in Rural Areas, an invitational forum sponsored by The Robert Wood Johnson Foundation and Arkansas Department of Health, Little Rock, Arkansas, March 10-12, 1993.
 Integrated Health Care Delivery Systems, an invitational workshop sponsored by Health Care Financing Administration and Public Health Service, April 14-15, 1994, Washington, DC and follow-up workshop on June 20-21, 1994, Washington, DC. The purpose of the workshops were to provide the agencies advice on integrated health care delivery systems in rural areas.
 Rural Health Network Development: Policy Issues and Options, an invitational meeting sponsored by the Robert Wood Johnson Foundation, conducted by Alpha Center, April 3-4, 1995, Washington, DC.
 Consensus Conference on Health Status Gaps of Low Income and Minority Populations, sponsored by the Bureau of Primary Health Care, December 7-8, 1995, Washington, DC.
 Advancing Research for Rural Community and Migrant Health Center Operations, sponsored by the National Rural Health Association, National Association of Community Health Centers and the Bureau of Primary Health Care, July 17-19, 1997, Kansas City, Missouri.
 Rural Health Research Agenda Setting Conference, sponsored by the National Rural Health Association, facilitator for the Medicare Financing session, August 13, 2000, Washington, DC
 Invitational Rural Health Policy Roundtable, Linking Health Services Research with Health Policy, Washington, DC, June 15-16, 2000
 Invitational conference sponsored by New York Academy of Medicine, Roundtable on Enabling Services at Health Centers, Washington, DC, September 29, 2005.
 Invitational meeting sponsored by HRSA, AHRQ and NACHC, Health Centers and the Medically Underserved: Building a Research Agenda, Rockville, MD December 2, 2005.
 Invitational Rural Health Research Center Director's, NRHA Panel Workshop, Perspectives on the Medicare Modernization Act, Reno, Nevada, May 16, 2006.

Special Awards

American Dental Association Access Recognition Award, Milwaukee, WI, September 16, 1995
 National Association of Community Health Centers Advocacy Award for outstanding work to advance the legislative agenda of the health center movement, December 13, 1996
 Wisconsin Rural Health Association's "2000 Rural Health Achievement Award" in recognition of his leadership, innovation, and service for rural health in Wisconsin, presented at the Third Annual Rural Health Conference in Wisconsin Rapids, April 27, 2000.
 NACHC Grassroots Advocacy Hall of Fame, in recognition of long time efforts and dedication to building Health Center Advocacy power and furthering the Health Center Policy Agenda at the federal level, March 20, 2007
 Wisconsin Primary Health Care Association Lifetime Achievement Award, Health Center Hall of Fame, in recognition of improving the landscape for Health Centers, and/or improving public health care access for all), February 3, 2009
 National Network for Oral Health Access, Oral Health Champion Award, October 26, 2010
 Leadership Wisconsin, 2013 Leadership Excellence Award, Modeling the Way Award Runner-Up, for an exceptional commitment to outstanding leadership in Wisconsin, October 7, 2013.

Marshfield Clinic Heritage Award, In recognition of outstanding service to Marshfield Clinic, State of Wisconsin and beyond, December 10, 2014
2018 Geiger Gibson Program Distinguished Visitor, Milken Institute School of Public Health, 2018

Publications

- Nycz GR, Schmelzer JR: Geographic Variation and Health expenditures. In Health in Rural North America: The Geography of Health Care Services and Delivery. Gesler W and Ricketts T (Eds). Rutgers University Press, 1992.
- Schmelzer JR, Nycz GR: Access to Health Care - What are the Problems for Rural Populations?, Marshfield Clinic Bulletin, pp 3-15, Number 27, Fall 1992
- Nycz, GR: Healthy People in Healthy Wisconsin Communities, Rural Health In Wisconsin newsletter, Wisconsin Rural Health Association, Vol 1, Issue 2, Winter 2001
- Acharya A, Yoder N, Nycz G: Chapter 6, An Integrated Medical-Dental Electronic Health Record Environment: a Marshfield Experience, Integration of Medical and Dental Care and Patient Data, Powell Valerie J. H., Din Franklin M., Acharya Amit, Torres-Urquidy Miguel Humberto, Springer London, Health Informatics Series, February 2012, Vol 3: Pg 331:351, Isbn: 978-1-4471-2185-5, Url: http://dx.doi.org/10.1007/978-1-4471-2185-5_6, Doi: 10.1007/978-1-4471-2185-5_6.
- Acharya A, VanWormer J.J, Waring S.C, Miller A.W, Fuehrer J.T, Nycz G.R, Regional Epidemiologic Assessment of Prevalent Periodontitis using an Electronic Health Record System, Clin Med Res. 2012 August; 10(3): 161. doi: 10.3121/cmr.2012.1100.ps1-37 PMID: PMC3421391 (peer reviewed abstract).
- Glurich I, Acharya A (Co-Principal Author), Shukla S, Nycz G and Brilliant M (2013). The Oral-Systemic Personalized Medicine Model at Marshfield Clinic, *Oral Diseases*. 19(1):1-17; PMID:22458294.
- Acharya A, VanWormer J, Waring S, Miller A, Fuehrer J and Nycz G (2013). Regional Epidemiologic Assessment of Prevalent Periodontitis using an Electronic Health Record System, *American Journal of Epidemiology*. 177(7):700-707. PMID 23462966.
- Glurich I, Nycz G, Acharya A (2017), Status Update on Translation of Integrated Primary Dental-Medical Care Delivery for Management of Diabetic Patients, Clin Med Res Volume 14, Number 2: 83-92; PMID: [28373288](https://pubmed.ncbi.nlm.nih.gov/28373288/).
- Acharya A, Glurich I, Nycz G, Solutions to dental disparity: case study exploring an innovative community health center-based model to address access needs of rurally based communities, Healthcare: Journal of Delivery Science and Innovation, Under Review
- Rieselbach RE, Epperly T, Friedman A, Keahey D, McConnell E, Nichols K, Nycz G, Roberts J, Schmader K, Shin P, Shtasel D: A New Community Health Center/Academic Medicine Partnership for Medicaid Cost Control, Powered by the Mega Teaching Health Center, Acad Med. Vol 93, No 3, 406-413, March 2018.
- Rieselbach RE, Epperly T, Nycz G, Rockey P: Teaching Health Centers Can Meet Objectives for State Medicaid Innovation, Journal of Graduate Medical Education, 362-366, June 2018.
- Rieselbach RE, Epperly T, Nycz G, Shin P: Community Health Centers Could Provide Better Outsourced Primary Care for Veterans, Journal of General Internal Medicine, October 5, 2018.
- Rieselbach RE, Epperly T, McConnell E, Noren J, Nycz G, Shin P: Community Health Centers: A Key Partner to Achieve Medicaid Expansion, J Gen Intern Med, 34(10); 2268-2272, October 2019.
- Nycz G, Acharya A, Glurich I: Solutions to Dental Access Disparity: Blueprint of an Innovative Community Health Center-Based Model for Rurally Based Communities, J Public Health Dent, 2019;1-5. <https://doi.org/10.1111/jphd.12347>.
- MacNeil R, Hilario H, Ryan M, Glurich I, Nycz G, Acharya A: The Case for Integrated Oral and Primary Medical Health Care Delivery: Marshfield Clinic Health System, J Dent Educ, 2020;1-8, <https://doi.org/10.1002/jdd.12289>.
- Nycz G, Shimpi N, Glurich I, et al: Positioning operations in the dental safety net to enhance value-based care delivery in an integrated health-care setting. J Public Health Dent. 2020;1-6. <https://doi.org/10.1111/jphd>.

Presentations

National Oral Health Conference, Addressing Oral Health Access and Disparities, A Regionalized, Integrated, Rural Dental System, Pittsburgh, PA, April 12, 2011

Community Health Centres: Acting Today, Shaping Tomorrow, Strategies to Improve Access to Appropriate Dental and Oral Health Care, Greg Nycz, G. Joseph Kilsdonk, AuD, MS, Amit Acharya, BDS, MS, PhD, Toronto, Ontario, Canada, June 9, 2011.

Participant, National Oral Health Conference, pre-conference workshop, Nuts and Bolts of Sustainability, Milwaukee, WI , April 28, 2012.

Panelist, Kaiser Family Foundation Dental Forum, Filling the Gaps: Dental Care, Coverage and Access, Washington, DC, June 19, 2012.

From Medicaid to the Marketplace: Accounting for Low-Income Enrollees, Preparing for the Federal Health Insurance Marketplace: A View from Wisconsin, June 14, 2013

Poster Presentation, Dorsch M, Kleutsch T, Acharya A, Nycz G, 'Designing Oral Health Infrastructure in Rural Wisconsin to Meet Community Needs', National Association of Community Health Centers (NACHC) Annual Conference, Community Health Institute, Chicago, Illinois, August 23 – 27, 2013

Testimony of Greg Nycz (invitation), Subcommittee on Primary Health and Aging, Senate Committee on Health, Education, Labor and Pensions (HELP), Dental Crisis in America: The Need to Address Cost, Washington, DC, September 12, 2013.

Oral-Systemic Health Conference, Marshfield Clinic: Medical-Dental Primary Care Demo Project, Greg Nycz, Amit Acharya, BDS, PhD, Joseph Kilsdonk, AuD, MS, Marshfield, WI, October 4, 2013

University of Chicago, College of Dentistry, Lunch and Learn Session, A Comprehensive Generational Effort to Solve the Oral Health Crisis in Northern Wisconsin, February 28, 2014.

NASHP 27th Annual State Health Policy Conference, Blossoming Opportunities to Improve Diabetes Care and Reduce Costs, The Importance of Medical/Dental Integration In the Care of Diabetic Patients, Atlanta, Georgia, October 8, 2014.

Rural Health Interest Group (RHIG), April 7, 2015

National Association of Community Health Centers, Policy and Issues Forum, Meeting the Oral Health Needs of Your Community, Washington, DC, March 20, 2015.

USDA Community Programs Training, Impacts of Community Facility Financing On Access to Dental Care in Rural Wisconsin, June 15, 2015

Kaiser Media Fellowship Program: Implementing the Affordable Care Act in Wisconsin, The Persistently Silent Epidemic, Madison, WI, October 22, 2015.

UIC College of Dentistry, Lunch and Learn, Integrating Medicine and Dentistry, Resolving Oral Health Access Issues, and Promoting Health Equity: Our Northern Wisconsin Experience, March 7, 2017

Wisconsin Collaborative for Healthcare Quality Assembly Meeting, Operationalizing the Surgeon Generals' Pronouncement That Oral Health is Essential to General Health and Well-being, March 14, 2017

Oral-Systemic Health Conference, Family Health Center's Perspective on the Importance of Closer Integration Between Medicine and Dentistry, June 2, 2017

Healthy People 2020 Progress Review, Maximizing Access: Connecting Health Care and Oral Health Care, Webinar, June 13, 2017

National Association of Community Health Centers, Veterans Oral Health: A Role for Health Centers, NACHC Community Health Institute, August 28, 2017

2018 NACHC Winter Strategy Meeting, Aligning Messages to Reach Audiences Across Multiple National, State and/or Local Environments, January 26, 2018

Wisconsin Academy of Sciences, Arts & Letters, Health Care Access and Reform: Equity Considerations for Wisconsin's Rural and Urban Communities, Donna Friedsam, Feb 27, 2018.

Congressional Briefing – Avoid the Primary Care Cliff, Speaker, Washington, DC, February 18, 2020.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Shah, Manish N

eRA COMMONS USER NAME (credential, e.g., agency login): MNSHAH

POSITION TITLE: Professor of Emergency Medicine, Population Health Sciences, and Geriatrics

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Chicago, Chicago, IL	B.A.	06/1992	Biology
University of Rochester, Rochester, NY	M.D.	05/1996	Medicine
Ohio State University, Columbus, OH	Residency	06/1999	Emergency Medicine
Robert Wood Johnson Clinical Scholar, University of Chicago, Chicago, IL		06/2001	Health Services Research
University of Rochester, Rochester, NY	M.P.H.	12/2006	Clinical Investigation

A. Personal Statement

I am a leading geriatric emergency medicine researcher who is dedicated to improving the acute illness care for older adults. My work has focused on developing, testing, and implementing innovative models of care for acutely ill older adults. I strive for these models to be community-based and patient-centered, both to prevent avoidable emergency department (ED) visits and to deliver acute illness care outside the ED. To do so, my research aims to understand the drivers of acute illness care utilization using both quantitative and qualitative methods and the barriers to quality acute illness care. Using this information, I am developing and then testing these innovative interventions, including through clinical trials.

My grants and publications demonstrate steady progress toward achieving my goals by performing original research. I have performed foundational studies to develop the community paramedicine model of care, including an ongoing adaptation of the REACH intervention for community paramedics. I am performing the first randomized controlled trial to test a specific application of community paramedicine for care transitions. I have completed original research to test the effect of telemedicine on the rate of ED use by senior living community residents with acute illnesses. Finally, I have jointly led an original research program to understand which injured older patients need trauma center care, thereby improving care of injured older adults. My research focus has led to my role as the Co-Lead for the Wisconsin Alzheimer's Disease Research Center's Care Research Core.

Part of my commitment to advancing illness care for older adults includes mentoring trainees and junior faculty, undergraduates, medical students, doctoral students, residents and post-doctoral fellows, as well as serving on MS/MPH thesis committees and PhD dissertation committees. Furthermore, I am or have been: 1) a mentor on eight federal career development awards; 2) a mentor on funded T32 awards; 3) teaching in and leading a number of national research training and career development courses, 4) Director of the KL2 Program at the University of Wisconsin's NIH-funded Institute for Clinical and Translational Research, and 5) Advisory Board member for the University of Wisconsin-Madison Alzheimer's Disease Research Center Research Education Core.

B. Positions and Honors

Positions (selected)

- 2007-15 Associate Professor (tenure track, tenure granted in 2013), Depts. of Emergency Medicine and Public Health Sciences, University of Rochester, Rochester, NY
- 2007-2019 Decision Editor and Editorial Board Member, Academic Emergency Medicine
- 2007-15 Member (2013-15, Vice President), Livingston County Board of Health, NY
- 2008-13 Chief, Division of Prehospital Medicine, Dept. of Emergency Medicine, University of Rochester, Rochester, NY
- 2010-15 Associate Chair for Research, Dept. of Emergency Medicine, University of Rochester, Rochester, NY
- 2011-15 Director, Emergency Medicine Research Fellowship Program (SAEM Certified), Dept of Emergency Medicine, University of Rochester, Rochester, NY
- 2013- Editorial Board, Journal of the American Geriatrics Society
- 2014- Medical Director, *Geriatric Education for EMS Providers*, American Geriatrics Society
- 2015-2018 Associate Professor, Depts. of Emergency Medicine, Population Health Sciences, and Medicine (Geriatrics), University of Wisconsin-Madison, Madison, WI (tenure track, tenure granted in 2016)
- 2015- The John & Tashia Morgridge Chair of Emergency Medicine Research, University of Wisconsin-Madison, Madison, WI
- 2015- Vice Chair of Research, Dept. of Emergency Medicine, University of Wisconsin-Madison, Madison, WI
- 2015-16 Assistant Director, KL2 Program, Institute for Clinical and Translational Research, University of Wisconsin-Madison, Madison, WI
- 2016- Director, KL2 Program, Institute for Clinical and Translational Research, University of Wisconsin-Madison, Madison, WI
- 2016- Director, Emergency Medicine Research Fellowship Program (SAEM Certified), Dept. of Emergency Medicine, University of Wisconsin School of Medicine & Public Health, Madison, WI
- 2018- Professor with Tenure, Depts. of Emergency Medicine, Population Health Sciences, and Medicine (Geriatrics), University of Wisconsin School of Medicine & Public Health, Madison, WI
- 2019- Co-Lead, Care Research Core, Alzheimer's Disease Research Center, University of Wisconsin-Madison, Madison, WI
- 2020- Beeson Program Advisory Committee, National Institute on Aging-American Federation of Aging Research

Honors (selected)

- 2006 Society for Academic Emergency Medicine, Young Investigator Award
- 2006 Paul B. Beeson Career Development Award in Aging Research
- 2008 Champions Award, US Administration on Aging for the Livingston Help for Seniors Program
- 2009 Harriet Weber Emergency Medical Services Leadership Award
- 2009 Lloyd Leve Emergency Medical Services Leadership Award
- 2019 Gerson-Sanders Award from the Academy of Geriatric Emergency Medicine

C. Contribution to Science

1. The growing population of older adults require acute illness care extensively, but delivering such care in a safe, efficient, and effective manner is difficult and will only become more challenging as the population grows. My original research investigates the quality of care delivered to older adults needing acute illness care in emergency departments (EDs) and develops interventions to enhance the care delivered to older adults. My work has particularly advanced the science supporting telemedicine to deliver unscheduled illness care, and has demonstrated the benefits for older adults, including to persons with dementia.
 - a. Patterson BW, Smith MA, Repplinger MD, Pulia MS, Svenson JE, Kim MK, **Shah MN**. Using chief complaint in addition to diagnosis codes to identify falls in the emergency department. *Journal of the American Geriatrics Society*. 2017 Sep; 65(9):E135-140. PMID: 28636072; PMCID: PMC5603381
 - b. Patterson BW, Engstrom CJ, Sah V, Smith MS, Mendonca E, Pulia MS, Repplinger MD, Hamedani AG, Page D, **Shah MN**. Training and interpreting machine learning algorithms to evaluate fall risk after emergency department visits. *Medical Care*. 2019 Jul; 57(7):560-566. PMID: 31157707; PMCID: PMC6590914

- c. Bessey JL, Radue RM, Chapman EN, Boyle LL, **Shah MN**. Behavioral health needs of older adults in the emergency department. *Clinics in Geriatric Medicine*. 2018 Jun; 34(3):469-489. PMID: 30031428; PMCID: PMC6363347
 - d. Gilmore-Bykovskiy A, Block L, Walljasper L, Hill N, Gleason C, **Shah MN**. Unstructured clinical documentation reflecting cognitive and behavioral dysfunction: Toward an EHR-based phenotype for cognitive impairment. *Journal of the American Medical Informatics Association*. 2018 Aug; 25(9):1206-1212. PMID: 29947805; PMCID: PMC6118865
2. Older adults access emergency care (emergency departments and the ambulance-based emergency medical services system) frequently and at very high rates, but until limited consideration was given to the unique medical and psychosocial issues that drive emergency care use, particularly as they relate to the overall system of medical care and social services that support these individuals. My research has particularly been exploring the needs faced by persons with ADRD and their caregivers, a group at particular risk who have been understudied.
 - a. Finta MK, Borkenhagen A, Werner NE, Duckles J, Sellers CR, Seshadri S, Lampo D, **Shah MN**. Patient perspectives on accessing acute illness care. *Western Journal of Emergency Medicine*. 2017 Jun; 18(4):569-576. PMID: 28611875; PMCID: PMC5468060
 - b. Kandasamy D, Platts-Mills TF, **Shah MN**, Van Orden KA, Betz ME. Social disconnection among older adults receiving care in the emergency department. *Western Journal of Emergency Medicine*. 2018 Nov; 19(6):919-25. PMID: 30429922; PMCID: PMC6225945
 - c. Jacobsohn GC, Hollander M, Beck AP, Gilmore-Bykovskiy A, Werner N, **Shah MN**. Factors influencing emergency care by persons with dementia: Stakeholder perceptions and unmet needs. *Journal of the American Geriatrics Society*. 2019 Jan; 67(4):711-718. PMID: 30624765; PMCID: PMC6458085
 - d. Beck AP, Jacobsohn GC, Hollander M, Gilmore-Bykovskiy A, Werner N, **Shah MN**. Features of primary care practice influence emergency care-seeking behaviors by caregivers of persons with dementia: A multiple-perspective qualitative study. *Dementia*. In Press. PMID: 32050779; PMCID: : PMC7423731.
 3. Knowing the medical and social factors that drive emergency care use leads to the opportunity to develop and test models of care that 1) prevent problems from reaching such a point that they require ED care or 2) deliver unscheduled care in a manner that reflects the unique needs of older adults. My work has particularly focused on community-based and patient-centered interventions. Ambulance-based paramedics and emergency medical technicians are a highly skilled resource that has traditionally only provided life-saving interventions and transport to hospitals, but are a tremendous resource for broader community-health activities (called community paramedicine). I have performed much of the foundational research related to community-paramedicine's role for older adults.
 - a. **Shah MN**, Caprio TV, Swanson P, Rajasekaran K, Ellison JH, Frame P, Cypher P, Karuza J, Katz P. A novel emergency medical services-based program to identify and assist older adults in a rural community. *Journal of the American Geriatrics Society*. 2010 Nov; 58(11):2205-2211. PMID: 21054301; PMCID: PMC3057729
 - b. Mi R, Hollander MM, Jones CMC, DuGoff EH, Caprio TV, Cushman JT, Kind AJH, Lohmeier M, **Shah MN**. A randomized controlled trial testing the effectiveness of a paramedic-delivered Care Transitions Intervention to reduce emergency department revisits. *BMC Geriatrics*. 2018 May; 18:104. PMID: 29724172; PMCID: PMC5934842
 - c. Lau HS, Hollander MM, Cushman JT, DuGoff EH, Jones CMC, Kind AJH, Lohmeier MT, Coleman EA, **Shah MN**. A qualitative evaluation of the coach training within a community paramedicine care transitions intervention. *Prehospital Emergency Care*. 2018 Feb; 22(4):527-534. PMID: 29432041; PMCID: PMC6028315
 - d. **Shah MN**, Hollander MM, Caprio TV, Conwell Y, Cushman JT, DuGoff EH, Jones CMC, Kind AJH, Lohmeier M, Mi R, Coleman EA. Improving the ED-to-home transition: The community paramedic-delivered Care Transitions Intervention. *Journal of the American Geriatrics Society*. 2018 Aug; 66(11):2213-2220. PMID: 30094809; PMCID: PMC6235696

4. Technology provides significant potential to 1) prevent problems from reaching such a point that they require ED care or 2) deliver unscheduled care in a manner that reflects the unique needs of older adults. My work has particularly focused on the role of telemedicine for older adults, with a specific examination of the role of telemedicine for older adults with ADRD. I have led original research to investigate the potential of telemedicine as well as the feasibility, acceptability, validity, and outcomes of telemedicine to enhance the health of older adults.
- Shah MN**, Gillespie SM, Wood N, Wasserman EB, Nelson DL, Dozier A, McConnochie KM. High-intensity telemedicine-enhanced acute care for older adults: an innovative health care delivery model. *Journal of the American Geriatrics Society*. 2013 Nov; 61(11):2000-2007. PMID: 24164485. PMCID: Policy exempt – no NIH funding.
 - Shah MN**, Wasserman EB, Wang H, Gillespie SM, Noyes K, Wood NE, Nelson D, Dozier A, McConnochie KM. High-intensity telemedicine decreases emergency department use by senior living community residents. *Telemedicine and e-Health*. 2016 Mar; 22(3):251-258. PMID: 26252866. PMCID: Policy exempt – no NIH funding.
 - Shah MN**, Wasserman EB, Gillespie SM, Wood NE, Wang H, Noyes K, Nelson D, Dozier A, McConnochie KM. High-intensity telemedicine decreases emergency department use for ambulatory care sensitive conditions by older adult senior living community residents. *Journal of the American Medical Directors Association*. 2015 Dec; 16(12):1077-1081. PMID: 26293419. PMCID: Policy exempt – no NIH funding.
 - Gillespie SM, Wasserman EB, Wood NE, Wang H, Dozier A, Nelson D, McConnochie KM, **Shah MN**. High intensity telemedicine reduces emergency department use by older adults with dementia in senior living communities. *Journal of the American Medical Directors Association*. 2019 Aug; 20(8):942-946. PMID: 31315813; PMCID: PMC7213053

A complete list of my published work can be found at:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/manish.shah.1/bibliography/40444380/public/?sort=date&direction=descending>

D. Additional Information: Research Support

Ongoing Research Support

R61AG069822-01 Hwang, Shah (MPI) 9/30/2020-5/31/2025

NIH (Hwang, Shah MPI)

Geriatric Emergency care Applied Research network 2.0 - Advancing Dementia Care (GEAR 2.0 ADC)

The major goals of this project are to bring together leaders who have transformed the emergency care of older adults and partners them with Alzheimer's disease and related dementia (ADRD) experts to optimize care and improve the health of older persons with dementia It will leverage existing networks and organizations to prioritize research gaps and support pilot grant opportunities for future larger-scale, full proposals.

Role: MPI

P30AG062715 Asthana (PI) 2019-2024

NIH. Alzheimer's Disease Research Center

To support cutting-edge, innovative research on the pathobiology, early diagnosis, and treatment of Alzheimer's disease and related illnesses. The Care Research Core, led by Dr. Kind and Dr. Shah, will provide novel expertise and resources to conduct innovative studies that will enhance patient care and change clinical practice.

Role: Co-Lead, Care Research Core

K76AG060005 Gilmore-Bykovskyi (PI) 9/30/2018-9/29/2023

NIH. Novel Approaches to Identifying and Engaging Disadvantaged Patients with Alzheimer's Disease in Clinical Research

To address fundamental gaps and barriers to improve inclusion of disadvantaged individuals in dementia research while affording training and mentored research critical for Dr. Gilmore-Bykovskyi to lead an independent research program in clinical dementia research.

Role: Mentor

1R18 HS26624-01 Carayon & Smith (PIs) 9/1/2018-8/31/2022
Agency for Healthcare Research and Quality
Engineering Safe Care Journeys for Vulnerable Older Adults
In this proposal, we will develop, design, implement and evaluate a patient safety passport that will support the safe journey of older adults diagnosed with a fall or suspected urinary tract infection in the emergency department.
Role: Co-Investigator

K24AG054560 Shah (PI) 6/15/2017-5/31/2022
NIH. Mentoring and Research in Patient-Oriented Geriatric Emergency Care
To enhance my research and mentoring skills to: 1) develop a robust platform to mentor a diverse pool of patient-oriented, geriatric emergency care researchers and 2) use the principles of implementation science to refine and pilot test the community paramedicine model of care to benefit community-dwelling older adults with Alzheimer's Disease and their caregivers.
Role: PI

UL1TR002373 Brasier (PI) 7/1/2017-6/30/2022
KL2TR002374 Shah (PI)
TL1TR002375 Meyerand (PI)
NIH. CTSA: Development of the University of Wisconsin Institute for Clinical and Translational Research
The goal of the UW-ICTR is to create an environment that facilitates the transformation of research at the University into a continuum extending from investigation through discovery to translation into practice.
Role: PI, Director, KL2 Program

R01AG050504 Shah (PI) 8/15/2015-4/30/2021 (NCE)
NIH. Paramedic-coached ED Care Transitions to Help Older Adults Maintain Their Health
To develop and evaluate a community-based, paramedic-coordinated ED-to-home Care Transitions Intervention to assist older adults who are treated in the ED and discharged home.
Role: PI

K08HS024558 Patterson (PI) 9/30/2016-9/29/2021
AHRQ. Preventing Future Falls Among Older Adults Presenting to the Emergency Department
To provide Dr. Patterson career development activities to become an independent investigator who uses natural language processing and machine learning to enhance clinical decision support. This study will specifically identify adults at high risk for future falls and improve their care both during their ED visit and after discharge.
Role: Mentor

Completed Research Support

UL1TR000427, KL2TR000428, TL1TR000429 Drezner (PI) 2012-2017
NIH. CTSA: Development of the University of Wisconsin Institute for Clinical and Translational Research
The goal of the UW-ICTR is to create an environment that facilitates the transformation of research at the University into a continuum extending from investigation through discovery to translation into practice.
Role: Director, KL2 Program

R01HL111033 Sun (PI) 2013-2017
NIH / NHABI. Derivation and Validation of a Predictive Model of Unexplained Syncope.
To derive and validate a risk prediction model to identify individuals suffering unexplained syncope who are at risk for adverse events.
Role: Site PI

FRESHWATER COLLABORATIVE OF WISCONSIN

REQUESTED ACTION

For information only.

SUMMARY

This presentation will provide an update on the status of planning for the Freshwater Collaborative of Wisconsin (FCW). This initiative builds upon the collective assets of all 13 four-year institutions to collaborate on freshwater research, training, innovation and economic development.

Presenter(s)

- Marissa Jablonski, Executive Director, Freshwater Collaborative of Wisconsin

BACKGROUND

At the June 6, 2019 meeting of the UW System Board of Regents, the 13 institutions of the University of Wisconsin System (UWS) launched the Freshwater Collaborative of Wisconsin (FCW). The purpose of the Freshwater Collaborative is to:

- Establish the nation's most significant, integrated, multi-institutional higher education program serving the freshwater economy, allowing students to traverse disciplines and focus areas across all 13 UW System campuses;
- Attract local, regional and global talent to Wisconsin, securing Wisconsin's role as the "Silicon Valley of Water;"
- Fill the global, regional, and local demand for a water workforce through explicit structuring of curriculum, training, and workplace experience;
- Solve local, regional, and global water resource problems through collaborative research across the natural science, agriculture, engineering, social science, economics and policy arenas; and
- Solidify Wisconsin's world leadership in freshwater science, technology, entrepreneurship, and economic growth.

Previous Action or Discussion

- At its June 6, 2019 meeting, the Board of Regents requested periodic updates on the Freshwater Collaborative. This presentation is the sixth in a series of such updates.