BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx videoconference

Thursday, June 4, 2020
10:30 a.m. – 12:00 p.m.

A. Calling of the Roll

B. Declaration of Conflicts

C. Proposed Consent Agenda
   1. Approval of the Minutes of the February 6, 2020 Meeting of the Education Committee
   2. UW-Green Bay: Approval of Bachelor of Business Administration in Finance
   3. UW Green Bay: Approval of Bachelor of Business Administration in Human Resource Management
   4. UW-Green Bay: Approval of Bachelor of Business Administration in Management
   5. UW-Green Bay: Approval of Bachelor of Business Administration in Marketing
   6. UW-Madison: Approval of Master of Science – Business: Analytics
   7. UW-Milwaukee: Approval of Bachelor of Arts in Computer Science
   8. UW-Milwaukee: Approval of Bachelor of Arts in Digital Arts and Culture
   9. UW-Milwaukee: Approval of Doctor of Philosophy in Electrical Engineering
   10. UW-Milwaukee: Approval of Master of Urban Design
   11. UW-Platteville: Approval of Bachelor of Science in Cybersecurity
   12. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee

D. Approval of Changes to Regent Policy Document (RPD) 20-2, "Student Evaluation of Instruction"

E. Approval of the 2020 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

F. Update: Freshwater Collaborative of Wisconsin

G. UW-Stevens Point: Approval of the Schools of Design and Communication; Performing Arts; Behavioral and Social Sciences; Biology, Chemistry, and Biochemistry; Humanities and Global Studies; Mathematics, Computing, Physics, and Astronomy; and Health Sciences and Wellness

H. UW-Stevens Point: Approval of Bachelor of Science in Conservation Law Enforcement

I. UW Stevens Point: Approval of Bachelor of Fine Arts in Graphic Design

J. UW-Stevens Point: Approval of Bachelor of Arts in Media Studies

K. Report of the Vice President for Academic and Student Affairs
   1. Update: Task Force for Advancing Teachers and School Leaders in Wisconsin
   2. Update: UW System Plan for COVID-19

3. Update: Office of Academic and Student Affairs (OASA) Initiatives

Education Committee
June 4, 2020

Item C2.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF BUSINESS ADMINISTRATION IN FINANCE, UW-GREEN BAY

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Business Administration (BBA) in Finance at UW-Green Bay.

Resolution C.2.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Finance at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin-Green Bay seeks to elevate a Bachelor of Business Arts degree emphasis in Finance, by establishing a stand-alone Bachelor of Business Administration in Finance. The finance emphasis has existed within the B.B.A. in Business Administration for more than a decade. The requested elevation to a major will provide more accurate credentialing for approximately 170-180 students enrolled in the program, as well as a more understandable designation for potential students, their families, and potential employers. This request also represents the natural maturation of UW-Green Bay's business offerings from those of a department to those expected of the stand-alone Austin E. Cofrin School of Business established in July 2016.

Program Description

Upon approval, the finance program will immediately be one of the top ten largest undergraduate majors at UW-Green Bay. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeastern Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay, serving northeastern Wisconsin.

The proposed B.B.A. in Finance will graduate students with skills vital to the region's financial services industry and responds to the call in the Greater Green Bay Economic Development's Strategic Plan for UW-Green Bay to serve the needs of regional employers by developing and retaining talent in northeast Wisconsin. The proposed major was designed in partnership with Austin E. Cofrin School of Business Advisory Board, the UW-Green Bay Council of Trustees, and the regional finance and banking industry. The CSB serves the state's third (Green Bay) and tenth (Sheboygan) largest metropolitan areas and the fourth (Manitowoc) and eighth (Marinette) largest micropolitan statistical areas.

Expansion of programmatic offerings by the Cofrin School of Business is essential to developing the regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[1] This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and has spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (finance included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence, and its unique competitive advantage in the higher education marketplace, is through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in finance.

[1] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

Market and Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3%, and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support four of the top 10 and six of the top 15 largest undergraduate majors at UW-Green Bay. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed finance major, three-year trends in declared emphases suggest growth from 168 to 180 students between fall 2019 and fall 2021. Persistence data from the Cofrin School of Business suggest that of those students declaring a Business Administration major during their freshman or sophomore year, 83% retain that major into their junior year, the same percentage remains within the Cofrin School of Business, and 86% remain at UW-Green Bay. Even fewer changes occur once junior standing is achieved.

No impact on other majors is anticipated. The business meta-major described above creates a common core of courses and experiences and allows students to move between degrees if their area of interest changes. No impact on majors or degrees outside the Austin E. Cofrin School of Business is expected.

Graduates will be prepared to work as financial analysts, financial managers, financial advisors, security analysts, portfolio managers, insurance underwriters, stockbrokers, mortgage underwriters, bank branch managers, and in other finance-related positions. According to data projections from the Bureau of Labor Statistics for 2016 to 2026, positions for finance managers are projected to grow 18.7%; financial analysts, 10.8%; personal financial planners, 14.9%; credit counselors, 13.8%; and credit analysts, 8.3%. Similar jobs in Wisconsin are also projected to grow from 2016 to 2026. Jobs for financial managers are projected to grow by 23%; financial analysts,15.2%; personal financial advisors, 22.6%; credit counselors, 12.7%; and credit analysts, 9.2%.

Credit Load and Tuition

Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course.

In alignment with the institution's access focus, the Austin E. Cofrin School of Business does not impose additional admission requirements on interested students. All students

admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. All programs within the Cofrin School of Business share a foundational set of meta-major courses, which account for 57 credits. The program carries an additional 18 credits within the disciplinary finance core. The meta-major for M.S. forms the foundation of the institution's offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College).

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of Austin E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets. Certified Financial Planning (CFP®) Certification also will be an option for students.

Curricular experiences within the finance major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as finance internships, consulting for local businesses, guest talks, networking opportunities with local human resource management professionals, engagement with student organizations and student trading competitions, and opportunities to work with faculty on finance-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Business Administration in Finance at UW-Green Bay
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF BUSINESS ADMINISTRATION IN FINANCE AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The Austin E. Cofrin School of Business (CSB) at the University of Wisconsin-Green Bay (UWGB) seeks to elevate an emphasis in the current Bachelor of Business Administration (B.B.A.) program to a B.B.A. in Finance to provide future financial professionals with practical and theoretical knowledge of investments, corporate finance, capital markets, banking, risk management, international financial management, and related content. The finance emphasis has existed within the B.B.A. in Business Administration for more than a decade. The requested elevation to a major will provide more accurate credentialing for approximately 170-180 students enrolled in the program (existing three-year average) and a more understandable designation for potential students, their families, and potential employers. This request also represents the natural maturation of UW-Green Bay's business offerings in the Austin E. Cofrin School of Business from those of a department to those expected of the stand-alone college established in July 2016.

The proposed finance major was designed in partnership with the Austin E. Cofrin School of Business Advisory Board, the UW-Green Bay Council of Trustees, and the regional finance and banking industry. The CSB serves the state's third (Green Bay) and tenth (Sheboygan) largest metropolitan areas and the fourth (Manitowoc) and eighth (Marinette) largest micropolitan statistical areas. The program curriculum includes 75 credits, with 57 credits from the meta-major, a foundational set of courses shared with the CSB's other B.B.A. offerings. The learning objectives, proposed staffing, and skills are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB), and position the program to develop a Certified Financial Planner Board of Standards, Inc. Certified Financial Planning (CFP®) Certification option for students. Graduates from the finance program will be prepared to work as financial analysts, financial managers, financial advisors, security analysts, portfolio managers, insurance underwriters, stockbrokers, mortgage underwriters, bank branch managers, and other professionals in finance-related positions. According to data projections from the Bureau of Labor Statistics for 2016 to 2026, positions for finance managers are projected to grow 18.7%; financial analysts, 10.8%; personal financial planners, 14.9%; credit counselors, 13.8%; and credit analysts, 8.3%.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay

Title of Proposed Program
Finance

Degree/Major Designation
Bachelor of Business Administration

Mode of Delivery
Single institution. The programs will be delivered in both face-to-face and online modalities, allowing for access across all four of the institution's campus locations in Green Bay, Manitowoc, Marinette, and Sheboygan.

Department or Functional Equivalent
Department of Accounting and Finance

College, School or Functional Equivalent
Austin E. Cofrin School of Business

Proposed Term and Year of Implementation
Fall 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents projected student enrollment and graduation rates from the degree program for the first five years. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 3.5% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.) Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, it is expected that 285 students will have enrolled and 224 students will have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	58	57	48	51	53	55	57	59	61
Continuing Students (#)	138	124	115	117	121	125	129	134	139
Total Enrollment (#)	196	181	163	168	174	180	186	193	200
Graduating Students (#)	46	45	38	40	42	43	45	46	48

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.B.A. in Finance will graduate students with skills vital to the region's financial services industry and responds to the call in the Greater Green Bay Economic Development Strategic Plan for UW-Green Bay to serve the needs of regional employers by developing and retaining talent in northeast Wisconsin. The proposed program has existed as an emphasis for more than a decade, with expansion of online availability dating back to at least 2012. The emphasis has supported 168 students as of fall 2019.

Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, introductory business courses,

economics), 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business) including FIN 343: Corporation Finance, and an additional 18 credits of courses in an upper-level disciplinary specialization, for a 75-credit major. The upper-level offerings form a core from which specialized certificates and short-courses can be offered in both credit and non-credit formats to current students and working professionals. The overall credit requirements of the major align with those of other AACSB-accredited programs in the state.

Curricular experiences within the finance major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as finance internships, consulting for local businesses, guest talks, networking opportunities with local finance professionals, engagement with student organizations and student trading competitions, and opportunities to work with faculty on finance-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Student Learning Outcomes and Program Objectives

All existing and proposed undergraduate programs within the Austin E. Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB)-vetted degree-level learning goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB's Assurance of Learning Committee oversees assessment and continual improvement for the school by providing annual analyses and recommendations to the appropriate program and school leadership. The four degree-level learning goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Finance, the program-specific learning goals are:

1. Students can analyze the risk and return of financial assets or corporate investment projects and offer suggestions for decision making.
2. Students can effectively interpret and explain the information generated from the financial analysis.

Program Requirements and Curriculum

In alignment with the institution's access focus, the Austin E. Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business.

However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of the institution's offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 18 credits within the disciplinary core. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program Curriculum for the Proposed B.B.A. in Finance

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - **PROPOSED**	3
FIN 343: Corporation Finance	3*
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
Finance Required Core Courses (12 credits)	
FIN 347: Financial Markets and Institutions	3
FIN 442: Principles of Investment	3
FIN 445: International Financial Management	3
FIN 446: Advanced Corporation Finance	3
Finance Required Elective Courses (6 credits)	
ACCTG 410: Introduction to Income Tax Theory and Practice	3
FIN 344: Real Estate Principles	3

FIN 345: Risk Management and Insurance	3
FIN 447: Derivatives	3
FIN 450: Bank Administration	3
FIN 415: Employee Benefits and Retirement Planning- **PROPOSED**	3
FIN 425: Estate and Trust Planning- **PROPOSED**	3
FIN 475: Financial Plan Development- **PROPOSED**	3
TOTAL CREDITS	**75**

* Indicates a discipline-specific course (i.e., FIN)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB's Assurance of Learning (AOL) Committee as appointed by the dean's office in consultation with each program's executive committee. The AOL Committee maintains an assessment plan to evaluate student progress toward meeting both college-wide and program-specific learning outcomes. Assessment is carried out using an embedded assessment. Examples of embedded assessments used include exam questions that specifically assess student learning outcomes of specific learning objectives, assignments specific to each course in the form of essays or projects that deal directly with the learning objectives being assessed, case studies or reports that deal with one or more learning objectives, and writing or presentation exercises for learning outcomes related to communication. For instance, to assess the student learning objective of problem solving and critical thinking, students are given a case study requiring an in-depth analysis of a problem and then apply skills to determine multi-pronged solutions to the same. The AOL Committee is responsible for suggesting necessary curricular changes to both the program faculty and the dean's office. This practice is integrated into the university-wide, seven-year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in Years 1, 2, 3, 5, and 6; a status report in Year 4; and a program assessment plan in Year 7.[1]

Diversity

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a general skills area, and training in social responsibility, including sustainability, diversity, and ethical behavior and approaches to management, as a general business knowledge area that should be present within all accredited business curricula. All CSB's B.B.A.s will meet this requirement through school-specific *Cultural Agility* (CA) designations associated with specific learning objectives. The UW-Green Bay general education program also requires 3 credits of Global Culture and 3 credits of Ethnic Studies Perspectives coursework to qualify for graduation. Additional co-curricular and extra-curricular opportunities will further address the imperative to prepare students for success in today's multi-cultural and multi-national workforce.

[1] Details on UWGB's Assessment Plan can be found at https://www.uwgb.edu/assessment/university-assessment-plan/.

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The Office of Human Resources and Workforce Diversity maintains policies and practices designed to maximize the diversity of applicant pools. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to UW-Green Bay's Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Austin E. Cofrin School of Business drafted a school-specific diversity and inclusivity plan during the 2018-19 academic year, with an assigned faculty lead reporting to the dean of the school. This plan is considered a living document, undergoing annual revisions and implementation.

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

Collaborative Nature of Program

The University of Wisconsin-Green Bay will be the single institution to deliver the B.B.A. in Finance. Program faculty and staff will involve industry leaders from the Green Bay area and beyond in various capacities from guest lecturers to field trips and internship or mentorship opportunities. For example, while not separated by disciplines, the Cofrin School of Business facilitates approximately 100 paid internships annually. For-credit internship opportunities are supported by UW-Green Bay's Career Services Office, with internal support by select faculty and the Student and Community Engagement coordinator.[2] UW-Green Bay's location within the third largest metropolitan center in the state of Wisconsin creates an environment for guest speakers, which faculty regularly integrate into their courses. The CSB's Advisory Committee provides industry and

[2] UWGB's Career Services' page on internships may be found here: https://www.uwgb.edu/careers/find-a-job/internships/.

community input into each program. As mentioned above, the B.B.A. meta-major for M.S. forms the foundation of the program, and is a core component of transfer guides and articulation agreements with the state technical colleges, including Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College.

Projected Time to Degree

The projected time to degree is eight semesters (i.e., four years), although existing college credit in high school offerings, established transfer agreements with Wisconsin technical colleges, and January-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Despite these efforts, UWGB remains an urban-serving campus, supporting a large body of location-bound, part-time, working students; both the campus and the Business Administration program have a six-year graduation rate of 51%. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs and all undergraduate-level credit courses. The AAC will formally review the B.B.A. in Finance program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle by the department and the dean of the Austin E. Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders (e.g., course comments questionnaires). The exact elements of the reviews vary by program, but always integrate assessment of program-specific learning outcomes, assessment of the institution's B.B.A.-wide, degree-level learning goals, post-graduation employment, number of students graduating with honors, graduating student and alumni satisfaction with the program, student enrollment, student demographics, persistence and graduation rates, faculty-to-student ratios, portfolio of faculty qualifications within the program, and median course sizes, fill rates, and collapsible sections, among other student success and financial viability metrics. The Austin E. Cofrin School of Business' Student Success Committee also completes an annual student survey, providing students' feedback at the school and program levels on numerous areas of collegiate experience, including program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of Austin E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for

building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and has spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (finance included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace will be attained through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in finance.

UW-Green Bay gained approval for a revised select mission from the UW System Board of Regents on April 25, 2019, and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Manitowoc, Marinette, and Sheboygan communities.

> *The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.*
>
> *The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.*
>
> *Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development,*

entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges….

The Cofrin School of Business' revised mission refines this mission at an actionable level. The college states that it is "a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research." In pursuit of service to its students and the community, the Austin E. Cofrin School of Business stresses core values in community engagement, leadership, innovation, and sustainability.[3] The proposed B.B.A. in Finance meets these responsibilities by providing a local, cost-efficient option that responds to both student interest and employer demand. For example, as of the end of fall 2019, student enrollment had already reached 168 within the finance emphasis of the existing Business Administration major, highlighting an existing demand for which the institution is neither providing the full credentialing owed to these students nor enhancing the professional opportunities upon which the program can be built.

Upon approval of this major, the finance program will immediately be one of the top ten largest undergraduate majors at UW-Green Bay. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeastern Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay, serving northeastern Wisconsin.

Expansion of programmatic offerings by the Cofrin School of Business is essential to developing the regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[4] This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Institutional Program Array

The Austin E. Cofrin School of Business (CSB) was created in July 2016, following its formal separation from the College of Professional Studies. As of the fall 2019 academic

[3] AECSB Mission and Vision: https://www.uwgb.edu/csb/about-us/mission-and-vision/.
[4] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

year, the CSB has grown to support over 1,100 undergraduate majors and graduate master's-degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the past three years, the highest level of any of UW-Green Bay's colleges. When the CSB was established by the Board of Regents in July 2016, it supported one department, the Department of Business Administration; two undergraduate majors, a B.B.A. in Accounting and a B.B.A. in Business Administration (with numerous emphases); and an M.S. in Management. The college has since added a successful collaborative M.S. in Data Science and is in the process of implementing its recently approved executive Impact M.B.A. (anticipated start date of fall 2020).

The current structure of the Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded school within the former College of Professional Studies. This proposal is associated with an internal college reorganization completed in fall 2019 that divided the CSB into three disciplinary-based departments: (a) the Department of Business Administration, (b) the Department of Accounting and Finance, and (c) the Department of Marketing and Management. As a first step in program specialization and in support of the college's reorganization and maturation, the current set of proposals seeks to elevate four of the largest business administration emphases to majors: finance, human resource management, management, and marketing. This proposal addresses the intent to elevate the finance emphasis to a major.

Other Programs in the University of Wisconsin System

The finance degree is offered at eight (approximately 61.5%) of the UW campuses (UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-Stevens Point, and UW-Whitewater); however, none of the campuses opposed the elevation of this program to a major. UW-Green Bay argues that this program elevation aligns directly with its responsibility to serve the third largest metropolitan and economic engine in the state of Wisconsin, and also provides a significant level of support for location-bound, part-time, commuter students (42% of UWGB students are part-time). Furthermore, UW-Green Bay students already have strong enrollment in the existing finance program as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of students by allowing them to more accurately credential the skills they are gaining at UW-Green Bay, and to do so with a higher disciplinary competency level. UW-Green Bay continues to evaluate its other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined

request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed finance major, three-year trends in declared emphases suggest growth from 168 to 180 students between fall 2019 and fall 2021. Persistence data from the Cofrin School of Business suggest that of those students declaring a Business Administration major during their freshman or sophomore year, 83% retain that major into their junior year, the same percentage remains within the Cofrin School of Business, and 86% remain at UW-Green Bay. Even fewer changes occur once junior standing is achieved.

No impact on other majors is anticipated. The business meta-major described above creates a common core of courses and experiences and allows students to move between degrees if their area of interest changes. No impact on majors or degrees outside the Austin E. Cofrin School of Business is expected.

Need as Suggested by Market Demand

According to data projections from the Bureau of Labor Statistics, from 2018 to 2028, positions for finance managers are projected to grow by 16%; financial analysts, 6%; personal financial advisors, 7%; credit counselors, 9%; and credit analysts, 5%.[5] Similar jobs in Wisconsin are also projected to grow from 2016 to 2026. Jobs for financial managers are projected to grow by 23%; financial analysts,15.2%; personal financial advisors, 22.6%; credit counselors, 12.7%; and credit analysts, 9.2%.[6]

[5] U.S Bureau of Labor Statistics, Occupational Outlook Handbook, Financial Managers, https://www.bls.gov/ooh/management/financial-managers.htm; Financial Analysts, https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm; Personal Financial Advisors, https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm; Credit Counselors, https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Business%20and%20Financial%20Occupations; Credit Analysts, https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Business%20and%20Financial%20Occupations.

[6] State of Wisconsin, Department of Workforce Development, Occupation projections, https://jobcenterofwisconsin.com/wisconomy/pub/occupation#Viz.

University of Wisconsin - Green Bay

Cost and Revenue Projections For BBA in Finance

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	53	55	57	59	61
	Enrollment (Continuing Student) Headcount	121	125	129	134	139
	Enrollment (Total Student) Headcount	*174*	*180*	*186*	*193*	*200*
	Enrollment (New Student) FTE	44	45	47	48	50
	Enrollment (Continuing Student) FTE	99	103	107	110	114
	Enrollment (Total Student) FTE	*143*	*148*	*153*	*159*	*164*
II	**Total Finance Credit Hours**	2814	2944	3080	3224	3374
	Finance Credit Hours for "Other Business" Majors	1562	1648	1739	1836	1938
	Finance Credit Hours for Finance Majors	1252	1295	1341	1388	1436
III	**FTE of New Tenure Track Faculty**	1.00	0	0	0	0
	FTE of Current Tenure Track Faculty	2.00	3.00	3.00	3.00	3.00
	FTE of New Instructional Staff (Permanent Lecturers)	0	0	0	1.00	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0	0	0	0	1.00
	FTE of Associate Lecturers (Temporary)	1.00	1.50	1.50	0.50	0.75
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.16	0.16	0.16	0.16	0.16
IV	**Revenues**					
	Total Tution Revenue (assumes $262.43 per credit @ 30 cr per FTE)	**$1,126,553**	**$1,165,982**	**$1,206,792**	**$1,249,029**	**$1,292,745**
V	**Expenses**					
	Salaries plus Fringes					
	Tenure Track Faculty w/ fringe @ 43%	$581,937	$593,576	$605,447	$617,556	$629,907
	Instructional Staff (Permanent Lecturers) w/ fringe @ 43%	$0	$0	$0	$121,617	$124,049
	Associate Lecturers (Temporary) w/ fringe @ 20%	$64,800	$99,144	$101,127	$34,383	$52,606
	Chair	$10,950	$11,169	$11,392	$11,620	$11,853
	Admin Staff (ADA) w/ fringe @ 60%	$9,340	$9,527	$9,718	$9,912	$10,110
	Other Expenses					
	Startup	$5,000	$5,000	$0	$0	$0
	Marketing	$5,000	$5,100	$5,202	$5,306	$5,412
	Accreditation, travel, and general department expenses	$2,733	$2,788	$2,843	$3,818	$3,894
	Profesional development:	$8,159	$8,578	$8,749	$11,047	$11,403
	Indirect Expenses @ 30% of Gross Tuition Revenue:	$337,966	$349,795	$362,037	$374,709	$387,824
	Total Expenses	**$1,025,885**	**$1,084,676**	**$1,106,516**	**$1,189,968**	**$1,237,058**
VI	**Net Revenue**	$100,667	$81,307	$100,276	$59,061	$55,687

Provost's Signature:	**Date:** April 3, 2020
CBO's Signature: Sheryl Van Gruenisen	**Date:** 04/03/2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
BACHELOR OF ADMINISTRATION IN FINANCE

Introduction

The University of Wisconsin-Green Bay proposes to elevate an emphasis in the current B.B.A. in Business Administration program to a B.B.A. in Finance in the Austin E. Cofrin School of Business (CSB). The proposed program will admit students annually and requires 75 credits, including 57 credits from a meta-major shared with the CSB's other B.B.A. offerings, and 21 credits within this program carry a finance (FIN) prefix. Students will take 42 credits of general education and supporting courses. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within a four-year timeframe. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB), and positions the program to develop a Certified Financial Planner Board of Standards, Inc. Certified Financial Planning (CFP®) Certification option for its students. Graduates from the finance program will be prepared to work as financial analysts, financial managers, financial advisors, security analysts, portfolio managers, insurance underwriters, stockbrokers, mortgage underwriters, bank branch managers, and in other finance-related positions. According to data projections from the Bureau of Labor Statistics from 2016 to 2026, positions for finance managers are projected to grow by 18.7%; financial analysts, 10.8%; personal financial planners, 14.9%; credit counselors, 13.8%; and credit analysts, 8.3%.

Section I – Enrollment

Converting existing students enrolled in the emphasis to the major and incorporating the parameters described below, it is expected that 285 students will have enrolled and 224 students will have graduated by the end of the fifth year of the new major. Enrollment projections are based on a combination of past enrollment in the existing finance emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Finance. Enrollment projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 3.5% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.)

Section II – Credit Hours

A total of 75 credits are required of students; 21 credits are specific to finance. Including electives, 39 credits are offered with a finance prefix (FIN). Among the suite of courses presented in this request, 30 credits are already existing at the university, and 9 credits are new to the university. The remaining 54 credits in the program are foundational business courses required of all CSB majors.

Section III – Faculty and Staff Appointments

The Department of Accounting and Finance has 3.0 FTE of existing, discipline-relevant tenure-track faculty, including one who was hired to start in fall 2020 with expertise in personal financial planning, along with 0 FTE of full-time lecturer lines and 1.0 FTE of associate lecturers in place to support the existing finance emphasis. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period but does request an additional 1.0 FTE full-time lecturer line in Year 4. Associate lecturer staffing varies from 1.0 FTE in projected Year 1, to a high of 1.5 FTE in Years 2 and 3, to a low of 0.5 FTE in Year 4. An internal reorganization in fall 2019 reassigned half of a 0.64 FTE academic department associate position (0.75 FTE during the academic year) to the newly established Department of Accounting and Finance, half of this position will be charged to the finance major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g., advising, dean's office support, etc.). Additional instructional support includes chair effort during the academic year (two course releases) and summer support spread across the summer; chair expenses and time are shared equally with the accounting program.

Section IV – Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times $262.43 per credit times FTE student enrollment.

Section V – Program Expenses

<u>Salary and Fringe Expenses</u>

Tenure-track line salaries assume $135,650 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=1,263) for Finance faculty. The budget estimates $80,141 plus fringe (43% of salary) for permanent lecturers, again based on median values reported by the AACSB. The budget for associate lecturers assumes a cost of $6,000 per 3-credit course plus 20% fringe. The budget estimates around $9,500 annually for a 0.16 FTE support position (academic department associate), assuming a salary at $17.61 per hour with a starting fringe rate of 60%. The budget estimates approximately $11,000 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and approximately one month of summer support, divided among the two programs supported by this chair. Faculty and full-time lecturer salaries from the AACSB were adjusted to 87.3%, the median national salary to account for the low cost of living in Green

Bay; the budget also assumes annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes $5,000 for each the first two years to support the development and significant modification of new and existing courses and to cover small, general expenses.

Program Marketing: Includes $5,000 per year (plus 2% annual increases) for integrated marketing of accounting and finance programs.

Accreditation, Travel, and General Department Expenses: Assumes an annual per FTE expense of $300 for phones, $35 for maintenance and general services, $280 for printing, and $250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes $2,000 per year per faculty + permanent lecturer FTE, plus $500 per administrative staff, with a $500 per total FTE per year of additional support for professional development at the chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an incentive-based budget model. Following this new model and simplifying for the purposes of this document, a central tax of 30% of Gross Tuition Revenue is assumed as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Net revenues will be directed to support continued growth within the Austin E. Cofrin School of Business.

Date: May 6, 2020
To: Ray Cross, UW-System President
From: Kathleen Burns, Provost and Vice Chancellor for Academic Affairs
Subject: Authorization to Implement: B.B.A. in Finance

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Business Administration (BBA) in Finance to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on May 6, 2020. This change will elevate an emphasis in the current Business Administration B.B.A. program to a B.B.A. in Finance to provide future financial professionals with practical and theoretical knowledge of investments, corporate finance, capital markets, banking, risk management, international financial management, and related content.

The program will be funded by tuition revenue. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period but does request an additional 1.0 FTE full-time lecturer line in year 4. Some staffing at the Associate Lecturer level is also needed but varies from year to year, depending on curricular needs. The program will be reviewed as part of our ongoing assessment and program review processes. We expect that the program's first comprehensive review will occur in 2025-2026.

The B.B.A. in Finance is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to "reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing…" The Cofrin School of Business is fully committed to this purpose and is developing programs to bring full alignment among the community, the University, and the Business School. We recognize that the path to excellence is through the building of close partnerships with the NE business community and leveraging the international brand associated with Green Bay, to which this degree will contribute.

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

Education Committee
June 4, 2020

Item C.3.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT, UW-GREEN BAY

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Business Administration in Human Resource Management at UW-Green Bay.

Resolution C.3.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Human Resource Management at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin-Green Bay seeks to elevate a BBA degree emphasis in Human Resource Management, by establishing a stand-alone Bachelor of Business Administration in Human Resource Management. Having a distinct major will provide students with foundational knowledge in the various functions of business administration as well as a comprehensive education in human resource management. The program change of stature represents the natural evolution of UW-Green Bay's business offerings from a department to a stand-alone college in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin. Program coursework was designed in collaboration with the Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeast Wisconsin in the area of human resource management. Graduates will be prepared to work in a specialist human resources role such as recruitment, training and development, or compensation and benefits management, or as a human resource management generalist. The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2018 and 2028, at 0.8% per year.

Program Description

The proposed program has existed as an emphasis since 2014 and is offered in both face-to-face and online modalities. The emphasis supported 169 students as of the end of fall 2019. Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics), including HRM 262: Introduction to Human Resource Management, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 21 credits of upper-level disciplinary specialization in human resource management, for approximately 78 total credits.

The B.B.A. in Human Resource Management provides a comprehensive education in all human resource management (HRM) functions to prepare students for a career in human resources. Notwithstanding the pervasive misconception of HRM as being restricted to functions carried out by HR departments, many of the HRM functions are also often carried out by non-HR managers. The HRM major will therefore also provide a valuable and practical education for students seeking any position that involves managing people.

Curricular experiences within the HRM major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as HRM internships, HRM consulting for local businesses, guest talks, networking opportunities with local HRM professionals, engagement in activities carried out by the CSB students' Society for Human Resource Management (SHRM) group, and opportunities to work with faculty on HRM-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high demand, highly enrolled undergraduate emphases into new majors (human resource management included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business

school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace, is through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in human resource management.

Market and Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay.

This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in human resource management, enrollment has surpassed the institution's three-year trends in declared emphases, reaching 169 by the end of fall 2019, with previous projections suggesting growth from 107 to 161 students between fall 2016 and fall 2021. Persistence data from the Cofrin School of Business suggest that of those students declaring a Business Administration major during their freshman or sophomore year, 83% retain that major into their junior year, the same percentage remains within the Cofrin School of Business, and 86% remain at UW-Green Bay. Even fewer changes occur once junior standing is achieved.

As is the case nationally, northeastern Wisconsin is plagued by worker shortages and skills shortages across several industries and sectors. This challenge falls precisely within the domain of HRM and further bolsters the importance of HRM functions such as employee recruitment, development, and retention. As a result, there will likely be an increased emphasis on the value of HRM to organizational success and an increase in representation of HRM professionals at higher levels of management. There will also likely be a heightened demand for the use of HRM analytics and a concomitant understanding that HRM is not just *soft skills*. Over the longer term, the shortage of qualified workers is projected to continue, necessitating an expansion of recruitment, targeted recruitment, international recruitment, alternative work arrangements, employment of migrant workers, and internal development of employees. There will be an increased use of advanced technologies, such as artificial intelligence, in HRM, as well as the development of more sophisticated HRM systems and processes.

The Bureau of Labor Statistics predicts that human resources positions are projected to grow, including human resource specialists (5.3%); compensation, benefits, and job analysis specialists (5.9%); and training and development specialists (9.4%). Management positions in human resources are also expected to grow, including human resources managers (7.1%), compensation and benefits managers (2.9%), and training and development managers (8.1%).

More accelerated growth is predicted for human resources positions in Wisconsin for the period from 2016 to 2026, including human resource specialists (8.8%); compensation, benefits, and job analysis specialists (14.21%); training and development specialists (11.83%); human resources managers (12.69%); compensation and benefits managers (10%); and training and development managers (14.23%).

Credit Load and Tuition

In alignment with the institution's access focus, the Austin E. Cofrin School of Business does not impose additional admission requirements on interested students. All students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses.

Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics), including HRM 262: Introduction to Human Resource Management, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 21 credits of upper-level disciplinary specialization in human resource management, for approximately 78 total credits.

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of A.E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the credit plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Business Administration in Human Resource Management at UW-Green Bay
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The Austin E. Cofrin School of Business (CSB) at the University of Wisconsin-Green Bay (UWGB) seeks to elevate an emphasis in the current Bachelor of Business Administration (B.B.A.) program to a B.B.A. in Human Resource Management. Having a distinct major will provide students with foundational knowledge in the various functions of business administration as well as a comprehensive education in human resource management. The program change of stature represents the natural evolution of UW-Green Bay's business offerings from a department to a stand-alone college in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin. The proposed 78-credit program includes 21 credits (i.e., eight courses) in human resource management (HRM). The remaining 57 credits in the program are credits from courses in the meta-major shared with the CSB's other B.B.A. offerings. Program coursework was designed in collaboration with the Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeast Wisconsin in the area of human resource management. Graduates will be prepared to work in a specialist human resources role such as recruitment, training and development, or compensation and benefits management, or as a human resource management generalist. The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2018 and 2028, at 0.8% per year.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay

Title of Proposed Program
Human Resource Management

Degree/Major Designation
Bachelor of Business Administration

Mode of Delivery
Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of the institution's campus locations in Green Bay, Manitowoc, Marinette, and Sheboygan.

Department or Functional Equivalent
Department of Marketing and Management

College, School or Functional Equivalent
Austin E. Cofrin School of Business

Proposed Term and Year of Implementation
Fall 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents projected student enrollment and graduation rates from the degree program for the first five years. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.) Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, it is expected that 257 students will have enrolled and 202 students will have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	32	39	41	45	47	49	51	54	56
Continuing Students (#)	75	84	97	102	107	112	117	123	129
Total Enrollment (#)	107	123	138	147	154	161	168	177	185
Graduating Students (#)	25	30	32	35	37	39	40	42	44

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the credit plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not

directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Human Resource Management provides a comprehensive education in all human resource management (HRM) functions to prepare students for a career in human resources. Notwithstanding the pervasive misconception of HRM as being restricted to functions carried out by HR departments, many of the HRM functions are also often carried out by non-HR managers. The HRM major will therefore also provide a valuable and practical education for students seeking any position that involves managing people.

The proposed program has existed as an emphasis since 2014, and is offered in both face-to-face and online modalities. The emphasis supported 169 students as of the end of fall 2019. Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics) including HRM 262: Introduction to Human Resource Management, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 21 credits of upper-level disciplinary specialization in human resource management, for approximately 78 total credits.

Curricular experiences within the HRM major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as HRM internships, HRM consulting for local businesses, guest talks, networking opportunities with local HRM professionals, engagement in activities carried out by the CSB students' Society for Human Resource Management (SHRM) group, and opportunities to work with faculty on HRM-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Student Learning Outcomes and Program Objectives

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business

(AACSB)-vetted degree-level learning goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB's Assurance of Learning Committee oversees assessment and continual improvement for the school by providing annual analyses and recommendations to the appropriate program and school leadership. The four degree-level learning goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Human Resource Management, the program-specific learning goals are:

1. Students will be proficient in the collection, analysis, interpretation, and utilization of data to make evidence-based decisions.
2. Students will understand the role of human resource management in creating a sustainable competitive advantage.
3. Students will be able to examine human resource management matters from legal, business case, and ethical perspectives.

Program Requirements and Curriculum

In alignment with the institution's access focus, the Austin E. Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 78 credits of coursework (Table 2). All programs within the Austin E. Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of the institution's offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 21 credits within the disciplinary core. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program Curriculum for the Proposed B.B.A. in Human Resource Management

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - **PROPOSED**	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
Human Resource Management Required Courses (21 credits)	
HRM 460: Employee Development	3
HRM 465: Recruitment and Selection	3
HRM 466: Employment Law	3
HRM 467: Compensation and Benefits	3
HRM 4XX: Employee Relations - **PROPOSED**	3
HRM 469: Performance Management and Job Analysis	3
HRM 470: Human Resource Management Analytics	3
TOTAL	**78 credits**

* Indicates a discipline-specific course (i.e., HRM)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB's Assurance of Learning (AOL) Committee as appointed by the dean's office in consultation with each program's executive committee. The AOL Committee maintains an assessment plan to evaluate student progress toward meeting both college-wide and program-specific learning outcomes. Assessment is carried out using embedded assessment. Examples of embedded

assessments used include exam questions that specifically assess student learning outcomes of specific learning objectives, assignments specific to each course in the form of essays or projects that deal directly with the learning objectives being assessed, case studies or reports that deal with one or more learning objectives, and writing or presentation exercises for learning outcomes related to communication. For instance, to assess the student learning objective of problem solving and critical thinking, students are given a case study requiring an in-depth analysis of a problem and then apply skills to determine multi-pronged solutions to the same. The AOL Committee is responsible for suggesting necessary curricular changes to both the program faculty and the dean's office. This practice is integrated into the university-wide, seven-year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in Years 1, 2, 3, 5, and 6; a status report in Year 4; and a program assessment plan in Year 7.[1]

Diversity

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a general skills area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management, as a general business knowledge area that should be present within all accredited business curricula. The program in HRM addresses these skill and knowledge areas directly in its courses HRM 460: Employee Development, HRM 465: Recruitment and Selection, and HRM 4XX: Employee Relations. Additional co-curricular and extra-curricular opportunities further address the imperative to prepare students for success in today's multi-cultural and multi-national workforce.

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The Office of Human Resources and Workforce Diversity maintains policies and practices designed to maximize the diversity of applicant pools. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay's Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Austin E. Cofrin School of Business drafted a college-specific diversity and inclusivity plan during the 2018-19 academic year,

[1] Details on UWGB's Assessment Plan can be found at https://www.uwgb.edu/assessment/university-assessment-plan/.

with an assigned faculty lead reporting to the dean of the school. This plan is considered a living document, undergoing annual revisions and implementation.

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

Collaborative Nature of Program

The University of Wisconsin-Green Bay will be the single institution to deliver the B.B.A. in Human Resource Management. Program faculty and staff will involve industry leaders from the Green Bay area and beyond in various capacities from guest lecturers to field trips and internship or mentorship opportunities. For example, while not separated by disciplines, the Cofrin School of Business facilitates approximately 100 paid internships annually. For-credit internship opportunities are supported by UW-Green Bay's Career Services Office, with internal support by select faculty and the Student and Community Engagement coordinator.[2] UW-Green Bay's location within the third largest metropolitan center in the state of Wisconsin creates an environment for guest speakers, which faculty regularly integrate into their courses. The CSB's Advisory Committee also provides industry and community input into each program. As mentioned above, the BBA meta-major forms the foundation of the program, and is a core component of transfer guides and articulation agreements with the state technical colleges, including Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College.

Projected Time to Degree

The projected time to degree is eight semesters (i.e., four years), although existing college credit in high school offerings, established transfer agreements with Wisconsin technical colleges, and January-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Despite these efforts, UWGB remains an urban-serving campus, supporting a large body of part-time, working students; both the campus and the Business Administration program have a six-year graduation rate of 51%. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

[2] UWGB's Career Services' page on internships may be found here: https://www.uwgb.edu/careers/find-a-job/internships/.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs and all undergraduate-level credit courses. The AAC will formally review the human resource management program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle by the department and the dean of the Austin E. Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders (e.g., course comments questionnaires). The exact elements of the reviews vary by program, but always integrate assessment of program-specific learning outcomes, assessment of the B.B.A.-wide, degree-level learning goals, post-graduation employment, number of students graduating with honors, graduating student and alumni satisfaction with the program, student enrollment, student demographics, persistence and graduation rates, faculty-to-student ratios, portfolio of faculty qualifications within the program, and median course sizes, fill rates, and collapsible sections, among other student success and financial viability metrics. The Austin E. Cofrin School of Business' Student Success Committee also completes an annual student survey, providing student feedback at the college and program levels on numerous areas of collegiate experience, including program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of A.E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new

majors (human resource management included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace will be attained through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in human resource management.

UW-Green Bay gained approval for a revised select mission from the UW System Board of Regents on April 25, 2019, and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Manitowoc, Marinette, and Sheboygan communities.

> *The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.*
>
> *The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.*
>
> *Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges….*

The Cofrin School of Business' revised mission refines this mission at an actionable level. The college states that it is "a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research." In pursuit of service to its students and the community, the Austin E. Cofrin School of Business stresses core values in community engagement, leadership, innovation, and sustainability.[3] The proposed B.B.A. in Human Resource Management meets these responsibilities by providing a local, cost-efficient option that responds to both student interest and employer demand. For example, as of fall 2019, student enrollment had

[3] AECSB Mission and Vision: https://www.uwgb.edu/csb/about-us/mission-and-vision/.

already reached 169 within the human resource management emphasis of the existing Business Administration major, highlighting an existing demand for which the institution is neither providing the full credentialing owed to these students nor enhancing the professional opportunities upon which the program can be built.

Upon approval of this major, the human resource management program will immediately be one of the largest majors on the UW-Green Bay campus. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeast Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay, serving northeastern Wisconsin.

Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing the regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[4] This proposal will build upon ongoing UW-Green Bay's partnerships with regional and national employers, relationships exemplified by growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission. Expanding the human resource management emphasis to a major will also permit the alignment of the curriculum with the required curriculum of the Society for Human Resource Management (SHRM). The Society for Human Resource Management is a professional organization that offers continuing education and certifications for human resources professionals.

Institutional Program Array

The Austin E. Cofrin School of Business (CSB) was created in July 2016, following its formal separation from the College of Professional Studies. As of the fall 2019 academic year, the CSB has grown to support over 1,100 undergraduate majors and graduate master's-degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the past three years, the highest level of any of UW-Green Bay's colleges. When the college was established by the Board of Regents in July 2016, it supported one department, the Department of Business Administration; two undergraduate majors, a B.B.A. in Accounting and a B.B.A. in Business Administration (with numerous emphases); and an M.S. in Management. The college has since added a very successful collaborative M.S. in Data Science and is in the process of implementing its recently approved executive Impact M.B.A. (anticipated start date of fall 2020).

[4] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

The current structure of the A.E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded school within the former College of Professional Studies. This proposal is associated with an internal college reorganization into three disciplinary-based departments: (a) the Department of Business Administration, (b) the Department of Accounting and Finance, and (c) the Department of Marketing and Management. As a first step in program specialization and in support of the college's reorganization and maturation, the current set of proposals seeks to elevate four of the largest business administration emphases to majors: finance, human resource management, management, and marketing. This proposal addresses the intent to elevate the human resource management emphasis to a major.

Other Programs in the University of Wisconsin System

The human resource management degree is offered at approximately 31% of the UW campuses (UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Whitewater); however, none of the campuses opposed the elevation of this program to a major. UW-Green Bay argues that this program elevation aligns directly with its responsibility to serve the third largest metropolitan and economic engine in the state of Wisconsin, and also provides a significant level of support for location-bound, part-time, commuter students (42% of UWGB students are part-time). Furthermore, UW-Green Bay students already have a strong enrollment in the existing human resource management program as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of students by allowing them to more accurately credential the skills they are gaining at UW-Green Bay, and to do so with a higher disciplinary competency level. UW-Green Bay continues to evaluate other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. Over the past three years, an average of approximately 60, 30, 60, and 60 students per year have graduated from the finance, human resource management, management, and marketing emphases, respectively. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in human resource management, enrollment has surpassed the institution's three-year trends in declared emphases, reaching 169 by the end of fall 2019,

with previous projections suggesting growth from 107 to 161 students between fall 2016 and fall 2021. Persistence data from the Cofrin School of Business suggest that of those students declaring a Business Administration major during their freshman or sophomore year, 83% retain that major into their junior year, the same percentage remains within the Cofrin School of Business, and 86% remain at UW-Green Bay. Even fewer changes occur once junior standing is achieved.

No impact on other majors is anticipated. The business meta-major described above creates a common core of courses and experiences and allows students to move between degrees if their area of interest changes. No impact on majors or degrees outside the Austin E. Cofrin School of Business is expected.

Need as Suggested by Market Demand

As is the case nationally, northeastern Wisconsin is plagued by worker shortages and skills shortages across several industries and sectors.[5] This challenge falls precisely within the domain of HRM and further bolsters the importance of HRM functions such as employee recruitment, development, and retention. As a result, there will likely be an increased emphasis on the value of HRM to organizational success and an increase in representation of HRM professionals at higher levels of management. There will also likely be a heightened demand for the use of HRM analytics and a concomitant understanding that HRM is not just *soft skills*. Over the longer term, the shortage of qualified workers is projected to continue, necessitating an expansion of recruitment, targeted recruitment, international recruitment, alternative work arrangements, employment of migrant workers, and internal development of employees. There will be an increased use of advanced technologies in HRM, such as artificial intelligence, as well as the development of more sophisticated HRM systems and processes.

The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. For reference, growth in financial activities will grow at approximately the national average, or 0.6% annually.[6] Additionally, the health care and social assistance industry has the highest project growth during this period, at 1.9% annually.

Nationally, within the same time period, human resources positions are projected to grow, including human resource specialists (5.3%); compensation, benefits, and job

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[5] David D. Haynes, "Wisconsin is losing people in their prime working years. Are more foreign workers the answer?", *Milwaukee Journal Sentinel*, May 20, 2019: https://www.jsonline.com/story/news/solutions/2019/05/20/foreign-workers-an-answer-to-wisconsin-labor-shortage/1189198001/; https://madison.com/wsj/business/wisconsin-businesses-grapple-with-a-growing-worker-shortage/article_3ef1000e-c18b-5f72-bbcd-720ee2456111.html.

[6] U.S. Bureau of Labor Statistics, Projected Annual Rate of Change in Industry Employment, 2018-2028: https://www.bls.gov/emp/images/industries.png.

analysis specialists (5.9%); and training and development specialists (9.4%). Management positions in human resources are also expected to grow, including human resources managers (7.1%), compensation and benefits managers (2.9%), and training and development managers (8.1%).[7]

More accelerated growth is predicted for human resources positions in Wisconsin for the period from 2016 to 2026, including human resource specialists (8.8%); compensation, benefits, and job analysis specialists (14.21%); training and development specialists (11.83%); human resources managers (12.69%); compensation and benefits managers (10%); and training and development managers (14.23%).[8]

[7] U.S. Bureau of Labor Statistics, Employment Projections: https://data.bls.gov/projections/occupationProj.

[8] State of Wisconsin, Department of Workforce Development, Employment Projections: https://jobcenterofwisconsin.com/wisconomy/pub/occupation. See "Long Term 2016-2026 Statewide".

University of Wisconsin - Green Bay

Cost and Revenue Projections For BBA in Human Resource Management

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	*47*	*49*	*51*	*54*	*56*
	Enrollment (Continuing Student) Headcount	107	112	117	123	129
	Enrollment (Total Student) Headcount	*154*	*161*	*168*	*177*	*185*
	Enrollment (New Student) FTE	39	40	42	44	46
	Enrollment (Continuing Student) FTE	88	92	96	101	106
	Enrollment (Total Student) FTE	*127*	*132*	*138*	*146*	*152*
II	**Total HRM Credit Hours**	2740	2894	3057	3229	3411
	HRM Credit Hours for "Other Business" Majors	1393	1484	1581	1684	1794
	HRM Credit Hours for HRM Majors	1346	1409	1476	1545	1618
III	**FTE of New Tenure Track Faculty**	0	0	0	0	0
	FTE of Current Tenure Track Faculty	2.00	2.00	2.00	2.00	2.00
	FTE of New Instructional Staff (Permanent Lecturers)	0.50	0	0.50	0	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0	0.50	0.50	1.00	1.00
	FTE of Associate Lecturers (Temporary)	1.00	1.25	1.00	1.25	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	**Revenues**					
	Total Tution Revenue (assumes $262.43 per credit @ 30 cr per FTE)	**$997,752**	**$1,043,104**	**$1,088,457**	**$1,146,767**	**$1,198,598**
V	**Expenses**					
	Salaries plus Fringes					
	Tenure Track Faculty w/ fringe @ 43%	$296,701	$302,635	$308,687	$314,861	$321,158
	Instructional Staff (Permanent Lecturers) w/ fringe @ 43%	$48,881	$49,858	$101,711	$103,745	$105,820
	Associate Lecturers (Temporary) w/ fringe @ 20%	$64,800	$82,620	$67,418	$85,958	$105,212
	Chair	$7,300	$7,446	$7,595	$7,747	$7,902
	Admin Staff (ADA) w/ fringe @ 60%	$8,224	$8,389	$8,557	$8,728	$8,902
	Other Expenses					
	Startup	$5,000	$5,000	$0	$0	$0
	Marketing	$5,000	$5,100	$5,202	$5,306	$5,412
	Accreditation, travel, and general department expenses	$2,271	$2,316	$2,812	$2,869	$2,926
	Profesional development:	$6,875	$7,140	$8,453	$8,755	$9,065
	Indirect Expenses @ 50% of Gross Tuition Revenue:	$498,876	$521,552	$544,228	$573,384	$599,299
	Total Expenses	**$943,927**	**$992,056**	**$1,054,664**	**$1,111,352**	**$1,165,698**
VI	**Net Revenue**	$53,825	$51,048	$33,793	$35,415	$32,901

Provost's Signature:	**Date:** April 3, 2020
CBO's Signature: Sheryl Van Gruensven	**Date:** April 3, 2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT

Introduction

The University of Wisconsin-Green Bay proposes to elevate an emphasis in the current B.B.A. in Business Administration program to a B.B.A. in Human Resource Management (HRM) in the Arthur E. Cofrin School of Business (CSB). The proposed program will admit students annually and requires 79 credits, including 58 credits from a meta-major shared with the CSB's other B.B.A. offerings; 24 credits within this program carry a human resource management (HRM) prefix. Students will also take 42 credits of general education and support courses. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within a four-year timeframe. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Graduates will be prepared to work in a specialist human resources role such as recruitment, training and development, or compensation and benefits management, or as a human resource management generalist. The Bureau of Labor Statistics predicts that nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2018 and 2028, at 0.8% per year.

Section I – Enrollment

Converting existing students enrolled in the emphasis to the major and incorporating the parameters described below, it is expected that 258 students will have enrolled and 203 students will have graduated by the end of the fifth year of the new major. Enrollment projections are based on a combination of past enrollment in the existing human resource management emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Human Resource Management. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.)

Section II – Credit Hours

A total of 78 credits are required of students; 24 credits are specific to human resource management; of those, 9 credits are new to the university and 15 credits are from existing courses. The remaining 54 credits in the program are foundational business courses required of all CSB majors.

Section III – Faculty and Staff Appointments

The Department of Marketing and Management has 2.0 FTE of existing tenure-track faculty with expertise in human resource management. There are no full-time lecturers, and there is 1.0 FTE of associate lecturer currently in place to support the existing human resource management emphasis. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period, and 1.0 FTE of permanent lecturer lines by year 4. Associate lecturer staffing varies from 1.0 FTE in projected Year 1, to a high of 1.5 FTE in Year 5. An internal reorganization in fall 2019 reassigned half of a 0.5 FTE academic department associate position to the newly established Department of Marketing and Management, one-fourth of this position will be charged to the human resources management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g., advising, dean's office support, etc.). Additional instructional support includes chair effort during the academic year (two course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the chair.

Section IV – Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times $262.43 per credit times FTE student enrollment.

Section V – Program Expenses

Salary and Fringe Expenses

Tenure-track line salaries assume $103,742 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=159) for Human Resource Management faculty. The budget assumes salary of $68,364 plus fringe (43% of salary) for permanent lecturers, again based on median values reported by the AACSB. The budget assumes salary for associate lecturers at a cost of $6,000 per 3-credit course plus 20% fringe. The budget estimates around $8,500 annually for a 0.13 FTE support position (academic department associate), assuming a salary at $19.77 per hour with a starting fringe rate of 60%. The budget estimates $7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and approximately one month of summer support, divided among the three programs supported by this chair. Faculty and full-time lecturer salaries from the AACSB were adjusted to 87.3% of the median national salary to account for the low cost of living in Green Bay; annual increases of 2% to total salary and fringe are assumed in all estimates.

Other Expenses

Startup: Includes $5,000 for each of the first two years to support the development and significant modification of new and existing courses and to cover small, general expenses.

Program Marketing: Includes $5,000 per year (plus 2% annual increases) for integrated marketing of Accounting and Finance programs.

Accreditation, Travel, and General Department Expenses: Assumes an annual per-FTE expense of $300 for phones, $35 for maintenance and general services, $280 for printing, and $250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes $2,000 per year per faculty and permanent lecturer FTE, plus $500 per administrative staff, with a $500 per total FTE per year of additional support for professional development at the chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an incentive-based budget model. Following this new model and simplifying for the purposes of this document, a central tax of 50% of gross tuition revenue is assumed as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Net revenues will be directed to support continued growth within the Austin E. Cofrin School of Business.

Date: May 6, 2020
To: Ray Cross, UW-System President
From: Kathleen Burns, Provost and Vice Chancellor for Academic Affairs
Subject: Authorization to Implement: B.B.A. in Human Resources Management

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Business Administration (BBA) in Human Resources Management to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on May 6, 2020. This change will elevate an emphasis in the current Business Administration B.B.A. program to a B.B.A. in Human Resources Management to provide future human resources professionals with foundational knowledge in the various functions of business administration and a comprehensive education in human resource management.

The program will be funded by tuition revenue. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period but does request an additional 1.0 FTE full-time lecturer line in year 4. Some staffing at the Associate Lecturer level is also needed but varies from year to year, depending on curricular needs. The program will be reviewed as part of our ongoing assessment and program review processes. We expect that the program's first comprehensive review will occur in 2025-2026.

The B.B.A. in Human Resources Management is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to "reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing…" The Cofrin School of Business is fully committed to this purpose and is developing programs to bring full alignment among the community, the University, and the Business School. We recognize that the path to excellence is through the building of close partnerships with the NE business community and leveraging the international brand associated with Green Bay, to which this degree will contribute.

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

Education Committee
June 4, 2020

Item C.4.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT, UW-GREEN BAY

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Business Administration in Management at UW-Green Bay.

Resolution C.4.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Management at the University of Wisconsin-Green Bay.

SUMMARY

The Austin E. Cofrin School of Business (CSB) seeks to elevate a BBA degree emphasis in Management, by establishing a stand-alone Bachelor of Business Administration in Management. The proposed program has existed as an emphasis since 2014, and has been offered in both face-to-face and online modalities since 2018. The emphasis supported 223 students as of early fall 2019. Upon approval of this major, the management program will immediately be one of the largest majors on the UW-Green Bay campus. This proposal represents the natural evolution of UW-Green Bay's business portfolio from that of a department to a stand-alone college established in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin.

Program coursework was designed in collaboration with the Austin E. Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeastern Wisconsin in the area of management. The learning objectives, proposed staffing, and skills are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business. The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually. General managers and operations managers will experience a 6.9% growth from 2018 to 2028. The

whole professional strata of management occupations will experience a growth of 7.7% from 2018 to 2028.

Program Description

Management is a popular, evolving and ever-changing field. The greater need for development of managerial skills is driven by technology change, industry innovations, and changes in the workforce i.e., demographics. Additionally, the current state of the regional economy, such as workforce shortages, state politics, and brain drain, requires the field to improve the skills gap at all levels (including undergraduate, graduate, and e-MBA levels). This would ensure that students can navigate increased complexity, be more agile, and engage in data-driven decision making. Students need to be better team members and be shaped as future leaders faster and with updated skills, such as managing the new highly diverse virtual workplace. Management faculty need to adjust to student needs by offering experiential learning, internships and high-impact practices (e.g., tours, research opportunities, consulting projects).

The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeastern Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay serving northeastern Wisconsin.

Curricular experiences within the management major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as internships, consulting for local businesses, guest talks, networking opportunities with local professionals, and opportunities to work with faculty on research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for our students, faculty, and staff.

Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (management included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full

alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace, is through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in management.

Expansion of programmatic offerings by the Cofrin School of Business is essential to developing the institution's regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[1]This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Market and Student Demand

The Cofrin School of Business (CSB) was created in July 2016, following its formal separation from the College of Professional Studies. As of the fall 2019 academic year, the CSB has grown to support over 1,100 undergraduate majors and graduate master's-degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the past three years, the highest level of any of UW-Green Bay's colleges. When the college was established by the Board of Regents in July 2016, it supported one department, the Department of Business Administration; two undergraduate majors, a B.B.A. in Accounting and a B.B.A. in Business Administration (with numerous emphases); and an M.S. in Management. The college has since added a successful collaborative M.S. in Data Science, and is in the process of implementing its recently approved executive Impact M.B.A.

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. Over the past three years, an average of approximately 60, 30, 60, and 60 students per year have graduated from the finance, human resource management, management, and marketing emphases, respectively. This proposal responds directly to UW System's recent

[1] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in management, three-year trends in declared emphases, calculated in early fall 2019, suggested growth from 194 to 246 students between fall 2016 and fall 2021. However, as of late fall 2019, enrollment within the emphasis had reached 265 students; demand is strong for this program.

The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually. For reference, the health care and social assistance industry has the highest project growth during this period, at 1.9% annually. Increasingly, the role of managers is one wherein ethics and responsibility are core tenets that managers help the organization incorporate across hierarchical levels. Leading, mentoring, coaching, and managing are all critical components of the managerial job. In industries where automation is increasing, managers play critical roles in managing the balance between the human and the machine components with new job opportunities as well, such as automation managers, quality managers, program managers, and project managers. General managers and operations managers will experience a 6.9% growth from 2018 to 2028. The whole professional strata of management occupations will experience a growth of 7.7% from 2018 to 2028.

Credit Load and Tuition

Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics), 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business) including MGMT 482: Capstone in Strategic Management and MGMT 389: Organizational Behavior, and 18 credits of upper-level disciplinary specialization in management, for approximately 75 total credits.

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of A.E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential to building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Business Administration in Management at UW-Green Bay
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay (UWGB) seeks to elevate an emphasis in the current Bachelor of Business Administration (B.B.A.) program to a B.B.A. in Management in the Austin E. Cofrin School of Business (CSB). Management is a popular, evolving and ever-changing field. The greater need for the development of managerial skills is driven by technology change, industry innovations, and changes in the workforce, i.e., demographics. Additionally, the current state of the regional economy, such as workforce shortages, requires the field to improve the skills gap at all levels. This proposal represents the natural evolution of UW-Green Bay's business portfolio from that of a department to a stand-alone college established in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin.

The proposed 75-credit program includes 24 required credits (i.e., eight courses) in management (MGMT). Program coursework was designed in collaboration with the Austin E. Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeastern Wisconsin in the area of management. The learning objectives, proposed staffing, and skills are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business. The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually. General managers and operations managers will experience a 6.9% growth from 2018 to 2028. The whole professional strata of management occupations will experience a growth of 7.7% from 2018 to 2028.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay

Title of Proposed Program
Management

Degree/Major Designation
Bachelor of Business Administration

Mode of Delivery
Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of the institution's campus locations in Green Bay, Manitowoc, Marinette, and Sheboygan.

Department or Functional Equivalent
Department of Marketing and Management

College, School or Functional Equivalent
Austin E. Cofrin School of Business

Proposed Term and Year of Implementation
Fall 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents projected student enrollment and graduation rates from the degree program for the first five years. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.) Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, it is expected that 395 students will have enrolled and 310 students will have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	58	67	68	68	71	75	79	83	87
Continuing Students (#)	136	147	160	155	163	171	179	188	198
Total Enrollment (#)	194	214	228	223	234	246	258	271	285
Graduating Students (#)	45	53	53	53	56	59	62	65	68

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for

full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

DESCRIPTION OF PROGRAM

Overview of the Program

Management is a popular, evolving and ever-changing field. The greater need for development of managerial skills is driven by technology change, industry innovations, and changes in the workforce, i.e., demographics. Additionally, the current state of the regional economy, such as workforce shortages, state politics, and brain drain, requires the field to improve the skills gap at all levels (including undergraduate, graduate, and e-M.B.A. levels). This would ensure that students can navigate increased complexity, be more agile, and engage in data-driven decision making. Students need to be better team members and be shaped as future leaders faster and with updated skills, such as managing the new highly diverse virtual workplace. Management faculty need to adjust to student needs by offering experiential learning, internships and high-impact practices (e.g., tours, research opportunities, consulting projects).

The proposed program has existed as an emphasis since 2014, and has been offered in both face-to-face and online modalities since 2018. The emphasis supported 223 students as of early fall 2019. Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics), 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business) including MGMT 482: Capstone in Strategic Management and MGMT 389: Organizational Behavior, and 18 credits of upper-level disciplinary specialization in management, for approximately 75 total credits.

Curricular experiences within the management major will be reinforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as internships, consulting for local businesses, guest talks, networking opportunities with local professionals, and opportunities to work with faculty on research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement

coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Student Learning Outcomes and Program Objectives

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB)-vetted degree-level learning goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB's Assurance of Learning Committee oversees assessment and continual improvement for the school by providing annual analyses and recommendations to the appropriate program and school leadership. The four degree-level learning goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Management the additional program-specific learning goals are:

1. Students will be effective leaders.
2. Students will demonstrate leadership behaviors within a team context.

Program Requirements and Curriculum

In alignment with the institution's access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57credits. This meta-major forms the foundation of offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 12 credits within the disciplinary core and 6 credits of elective offerings. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program Curriculum for the Proposed B.B.A. in Management

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - **PROPOSED**	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3*
MGMT 482: Capstone in Strategic Management	3*
MKTG 222: Principles of Marketing	3
Management Required Courses (12 credits)	
MGMT 370: Data Science for Managers	3
MGMT 452: Teams	3
MGMT 460: Leading Innovation and Change	3
MGMT 472 : Leadership Development	3
Management Elective Courses (6 credits)	
MGMT 380: International Business Management	3
MGMT 461: Diversity in Organizations	3
MGMT 489: Organizational Culture and Design	3
TOTAL	**75**

* Indicates a discipline-specific course (i.e., MGMT)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB's Assurance of Learning (AOL) Committee as appointed by the dean's office in consultation with each program's executive committee. The AOL Committee maintains an assessment plan to evaluate student progress toward meeting both college-wide and program-specific learning

outcomes. Assessment is carried out using embedded assessment. Examples of embedded assessments used include exam questions that specifically assess student learning outcomes of specific learning objectives, assignments specific to each course in the form of essays or projects that deal directly with the learning objectives being assessed, case studies or reports that deal with one or more learning objectives, and writing or presentation exercises for learning outcomes related to communication. For instance, to assess the student learning objective of problem solving and critical thinking, students are given a case study requiring an in-depth analysis of a problem and then apply skills to determine multi-pronged solutions to the same. The AOL Committee is responsible for suggesting necessary curricular changes to both the program faculty and the dean's office. This practice is integrated into the university-wide, seven-year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in Years 1, 2, 3, 5, and 6; a status report in Year 4; and a program assessment plan in Year 7.[1]

Diversity

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a general skills area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management, as a general business knowledge area that should be present within all accredited business curricula. The program in management addresses these skill and knowledge areas directly in its courses in MGMT 452: Teams and MGMT 461: Diversity in Organizations, respectively. Additional co-curricular and extra-curricular opportunities in MGMT 380: International Business Management and MGMT 460: Leading Innovation and Change further address the imperative to prepare students for success in today's multi-cultural and multi-national workforce.

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The Office of Human Resources and Workforce Diversity maintains policies and practices designed to maximize the diversity of applicant pools. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to UW-Green Bay's Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Cofrin School of Business drafted a

[1] Details on UWGB's Assessment Plan can be found at https://www.uwgb.edu/assessment/university-assessment-plan/.

college-specific diversity and inclusivity plan during the 2018-19 academic year, with an assigned faculty lead reporting to the dean of the school. This plan is considered a living document, undergoing annual revisions and implementation.

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

Collaborative Nature of Program

The University of Wisconsin-Green Bay will be the single institution to deliver the B.B.A. in Management. Program faculty and staff will involve industry leaders from the Green Bay area and beyond in various capacities from guest lecturers to field trips and internship or mentorship opportunities. For example, while not separated by disciplines, the Cofrin School of Business facilitates approximately 100 paid internships annually. For-credit internship opportunities are supported by UW-Green Bay's Career Services Office, with internal support by select faculty and the Student and Community Engagement coordinator. [2] UW-Green Bay's location within the third largest metropolitan center in the state of Wisconsin creates an environment for guest speakers, which faculty regularly integrate into their courses. The CSB Advisory Committee provides industry and community input into each program. As mentioned above, the B.B.A. meta-major forms the foundation of the program, and is a core component of transfer guides and articulation agreements with the state technical colleges, including Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College.

Projected Time to Degree

The projected time to degree is eight semesters (i.e., four years), although existing college credit in high school offerings, established transfer agreements with Wisconsin technical colleges, and January-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Despite these efforts, UWGB remains an urban-serving campus, supporting a large body of location-bound, part-time, working students; both the campus and the Business Administration program have a six-year

[2] UWGB's Career Services' page on internships may be found here: https://www.uwgb.edu/careers/find-a-job/internships/.

graduation rate of 51%. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs and all undergraduate-level credit courses. The AAC will formally review the management program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle by the department and the dean of the Austin E. Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders (e.g., course comments questionnaires). The exact elements of the reviews vary by program, but always integrate assessment of program-specific learning outcomes, assessment of the B.B.A.-wide, degree-level learning goals, post-graduation employment, number of students graduating with honors, graduating student and alumni satisfaction with the program, student enrollment, student demographics, persistence and graduation rates, faculty-to-student ratios, portfolio of faculty qualifications within the program, and median course sizes, fill rates, and collapsible sections, among other student success and financial viability metrics. The Austin E. Cofrin School of Business' Student Success Committee also completes an annual student survey, providing student feedback at the college and program levels on numerous areas of collegiate experience, including program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of A.E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential to building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive

M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (management included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace will be attained through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in management.

UW-Green Bay gained approval for a revised select mission from the UW System Board of Regents on April 25, 2019, and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Manitowoc, Marinette, and Sheboygan communities.

> *The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.*
>
> *The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.*
>
> *Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges….*

The Cofrin School of Business' revised mission refines this mission at an actionable level. The college states that it is "a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research." In pursuit of service to its students and the community, the Austin E. Cofrin School of Business stresses core values in community engagement, leadership, innovation, and sustainability.[3] The proposed B.B.A. in Management meets these responsibilities by providing a local, cost-efficient option that responds to both student interest and employer

[3] AECSB Mission and Vision: https://www.uwgb.edu/csb/about-us/mission-and-vision/.

demand. For example, as of late fall 2019, student enrollment had already reached 265 within the management emphasis of the existing Business Administration major, highlighting an existing demand for which the institution is neither providing the full credentialing owed to these students nor enhancing the professional opportunities upon which the program can be built.

Upon approval of this major, the management program will immediately be one of the largest majors on the UW-Green Bay campus. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeastern Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay, serving northeastern Wisconsin.

Expansion of programmatic offerings by the Cofrin School of Business is essential to developing the institution's regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[4] This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Institutional Program Array

The Cofrin School of Business (CSB) was created in July 2016, following its formal separation from the College of Professional Studies. As of the fall 2019 academic year, the CSB has grown to support over 1,100 undergraduate majors and graduate master's-degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the past three years, the highest level of any of UW-Green Bay's colleges. When the college was established by the Board of Regents in July 2016, it supported one department, the Department of Business Administration; two undergraduate majors, a B.B.A. in Accounting and a B.B.A. in Business Administration (with numerous emphases); and an M.S. in Management. The college has since added a successful collaborative M.S. in Data Science and is in the process of implementing its recently approved executive Impact M.B.A. (anticipated start date of fall 2020).

The current structure of the Austin E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded school within the former

[4] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

College of Professional Studies. This proposal is associated with an internal college reorganization into three disciplinary-based departments: (a) the Department of Business Administration, (b) the Department of Accounting and Finance, and (c) the Department of Marketing and Management. As a first step in program specialization and in support of the college's reorganization and maturation, the current set of proposals seeks to elevate four of the largest business administration emphases to majors: finance, human resource management, management, and marketing. This proposal addresses the intent to elevate the management emphasis to a major.

Other Programs in the University of Wisconsin System

The management degree is offered at approximately 69% of the UW campuses (UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater); however, none of the campuses opposed the elevation of this program to a major. Management or related programs are offered at approximately 53.8% of the UW campuses. UW-Green Bay argues that this program elevation aligns directly with its responsibility to serve the third largest metropolitan and economic engine in the state of Wisconsin, and also provides a significant level of support for location-bound, part-time, commuter students (42% of UWGB students are part-time). Furthermore, UW-Green Bay students already have a strong enrollment in the existing management program as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of students by allowing them to more accurately credential the skills they are gaining at UW-Green Bay, and to do so with a higher disciplinary competency level. UW-Green Bay continues to evaluate its other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Cofrin School of Business.

Need as Suggested by Current Student Demand

As is the case nationally, northeast Wisconsin is plagued by worker shortages and skills shortages across several industries and sectors.[5] Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. Over the past three years, an average of approximately 60, 30, 60, and 60 students per year have graduated from the finance,

[5] David D. Haynes, "Wisconsin is losing people in their prime working years. Are more foreign workers the answer?", *Milwaukee Journal Sentinel*, May 20, 2019: https://www.jsonline.com/story/news/solutions/2019/05/20/foreign-workers-an-answer-to-wisconsin-labor-shortage/1189198001/; https://madison.com/wsj/business/wisconsin-businesses-grapple-with-a-growing-worker-shortage/article_3ef1000e-c18b-5f72-bbcd-720ee2456111.html.

human resource management, management, and marketing emphases, respectively. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in management, three-year trends in declared emphases, calculated in early fall 2019, suggested growth from 194 to 246 students between fall 2016 and fall 2021. However, as of late fall 2019, enrollment within the emphasis had reached 265 students; demand is strong for this program.

No impact on other majors is anticipated. The business meta-major described above creates a common core of courses and experiences and allows students to move between degrees if their area of interest changes. No impact on majors or degrees outside the Austin E. Cofrin School of Business is expected.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. For reference, growth in financial activities will grow at approximately the national average, or 0.6% annually.[6] Additionally, the health care and social assistance industry has the highest project growth during this period, at 1.9% annually. Increasingly, the role of managers is one wherein ethics and responsibility are core tenets that managers help the organization incorporate across hierarchical levels. Leading, mentoring, coaching, and managing are all critical components of the managerial job. In industries where automation is increasing, managers play critical roles in managing the balance between the human and the machine components with new job opportunities as well, such as automation managers, quality managers, program managers, and project managers. General managers and operations managers will experience a 6.9% growth from 2018 to 2028. The whole professional strata of management occupations will experience a growth of 7.7% from 2018 to 2028.[7]

[6] U.S. Bureau of Labor Statistics, Projected Annual Rate of Change in Industry Employment, 2018-2028: https://www.bls.gov/emp/images/industries.png.

[7] U.S. Bureau of Labor Statistics, Occupational projections and worker characteristics, https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm.

University of Wisconsin - Green Bay

Cost and Revenue Projections For BBA in Management

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	*71*	*75*	*79*	*83*	*87*
	Enrollment (Continuing Student) Headcount	163	171	179	188	198
	Enrollment (Total Student) Headcount	*234*	*246*	*258*	*271*	*285*
	Enrollment (New Student) FTE	59	62	65	68	71
	Enrollment (Continuing Student) FTE	134	141	148	155	163
	Enrollment (Total Student) FTE	*193*	*202*	*212*	*223*	*234*
II	**Total Managment Credit Hours**	3925	4225	4386	4543	4799
	Management Credit Hours for "Other Business" Majors	2170	2382	2451	2511	2665
	Management Credit Hours for Management Majors	1755	1843	1935	2032	2134
III	**FTE of New Tenure Track Faculty**	0	0	0	0	0
	FTE of Current Tenure Track Faculty	3.25	3.25	3.25	3.25	3.25
	FTE of New Instructional Staff (Permanent Lecturers)	1.00	0	0	0	0.50
	FTE of Current Instructional Staff (Permanent Lecturers)	0.50	1.50	1.50	1.50	1.50
	FTE of Associate Lecturers (Temporary)	0.50	1.00	1.50	1.75	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	**Revenue**					
	Total Tution Revenue (assumes $262.43 per credit @ 30 cr per FTE)	**$1,517,037**	**$1,592,889**	**$1,672,533**	**$1,756,160**	**$1,843,968**
V	**Expenses**					
	Salaries plus Fringes					
	Tenure Track Faculty w/ fringe @ 43%	$486,466	$496,196	$506,120	$516,242	$526,567
	Instructional Staff (Permanent Lecturers) w/ fringe @ 43%	$140,444	$143,253	$146,118	$149,040	$202,695
	Associate Lecturers (Temporary) w/ fringe @ 20%	$32,400	$66,096	$101,127	$120,341	$105,212
	Chair	$7,300	$7,446	$7,595	$7,747	$7,902
	Admin Staff (ADA) w/ fringe @ 60%	$8,224	$8,389	$8,557	$8,728	$8,902
	Other Expenses					
	Startup	$5,000	$5,000	$0	$0	$0
	Marketing	$5,000	$5,100	$5,202	$5,306	$5,412
	Accreditation, travel, and general department expenses	$4,217	$4,301	$4,387	$4,475	$5,033
	Profesional development:	$12,250	$12,750	$13,265	$13,663	$15,154
	Indirect Expenses @ 50% of Gross Tuition Revenue:	$758,518	$796,444	$836,267	$878,080	$921,984
	Total Expenses	**$1,459,820**	**$1,544,975**	**$1,628,637**	**$1,703,622**	**$1,798,861**
VI	**Net Revenue**	$57,217	$47,914	$43,896	$52,538	$45,107

Provost's Signature	**Date:** April 3, 2020
Provost's Signature: Sheryl Van Gruensven	**Date:** April 3, 2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT

Introduction

The University of Wisconsin-Green Bay proposes to elevate an emphasis in the current B.B.A. in Business Administration program to a B.B.A. in Management in the Cofrin School of Business (CSB). The proposed program will admit students annually and requires 75 credits, including 57 credits from a meta-major shared with the CSB's other B.B.A. offerings; 24 credits within this program carry a management (MGMT) prefix. Students will also take 42 credits of general education and supporting courses. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within a four-year timeframe. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually. General managers and operations managers will experience a 6.9% growth from 2018 to 2028. The whole professional strata of management occupations will experience a growth of 7.7% from 2018 to 2028.

Section I – Enrollment

Converting existing students enrolled in the emphasis to the major and incorporating the parameters described below, it is expected that 395 students will have enrolled and 310 students will have graduated by the end of the fifth year of the new major. Enrollment projections are based on a combination of past enrollment in the existing management emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Management. Projections were made using the UW-Green Bay-wide retention rate of 73%, the B.B.A. in Business Administration's annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.)

Section II – Credit Hours

A total of 75 credits are required of students; 24 credits are specific to management, of which 12 credits are new to the university and 12 credits are from existing courses. The remaining 51 credits in the program are foundational business courses required of all CSB majors.

Section III – Faculty and Staff Appointments

The Department of Marketing and Management has approximately 3.25 FTE of existing tenure-track faculty with expertise in management, 0.5 FTE of full-time lecturer lines, and 0.5 FTE of associate lecturer already in place in support of the existing management emphasis. The Cofrin School of Business initiated a search for an additional 1.0 FTE full-time lecturer in fall 2019, with an expected start date of fall 2020. These faculty also contribute to an existing M.S. in Management program. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period, and 0.5 FTE of full-time lecturer lines by Year 5. Associate lecturer staffing varies from 0.5 FTE in projected Year 1, to a high of 1.75 FTE in Year 4, reflecting changes in associate versus permanent lecturer positions.

An internal reorganization in fall 2019 reassigned half of a 0.5 FTE academic department associate position to the newly established Department of Marketing and Management, one-fourth of this position will be charged to the management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g., advising, dean's office support, etc.). Additional instructional support includes chair effort during the academic year (two course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the chair.

Section IV – Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times $262.43 per credit times FTE student enrollment.

Section V – Program Expenses

<u>Salary and Fringe Expenses</u>

Tenure-track line salaries assume $104,673 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=854) for Management faculty. The budget assumes $65,475 plus fringe (43% of salary) for permanent lecturers, again based on median values reported by the AACSB. The cost of associate lecturers is assumed at $6,000 per 3-credit course plus 20% fringe. The budget estimates around $8,500 annually for a 0.13 FTE support position (academic department associate), assuming a salary at $19.77 per hour with a starting fringe rate of 60%. The budget estimates $7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and approximately one month

of summer support, divided among the three programs supported by this chair. Faculty and full-time lecturer salaries from the AACSB were adjusted to 87.3% of the median national salary to account for the low cost of living in Green Bay, and assumed annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes $5,000 for each of the first two years to support the development and significant modification of new and existing courses and to cover small, general expenses.

Program Marketing: Includes $5,000 per year (plus 2% annual increases) for integrated marketing of Marketing, Management, HR Management, and M.S. Management programs.

Accreditation, Travel, and General Department Expenses: Assumes an annual per-FTE expense of $300 for phones, $35 for maintenance and general services, $280 for printing, and $250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes $2,000 per year per faculty and permanent lecturer FTE, plus $500 per administrative staff, with a $500 per total FTE per year of additional support for professional development at the chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an incentive-based budget model. Following this new model and simplifying for the purposes of this document, a central tax of 50% of gross tuition revenue is assumed as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Net revenues will be directed to support continued growth within the Cofrin School of Business.

Date: May 6, 2020
To: Ray Cross, UW-System President
From: Kathleen Burns, Provost and Vice Chancellor for Academic Affairs
Subject: Authorization to Implement: B.B.A. in Management

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Business Administration (BBA) in Management to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on May 6, 2020. This change will elevate an emphasis in the current Business Administration B.B.A. program to a B.B.A. in Management to provide future management professionals with the managerial skills to react to technological change as well as innovations in industry and changes in the workforce. The degree will improve our ability to meet the skills gap at all levels and ensure that students can be more agile and navigate the increased complexity in the regional economy.

The program will be funded by tuition revenue. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period but does request an additional and 0.5 FTE of full-time lecturer by year 5. Some staffing at the Associate Lecturer level is also needed but varies from year to year, depending on curricular needs. The program will be reviewed as part of our ongoing assessment and program review processes. We expect that the program's first comprehensive review will occur in 2025-2026.

The B.B.A. in Management is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to "reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing…" The Cofrin School of Business is fully committed to this purpose and is developing programs to bring full alignment among the community, the University, and the Business School. We recognize that the path to excellence is through the building of close partnerships with the NE business community and leveraging the international brand associated with Green Bay, to which this degree will contribute.

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

Education Committee
June 4, 2020

Item C.5.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING, UW-GREEN BAY

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Business Administration in Marketing at UW-Green Bay.

Resolution C.5.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Marketing at the University of Wisconsin-Green Bay.

SUMMARY

The Austin E. Cofrin School of Business (CSB) seeks to elevate a Bachelor of Business Arts degree emphasis in Finance, by establishing a stand-alone Bachelor of Business Administration (B.B.A.) program in Marketing. The proposed B.B.A. in Marketing is a response to strong and sustained enrollment in the B.B.A. in Business Administration's emphasis in marketing, and to requests from student and industry partners for improved credentialing and program specialization. The program represents the natural evolution of UW-Green Bay's business offerings from a department to a college in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin. The proposed 75-credit program includes 21 required credits in marketing (MKTG). Program coursework was designed in collaboration with the Austin E. Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeastern Wisconsin in the area of marketing. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually.

Program Description

The proposed B.B.A. in Marketing has existed as an emphasis within the B.B.A. in Business Administration since the 2014-15 academic year, and has been offered in both face-to-face and online modalities since fall 2019. The emphasis supported 253 students as of early fall 2019. Upon approval of this major, the marketing program will immediately be one of the largest majors on the UW-Green Bay campus. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeast Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay serving northeastern Wisconsin.

Curricular experiences within the marketing major will be enforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as business week, internships, consulting for local businesses, guest talks, networking opportunities with local marketing professionals, and opportunities to work with faculty on marketing-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Program faculty and staff will involve industry leaders from the Green Bay area and beyond in various capacities from guest lecturers to field trips and internship or mentorship opportunities. For example, while not separated by disciplines, the Cofrin School of Business facilitates approximately 100 paid internships annually. For-credit internship opportunities are supported by the UW-Green Bay's Career Services Office, with internal support by select faculty and the Student and Community Engagement coordinator. UW-Green Bay's location within the third largest metropolitan center in the state of Wisconsin creates an environment for guest speakers, which faculty regularly integrate into their courses. The CSB's Advisory Committee provides industry and community input to each program. As mentioned above, the B.B.A. meta-major forms the foundation of the program, and is a core component of transfer guides and articulation agreements with the state technical colleges, including Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College.

Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement,

reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (marketing included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace, is through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in marketing.

Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing the regional workforce and to promoting economic development. The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[1] This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Market and Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. Over the past three years, an average of approximately 60, 30, 60, and 60 students per year have graduated from the finance, human resource management, management, and marketing emphases, respectively. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in marketing, three-year trends in declared emphases made in early fall 2019 suggested growth from 236 to 279 students between fall 2016 and fall 2021; in reality, the institution met its fall 2020 projected enrollment of 266 by late fall 2019.

[1] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually. For reference, the health care and social assistance industry has the highest project growth during this period, at 1.9% annually. Marketing positions are expected to increase by 8.5%, management positions by 8.5%, financial managers by 18.7%, and financial specialists by 10%. The 2018 median pay for advertising and marketing managers was $132,620 per year, with median pay per hour of $63.76. The number of jobs available as on 2018 was 286,800, with a projected increase in jobs in 2028 at 21,800. Careers like market research analysts have a median starting salary of $63,120 per year and an 20% annual growth rate per year.

Credit Load and Tuition

Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics) including MKTG 222: Principles of Marketing, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 18 credits of upper-level disciplinary specialization in marketing, for approximately 75 total credits.

In alignment with the institution's access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. All programs within the Cofrin School of Business (CSB) share a foundational set of meta-major courses, which account for 57 credits. This meta-major forms the foundation of lower-level offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College).

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of Austin E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for building graduate programs, international partnerships and international student recruitment; is

critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Business Administration in Marketing at UW-Green Bay
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay (UWGB) seeks to elevate an emphasis in the current Bachelor of Business Administration (B.B.A.) program to a B.B.A. in Marketing in the Austin E. Cofrin School of Business (CSB). The proposed B.B.A. in Marketing is a response to strong and sustained enrollment in the B.B.A. in Business Administration's emphasis in marketing and requests from student and industry partners for improved credentialing and program specialization. The program represents the natural evolution of UW-Green Bay's business offerings from a department to a college in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the state of Wisconsin. The proposed 75-credit program includes 21 required credits in marketing (MKTG). Program coursework was designed in collaboration with the Austin E. Cofrin School of Business' Advisory Board and the UW-Green Bay Council of Trustees to meet the workforce needs of northeastern Wisconsin in the area of marketing. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. For reference, growth in financial activities will grow at approximately the national average, or 0.6% annually.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay

Title of Proposed Program
Marketing

Degree/Major Designation
Bachelor of Business Administration

Mode of Delivery
Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of the institution's campus locations in Green Bay, Manitowoc, Marinette, and Sheboygan.

Department or Functional Equivalent
Department of Marketing and Management

College, School or Functional Equivalent
Austin E. Cofrin School of Business

Proposed Term and Year of Implementation
Fall 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents projected student enrollment and graduation rates from the degree program for the first five years. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.) Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, it is expected that 447 students will have enrolled and 352 students will have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	70	80	75	77	81	85	89	94	98
Continuing Students (#)	166	174	177	176	185	194	204	214	224
Total Enrollment (#)	236	254	252	253	266	279	293	308	322
Graduating Students (#)	55	63	59	60	64	67	70	74	77

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate resident tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students at the Green Bay campus; these funds are not directly available to the program. At the Manitowoc, Marinette, and Sheboygan campuses, segregated fees are $21.06 per credit or $252.78 per semester for full-time students; these funds are not

directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Nonresident student enrollment at UW-Green Bay is minimal (98% of UWGB freshmen are Wisconsin residents); thus, all estimates are based on resident tuition.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.B.A. in Marketing has existed as an emphasis within the B.B.A. in Business Administration since the 2014-15 academic year and has been offered in both face-to-face and online modalities since fall 2019. The emphasis supported 253 students as of early fall 2019. Students will complete a total of 120 credits to earn the B.B.A. degree. Students will take 42 credits in general education courses, including a variety of perspective courses in biological sciences, humanities, natural sciences, and social sciences; specific courses in ethnic studies, global cultures, and sustainability as well as the high-impact practices of a first-year seminar and a capstone course. Majors will require approximately 39 credits of lower-level supporting courses (e.g., ethics, statistics, an introductory business course, economics) including MKTG 222: Principles of Marketing, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 18 credits of upper-level disciplinary specialization in marketing, for approximately 75 total credits.

Curricular experiences within the marketing major will be enforced with a suite of optional, but strongly encouraged, extra-curricular and co-curricular activities, such as business week, internships, consulting for local businesses, guest talks, networking opportunities with local marketing professionals, and opportunities to work with faculty on marketing-related research. The Cofrin School of Business now has a new employee on staff, the Student and Community Engagement coordinator, whose sole purpose is to increase high-impact and high-engagement experiences for students, faculty, and staff.

Student Learning Outcomes and Program Objectives

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB)-vetted degree-level learning goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB's Assurance of Learning Committee oversees assessment and continual improvement for the school by providing annual analyses and recommendations to the appropriate program and school leadership. The four degree-level learning goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Marketing, the program-specific learning goals are:

1. Students will apply marketing concepts and tools to make socially responsible marketing decisions.
2. Students will develop strategic marketing plans that are based upon an understanding of consumer behavior in a digital and international context.

Program Requirements and Curriculum

In alignment with the institution's access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, the student must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of lower-level offerings in Green Bay, Manitowoc, Marinette, and Sheboygan, and is a core component of transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 12 credits within the disciplinary core and 6 credits of elective offerings. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program Curriculum for the Proposed B.B.A. in Marketing

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3

BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - **PROPOSED**	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3*
Marketing Required Courses (12 credits)	
MKTG 345: Digital Marketing	3
MKTG 421: International Marketing	3
MKTG 423: Advertising	3
MKTG 428: Consumer Behavior	3
Marketing Elective Courses (6 credits)	
MKTG 327: Selling and Sales Management	3
MKTG 424: Research Methods	3
MKTG 426: Marketing Strategy **- NAME CHANGE**	3
MKTG 447: Social Media Marketing	3
TOTAL	**75**

* Indicates a discipline-specific course (i.e., MKTG)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB's Assurance of Learning (AOL) Committee as appointed by the dean's office in consultation with each program's executive committee. The AOL Committee maintains an assessment plan to evaluate student progress toward meeting both college-wide and program-specific learning outcomes. Assessment is carried out using embedded assessment. Examples of embedded assessments used include exam questions that specifically assess student learning outcomes of specific learning objectives, assignments specific to each course in the form of essays or projects that deal directly with the learning objectives being assessed, case studies or reports that deal with one or more learning objectives, and writing or presentation exercises for learning outcomes related to communication. For instance, to assess the student learning objective of problem solving and critical thinking, students are given a case study requiring an in-depth analysis of a problem and then apply skills to determine multi-pronged solutions to the same. The AOL Committee is responsible for suggesting necessary curricular changes to the program faculty and the dean's office. This practice is integrated into the university-wide, seven-year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in Years 1, 2, 3, 5, and 6; a status report in Year 4; and a program assessment plan in Year 7.[1]

[1] Details on UWGB's Assessment Plan can be found at https://www.uwgb.edu/assessment/university-assessment-plan/.

Diversity

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a general skills area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management, as a general business knowledge area that should be present within all accredited business curricula. The program in marketing addresses these skill and knowledge areas directly in MKTG 428: Consumer Behavior and MKTG 222: Introductory Marketing, respectively. Additional co-curricular and extra-curricular opportunities and coursework associated with MKTG 421: International Marketing further address the imperative to prepare students for success in today's multi-cultural and multi-national workforce.

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The Office of Human Resources and Workforce Diversity maintains policies and practices designed to maximize the diversity of applicant pools. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay's Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Austin E. Cofrin School of Business drafted a college-specific diversity and inclusivity plan during the 2018-19 academic year, with an assigned faculty lead reporting to the dean of the school. This plan is considered a living document, undergoing annual revisions and implementation.

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

Collaborative Nature of Program

The University of Wisconsin-Green Bay will be the single institution to deliver the B.B.A. in Marketing. Program faculty and staff will involve industry leaders from the Green

Bay area and beyond in various capacities from guest lecturers to field trips and internship or mentorship opportunities. For example, while not separated by disciplines, the Cofrin School of Business facilitates approximately 100 paid internships annually. For-credit internship opportunities are supported by the UW-Green Bay's Career Services Office, with internal support by select faculty and the Student and Community Engagement coordinator.[2] UW-Green Bay's location within the third largest metropolitan center in the state of Wisconsin creates an environment for guest speakers, which faculty regularly integrate into their courses. The CSB's Advisory Committee provides industry and community input into each program. As mentioned above, the B.B.A. meta-major forms the foundation of the program, and is a core component of transfer guides and articulation agreements with the state technical colleges, including Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College.

Projected Time to Degree

The projected time to degree is eight semesters (i.e., four years), although existing college credit in high school offerings, established transfer agreements with Wisconsin technical colleges, and January-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Despite these efforts, UWGB remains an urban-serving campus, supporting a large body of location-bound, part-time, working students; both the campus and the Business Administration program have a six-year graduation rate of 51%. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs and all undergraduate-level credit courses. The AAC will formally review the marketing program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle by the department and the dean of the Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders (e.g., course comments questionnaires). The exact elements of the reviews vary by program, but always integrate assessment of program-specific learning outcomes, assessment of the institution's B.B.A.-wide, degree-level learning goals, post-graduation employment, number of students graduating with honors, graduating student and alumni satisfaction with the program, student enrollment, student demographics, persistence and graduation rates, faculty-to-student ratios, portfolio of faculty qualifications within the program, and median course sizes, fill rates, and collapsible sections, among other student success and financial viability metrics. The Cofrin School of Business' Student Success Committee also

[2] UWGB's Career Services' page on internships may be found here: https://www.uwgb.edu/careers/find-a-job/internships/.

completes an annual student survey, providing student feedback at the college and program levels on numerous areas of collegiate experience, including program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools; is appropriate for the intent and recognition of Austin E. Cofrin's endowment; is essential to attract and retain talented faculty; is essential for building graduate programs, international partnerships and international student recruitment; is critical to the development of donor and community support; and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

The University of Wisconsin-Green Bay is a regional comprehensive university with a mission to provide access to programs aligned with northeastern Wisconsin. The Cofrin School of Business is fully committed to this purpose, and spent the past two years adopting a strategic plan, refining its mission and values, adopting a new vision statement, reorganizing into three new departments, approving and now launching an executive M.B.A. program, redesigning several existing graduate and undergraduate programs, and seeking to elevate four high-demand, highly enrolled undergraduate emphases into new majors (marketing included). The institution is expanding into non-credit offerings and developing proposals for several new undergraduate and graduate programs to bring full alignment among the community, the university, and the business school. The Cofrin School of Business recognizes that its only path to excellence and its unique competitive advantage in the higher education marketplace will be attained through building close partnerships with the state's northeastern business community and leveraging the international-brand quality associated with UW-Green Bay. This focus brought the Cofrin School of Business' attention to the development of the major in marketing.

UW-Green Bay gained approval for a revised select mission from the UW System Board of Regents on April 25, 2019, and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Manitowoc, Marinette, and Sheboygan communities.

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges….

The Cofrin School of Business' revised mission refines this mission at an actionable level. The college states that it is "a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research." In pursuit of service to its students and the community, the Austin E. Cofrin School of Business stresses core values in community engagement, leadership, innovation, and sustainability.[3] The proposed B.B.A. in Marketing meets these responsibilities by providing a local, cost-efficient option that responds to both student interest and employer demand. For example, as of the end of fall 2019, student enrollment had already reached 266 within the marketing emphasis of the existing Business Administration major, highlighting an existing demand for which the institution is neither providing the full credentialing owed to these students nor enhancing the professional opportunities upon which the program can be built.

Upon approval of this major, the marketing program will immediately be one of the largest majors on the UW-Green Bay campus. The access-oriented (online and face-to-face), flexible delivery model provides the flexibility essential for nontraditional students both to begin and to complete degrees, which is demanded by traditional students seeking to capitalize on the internship and professional experiences available within the northeast Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate the four campus locations and realize the vision of a single UW-Green Bay, serving northeastern Wisconsin.

Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing the regional workforce and to promoting economic development.

[3] AECSB Mission and Vision: https://www.uwgb.edu/csb/about-us/mission-and-vision/.

The institution's charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan.[4] This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by UW-Green Bay's growing partnership with Titletown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department to an endowed school and to the stand-alone, endowed college created in July 2016, and identified in its revised select mission.

Institutional Program Array

The Austin E. Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of the fall 2019 academic year, the CSB has grown to support over 1,100 undergraduate majors and graduate master's-degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the past three years, the highest level of any of UW-Green Bay's colleges. When the college was established by the Board of Regents in July 2016, it supported one department, the Department of Business Administration; two undergraduate majors, a B.B.A. in Accounting and a B.B.A. in Business Administration (with numerous emphases); and an M.S. in Management. The college has since added a successful collaborative M.S. in Data Science and is in the process of implementing its recently approved executive Impact M.B.A. (anticipated start date fall 2020).

The current structure of the Austin E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded school within the former College of Professional Studies. This proposal is associated with an internal college reorganization into three disciplinary-based departments: (a) the Department of Business Administration, (b) the Department of Accounting and Finance, and (c) the Department of Marketing and Management. As a first step in program specialization and in support of the college's reorganization and maturation, this set of proposals seeks to elevate four of the largest business administration emphases to majors: finance, human resource management, management, and marketing. This proposal addresses the intent to elevate the marketing emphasis to a major.

Other Programs in the University of Wisconsin System

While these proposed majors are offered at most UW System schools, these standard offerings are expected at most regional comprehensive campuses serving a large urban population. Specifically, marketing is offered at approximately 69% of the UW campuses (UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Whitewater); however, none of the campuses opposed the elevation of this program to a major. UW-Green Bay argues that this program elevation aligns directly with its responsibility to serve the third largest

[4] Greater Green Bay Economic Development Strategic Plan: https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/.

metropolitan and economic engine in the state of Wisconsin, and also provides a significant level of support for location-bound, part-time, commuter students (42% of UWGB students are part-time). Furthermore, UW-Green Bay students already have a strong enrollment in the existing marketing program as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of students by allowing them to more accurately credential the skills they are gaining at UW-Green Bay, and to do so with a higher disciplinary competency level. UW-Green Bay continues to evaluate its other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the past three years, the highest levels of any of UW-Green Bay's colleges. Evaluating its combined request to elevate four existing emphases to majors and including the redefined Business Administration major and the existing accounting major, the CSB is expected to support three of the top 10 and six of the top 20 largest undergraduate majors at UW-Green Bay. Over the past three years, an average of approximately 60, 30, 60, and 60 students per year have graduated from the finance, human resource management, management, and marketing emphases, respectively. This proposal responds directly to UW System's recent call for program monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in marketing, three-year trends in declared emphases made in early fall 2019 suggested growth from 236 to 279 students between fall 2016 and fall 2021; in reality, the institution met its fall 2020 projected enrollment of 266 by late fall 2019.

No impact on other majors is anticipated. The business meta-major described above creates a common core of courses and experiences and allows students to move between degrees if their area of interest changes. No impact on majors or degrees outside the Austin E. Cofrin School of Business is expected.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts that, nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. For reference, growth in financial activities will grow at approximately the national average, or 0.6% annually.[5] Additionally, the health care and social assistance industry has the highest project growth during this period, at 1.9% annually. Marketing positions are expected to increase by 8.5%, management positions by 8.5%, financial

[5] U.S. Bureau of Labor Statistics, Projected Annual Rate of Change in Industry Employment, 2018-2028: https://www.bls.gov/emp/images/industries.png.

managers by 18.7%, and financial specialists by 10%. The 2018 median pay for advertising and marketing managers was $132,620 per year, with median pay per hour of $63.76. The number of jobs available as of 2018 was 286,800, with a projected increase in jobs in 2028 at 21,800. Careers like market research analysts have a median starting salary of $63,120 per year and a 20% annual growth rate per year.[6]

[6] U.S. Bureau of Labor Statistics, Advertising, Promotions, and Marketing Managers, https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm.

University of Wisconsin - Green Bay

Cost and Revenue Projections For BBA in Marketing

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	*81*	*85*	*89*	*94*	*98*
	Enrollment (Continuing Student) Headcount	185	194	204	214	224
	Enrollment (Total Student) Headcount	*266*	*279*	*293*	*308*	*323*
	Enrollment (New Student) FTE	67	70	73	77	81
	Enrollment (Continuing Student) FTE	152	160	168	176	185
	Enrollment (Total Student) FTE	*219*	*230*	*241*	*253*	*266*
II	**Total Marketing Credit Hours**	3245	3428	3622	3826	4042
	Marketing Credit Hours for "Other Business" Majors	1254	1337	1426	1520	1621
	Marketing Credit Hours for Marketing Majors	1992	2091	2196	2306	2421
III	**FTE of New Tenure Track Faculty**	2.00	0	0	1.00	0
	FTE of Current Tenure Track Faculty	1.00	3.00	3.00	3.00	4.00
	FTE of New Instructional Staff (Permanent Lecturers)	2.00	0	0	0	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0.00	2.00	2.00	2.00	2.00
	FTE of Associate Lecturers (Temporary)	1.25	1.50	2.00	1.00	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	**Revenues**					
	Total Tution Revenue (assumes $262.43 per credit @ 30 cr per FTE)	**$1,721,122**	**$1,807,179**	**$1,897,537**	**$1,992,414**	**$2,092,035**
V	**Expenses**					
	Salaries plus Fringes					
	Tenure Track Faculty w/ fringe @ 43%	$499,805	$509,802	$519,998	$707,197	$721,341
	Instructional Staff (Permanent Lecturers) w/ fringe @ 43%	$197,246	$201,191	$205,214	$209,319	$213,505
	Associate Lecturers (Temporary) w/ fringe @ 20%	$81,000	$99,144	$134,836	$68,766	$105,212
	Chair	$7,300	$7,446	$7,595	$7,747	$7,902
	Admin Staff (ADA) w/ fringe @ 60%	$8,224	$8,389	$8,557	$8,728	$8,902
	Other Expenses					
	Startup	$5,000	$5,000	$0	$0	$0
	Marketing	$5,000	$5,100	$5,202	$5,306	$5,412
	Accreditation, travel, and general department expenses	$4,433	$4,522	$4,612	$5,622	$5,735
	Profesional development:	$13,250	$13,643	$14,175	$16,581	$17,184
	Indirect Expenses @ 45% of Gross Tuition Revenue:	$774,505	$813,230	$853,892	$896,586	$941,416
	Total Expenses	**$1,595,764**	**$1,667,465**	**$1,754,081**	**$1,925,852**	**$2,026,608**
VI	**Net Revenue**	$125,359	$139,713	$143,457	$66,562	$65,427

Provost's Signature:	**Date:** April 3, 2020
CBO's Signature: Sheryl Van Gruensven	**Date:** April 3, 2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING

Introduction

The University of Wisconsin-Green Bay proposes to elevate an emphasis in the current B.B.A. in Business Administration program to a B.B.A. in Marketing in the Austin E. Cofrin School of Business (CSB). The proposed program will admit students annually and requires 75 credits, including 57 credits from a meta-major shared with the CSB's other B.B.A. offerings; 21 required credits within this program carry a marketing (MKTG) prefix. Students will also take 42 credits of general education and supporting courses. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within a four-year timeframe. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The Bureau of Labor Statistics predicts that nationally, professional and business services will grow at the fifth highest rate of any industry sector between 2016 and 2026, at 1.0% per year. Growth in financial activities will grow at approximately the national average, or 0.6% annually.

Section I – Enrollment

Converting existing students enrolled in the emphasis to the major and incorporating the parameters described below, it is expected that 447 students will have enrolled and 352 students will have graduated by the end of the fifth year of the new major. Enrollment projections are based on a combination of past enrollment in the existing marketing emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Marketing. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration's annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth. (The actual 3-year mean annual growth rate for the CSB is 6.3%.)

Section II – Credit Hours

A total of 75 credits are required of students; 21 required credits are specific to marketing, 27 credits are available with a marketing prefix (MKTG), and of those credits, 6 credits are new to the university and 21 credits are existing courses. The remaining 54 credits in the program are foundational business courses required of all CSB majors.

Section III – Faculty and Staff Appointments

The Department of Marketing and Management has approximately 1.00 FTE of existing tenure-track faculty and 2.0 FTE of existing open tenure-track faculty lines with new hires in place for fall 2020 with expertise in marketing. An additional 2.0 FTE of full-time lecturer lines will be filled by fall 2020. The program relies on 1.25 FTE of associate lecturer to support the existing marketing emphasis. Combined, the program has in place 5.0 FTE of

full-time instructional staff, plus the 1.25 FTE of part-time instructors. These faculty also contribute to an existing M.S. in Management program and the executive Impact M.B.A. program. Based on projected enrollment, the program seeks one additional FTE of tenure-track faculty during the fourth year of the projection period, with associate lecturer staffing varying from 1.0 to 2.0 FTE, reflecting changes in enrollment and associate lecturer versus permanent positions. An internal reorganization in fall 2019 reassigned half of a 0.5 FTE academic department associate position to the newly established Department of Marketing and Management, 25% of this position will be charged to the management major. Additional support staff is provided by the Austin E. Cofrin School of Business as part of general overhead (e.g., advising, dean's office support, etc.). Additional instructional support includes chair effort during the academic year (two course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the chair.

Section IV – Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-20 academic year was $262.43 per credit or $3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are $65.83 per credit or $790 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times $262.43 per credit times FTE student enrollment.

Section V – Program Expenses

Salary and Fringe Expenses

Tenure-track line salaries assume $116,505 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=1,092) for Marketing faculty. The budget assumes as salary of $68,967 plus fringe (43% of salary) for permanent lecturers, again based on median values reported by the AACSB. The cost of associate lecturers is assumed at a cost of $6,000 per 3-credit course plus 20% fringe. The budget estimates around $8,500 annually for a 0.13 FTE support position (academic department associate), assuming a salary at $19.77 per hour with a starting fringe rate of 60%. The budget estimates $7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and approximately one month of summer support, divided among the three programs supported by this chair. Faculty and full-time lecturer salaries from the AACSB are adjusted to 87.3% of the median national salary to account for the low cost of living in Green Bay and assume annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes $5,000 for each of the first two years to support the development and significant modification of new and existing courses and to cover small, general expenses.

Program Marketing: Includes $5,000 per year (plus 2% annual increases) for integrated marketing of Marketing, Management, HR Management, and MS Management programs.

Accreditation, Travel, and General Department Expenses: Assumes an annual per-FTE expense of $300 for phones, $35 for maintenance and general services, $280 for printing, and $250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes $2,000 per year per faculty and permanent lecturer FTE, plus $500 per administrative staff, with a $500 per total FTE per year of additional support for professional development at the chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an incentive-based budget model. Following this new model and simplifying for the purposes of this document, a central tax of 45% of gross tuition revenue is assumed as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Net revenues will be directed to support continued growth within the Austin E. Cofrin School of Business.

Date: May 6, 2020
To: Ray Cross, UW-System President
From: Kathleen Burns, Provost and Vice Chancellor for Academic Affairs
Subject: Authorization to Implement: B.B.A. in Marketing

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Business Administration (BBA) in Marketing to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on May 6, 2020. This change will elevate an emphasis in the current Business Administration B.B.A. program to a B.B.A. in Marketing to provide future marketing professionals will be inventive marketers responsive to customer's needs and prepared to meet the demands of any growing organization in today's competitive market.

The program will be funded by tuition revenue. Based on projected enrollment, the program will need one additional FTE of tenure-track faculty during the fourth year of the projection period, with Associate Lecturer staffing varying from 1.0 to 2.0 FTE reflecting changes in enrollment. The program will be reviewed as part of our ongoing assessment and program review processes. We expect that the program's first comprehensive review will occur in 2025-2026.

The B.B.A. in Marketing is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to "reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing…" The Cofrin School of Business is fully committed to this purpose and is developing programs to bring full alignment among the community, the University, and the Business School. We recognize that the path to excellence is through the building of close partnerships with the NE business community and leveraging the international brand associated with Green Bay, to which this degree will contribute.

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

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) MASTER OF SCIENCE - BUSINESS: ANALYTICS, UW-MADISON

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Master of Science-Business: Analytics at UW-Madison

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

SUMMARY

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Business: Analytics. The development of the program responds to the increase of data availability and the desire of companies to use it as a competitive resource, which has resulted in dramatic increases in the number of career opportunities in business analytics. Establishing the program will provide students with a strong methodological foundation and the ability to utilize tools to generate insights from data. Graduates will be better equipped to harness the power of analytical tools to uncover insights and provide actionable recommendations in any business setting. The program is 30 credits and will be delivered in a full-time face-to-face format that students can complete in one year. The M.S. in Business: Analytics program will be accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Graduates will be prepared for careers as business analysts across any business function such as marketing, finance, and operations. U.S. Bureau of Labor Statistics (BLS) data indicated that there were 876,300 management analyst positions in 2018 and projected 10-year occupational growth of 14%.

Program Description

The M.S. in Business: Analytics program will build upon the Wisconsin School of Business' standing as a preeminent business school focused on lifelong learning and the delivery of skills that address the evolving needs of the global digital economy. More than 100 business schools in the country are now offering master's programs in business analytics

or data analytics. It is important that UW-Madison add this program to its academic array to respond to industry demand for skilled data analysts. This new degree program builds on the school's existing faculty expertise in the area, as well as the high level of student interest in the field of business analytics. This student interest is illustrated by the school's Operations and Technology Management program option in business analytics, with 24 students enrolling in the first cohort with only four months of advance recruiting.

UW-Madison is committed to growing its educational opportunities in the rapidly emerging field of big data. Hence, the M.S. in Business: Analytics is an important part of the campus academic program development strategy—a business analytics master's degree.

The proposed M.S. in Business: Analytics is influenced by three existing programs on the UW-Madison campus. The first is an option in business analytics within the business school's Operations and Technology Management program. This option will be discontinued if/when the M.S. in Business: Analytics is approved and implemented, as potential students in the business analytics option would then be directed toward the M.S. in Business: Analytics. The other two related programs are the Master of Science in Statistics with its option in data science, and the Information School's capstone certificate in Data Analytics for Decision Making. The M.S. in Business: Analytics will not compete for students in either program, and importantly, will extend the university's program array. Relative to the statistics option in data science, this program focuses on statistical modeling and generally seeks to educate specialized data scientists. The protypical M.S. in Business: Analytics student, by contrast, will be targeting a managerial position or liaison role in analytics, and the program's curriculum takes a very balanced approach between descriptive, predictive, and prescriptive analytics with an emphasis on business applications. There is also no overlap with the capstone certificate in Analytics for Decision Making, which is a 9-credit program for students who do not wish to make the commitment to a full master's degree but seek entry-level knowledge of data analytics methodologies framed within the context of practical organizational decision-making and strategic planning.

Mission

The M.S. in Business: Analytics program will contribute directly to the UW-Madison mission as it relates to providing a learning environment that will generate new knowledge to support and improve the quality of life for all. The program will provide students with a strong methodological foundation and the ability to utilize tools to generate insights from data that can be applied within a business or industry context to support economic growth in businesses and communities. Furthermore, the approved electives for the M.S. in Business: Analytics provide students the opportunity to apply their skills to multiple disciplines, which allows them to broaden their overall perspectives, plus the analytics curriculum addresses the issues of bias and equity. The program thereby supports the mission of UW-Madison by keeping up with trends within the industry and offering a

program that is driven by interdisciplinary functions within business and contributes to UW-Madison's mission to "achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning."

The M.S. in Business: Analytics program supports the UW-Madison campus strategic framework goal to build innovative professional master's-level degrees and offer lifelong learning experiences. The program will expand oppportunities for nontraditional students at UW-Madison and grow the university's professional programs. Additionally, the proposed B.B.A. in Business: Analytics program will include teaching and learning activities that directly addresses a number of points in the UW-Madison Chancellor's Strategic Framework 2015-2019, including the goal to "[s]cale Wisconsin Experience opportunities through innovative classroom environments and active learning, locally and globally, to prepare students for successful careers and lives." Through the B.B.A. in Business: Analytics, students will be exposed to active learning in the classroom, global experience opportunities, applied learning events, and live case competitions, exposing students to real-world experience both locally and globally.

Market and Student Demand

The Wisconsin School of Business conducted a survey in fall 2018, which was completed by 2,448 current UW-Madison business students, to review and indicate interest in the various master's offerings being considered. A master's in business analytics was the top-ranked program of interest, with 73% of the students expressing some level of interest.

This indication of support and interest in the proposed M.S. in Business: Analytics is advanced by existing student enrollments in the school's relatively new option in business analytics. As shared earlier in this proposal, 24 students enrolled in the initial spring 2019 cohort, with essentially no marketing/recruitment efforts of note. In total, 58 students applied for the program, representing a mix of undergraduate business students and MBA-recipients, and both domestic and international students. It is also important to note that applicants had prior fields of study ranging from business, economics, statistics, and mathematics. Documented student interest and the early success of the business analytics option are encouraging for sustained demand of the M.S. in Business: Analytics. In addition, the school is prepared to launch a very targeted marketing campaign, to include digital advertisements, social media organic content, and a robust website with videos. Recruitment efforts will feature webinars, live chats, and in-person interactions.

The global demand for data analysts has sparked a surge in business analytics programs across the country. These programs report robust applicant pools and impressive placement rates for graduates. The U.S. Bureau of Labor Statistics (BLS) for management analysts lists the 2018 median pay of $83,610 annually, with 876,300 jobs in 2018, and a 14% growth in job outlook, which is much faster than average. For the State of Wisconsin, employment numbers are 12,170, with an annual mean wage of $80,220. This is consistent

with salary reports for this specific degree and peer institution reports indicating high placement rates for students graduating from business analytics programs.

Credit Load and Tuition

This M.S. in Business: Analytics requires 30 credits. The program will begin in the summer term with a 3-credit online statistics and programming bootcamp and a 1-credit applied learning class. Students will then take 12 credits in the fall term and 14 credits in the spring term, and graduate in May.

A market-based tuition rate of $1,500 per credit is proposed under the service-based pricing guidelines (SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures). Given the 30-credit requirement, $45,000 is the total cost of tuition for the degree, not including segregated fees. The same segregated fee policy that is applicable across UW-Madison's graduate programs will apply to the program, which is currently $725.98 per semester.[1]

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

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

[1] https://bursar.wisc.edu/tuition-and-fees/tuition-rates/segregated-fees

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE – BUSINESS: ANALYTICS AT UNIVERSITY OF WISCONSIN-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Business: Analytics. The development of the program responds to the increase of data availability and the desire of companies to use it as a competitive resource, which has resulted in dramatic increases in the number of career opportunities in business analytics. Establishing the program will provide students with a strong methodological foundation and the ability to utilize tools to generate insights from data. Graduates will be better equipped to harness the power of analytical tools to uncover insights and provide actionable recommendations in any business setting. The program is 30 credits, and will be delivered in a full-time, face-to-face format that students can complete in one year. Graduates will be prepared for careers as business analysts across any business function such as marketing, finance, and operations. U.S. Bureau of Labor Statistics (BLS) data indicated that there were 876,300 management analyst positions in 2018, and projected 10-year occupational growth of 14%.[1]

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Madison

Title of Proposed Academic Degree Program
Master of Science - Business: Analytics

Degree Designation
Master of Science

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
School of Business

College, School, or Functional Equivalent
School of Business

[1] https://www.bls.gov/ooh/business-and-financial/management-analysts.htm

Proposed Date of Implementation
July 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for new students entering the program over the next five years. By the end of Year 5, it is expected that 370 students will have enrolled in the program and 362 students will have graduated from the program. The average student completion rate is projected to be 98% following the pattern of UW-Madison M.B.A. programs. The program is designed to be completed in one academic year of full-time enrollment—4 credits in the summer, 12 credits in the fall, and 14 credits in the spring.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	50	50	80	90	100
Continuing Students	0	0	0	0	0
Total Enrollment	50	50	80	90	100
Graduating Students	49	49	78	88	98

Tuition Structure

For students enrolled in the M.S. in Business: Analytics program, a market-based tuition rate of $1,500 per credit is proposed under the service-based pricing guidelines (SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures). Given the 30-credit requirement, $45,000 is the total cost of tuition for the degree, not including segregated fees. The same segregated fee policy that is applicable across UW-Madison's graduate programs will apply to the program, which is currently $725.98 per semester.[2]

DESCRIPTION OF PROGRAM

Overview of the Program

This M.S. in Business: Analytics requires 30 credits. The program will begin in the summer term with a 3-credit online statistics and programming bootcamp and a 1-credit applied learning class. Students will then take 12 credits in the fall term and 14 credits in the spring term, and graduate in May. It is expected that students with undergraduate studies in business will be interested in the M.S. in Business: Analytics program as a way to expand their knowledge in business analytics and tap into corresponding career opportunities. Students majoring in statistics, economics, computer science, and many

[2] https://bursar.wisc.edu/tuition-and-fees/tuition-rates/segregated-fees

other quantitative non-business fields will be interested in this M.S. in Business: Analytics program as a way to link their undergraduate studies to business in order to expand their career possibilities.

Student Learning Outcomes and Program Objectives

Graduates of the M.S. in Business: Analytics program will be prepared for careers as business analysts across any business function: marketing, finance, operations, etc. Upon completion, students will demonstrate competence in the following learning outcomes:

1. Apply business analytic tools and methods across various business functions (marketing, finance, supply chain, etc.) and industries (health care, finance, technology, etc.).
2. Leverage expertise in data management software (e.g., SQL) and statistical programming software (e.g., R, Python) to go from data to decisions.
3. Deliver insights and recommendations to organizations using cutting-edge descriptive, predictive, and prescriptive analytics techniques.
4. Manage analytics projects, communicate professionally, and influence data-based changes within an organization.

Program Requirements and Curriculum

The proposed program is designed for students who have completed bachelor's degrees in most undergraduate majors, and particularly for students with quantitative strengths and interests. Most applicants will be graduates with business majors who wish to learn more analytical skills, as well as non-business majors who want to blend analytical skills with business applications. The following will be required for admission to the M.S. in Business: Analytics program:

- Undergraduate degree - Common majors include business, computer science, economics, engineering, mathematics, statistics, or other quantitative fields; however, any undergraduate degree is acceptable. Completion of an undergraduate degree is required prior to starting the program.
- GMAT or GRE score
- Resume
- One professional letter of recommendation
- Response to essay question(s)
- Interview (by invitation only)
- TOEFL or IELTS test scores, only for applicants whose native language is not English

The TOEFL is waived for students who have completed a four-year undergraduate degree and/or master's degree (minimum of eight semesters total) with instruction in English or who will complete such a degree prior to matriculation into the M.S. in Business: Analytics program.

All undergraduate and master's degree transcripts will be evaluated. Schools outside the U.S. may be verified by World Education Services (WES) at the individual class level.

Table 2 illustrates the curriculum for the proposed program. The program requirements are comprised of 30 credits (21 required, 9 elective). A hands-on analytics consulting practicum is included in the program plan. Electives must be chosen from an approved list.

Table 2: Master of Science - Business: Analytics Program Curriculum:

Academic program or major course requirements		**21 credits**
GEN BUS 656	Machine Learning for Business Analytics	3 credits
GEN BUS 705	Statistics and Programming for Business Analytics	3 credits
GEN BUS 720	Data Visualization for Business Analytics	1 credit
GEN BUS 730	Prescriptive Modeling and Optimization for Business Analytics	2 credits
GEN BUS 740	Experiments and Causal Methods for Business Insight	2 credits
GEN BUS 760	Data Technology for Business Analytics	3 credits
GEN BUS 770	Analytics Consulting Practicum	4 credits
GEN BUS 840	Current Topics in Business Analytics	2 credits
OTM 752	Project Management	1 credit
Elective credits (9 credits from the following list)		**9 credits**
ACT SCI 655	Health Analytics	3 credits
FINANCE 635	Security Analysis	3 credits
MARKETNG 815	Marketing Analytics	3 credits
MARKETNG/ OTM 727	Enterprise Systems and Supply Chain Management	3 credits
MARKETNG 710	Marketing Research	3 credits
M H R 610	Compensation: Theory and Administration	3 credits
M H R 723	Business Strategy	2-3 credits
OTM 714	Supply Chain Analytics	3 credits
REAL EST 710	Real Estate Finance	3 credits
REAL EST 715	Techniques of Real Estate Valuation	3 credits
R M I 655	Risk Financing Techniques	3 credits
R M I 660	Risk Analytics and Behavioral Science	3 credits
Total Credits		**30 credits**

Assessment of Outcomes and Objectives

The learning outcomes for the program and the courses will use a variety of direct assessment tools and approaches, including traditional assignments, cases, and examinations, as well as more applied learning tools such as projects, simulations, and reflection papers. These examples of student work will be drawn from required

coursework in the program. Each class instructor will manage its assessments. The program's four student learning outcomes (SLO) will be assessed systematically as follows:

- *SLO 1: Apply business analytic tools and methods across various business functions (marketing, finance, supply chain, etc.) and industries (health care, finance, technology, etc.)*.
  Students will complete a semester-long analytics project in the capstone Analytics Consulting Practicum class (GEN BUS 770) in spring semester. This project will assess their capability to apply analytics tools and methods. Assessment findings will be reported to campus in spring 2021.
- *SLO 2: Leverage expertise in data management software (e.g., SQL) and statistical programming (e.g., R, Python) to go from data to decisions*.
  Students will demonstrate how they can leverage R and Python to go from data to predictions and insights in Machine Learning for Business Analytics (GEN BUS 656). Students will have an individual project in this fall semester class to assess this learning outcome. Assessment findings will be reported to campus in fall 2020.
- *SLO 3: Deliver insights and recommendations for organizations using cutting-edge descriptive, predictive, and prescriptive analytics techniques*.
  Students complete multiple business cases in which they deliver actionable recommendations from analytics in the Prescriptive Modeling and Optimization for Business Analytics class (GEN BUS 730). Assessment findings will be reported to campus in fall 2021.
- *SLO 4: Manage analytics projects, communicate professionally, and influence data-based changes within an organization*.
  Assessed via the analytics project in the Analytics Consulting Practicum class (GEN BUS 770) in spring semester. Assessment findings will be reported to campus in spring 2022.

Assessment findings will be reported both to the university and the School of Business Masters Curriculum Committee (MCC). The MCC will review assessments to make improvements to the curriculum, specific classes, and the program overall. The MCC is comprised of faculty from many Wisconsin School of Business departments. These faculty members are responsible for overseeing the curriculum planning and program overall.

Assessment measures that are not meeting their targets will be evaluated with the appropriate faculty member(s). Possible outcomes of the evaluation would be a modification of the course curriculum or a change in the assessment mechanism. Given the breadth of assessment mechanisms considered, this review will also serve as an evaluation of the program's overall quality and success, providing an opportunity to adjust and improve the program to continue meeting student and market needs. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on student learning assessment.[3]

[3] https://assessment.provost.wisc.edu/institutional-plan-for-assessing-student-learning/

Diversity

Diversity and inclusion are core values for the Wisconsin School of Business (WSB). In alignment with the school's commitment to diversity and inclusion, the M.S. in Business: Analytics program would be marketed to a diverse prospective student pool. The objective is to utilize the diversity of the class to enrich classroom discussions. Many assignments will be completed in assigned groups, allowing students to collaborate with others they may not know personally and who may be of a different gender, ethnicity, or background.

The approved electives for the M.S. in Business: Analytics provide students the opportunity to apply their skills to multiple disciplines, which allows them to broaden their overall perspectives. The analytics curriculum also addresses the issues of bias and equity. The required class GEN BUS 656 Machine Learning for Business Analytics contains a segment during which students are introduced to the concept of algorithmic bias and how algorithms can reinforce biases in datasets and increase inequality. Furthermore, algorithmic fairness is discussed, particularly different notions of fairness and the corresponding incompatibility. Data ethics is also included in the applied learning class, GEN BUS 760. In addition, the consulting practicum affords students the opportunity to apply classroom learning in diverse corporate settings and work with a population representative of the industry. In the WSB, all students are asked to complete curricular and co-curricular elements that enhance their ability to work and lead diverse teams. As a part of their applied learning coursework, M.S. in Business: Analytics students learn to work across differences in order to improve individual and organizational performance and be effective in their careers.

The M.S. in Business: Analytics will align with the school's overall diversity and recruitment efforts. The program will draw students from different units of UW-Madison, from other UW campuses, and from outside the UW System. The school is also expanding partnerships with organizations with diverse memberships to help identify a diverse pool of applicants for the program. The M.S. in Business: Analytics program will also strive to mirror the diversity of business analytics across industries and business functions through recruitment practices that target these populations. The M.S. in Business: Analytics program budgeted $30,000 annually for merit scholarships to support candidates who also increase the diversity of the community and program in an effort to increase incentives to enroll in the M.S. in Business: Analytics at UW-Madison. The Masters in Business Administration and Masters Programs Office will support all M.S. in Business: Analytics students with financial aid and merit aid processing, academic guidance, student services, career and leadership development, and employer relations. The WSB's Office of Diversity and Inclusion is a resource to all students and employees of the school to help with diversity and inclusion education and support.

The M.S. in Business: Analytics program will also follow the school's diversity initiatives in recruiting and hiring faculty and staff. Examples of these initiatives include

expanding advertising and outreach of open positions to increase diversity of the candidate pool, including cultural competency as a desired skill in all position vacancy listings and including cultural competency questions in each phase of the interview process. All new members of the learning community are introduced to a strategic focus on diversity and inclusion during onboarding and receive professional training in progressive levels of cultural competence. Faculty and staff actively participate in workshops that encourage conversations about inclusion and enable them to overcome their own unconscious biases. WSB's commitment to creating a positive, inclusive learning environment is further reinforced by insightful seminars for faculty members, focusing on strategies to create more inclusive classroom experiences. Staff diversity will be supplemented through guest speakers and the involvement of other industry leaders in order to mirror diversity within the industry.

All the M.S. in Business: Analytics and WSB initiatives to address and increase diversity described above assist the WSB to meet the Association to Advance Collegiate Schools of Business' commitment to the corporate social responsibility accreditation standard. The standard requires that "the school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities."[4]

Collaborative Nature of the Program

This program will be offered entirely within the School of Business as appropriate to the focus on business analytics, and will not include intra- or inter-institutional partnerships.

Projected Time to Degree

This program is designed to be completed in one year through full-time study across three semesters, specifically 4 credits in the summer, 12 credits in the fall, and 14 credits in the spring.

Program Review

As for all new UW-Madison graduate programs, the program will have a check-in review by the Graduate Faculty Executive Committee three years after implementation. A full program review will be conducted five years after implementation following the UW-Madison program review guidelines. Subsequently, the program will be reviewed at least once every 10 years.

[4] https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9

To prepare for the five-year and subsequent program reviews, the program must prepare a self-study that includes data on enrollments, completion rates, student demographics, achievement of learning outcomes and assessment of learning data, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries.

The Wisconsin School of Business will perform the aforementioned self-study and do internal evaluations of the program in one, three, five, and ten year(s) after launch based on the stated educational outcomes. The result of each review stage is to either proceed with the program as is, modify the program, put the program on hold, or abandon the program. These reviews will include evaluation by the MCC and the program's APC.

Accreditation

The M.S. in Business: Analytics program will be accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Business: Analytics program will build upon the Wisconsin School of Business' standing as a preeminent business school focused on lifelong learning and the delivery of skills that address the evolving needs of the global digital economy. More than 100 business schools in the country are now offering master's programs in business analytics or data analytics. It is important that UW-Madison add this program to its academic array to respond to industry demand for skilled data analysts. This new degree program builds on the school's existing faculty expertise in the area, as well as the high level of student interest in the field of business analytics. This student interest is illustrated by the school's Operations and Technology Management program option in business analytics, with 24 students enrolling in the first cohort with only four months of advance recruiting.

The M.S. in Business: Analytics program will contribute directly to the UW-Madison mission as it relates to providing a learning environment that will generate new knowledge to support and improve the quality of life for all.[5] The program will provide students with a strong methodological foundation and the ability to utilize tools to generate insights from data that can be applied within a business or industry context to support economic growth in businesses and communities. Furthermore, the approved electives for the M.S. in Business: Analytics provide students the opportunity to apply their skills to multiple disciplines, which allows them to broaden their overall perspectives, plus the analytics curriculum addresses the issues of bias and equity. The program thereby supports the

[5] https://www.wisc.edu/about/mission/

mission of UW-Madison by keeping up with trends within the industry and offering a program that is driven by interdisciplinary functions within business and contributes to UW-Madison's mission to "achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning."[6]

The M.S. in Business: Analytics program supports the UW-Madison campus strategic framework goal to build innovative professional master's-level degrees and offer lifelong learning experiences. The program will expand oppportunities for nontraditional students at UW-Madison and grow the university's professional programs. Additionally, the proposed M.S. in Business: Analytics program will include teaching and learning activities that directly address a number of points in the UW-Madison Chancellor's Strategic Framework 2015-2019, including the goal to "[s]cale Wisconsin Experience opportunities through innovative classroom environments and active learning, locally and globally, to prepare students for successful careers and lives."[7] Through the M.S. in Business: Analytics, students will be exposed to active learning in the classroom, global experience opportunities, applied learning events, and live case competitions, exposing students to real-world experience both locally and globally.

Institutional Program Array

The proposed M.S. in Business: Analytics is influenced by three existing programs on the UW-Madison campus. The first is the aforementioned option in business analytics within the business school's Operations and Technology Management program. This option will be discontinued if/when the M.S. in Business: Analytics is approved and implemented, as potential students in the business analytics option would then be directed toward the M.S. in Business: Analytics. The other two related programs are the Master of Science in Statistics with its option in data science and the Information School's capstone certificate in Data Analytics for Decision Making. The M.S. in Business: Analytics will not compete for students in either program and importantly will extend the university's program array. Relative to the statistics option in data science, this program focuses on statistical modeling and generally seeks to educate specialized data scientists. The prototypical M.S. in Business: Analytics student, by contrast, will be targeting a managerial position or liaison role in analytics, and the program's curriculum takes a very balanced approach between descriptive, predictive, and prescriptive analytics with an emphasis on business applications. There is also no overlap with the capstone certificate in Analytics for Decision Making, which is a 9-credit program for students who do not wish to make the commitment to a full master's degree but seek entry-level knowledge of data analytics methodologies framed within the context of practical organizational decision making and strategic planning.

[6] https://www.wisc.edu/about/mission/

[7] https://chancellor.wisc.edu/strategicplan2/

As demonstrated by the university's existing program options related to big data, UW-Madison is committed to growing its educational opportunities in this rapidly emerging field. The M.S. in Business: Analytics is an important part of the academic program development strategy—a business analytics master's degree.

Other Programs in the University of Wisconsin System

Several UW System institutions offer programs that have a component of data analytics; however, no other UW institution offers a full-time, face-to-face master's degree in this specialty area to study business or data analytics. Current and related UW System programs include UW-Milwaukee's online graduate certificate in business analytics,[8] UW-Parkside's M.B.A. with a data analytics concentration,[9] and UW-Whitewater's existing certificate in Business Data Analytics and data analytics focus within the M.B.A.[10] As well, UW-Whitewater will launch an M.S. in Business Analytics in fall 2020.[11] The only other UW System program in the same proposed Classification of Instructional Programs (CIP) code (52.1399 Management Sciences and Quantiative Methods, Other) is the master's degree at in operation and supply management at UW-Stout. This too is a fully online program that is highly focused on systems and logistics management.

The UW Extended Campus-administered Master of Science in Data Science,[12] offered collaboratively by UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior, is also distinct from the proposed M.S. in Business: Analytics in that it is an online program with a focus on methods. In contrast, the proposed M.S. in Business: Analytics has a focus on the business application of analytical techniques, blending both analytical methods and business applications.

Need as Suggested by Current Student Demand

The Wisconsin School of Business conducted a survey in fall 2018, which was completed by 2,448 current UW-Madison business students, to review and indicate interest in the various master's offerings being considered. A master's in business analytics was the top-ranked program of interest, with 73% of the students expressing some level of interest.

This indication of support and interest in the proposed M.S. in Business: Analytics is advanced by existing student enrollments in the school's relatively new option in business analytics. As shared earlier in this proposal, 24 students enrolled in the initial spring 2019 cohort, with essentially no marketing/recruitment efforts of note. In total, 58 students applied for the program, representing a mix of undergraduate business students and M.B.A. recipients, and both domestic and international students. It is also important to note

[8] https://uwm.edu/business/academics/graduate/business-analytics/
[9] https://www.uwp.edu/learn/programs/mba/mbadataanalytics.cfm
[10] https://www.uww.edu/cobe/masters/programs/mba/data-analytics
[11] https://www.uww.edu/cobe/news/online-ms-in-business-analytics
[12] https://datasciencedegree.wisconsin.edu/data-science-program/data-science-masters/

that applicants had prior fields of study ranging from business, economics, statistics, and mathematics. Documented student interest and the early success of the business analytics option are encouraging for sustained demand of the M.S. in Business: Analytics. In addition, the school is prepared to launch a very targeted marketing campaign, to include digital advertisements, social media organic content, and a robust website with videos. Recruitment efforts will feature webinars, live chats, and in-person interactions.

In keeping with the requirements of service-based pricing, this program is intended to draw new and additional students to UW-Madison. It is not intended to replace the M.B.A. program or be a response to declining M.B.A. enrollments, which will be addressed through planned curriculum revisions to the M.B.A.

Need as Suggested by Market Demand

As noted earlier, the worldwide demand for data analysts has sparked a surge in business analytics programs across the country. These programs report robust applicant pools and impressive placement rates for graduates. The U.S. Bureau of Labor Statistics (BLS) for management analysts lists the 2018 median pay of $83,610 annually, with 876,300 jobs in 2018, and a 14% growth in job outlook, which is much faster than average.[13] For the state of Wisconsin, employment numbers are 12,170, with an annual mean wage of $80,220.[14] This is consistent with salary reports for this specific degree[15] and peer institution reports indicating high placement rates for students graduating from business analytics programs.

[13] https://www.bls.gov/ooh/business-and-financial/management-analysts.htm

[14] https://www.bls.gov/oes/current/oes131111.htm#st

[15] https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2017-02-06/consider-masters-programs-in-business-analytics

Education Committee Item C.6. **University of Wisconsin - Madison** **Attachment B**

Cost and Revenue Projections For MS-Business: Analytics

	Items	Projections				
		2021-22	2022-23	2023-24	2024-25	2025-26
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	50	50	80	90	100
	Enrollment (Continuing Student) Headcount	0	0	0	0	0
	Enrollment (New Student) FTE	50	50	80	90	100
	Enrollment (Continuing Student) FTE	0	0	0	0	0
II	**New Credit Hours**	1500	1500	2400	2700	3000
	Est 5% course withdrawal rate	75	75	120	135	150
	Total New Student Credit Hours	1425	1425	2280	2565	2850
III	**FTE of New Faculty/Instructional Staff**					
	Two Faculty Co-Directors, 6% FTE each	0.12	0.12	0.12	0.12	0.12
	Instructional Staff Program Lead	1.00	1.00	1.00	1.00	1.00
	Consulting Practicum Coordinator	0.75	0.75	0.75	1.00	1.00
	Business Faculty Instructional Contribution	1.00	1.00	2.00	2.00	2.00
	Teaching Assistants	1.00	1.00	2.00	2.00	2.00
	Assistant Director of Student Services	1.00	1.00	1.00	1.00	1.00
	Admissions Team Member	1.00	1.00	1.00	1.00	1.00
	Career Services Team Member	0.75	0.75	0.75	1.00	1.00
IV	**Revenues**					
	From Tuition	$2,137,500	$2,137,500	$3,420,000	$3,847,500	$4,275,000
	Total New Revenue	$2,137,500	$2,137,500	$3,420,000	$3,847,500	$4,275,000
V	**Expenses**					
	Salaries plus Fringes					
	Two Faculty Co-Directors	$ 27,000	$ 27,540	$ 28,091	$ 28,653	$ 29,226
	Instructional Staff Program Lead (Admin/Instruction)	$ 110,000	$ 112,200	$ 114,444	$ 116,733	$ 119,068
	Consulting Practicum Coordinator	$ 112,500	$ 114,750	$ 117,045	$ 159,181	$ 162,365
	Business Faculty - Instruction	$ 225,000	$ 229,500	$ 468,180	$ 477,544	$ 487,094
	Teaching Assistants	$ 40,000	$ 40,800	$ 83,232	$ 84,897	$ 86,595
	Assistant Director of Student Services	$ 51,000	$ 52,020	$ 53,060	$ 54,122	$ 55,204
	Admissions Team Member	$ 60,000	$ 61,200	$ 62,424	$ 63,672	$ 64,946
	Career Services Team Member	$ 45,000	$ 45,900	$ 46,818	$ 63,672	$ 64,946
	Fringe Benefits					
	Fringe on Faculty and Staff Salaries - 35%	$220,675	$225,089	$311,522	$337,252	$343,997
	Fringe on TA's - 19.9%	$7,960	$8,119	$16,563	$16,894	$17,232
	TOTAL Salaries plus Fringe	$899,135	$917,118	$1,301,379	$1,402,620	$1,430,672
	Other Expenses					
	Marketing	$120,000	$120,000	$150,000	$153,000	$156,060
	Travel and conferences	$10,000	$25,000	$25,500	$26,010	$26,530
	Industry Advisory Board support	$13,000	$13,260	$13,525	$13,796	$14,072
	S&E for Learning Support	$60,000	$90,000	$91,800	$93,636	$95,509
	Scholarships	$50,000	$75,000	$126,500	$129,030	$131,611
	School of Business allocation (10% of tuition revenue)	$213,750	$213,750	$342,000	$384,750	$427,500
	Campus allocation (10% of tuition revenue)	$213,750	$213,750	$342,000	$384,750	$427,500
	Total Expenses	$1,579,635	$1,667,878	$2,392,704	$2,587,592	$2,709,453
VI	**Net Revenue - Reinvestment Margin**	$557,865	$469,622	$1,027,296	$1,259,908	$1,565,547

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:** 3/27/2020
Chief Business Officer's S	**Date:** 3 22 2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
MASTER OF SCIENCE – BUSINESS: ANALYTICS

Introduction

The School of Business is proposing a Master of Science (M.S.) in Business: Analytics to fulfill the growing demand from both prospective students as well as industry-hiring partners to educate students in how to harness the power of analytical tools to uncover insights and provide actionable recommendations in any business setting. This one-year program begins with an online summer term class and an in-person summer term class followed by fall and spring semesters. students enrolled in the M.S. in Business: Analytics program, a market-based tuition rate of $1,500 per credit is proposed under the service-based pricing guidelines (SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures).

Section I – Enrollment

The program will begin enrolling students in summer 2021 with a projected enrollment of 50 students in the first year. A 98% graduation rate is anticipated, which would be consistent with the full-time Master of Business Administration (MBA) degree. Enrollment will grow to a projected 100 new students annually by the fifth year of the program.

Section II – Credit Hours

The M.S. in Business: Analytics requires 30 credits for graduation, and the program is designed for full-time enrollment and completion in one year. Students will take 4 credits in the first summer, 12 credits in the fall, and 14 credits in the spring. A correction factor of 5% is being applied to total credits to account for any courses or credits that are not completed due to attrition and may require tuition refunds. Thus, total program credits are forecast to be 1,425 student credit hours in the first year growing to 2,850 student credit hours in the fifth year. This is a conservative estimate, and credits could be higher if program enrollment is higher.

Section III – Faculty and Staff Appointments

The M.S. in Business: Analytics will be led by two faculty co-directors (annual salary of $225,000) each contributing 6% of effort (0.06 FTE). The program will have a full-time instructional staff program lead ($110,000 annual salary), whose FTE will be split between program administration and instruction. A full-time assistant director of student services ($51,000 annual salary) will support the students during their program. The program will also have a faculty associate who will oversee the Consulting Practicum course (0.75 FTE, $150,000 annual salary). A full-time member of the admissions team (1.0 FTE, $60,000 annual salary) and a 75% member of the career services team (0.75 FTE, $60,000 annual salary) will support the M.S. in Business: Analytics.

Instruction will be supported by a combination of School of Business faculty, instructional staff, and teaching assistants. In the first two years, several of the faculty will contribute to instruction with the sum of those contributions to be approximately 1.0 FTE. That will increase to approximately 2.0 FTE of faculty time in the third year when the number of students increases substantially. In the first two years, three teaching assistants (TAs), with 33.3% time each, will be employed for a total of 1.0 FTE of TA support. That will double in the third year when the enrollment increases substantially.

Section IV – Program Revenues

Tuition Revenues

The program will be supported through tuition revenue, and the proposed tuition of $1,500 per credit is a market-based rate in keeping with the service-based pricing policy (SYS 130, Appendix B.) Students will be required to take 30 credits to meet graduation requirements. A 5% adjustment is made for credits that may be dropped. Total tuition is estimated to be $2.14 million in the first year and more than $4.2 million by Year 5 of the program (based on 2,850 student credit hours).

Section V – Program Expenses

Salary and Fringe Expenses

The program will be supported by several faculty and staff as described in Section III. All salaries are assumed to have a 2% inflationary rate applied. A fringe benefit rate of 35% is applied to all faculty staff salaries and a fringe benefit rate of 19.9% is applied to teaching assistants.

Faculty and staff supporting the program will include:

- Two faculty co-directors (annual salary of $225,000), each contributing 6% of effort (0.06 FTE).
- A full-time instructional staff program lead ($110,000 annual salary).
- A faculty associate for the Consulting Practicum course (0.75 FTE, $150,000 annual salary).
- Assistant Director of Student Services, 1.0 FTE, $51,000 annual salary.
- Admissions Team member, 1.0 FTE, $60,000 annual salary.
- Career Services Team member, 0.75 FTE, $60,000 annual salary.
- Faculty for instruction – a number of faculty will contribute to instruction. In the first two years, the sum of that contribution will be approximately 0.5 FTE of faculty time, and that will increase to approximately 1.0 FTE of faculty time in the third year when the number of students increases substantially.
- Teaching Assistants - In the first two years, three Tas, with 33.3% time each, will be employed for a total of 1.0 FTE of TA support. That will double in the third year when the enrollment increases substantially.

Other Expenses

- Marketing – $120,000 in Years 1 and 2, $150,000 in Year 3, and growth by 2% for subsequent years.
- Travel and conferences – $10,000 in Year 1, $25,000 in Year 2, then increases of 2% annually.
- Industry Advisory Board – $13,000 in Year 2, then 2% annual increases in subsequent years.
- Supplies and expenses for learning support – This includes field trips, guest speaker fees, meeting materials, and office supplies. Amounts are $60,000 in Year 1, $90,000 in Year 2, then 2% growth annually.
- Scholarships and financial assistance for students with need - $50,000 in Year 1, $75,000 in Year 2, $126,500 in Year 3, and then increasing by 2% annually.
- Allocations to the School of Business and the university, each 10% of tuition revenue.

Section VI – Net Revenue

The M.S. in Business: Analytics is projected to have net revenue of $557,865 in the first year and $1,565,547 by the fifth year. This investment margin will be substantially invested in new faculty lines in the School of Business.

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Date: 9 April 2020

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

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

Subject: Authorization Proposal: Master of Science-Business: Analytics (MSBA) – **COVID-19 Review**

I am writing to follow up on our 27 March 2020 submission of a proposal for a Master of Science-Business: Analytics (MSBA) at the University of Wisconsin–Madison. At that time we asked that this proposal be scheduled for consideration at the June 4–5, 2020, Board of Regents meeting. The original letter of commitment is attached.

In response to your request to review the budget and start date, I am confirming that we want to proceed as proposed. The area of Business Analytics has every evidence of being a strong growth area for enrollment. In addition, in the past there have been patterns of higher enrollment in graduate programs during a recession. So, we are eager to begin recruiting and advertising by mid-August to enroll a full class in Summer 2021.

For our Summer 2021 timeline, we would very much appreciate consideration at the June Board meeting. This timeline is best to allow for an August launch of the application cycle for summer and fall 2021, along with our other master's programs.

We at UW–Madison remain committed to the MS-Business: Analytics proposal. This program will be an important part of our program portfolio and will strengthen our position in summer 2021 to support our recovery from the COVID-19 disruption.

Thank you for the opportunity to review and reconsider our proposal. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: 27 March 2020 Letter of Commitment

Copies:
Rebecca Blank, Chancellor, UW–Madison
Laurent Heller, Vice Chancellor for Finance and Administration
Jennifer Klippel, Madison Budget Office
David Murphy, Office of Vice Chancellor for Finance and Administration
Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research
Vallabh Sambamurthy, Dean, School of Business
Ella Mae Matsumura, Associate Dean, School of Business
Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation, UW System

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

Date: 27 March 2020

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

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

Subject: Authorization Proposal: Master of Science-Business: Analytics (MSBA)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a Master of Science-Business: Analytics (MSBA) at the University of Wisconsin–Madison.

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

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

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The School of Business is committed to the necessary financial and human resources required to continue the program. The program is proposed to feature a market-based tuition rate of $1,500 per credit, under the UW System's service-based pricing guidelines (SYS 130 Appendix B).

Contingent upon Board of Regent approval, the faculty plan to implement the new program in July 2021. We are requesting that this proposal be scheduled for consideration at the June 4–5, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Copies:
Rebecca Blank, Chancellor, UW–Madison
Laurent Heller, Vice Chancellor for Finance and Administration
Jennifer Klippel, Madison Budget Office
David Murphy, Office of Vice Chancellor for Finance and Administration
Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research
Vallabh Sambamurthy, Dean, School of Business
Ella Mae Matsumura, Associate Dean, School of Business
Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation, UW System

Education Committee
June 4, 2020

Item C.7.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF ARTS IN COMPUTER SCIENCE, UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Arts in Computer Science at UW-Milwaukee.

Resolution C.7.: 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 Arts in Computer Science at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Arts (B.A) in Computer Science (CS). The program responds to the demonstrated need for graduates who possess software skills combined with specialization in a different academic discipline. Establishing the program will provide students with value-added skills alongside an existing major or two minor areas. Graduates will be better equipped to lead in their chosen field with additional computer-science-related skills. Graduates of the program will gain competency in two or three disciplines, including computer science, and subsequently, they will be prepared to enter computer and information technology occupations across a range of industries. Given that the associate degree can serve as a minor area of concentration, this program may be attractive to students enrolled at one of the UW-Milwaukee branch campuses and who wish to complete a bachelor's degree on the UW-Milwaukee campus. As well, the program design will support seamless transfer of students who complete an associate degree at another UW institution.

Milwaukee, as the largest metropolitan area of the state, is a particularly good place to center a degree with such affinity with industry. The market demand for software developers and related fields has climbed 19% between 2013 and 2017. Regional projections indicate vacancies in related occupations will increase by 28% between 2016 and 2026.

Program Description

This proposed program will be housed within the College of Engineering and Applied Science (CEAS). However, the B.A. in Computer Science is intended to complement other degree programs on campus. For example, this degree could usefully combine with the B.S. in Information Science and Technology, or with majors in Biological Sciences, Linguistics, Digital Arts and Culture, Criminal Justice or Theater, just to name a few. The department is committed to the CS+X concept and intends to work with student advisers to determine successful degree combinations. Thereby, this program will improve multi-disciplinary collaboration at UWM.

The program curriculum comprises 120 credits. Students must satisfy the university and general education requirements, which include Oral and Written Communication and Quantitative Literacy. General education requirements (GER) include credits in the Arts (3 credits), Humanities (6 credits), Natural Science (6 credits, of which 4-5 credits are satisfied by major requirements), and Social Sciences (6 credits). Students must also satisfy the foreign language requirement.

Major requirements are comprised of 38 credits, including one semester of calculus plus 34 credits of major course requirements. In addition, students must either complete (or have completed) a second major or have demonstrated two minor areas of concentration. For the purposes of this degree program, a minor area of concentration can be one of any of the following: (1) an associate's degree at UW-Milwaukee or another school, (2) a declared UW-Milwaukee minor, (3) a declared UW-Milwaukee certificate; or (4) at least 15 credits of courses in a single curricular code (other than CompSci), with at least six credits at the 300 level or higher.

Mission

The proposed new program fits well with UWM's Select Mission Statement. In particular, UWM seeks to "develop and maintain high quality undergraduate … programs," "attract highly qualified students," "further academic and professional opportunities for women, minority, part-time, and financially or educationally disadvantaged students," and "provide educational leadership in meeting future social, cultural, and technological challenges." The program described here is a high-quality program that will attract students who wish to be challenged in two or more separate academic areas, in a way to boost the employment potential for students primarily working in arts or humanities. It is also common wisdom that these interdisciplinary programs can attract a more diverse pool of students.

The program also alings with 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, and to build partnerships with stakeholders and enhance awareness of CEAS' strengths and accomplishments.

Market and Student Demand

UW-Milwaukee contracted with EAB to survey demand for the program. EAB reported schools that introduced a B.A. in Computer Science typically had an increase in enrollment. In their research, EAB evaluated market demand from employers for students who possess the skills provided in the proposed B.A. in Computer Science. Using job posting data within the region, EAB found an increased need for bachelor-prepared professions, with 28,237 job postings during H2 (Half Two or second half of the fiscal year) 2017, a 19% increase from 23,646 postings in H2 2013. Referencing U.S. Bureau for Labor Statistics data, EAB found that in the U.S., vacancies in computer and information technology occupations are projected to increase 13% from 2016 to 2026, due to increased demand for workers with skills in cloud computing, big data analysis, and information security.

Updated projections reinforce this demand. The 2018-2028 projections generated by the BLS indicate that vacancies within computer and information technology occupations is projected to grow 12% over this period. Furthermore, occupational projection data for the state of Wisconsin and its Workforce Development Areas (WDA) indicate that between 2016 and 2026, vacancies in computer occupations will increase by almost 14% in Wisconsin, 12% in the Milwaukee County WDA, and by almost 22% in the WDA serving Ozaukee, Washington, and Waukesha (WOW) counties.

The EAB report also recommends that UWM encourage students to partner with local industry in providing experiential learning opportunities. The Department of Computer Science is well placed to take the lead here since the capstone course was recently redesigned to use industry-initiated projects as the focus of the semester.

Credit Load and Tuition

The program will comprise 120 credits, which include 38 credits of major course requirements in mathematics and computer science. The remaining 82 credits will comprise university and general education requirements, as well as coursework in a second area of study. The second area of study will include approximately 65 credits of coursework, which comprise required coursework for a second major or for two minor areas of concentration. A UW associate degree will serve to satisfy one minor area of concentration.

For students enrolled in the B.A. in Computer Science, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,799.21 per semester for a full-time student enrolled in 12-18 credits per semester. Of the total amount, $4,045.56 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,584.17 per semester for a full-time student enrolled in 12-18 credits per semester. Again, of the total amount, $753.65 is attributable to segregated fees and the remainder to tuition. Classes in the College of Engineering and Applied Science, including all computer science classes, have an additional differential per-credit tuition charge of $21.63 per credit. As the proposed program requires 34 credits of computer science, the additional differential tuition adds $735.42 to the total cost of the entire degree.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS IN COMPUTER SCIENCE AT UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Arts (B.A) in Computer Science (CS). The development of the program responds to the demonstrated need for graduates who possess software skills combined with specialization in a different academic discipline. It has been shown that CS+X programs may broaden the representation of participants in computer science, with respect to race and gender. Establishing the program will provide students with value-added skills alongside an existing major or two minor areas. Graduates will be better equipped to lead in their chosen field with additional computer science-related skills. The program will be comprised of 120 credits that include 38 credits of major course requirements in mathematics and computer science. The remaining 82 credits will be comprised of university and general education requirements and coursework in a second area of study. Graduates of the program will gain competency in two or three disciplines, including computer science, and subsequently they will be prepared to enter computer and information technology occupations across a range of industries. Milwaukee, as the largest metropolitan area of the state, is a particularly good place to center a degree with such affinity with industry. The market demand for software developers and related fields has climbed 19% between 2013 and 2017. Regional projections indicate vacancies in related occupations will increase by 28% between 2016 and 2026.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Program
Computer Science

Degree/Major Designations
Bachelor of Arts

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
Department of Electrical Engineering and Computer Science

College, School, or Functional Equivalent
College of Engineering and Applied Science

Proposed Date of Implementation
August 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The assumption is that by Year 4, a total of 20 new students will enter the program each year. The continuing student line represents retained new students as well as existing UW-Milwaukee students who opt to change majors after their first year. The average student retention rate is conservatively projected, based on the attrition in the existing B.S. program. The retention projections reflected in Table 1 represent an 85% year-over-year retention; that is, 85% of each cohort is expected to continue or graduate each year. By the end of Year 5, the conservative estimate is that 85 students will have enrolled in the program and 40 students will have graduated from the program.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	15	15	20	20
Continuing Students	10	13	24	32	45
Total Enrollment	15	28	39	52	65
Graduating Students	5	5	10	10	10

Tuition Structure

For students enrolled in the B.A. in Computer Science, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,799.21 per semester for a full-time student enrolled in 12-18 credits per semester. Of the total amount, $4,045.56 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,584.17 per semester for a full-time student enrolled in 12-18 credits per semester. Again, of the total amount, $753.65 is attributable to segregated fees and the remainder to tuition.

Classes in the College of Engineering and Applied Science (CEAS), including all computer science classes, have an additional differential per-credit tuition charge of $21.63 per credit. As the proposed program requires 34 credits of computer science, the additional differential tuition adds $735.42 to the total cost of the entire degree.

DESCRIPTION OF PROGRAM

Overview of the Program

The program will be comprised of 120 credits that include 38 credits of major course requirements in mathematics and computer science. The remaining 82 credits will be comprised of a second area of student and university and general education requirements. Information regarding university and general education requirements is found in the curriculum section of this proposal. The second area of study will include approximately 65 credits of coursework, which comprises required coursework for a second major or for two minor areas of concentration. A UW associate degree will serve to satisfy one minor area of concentration.

Student Learning Outcomes and Program Objectives

Graduates of the program will have an ability to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements.
3. Communicate efficiently in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

It is expected that alumni of the program will obtain employment and develop successful careers built on their understanding of formal and applied methods of solving problems using computer science in their chosen context. In their professional lives, graduates will demonstrate problem solving and design skills, including the ability to formulate problems and their solutions, think creatively, communicate effectively, and work collaboratively. Furthermore, graduates will be equipped to exercise professional responsibility and be able to adapt to an ever-changing professional environment.

Program Requirements and Curriculum

This proposed program is housed within the College of Engineering and Applied Science (CEAS). It will follow the college's existing admission requirements. Admission to the college is based on an overall assessment of both academic and non-academic qualifications. For new freshmen, the primary review factors for admission are the strength and quality of the high school curriculum, high school class percentile, grade point average, and the result of the ACT or SAT. Well-prepared freshmen applicants will have four years of mathematics (including one-and-a-half years of algebra, one year of geometry, and one-half year of trigonometry) and four years of natural science (including biology, chemistry, and physics). The college also will consider non-academic qualifications such as leadership skills, diversity in personal background, work experience, motivation, and maturity.

Freshmen applicants will be considered for admission directly to the major or to the First-Year Program. Admission directly to the major is selective.

Transfer student admission is based on an overall assessment of both academic and non-academic qualifications. For transfer applicants, the primary factors considered for admission are the grade point average on transferable courses and the level of curriculum completion. The college also will consider non-academic qualifications such as leadership skills, diversity in personal background, work experience, motivation, and maturity. Transfer applicants will be considered for admission directly to the major or the Transfer Transition Program based on the number of transfer credits and the applicant's GPA.

Students admitted to the First-Year Program or Transfer Transition Program may apply for major status with their academic advisor at the time students believe they meet the following requirements:

1. Complete first semester calculus with a C or better grade.
2. Complete GER Oral and Written Communication Part A.
3. Computer Science majors must complete CompSci 251 with a C or better grade.
4. Obtain a 3.00 GPA or a lower minimum GPA as set by the department (currently 2.50).
5. Major required courses may be repeated only once. No more than two courses may be repeated.

First-Year Program students will have a maximum of three semesters to complete the admission to major requirements. Part-time students may be granted an extension by their academic advisor. Transfer Transition Program students have a maximum of two semesters to complete the admission to major requirements. Part-time students may be granted an extension by their academic advisor.

Table 2 illustrates the program curriculum for the proposed program, comprised of 120 credits. Students must satisfy the university and general education requirements. University requirements include Oral and Written Communication – levels A and B (0-6 credits) and Quantitative Literacy – levels A and B. General education requirements (GER) include credits in the Arts (3 credits), Humanities (6 credits), Natural Science (6 credits, of which 4-5 credits are satisfied by major requirements), and Social Sciences (6 credits). Students must also satisfy the foreign language requirement.

Major requirements are comprised of 38 credits, including one semester of calculus plus 34 credits of major course requirements. In addition, students must either complete (or have completed) a second major or have demonstrated two minor areas of concentration. The alternate major or minor areas of concentration must overlap by no more than six credits total with major course requirements of this program. Furthermore,

at least fifteen credits of the major course requirements should be completed at UW-Milwaukee.

For the purposes of this degree program, a minor area of concentration can be one of any of the following: (1) an associate degree at UW-Milwaukee or another school, (2) a declared UW-Milwaukee minor, (3) a declared UW-Milwaukee certificate; or (4) at least 15 credits of courses in a single curricular code (other than CompSci), with at least six credits at the 300 level or higher.

Table 2: Bachelor of Arts in Computer Science Program Curriculum

Mathematics Requirement		
MATH 211 or 213 or 221 or 231 (Calculus)		**4-5 credits**
Major Course Requirements		
Core Coursework		**34 credits**
COMPSCI 150	Survey of Comp. Sci.)	3 credits
COMPSCI 250	Intro. Programming)	3 credits
COMPSCI 251	Intermediate Prog.)	3 credits
COMPSCI 315	Comp. Org. & Assem. Prog.)	3 credits
COMPSCI 317	Discrete Info. Structures)	3 credits
COMPSCI 351	Data Structures & Algorithms)	3 credits
COMPSCI 395	Soc. Prof. Ethic (or similar)	3 credits
Computer	EAS 200 (or similar) (Professionalism and Career)	1 credit
Computer Science Electives		
COMPSCI 300 level or higher		12 credits
Additional Course/Credit Requirements		**82 credits**[1]
University and General Education Requirements (GER)		Min. 17 credits
Elective credits required to complete an additional major or two minor areas of concentration		65 credits[2]
Total Credits		**120 credits**

[1]The major mathematics requirement will also satisfy the GER natural science requirement.

[2] Some elective credits may also satisfy GER requirements.

Assessment of Outcomes and Objectives

Courses in computer science are regularly assessed for program improvement as part of the Accreditation Board for Engineering and Technology (ABET) accreditation of the B.S. in Computer Science. This assessment work can be used to assess student outcomes in the major course requirements. In particular, the four student outcomes listed above are already assessed in CompSci 351 (1 and 2), CompSci 395 (3 and 4), and EAS 200 (4). Faculty identify how the outcome will be assessed in the courses using established assessment practices in the College of Engineering and Applied Science as a model. Achievement of the learning outcome at the course level will be reported to the faculty member who functions as the assessment coordinator. The assessment data will be reviewed by the undergraduate committee of the department to identify areas that need improvement. The

continuous improvement process in place for all baccalaureate engineering programs will be followed in this program. The assessment results, conclusions, and action plans, if any, will be submitted annually to the provost's office for review. Furthermore, student learning outcomes associated with the general education program at UW-Milwaukee are directly assessed through the general education courses.

Indirect assessment will occur by regularly administering a survey to graduates of the program to determine whether the educational post-graduate objectives are being met.

Diversity

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. The B.A. in Computer Science will expand opportunities for students to participate in computer science training while allowing students to connect this learning to curricular content across disciplines. In doing so, the curriculum will engage students in a diversity of perspectives, theories, and practices. It is expected that these integrated learning experiences will attract and engage a broader range of students with respect to race and gender and consequently more students from diverse backgrounds will graduate with a degree in computer science.

The department 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 commitments is to build joint majors that encourage broader participation. Instead of building specific joint majors (e.g., CS+Biology), this proposed program will enable anyone with interest in another field to have a second major in computer science by requiring fewer than 40 additional credits. Furthermore, the structure of this program will make the program more accessible to students transferring in with an associate degree and/or with a partially completed major so that they will be able to use this prior work as a minor area of concentration. Such a design creates a new transfer pathway leading to a degree that prepares students for a high-demand field.

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 skills required of citizens who can engage in global and diverse communities.

UW-Milwaukee's Guiding Values highlights 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. Given the structure of the proposed program, required coursework will be delivered across a range of disciplines and will enable students to 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

Given that the associate degree can serve as a minor area of concentration, this program may be attractive to students who are enrolled at one of the UW-Milwaukee branch campuses and who wish to complete a bachelor's degree on the UW-Milwaukee campus. As well, the program design will support seamless transfer of students who complete an associate degree at another UW institution.

Projected Time to Degree

A full-time student would be able to complete the degree and major course requirements in eight semesters (i.e., four years), if the student is accepted into the major, begins major course requirements in the third semester, and takes no more than six credits of CompSci along with other courses. Because of prerequisite chains, it would be difficult to complete all major course requirements in fewer than five semesters. However, since this program is intended to be taken alongside another major (or two minors), this constraint is unlikely to prevent timely graduation. Students who transfer into UW-Milwaukee with an associate degree, or two years of prior post-secondary coursework, will typically require five additional semesters unless they have completed introductory programming and at least pre-calculus before arriving. In that case, completion within four semesters should be possible.

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, unless the Academic Program and Curriculum Committee requires more frequent reviews. 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

UW-Milwaukee does not need any approvals from the Higher Learning Commission to add this program to its array.

JUSTIFICATION

Rationale and Relation to Mission

The proposed new program fits well with UWM's Select Mission Statement, found online at https://www4.uwm.edu/discover/mission.cfm. In particular, UWM seeks to "develop and maintain high quality undergraduate ... programs," "attract highly qualified students," "further academic and professional opportunities for women, minority, part-time, and financially or educationally disadvantaged students," and "provide educational leadership in meeting future social, cultural, and technological challenges." The program described here is a high-quality program that will attract students who wish to be challenged in two or more separate academic areas, in a way to boost the employment potential for students primarily working in arts or humanities. It is also common wisdom that these interdisciplinary programs can attract a more diverse pool of students, not solely white, male, and middle class.

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, and to build partnerships with stakeholders and enhance awareness of CEAS' strengths and accomplishments. Some UW-Milwaukee Computer Science faculty report that having a more interdisciplinary skill set would be valuable, especially for applications related to the analysis of data from a variety of domains, including health or environment (e.g., freshwater). Support for such connections would strengthen UW-Milwaukee's mission and strategic priorities.

Institutional Program Array

The proposed B.A. in Computer Science is intended to complement other degree programs. For example, this degree could usefully combine with the B.S. in Information Science and Technology, or with majors in biological sciences, linguistics, digital arts and culture, criminal justice, or theater, just to name a few. The department is committed to the CS+X concept and intends to work with student advisors to determine good combinations. It is hoped that this program will improve multidisciplinary collaboration at UWM.

Given that the major course requirements of the program are a subset of those of the existing B.S. in Computer Science degree, some students are expected to transfer from the B.S. in Computer Science to the new degree program. A transfer of major to the proposed program might permit those students to graduate earlier and, in the case of some students, could be a more tractable path to finishing with a computer science degree at all. However, it is not anticipated that a significant number of students will select to make this change because the B.A. in Computer Science requires a second major or two minor areas. In contrast to the existing B.S. program, the proposed major primarily serves a different population, those students wanting a multidisciplinary education.

Other Programs in the University of Wisconsin System

All UW System institutions offer a B.S. in Computer Science or a related program. Eight institutions (UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater) currently offer a B.A. in Computer Science or a related field. Additionally, UW-Stout offers a B.S. in Computer Science with an interdisciplinary concentration that functions similarly to a B.A. degree. Most of these degrees and programs require more computer science and/or mathematics credits than the proposed program.

The B.A. at UW-Madison anticipates being used as an additional major (as also proposed here) and the B.A. at UW-Whitewater requires that the student complete an additional minor or major (as also proposed here). The interdisciplinary concentration at UW-Stout requires a minor, a second major, or other coursework for at least 24 credits. The proposed program is fulfilling a similar purpose in encouraging (or requiring) a multidisciplinary approach.

Thus, the UW System already has many programs substantially similar to the proposed program, but the market demand for software developers and related fields is anticipated to climb (already 19% in the four years from 2013 to 2017, with an anticipated 13% additionally in the next 10 years nationally and 28% regionally). Milwaukee, as the largest metropolitan area of the state, is a particularly good place to center a degree with such affinity with industry. In conclusion, market demand suggests that all programs should be able to thrive.

Need as Suggested by Current Student Demand

UW-Milwaukee contracted with EAB to survey demand for the program. EAB reported schools that introduced a B.A. in Computer Science typically had an increase in enrollment. In the four schools surveyed, enrollments increased from 30 a year (at the lowest) to 130 a year (at the highest). At UW-Milwaukee, there is anecdotal evidence of students wanting to combine computer science with art or linguistics. Many of the students already in the B.S. in Computer Science program are second-degree students; such students would have a much faster option to a computer science degree with the proposed curriculum.

Need as Suggested by Market Demand

In their research, EAB evaluated market demand from employers for students who possess the skills provided in the proposed B.A. in Computer Science. Using job posting data within the region, EAB found an increased need for bachelor-prepared professions, with 28,237 job postings during H2 (Half Two or second half of the fiscal year) 2017, a 19% increase from 23,646 postings in H2 2013. Referencing U.S. Bureau for Labor Statistics (BLS) data, EAB found that in the U.S., vacancies in computer and information technology occupations are projected to increase 13% from 2016 to 2026, due to increased demand for workers with skills in cloud computing, big data analysis, and information security. Updated projections reinforce this demand. The 2018-2028 projections generated by the BLS indicate that vacancies within computer and information technology occupations are projected to grow 12% over this period.[1] Furthermore, occupational projection data for the state of Wisconsin and its Workforce Development Areas (WDA) indicate that between 2016 and 2026, vacancies in computer occupations will increase by almost 14% in Wisconsin, 12% in the Milwaukee County WDA, and by almost 22% in the WDA serving Ozaukee, Washington, and Waukesha (WOW) counties.[2]

The EAB report also recommends that UWM encourage students to partner with local industry in providing experiential learning opportunities. The Department of Computer Science is well placed to take the lead since the capstone course (which will be open to, but not mandatory for, B.A. in Computer Science students) was recently redesigned to use industry-initiated projects as the focus of the semester.

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Technology Occupations, retrieved from https://www.bls.gov/ooh/computer-and-information-technology/home.htm, April 28, 2020.

[2] Department of Workforce Development, State of Wisconsin, Wisconsin LMI Data Access, Computer Occupations, retrieved from https://jobcenterofwisconsin.com/wisconomy/query, April 28, 2020.

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

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	15	15	20	20
	Enrollment (Continuing Student) Headcount	0	13	24	32	45
	Enrollment (New Student) FTE	15	15	15	20	20
	Enrollment (Continuing Student) FTE	0	13	24	32	45
II	Total New Credit Hours	450	840	1170	1560	1950
	Total new sections	3	6	9	12	12
	Existing Credit Hours	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff					1
	FTE of Current Fac/IAS	1	1	1	1	1
	FTE of New Admin Staff					
	FTE Current Admin Staff					
V	**New Revenues**					
	UWM Tuition (new credit hours x FTE)	$ 170,046	$ 314,585	$ 437,443	$ 592,412	$ 735,500
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	CEAS Differential Tuition	$6,041	$9,717	$12,438	$16,574	$21,645
	Reallocation					
	Total New Revenue	**$ 176,087**	**$ 324,302**	**$ 449,881**	**$ 608,986**	**$ 757,144**
VI	**New Expenses**					
	Salaries plus Fringes					
	New Faculty/Instructional Staff					90,000
	Cost to replace Current Fac/IAS Staff	20,000	20,000	20,000	20,000	20,000
	Other New Admin Staff					
	Fringes	8,200	8,200	8,200	8,200	45,100
	Other Expenses					
	Facilities					
	Equipment					
	Other:					
	Total Expenses	**$ 28,200**	**$ 28,200**	**$ 28,200**	**$ 28,200**	**$ 155,100**
VII	**Net Revenue**	**$ 147,887**	**$ 296,102**	**$ 421,681**	**$ 580,786**	**$ 602,044**

Provost Signature: **Date:** April 29, 2020

Chief Business Officer's Signature: **Date:** **April 29, 2020**

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

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

Introduction

The B.A. in Computer Science program will be comprised of 120 credits that include 38 credits of major course requirements in mathematics and computer science. The remaining 82 credits will be comprised of university and general education requirements and coursework in a second area of study. The program assumes that students will pay the standard UW-Milwaukee tuition and the standard College of Engineering and Applied Sciences tuition differential charge of $20.83 a credit. It is assumed that 80% of enrolled students will pay in-state tuition and 20% will pay out-of-state tuition, on par with actual enrollments in the College of Engineering and Applied Sciences (CEAS).

Section I – Enrollment

Enrollment figures reflect headcount and FTE student enrollments into the major over the next five years. The continuing student line represents retained new students as well as existing UW-Milwaukee students who opt to change majors after their first year. The average student retention rate is conservatively projected, based on the attrition in the existing B.S. program. The retention projections reflected in Table 1 represent an 85% year-over-year retention rate for each cohort; that is, 85% of each cohort is expected to continue or graduate each year.

Section II – Credit Hours

The B.A. in Computer Science will not require new course sections but will integrate the B.A. students into current classes offered as part of the B.S. in Computer Science degree. Reflected in this section are the number of sections that will be offered. It is anticipated that in Year 1, three new sections will be needed, rising to 12 in Year 5.

Section III – Faculty and Staff Appointments

As this program will utilize current CEAS classes and sections, no new staff need be added until enrollments require the addition of extra sections. It is projected that extra sections will be needed in Year 5. Until then, 1.0 FTE of current instructional staff will be allocated to this program.

Section IV – Program Revenues

Tuition Revenues

Current UW-Milwaukee per-credit tuition rates, $391.28 for Wisconsin residents and 796.63 for nonresidents were used on a per-FTE basis. Calculations assume that 80% of enrollments are Wisconsin residents and 20% are nonresidents, and calculations assume a low of 24 credits (i.e., two semesters of 12 credits) per student FTE.

Program/Course Fees

As noted above, a CEAS differential tuition of $20.83 per credit was applied to the credits attributed to CEAS.

Section V – Program Expenses

Salary and Fringe Expenses

In the first four years, the cost of four sections at $5,000 each are allocated to this program. That is the current rate in the College of Engineering and Applied Sciences for an ad hoc instructor to teach the class. In the fifth year, one Computer Science faculty will be added at a salary of $90,000. A fringe rate of 41% is added to all the salaries.

Section VI – Net Revenue

Positive revenue will attribute to the College of Engineering and Applied Sciences and be used to help offset budget reductions or simply go toward normal college operations.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: April 29, 2020

RE: Authorization to Implement a Bachelor of Arts in Computer 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 Arts in Computer Science.

The program will be housed in the Department of Electrical Engineering and Computer Science in the College of Engineering and Applied Science (CEAS). The motivation for developing the program comes from a desire to respond to the demonstrated need for graduates with software skills combined with specialization in a different area. It has been shown that so-called ``CS+X'' programs broaden the representation of participants in Computer Science, with respect to race and gender. Establishing the program will provide students with marketable skills alongside an existing major, or two minor areas. Graduates will be better equipped to lead in their chosen field with additional computer-science-related skills.

The program efficiently utilizes existing courses in a thoughtful way to make the Computer Science major add significant and relevant knowledge and skills to students who choose another major or have completed the Associate of Arts and Sciences degree. As such the costs associated with delivering the program are minimal. The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the undergraduate level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

Our enrollment projections were modest to begin with and I believe that the projections will hold in our current context of COVID-19 pandemic. A unique feature of the degree is its flexibility in the curriculum that combines computer science with other majors/minors making this more attractive for students wishing to increase their marketability in a tough employment situation. The degree is also ideally suited for people who have been in the workforce and are interested in developing their computer science knowledge and skills. Current environment accentuates the importance of working in technology-assisted environments and this degree will help graduates with the right mix of knowledge and skills. The only expenditure in the first few years are expected to be the cost of hiring adjunct lecturers to backfill for the one full-time staff assigned to the program. The tuition revenues will cover such modest expenses.

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
Brett Peters, Dean, College of Engineering and Applied Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Education Committee
June 4, 2020

Item C.8.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF ARTS IN DIGITAL ARTS AND CULTURE, UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Arts in Digital Arts and Culture at UW-Milwaukee.

Resolution C.8.: 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 Arts in Digital Arts and Culture at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Arts (B.A.) in Digital Arts and Culture (DAC) within the College of Letters and Science. This program responds to a need to train undergraduate students in digital humanities skills, in conjunction with technological skills that are demanded by a workplace in need of generalists. The program will allow students to operate as media practitioners and global communicators, to contribute as creative problem solvers using digital media, and to develop skills in new knowledge production and research methods. The current occupational categories provided by the Bureau of Labor Statistics (BLS) only glimpse the market demand for graduates. BLS data indicate that between 2016 and 2026, the number of vacancies in the occupational area of web developer will grow by 13%, yet many of the occupations known today will be unrecognizable, even in a few years. As the gig economy grows, ManpowerGroup predicts that more people will become “independent professionals accepting their own clients, selecting their own schedules and moving at their own paces.” Any position, whether working for a small nonprofit or large corporate entity, a large institution, or as an independent media producer, will require the ability to navigate and learn new technical skills. Graduates of the proposed program will be prepared to adapt. The value to students is evidenced by the success of the certificate program and the submajor.

Program Description

The proposed program will be housed in the College of Letters and Science. Given the interdisciplinary nature of this program, multiple departments within the College will contribute to its delivery, as will the Peck School of the Arts, and the School of Information Studies.

The Digital Arts and Culture program will provide the opportunity for students to explore practices of and scholarship on digital systems, network culture, and media industries employing an interdisciplinary lens. Students who earn a Bachelor of Arts in Digital Arts and Culture program will be able to:

1. Analyze digital and electronic media systems, explaining what these platforms do and how they do it.
2. Engage with complex digital issues both online and offline.
3. Organize information, both architecturally and visually, structuring software, websites, advertisements, and social media.
4. Work hands-on, collaboratively, and across disciplines, producing media with artists and designers.

Five specialized categories of courses define the themes of the major. Courses in the Core Culture category introduce students to essential cultural and historical dimensions of digital art and network practices. Media Systems courses provide an overview of media industries. Digital Composition coursework builds on the foundations of the 100-level Core Culture courses, encompassing a curriculum in which students develop competencies in composing in digital media and analyzing the same. The category of Understanding Digital Culture, consisting of upper-level courses, provides students the chance to analyze more complex systems and issues. In parallel, the upper-level coursework in the Practicing the Digital Arts area is a means for students to gain practical experience organizing and collaborating in media production processes. Finally, the Digital Engagement capstone course asks students to draw on their academic career to research and produce a portfolio piece that showcases their creative and professional talents.

The interdisciplinary network of faculty collaborators in Digital Arts and Culture comes from across the schools, colleges, and departments at the University of Wisconsin-Milwaukee. Some of the largest institutional stakeholders are the College of Letters and Science (L&S), the Peck School of the Arts (PSOA), and the School of Information Studies (SOIS). The departments and programs from which are drawn many of the program courses and faculty affiliates include: Anthropology; Art and Design; Art History; Communication; English; Film Studies; French, Italian, and Comparative Literature; Geography; Music; History; Journalism, Advertising, and Media Studies (JAMS); Sociology; and the School of Information Studies (SOIS). Program faculty and staff currently collaborate with the Office of Undergraduate Research, the Center for 21st Century

Studies, UW-Milwaukee Libraries Digital Humanities Lab, Lubar Entrepreneurship Center, and Northwestern Mutual Data Science Institute.

Mission

The B.A. in Digital Arts and Culture will fulfill an existing need in undergraduate education, aligning with key components of the university's mission. As an institution that espouses the guiding values of innovation and collaboration, the major will train undergraduate students in critical digital humanities and technological skills that will add value to and enrich a wide range of participating programs and areas. In line with the UW System's commitment to extend knowledge and its application beyond the boundaries of its campuses, the students graduating with this degree will move into the workplace and society ready to add value in both spheres.

Market and Student Demand

In fall 2003, the Digital Arts and Culture certificate was launched. Since then, the program has awarded over 400 certificates. Since 2010, when there was a great deal of growth, the certificate has averaged just under 100 student enrollments per year. The Digital Arts and Culture submajor in the Committee Interdisciplinary Major (CIM) was established in spring 2016, based on student demand for the certificate program. Since the inception of the submajor, an increasing number of students are opting for the submajor over the certificate. In its first three years as a submajor, 29 students graduated with a bachelor's degree in CIM Digital Arts and Culture submajor, as of the 2019 summer term, and four students have applied for graduation in the 2019 fall semester. Given that CIM submajors are featured less prominently in marketing materials, it is expected that implementing the B.A. in Digital Arts and Culture will increase visibility of the major and will support continued enrollment growth and completions.

Given the interdisciplinary nature of this major and that communication technologies continue to rapidly evolve, the current occupational categories provided by the Bureau of Labor Statistics (BLS) do not provide a complete picture of the market demand. For example, BLS data indicate that between 2016 and 2026, the number of vacancies in the occupational area of web developer will grow by 13% and multimedia artists by 4%. These occupational categories provide only a glimpse of the kinds of positions that are likely to materialize and that graduates may pursue. Graduates of the program will be able to analyze media systems and platforms, engage with complex digital issues, organize information architecturally and visually across multiple digital platforms, and will be able to collaborate across disciplines. These types of positions are not well captured by the current occupational categories, and in fact these skills are ubiquitous, interwoven, and pervasive across a broad range of categories and position descriptions without being explicitly represented in job titles. It is expected that graduates of the program will secure

employment in a variety of nonprofit, community, and business settings, in the industries of the arts, design, media, and information technology.

A report in recent years by UW System and UW-Milwaukee about preparing students for the workplace states that one-in-three jobs of the future do not exist yet. This is due to the rapidly changing nature of the fields involving technology and society. The jobs we know today will be unrecognizable, even in a few years. As the gig economy grows, ManpowerGroup predicts that more people will become "independent professionals accepting their own clients, selecting their own schedules and moving at their own paces." Any position, whether working for a small nonprofit or large corporate entity, a large institution, or as an independent media producer, will require the ability to navigate and learn new technical skills. The B.A. in Digital Arts and Culture will equip students with an ability to recognize that adaptation is a necessity, giving graduates an advantage to understand the social, political, and economic systems that are at work reorganizing how we work, play, and live.

Credit Load and Tuition

The B.A. in Digital Arts and Culture is comprised of 120 credits. A total of 36 credits is required for the major, of which at least 15 upper-level credits must be in the College of Letters and Science and must be completed in residence at UW-Milwaukee. No more than 21 credits from a single curricular area may count toward the major. Students must earn a 2.0 GPA on all university credits that count toward the major including transfer work. The general education requirements of UW-Milwaukee and the Bachelor of Arts requirements of the College of Letters and Science apply to the students in this degree program. UW-Milwaukee's general education requirements (GER) comprise a minimum of 39 credits (depending upon placement scores, high school foreign language classes, and prior learning credits). In addition, the Bachelor of Arts in the College of Letters and Science (L&S) requires 24 additional credits (again, depending upon placement, language classes, and prior learning).

For students enrolled in the B.A. in Digital Arts and Culture program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,799.21 per semester for a full-time student enrolled in 12-15 credits per semester or $399.93 per credit. Of this amount, $4,045.56 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,584.17 per semester for a full-time student enrolled in 12-15 credits per semester or $882.01 per credit. Of this amount, $9,830.52 is attributable to tuition and $753.65 is attributable to segregated fees. Students may choose to take some courses online. Online offerings are assessed an additional $275 fee per 3-credit course, per the campus' approved fee structure for the College of Letters and Science.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Arts in Digital Arts and Culture at UW-Milwaukee
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS IN DIGITAL ARTS AND CULTURE AT UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Arts (B.A.) in Digital Arts and Culture (DAC) within the College of Letters and Science. The development of this program responds to a need to train undergraduate students in digital humanities skills in conjunction with technological skills that are demanded by a workplace in need of generalists. The program will allow students to operate as media practitioners and global communicators, contribute as creative problem solvers using digital media, and develop skills in new knowledge production and research methods. The program will be comprised of 36 credits in specialized areas of study, such as media systems, digital composition, and understanding digital culture, among others. The current occupational categories provided by the Bureau of Labor Statistics (BLS) only glimpse the market demand for graduates. BLS data indicate that between 2016 and 2026, the number of vacancies in the occupational area of web developer will grow by 13%,[1] yet many of the occupations known today will be unrecognizable, even in a few years.[2] As the gig economy grows, ManpowerGroup predicts that more people will become "independent professionals accepting their own clients, selecting their own schedules and moving at their own paces."[3] Any position, whether working for a small nonprofit or large corporate entity, a large institution, or as an independent media producer, will require the ability to navigate and learn new technical skills. Graduates of the proposed program will be prepared to adapt. The value to students is evidenced by the success of the certificate program and the submajor.

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Web Developers,
on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm (visited *April 02, 2020*).
[2] Edwards, Dave. "UW System President & UWM Chancellor Talk UW Schools & State Budget." WUWM, 7 Sept. 2017.
[3] Jagler, Steve. "Independence is a driving force of the gig economy." Milwaukee Journal Sentinel, 14 Oct. 2017.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program
Digital Arts and Culture

Degree Designations
Bachelor of Arts

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
College of Letters and Science

Given the interdisciplinary nature of this program, it will be housed at the level of the college. Multiple departments will contribute to its delivery, as will the Peck School of the Arts and the School of Information Studies.

College, School, or Functional Equivalent
College of Letters and Science

Proposed Date of Implementation
September 2020

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and those students currently enrolled in the Committee Interdisciplinary submajor of Digital Arts and Culture. By the end of Year 5, it is expected that 38 new first-year students will have enrolled in the program as well as 12 continuing students who will enroll in the program via double-majoring or as transfer students in Years 2-5. By the end of Year 5, it is expected that 40 students will have graduated from the program.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	5	8	10	10
Continuing Students[a]	25	17	12	16	15
Total Enrollment	30	22	20	26	25
Graduating Students	10	9	2	9	10

[a] Includes continuing students who change majors or select DAC as a second major.

Enrollment and graduation projections are based on current enrollment trends in the existing submajor and also take into account two additional factors: retention rates and student enrollments in the major that represent transfer students or current UW-Milwaukee students who declare Digital Arts and Culture as a second major, a common practice seen now with the submajor.

Based on data from the UW-Milwaukee Office of Assessment and Institutional Research, new freshmen are retained at a rate of approximately 70%. Of these same students, 20% depart between their second and third year. Thereafter, the remaining cohort is retained or moves to graduation. Tracking each cohort is complex, and that complexity is opaque in a tabular format. Rather than tracking each cohort and trying to display that data, the figures in Table 1 represent new students at 65% of the total new student enrollment value of each year, after subtracting graduates. This estimate balances the differing retention rates between first- and second-year students and simplifies the formula for calculating continuing students each year in the table; tracking each cohort, to account for high persistence from their third year on, is not needed.

At the same time, additional continuing students will enroll in the major either as transfer students or as double majors. These enrollments are accounted for as continuing students. Based on past experience and the profile of the students in the current submajor (first-year students = 3, second-year = 3, third-year = 10, fourth-year = 11), it is estimated that four (4) students will enroll in the Digital Arts and Culture major each year as a double major or transfer to UWM.

Tuition Structure

For students enrolled in the B.A. in Digital Arts and Culture program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,799.21 per semester for a full-time student enrolled in 12-15 credits per semester or $399.93 per credit. Of this amount, $4,045.56 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $10,584.17 per semester for a full-time student enrolled in 12-15 credits per semester or $882.01 per credit. Of this amount, $9,830.52 is attributable to tuition and $753.65 is attributable to segregated fees. Students may choose to take some courses online. Online offerings are assessed an additional $275 fee per 3-credit course, per the campus' approved fee structure for the College of Letters and Science.

DESCRIPTION OF PROGRAM

Overview of the Program

The Digital Arts and Culture program will provide the opportunity for students to explore practices of and scholarship on digital systems, network culture, and media

industries employing an interdisciplinary lens. A total of 36 credits is required for the major, including at least 15 upper-level credits in the College of Letters and Science. No more than 21 credits from a single curricular area may count toward the major. UW-Milwaukee general education requirements (GER) comprise a minimum of 39 credits (depending upon placement scores, high school foreign language classes, and prior learning credits). In addition, the Bachelor of Arts in the College of Letters and Science requires 24 additional credits (again, depending upon placement, language classes, and prior learning). The curriculum includes a required capstone, and students will have opportunities to participate in undergraduate research, as described below.

Student Learning Outcomes and Program Objectives

Students who earn a Bachelor of Arts in Digital Arts and Culture program will be able to:

1. Analyze digital and electronic media systems, explaining what these platforms do and how they do it.
2. Engage with complex digital issues both online and offline.
3. Organize information, both architecturally and visually, structuring software, websites, advertisements, and social media.
4. Work hands-on, collaboratively, and across disciplines, producing media with artists and designers.

Five specialized categories of courses define the themes of the major. Courses in the Core Culture category introduce students to essential cultural and historical dimensions of digital art and network practices. Media Systems courses provide an overview of media industries. Digital Composition coursework builds on the foundations of the 100-level Core Culture courses, encompassing a curriculum in which students develop competencies in composing in digital media and analyzing the same. The category of Understanding Digital Culture, consisting of upper-level courses, provides students the chance to analyze more complex systems and issues. In parallel, the upper-level coursework in the Practicing the Digital Arts area is a means for students to gain practical experience organizing and collaborating in media production processes. Finally, the Digital Engagement capstone course asks students to draw on their academic career to research and produce a portfolio piece that showcases their creative and professional talents.

The Digital Arts and Culture major draws its core, required, and elective courses from offerings in the Peck School of the Arts, the College of Letters and Science, and the School of Information Studies. Student internships (DAC 289 or DAC 489) will be encouraged, as will participation and presentations at various DAC-related events, such as the annual Undergraduate Research Symposium and annual Center for 21st Century Studies conferences. Student contributions to ongoing research projects cultivated by the UW-Milwaukee Libraries Digital Humanities Lab are also a venue for student engagement outside of the classroom.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program. The B.A. in Digital Arts and Culture is comprised of 120 credits. A total of 36 credits is required for the major, of which at least 15 upper-level credits must be in the College of Letters and Science and must be completed in residence at UW-Milwaukee. No more than 21 credits from a single curricular area may count toward the major. Students must earn a 2.0 GPA on all university credits that count toward the major including transfer work. The general education requirements of UW-Milwaukee and the Bachelor of Arts requirements of the College of Letters and Science apply to the students in this degree program. UW-Milwaukee's general education requirements (GER) comprise a minimum of 39 credits (depending upon placement scores, high school foreign language classes, and prior learning credits). In addition, the Bachelor of Arts in the College of Letters and Science (L&S) requires 24 additional credits (again, depending upon placement, language classes, and prior learning).

University GER includes Oral and Written Communication A and B (6 credits), Quantitative Literacy A and B (6 credits), foreign language (a minimum of 6 credits, depending on high school units), and distribution credits in Arts (3 credits), Humanities (6 credits), Natural Sciences (6 credits, including a lab course), and Social Sciences (6 credits). The cultural diversity requirement is fulfilled by taking a designated course in Humanities or Social Sciences. The Bachelor of Arts in L&S requires an additional 6 credits in each of the distribution areas, as well as 6 additional credits of foreign language (again, dependent on high school units). Like the cultural diversity requirement, the L&S international requirement (9 credits) and formal reasoning requirement (3 credits) are fulfilled by designated courses that also fulfill other requirements.

Table 2: Bachelor of Arts in Digital Arts and Culture Curriculum

University General Education Requirements[a]		**39 credits**
College of Letters and Science General Education Requirements		**24 credits**
Major Requirements		**36 credits**
Core Culture Courses (6 credits)		
ART 118	Digital Arts: Culture, Theory, Practice	3 credits
JAMS 113	Internet Culture	3 credits
Media Systems Courses (3 credits selecting from courses below)		
ARTHIST/ENGLISH/ FILMSTD 111	Entertainment Arts: Film, Television, and the Internet	3 credits
INFOST 110	Introduction to Information Science and Technology	3 credits
JAMS 101	Introduction to Mass Media	3 credits
Digital Composition Courses (6 credits selecting from courses below)		
ART 212	Introduction to Digital Studio: A/V Strategies	3 credits
ART 221	Introduction to Design	3 credits
ENGLISH 202	Writing in the Humanities	3 credits

ENGLISH 214	Writing in the Professions	3 credits
INFOST 240	Web Design I	3 credits
JAMS 201	Media Writing	3 credits
JAMS 231	Publication Design	3 credits
FILM 255	Introduction to Digital Arts	3 credits
Understanding Digital Culture Courses (3 credits selecting from courses below)		
ANTHRO 302	Anthropology and Popular Culture	3 credits
COMMUN 313	Human Communication and Technology	3 credits
ENGLISH/FILMSTD 380	Media and Society	3 credits
INFOST 310	Human Factors in Information Seeking and Use	3 credits
Practicing the Digital Arts Courses (3 credits selecting from courses below)		
ART 312	Intermediate Digital Studio	3 credits
ART 324	Web Design	3 credits
ENGLISH 439	Information Design	3 credits
INFOST 350	Introduction to Application Development	3 credits
INFOST 430	Multimedia Application Development	3 credits
JAMS 336	Media Graphics	3 credits
Capstone Seminar (3 credits)		
DAC 661	Digital Engagement Seminar	3 credits
Understanding Digital Culture Expanded Electives (6-9 credits) (selecting from courses below unless indicated [c])		
ANTHRO 302	Anthropology and Popular Culture [c]	3 credits
ANTHRO 340	Cultures of Online Games and Virtual Worlds	3 credits
ART 309	Issues in Contemporary Art	3 credits
ARTHIST/ENGLISH/ FILMSTD 111	Entertainment Arts: Film, Television, and the Internet [c]	3 credits
ARTHIST 472	History and Theory of New Media Art	3 credits
COMMUN 310	Communication in Organizations	3 credits
COMMUN 313	Human Communication and Technology [c]	3 credits
COMMUN 410	Organizational Communication Technology	3 credits
COMMUN 413	Rhetoric and the Internet	3 credits
COMMUN 440	Contemporary Problems in Freedom of Speech	3 credits
COMPLIT 133	Contemporary Imagination in Literature and the Arts	3 credits
COMPLIT 135	Experiencing Literature in the 21st Century	3 credits
COMPLIT 233	Literature and Film	3 credits
DAC 199	Independent Study	3 credits
DAC 699	Advanced Independent Study	3 credits
ENGLISH 253	Science Fiction	3 credits
ENGLISH 290	Introduction to Film Studies	3 credits

ENGLISH 291	Introduction to Television Studies	3 credits
ENGLISH 294	Game Culture	3 credits
ENGLISH 310	Writing, Speaking, and Technoscience in the 21st Century	3 credits
ENGLISH/FILMSTD 312	Topics in Film Studies	3 credits
ENGLISH/FILMSTD 329	Film and Literature	3 credits
ENGLISH/FILMSTD 380	Media and Society [c]	3 credits
ENGLISH 383	Cinema and Genre	3 credits
ENGLISH 394	Theories of Mass Culture	3 credits
FILMSTD 212	Intermediate Topics in Film Studies	3 credits
GLOBAL 202	Introduction to Global Studies III: Globalization and Technology	3 credits
GLOBAL 351	Language, Media, and Social Practice in Global Communications	3 credits
INFOST 110	Introduction to Information Science and Technology [c]	3 credits
INFOST 120	Information Technology Ethics	3 credits
INFOST 310	Human Factors in Information Seeking and Use [c]	3 credits
INFOST 465	Legal Aspects of Information Products and Services	3 credits
INFOST 674	The Search Engine Society	3 credits
INFOST 675	Information Technology and Organizations	3 credits
JAMS 101	Introduction to Mass Media [c]	3 credits
JAMS 111	Gender and the Media	3 credits
JAMS 260	Contemporary Non-Fiction Media	3 credits
JAMS 262	Principles of Media Studies	3 credits
JAMS 450	Race and Ethnicity in the Media	3 credits
JAMS 460	History of Mass Media	3 credits
JAMS 461	Media Ethics	3 credits
JAMS 466	Health and Media	3 credits
JAMS 559	Freedom of Expression in the Digital Age	3 credits
JAMS 562	Media Studies and Culture	3 credits

Practicing the Digital Arts Expanded Electives (3-6 credits)
(selecting from courses below unless course taken to satisfy requirement above [c])

ART 212	Introduction to Digital Studio: A/V Strategies [c]	3 credits
ART 218	2D Design Strategies	3 credits
ART 221	Introduction to Design [c]	3 credits
ART 312	Intermediate Digital Studio	3 credits
ART 316	Interactive and Multimedia Art	3 credits

ART 318	Electronics and Sculpture	3 credits
ART 324	Web Design [c]	3 credits
ART 325	Web Design II	3 credits
ART 327	Digital Media Workshop	3 credits
ART 393	Digital Printmaking	3 credits
ART 424	Topics in Web, Interaction and Screen Design	3 credits
ART 426	Motion Graphics	3 credits
DAC 289	Internship in Digital Arts and Culture, Lower Division	3 credits
DAC 489	Internship in Digital Arts and Culture, Upper Division	3 credits
ENGLISH 202	Writing in the Humanities [c]	3 credits
ENGLISH 214	Writing in the Professions [c]	3 credits
ENGLISH 328	Forms of Experimental Literature	3 credits
ENGLISH 431	Topics in Advanced Communications	3 credits
ENGLISH 435	Rhetoric and Professional Writing	3 credits
ENGLISH 436	Technical Documentation	3 credits
ENGLISH 437	Project Management for Professional Writers	3 credits
ENGLISH 439	Information Design [c]	3 credits
FILM 201	Introduction to Experimental Media Arts	3 credits
FILM 222	Introduction to Digital Filmmaking	3 credits
FILM 255	Introduction to Digital Arts [c]	3 credits
FILM 302	Video in the Classroom	3 credits
FILM 380	Media Arts Module	3 credits
FINEART 313	Programming for Artists I	3 credits
GEOG 215	Introduction to Geographic Information Science	3 credits
GEOG 525	Geographic Information Science	3 credits
INFOST 240	Web Design I [c]	3 credits
INFOST 340	Introduction to Systems Analysis	3 credits
INFOST 430	Multimedia Application Development [c]	3 credits
INFOST 491	Advanced Topics in Information Science & Technology (Flash)	3 credits
INFOST 685	Electronic Publishing and Web Design	3 credits
JAMS 201	Media Writing [c]	3 credits
JAMS 204	News Writing and Technology	3 credits
JAMS 231	Publication Design [c]	3 credits
JAMS 232	Photojournalism	3 credits
JAMS 332	Introduction to Digital Documentary	3 credits
JAMS 336	Media Graphics [c]	3 credits
JAMS 399	On-Campus Internship (DAC placement)	3 credits
MUSIC 327	Analog and Digital Synthesis I	3 credits
MUSIC 328	Digital Synthesis and Systems II	3 credits

MUSIC 680	Special Studies in Music: (Interactivity and Improvisation)	3 credits
THEATRE 357	Digital Audio Workstations for Stage and Studio	3 credits
THEATRE 437	Sound Design and Digital Editing	3 credits
Additional elective credits[d]		**~57 credits**
Total credits		**120 credits**

[a] Some UW-Milwaukee GER requirements may be fulfilled by required or elective courses in the major.

[b]Some College of Letters and Science requirements may be fulfilled by required or elective courses in the major.

[c] If this course was completed to satisfy a category requirement, it may not double count as an elective.

[d]Elective credits beyond a total of 57 may be required if required or elective courses in major also fulfill university or college requirements.

Assessment of Outcomes and Objectives

Assessment of the B.A. in Digital Arts and Culture involve the following tools:

1. Assessment of major using WEAVE Essential Learning Outcomes and final research projects for required capstone course.
2. Exit interviews with graduating majors each semester.
3. Annual review of transcripts of graduating majors each semester to collect data on time to degree, courses taken, other credentials completed, GPA, and grades.
4. Alumni surveys of undergraduate students at regular intervals to determine views toward their preparation for employment or advanced studies, track career choices, and solicit suggestions for improvement.
5. Enrollment data collection in undergraduate courses to monitor demand, areas of strength and weakness in curriculum.

Outcomes and objectives will be assessed on a semester, annual, and 10-year basis. The capstone course instructor will provide a review and assessment of the final research projects and portfolios each time the capstone is offered (currently once a year). Assignments from a representative sample of students enrolled in the Core Culture courses will be reviewed and assessed each semester. This formal process will be conducted by instructors and teaching assistants under the supervision of the Digital Arts and Culture program director and the DAC Advisory Committee. Direct assessment activities will include viewing class projects and assignments and discussing the degree of students' successful engagement with the expository issues and requirements in classes and the program. The goal of the Core Culture review is to evaluate the curriculum and its effectiveness to deliver the skills needed in the early progress of the program by students. A goal of this process will be an evaluation of the preparedness of students for success at advancing levels and categories. Information from the assessment will be used in advising students to achieve and balance the theory and analysis courses (Understanding Digital Culture) with the more production-oriented ones (Practicing the Digital Arts). The goal of

the capstone review is to measure the success of the four student learning outcomes and program objectives. In turn, these assessment activities will contribute overall assessment of the Bachelor of Arts degree at the college- and campus-level. The Digital Arts and Culture Advisory Committee meets regularly during the academic year and will annually review student performance, the course array, and the curriculum, as well as issues relating to resources.

Diversity

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. The major will help both in broadening participation in the intersecting fields of information, arts, and media with respect to race and gender and will make a degree in Digital Arts and Culture more accessible and attainable to students from diverse backgrounds.

The curriculum for the proposed Digital Arts and Culture major and the learning outcomes will advance inclusive excellence. Specific components and requirements within the curriculum will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations that are different from their own. The B.A. in Digital Arts and Culture curriculum encourages interdisciplinary collaboration inside and outside the classroom, compelling students from both different disciplinary and cultural backgrounds to collaborate, encouraging them to step outside of their comfort zones.

UW-Milwaukee, the UW System's most diverse campus, has a robust array of academic and student support services that students will be encouraged to access through the program website, blogs, and social media channels. The UW-Milwaukee Student Success Center, the Office of Equity and Diversity, the Cultures and Community program, and the multicultural student centers offer students ways of connecting to these services and opportunities. These pursuits are active campaigns within the program to expand equity in student recruitment, access, retention, and degree completion.

The proposed program supports and advocates for equity in the recruitment and hiring of staff. UW-Milwaukee's Guiding Values highlights the worth of diversity in all of its definitions. Required coursework will be delivered across a range of disciplines and will enable students to engage with 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

The interdisciplinary network of faculty collaborators in Digital Arts and Culture comes from across the schools, colleges, and departments at the University of Wisconsin-Milwaukee. Some of the largest institutional stakeholders are the College of Letters and

Science (L&S), the Peck School of the Arts (PSOA), and the School of Information Studies (SOIS). The departments and programs from which are drawn many of the program courses and faculty affiliates include: Anthropology; Art and Design; Art History; Communication; English; Film Studies; French, Italian, and Comparative Literature; Geography; Music; History; Journalism, Advertising, and Media Studies (JAMS); Sociology; and the School of Information Studies (SOIS). Program faculty and staff currently collaborate with the Office of Undergraduate Research, the Center for 21st Century Studies, UW-Milwaukee Libraries Digital Humanities Lab, the Lubar Entrepreneurship Center, and Northwestern Mutual Data Science Institute.

Projected Time to Degree

A full-time student can complete the 120 credits for the B.A. in Digital Arts and Culture, within the Bachelor of Arts degree requirements of the College of Letters and Science, in four years.

Program Review

The program will undergo the standard UW-Milwaukee undergraduate program review process.[4] The UW-Milwaukee's Academic Program and Curriculum Committee (APCC) reviews newly approved majors after five years. The initial five-year review will be conducted as a self-study following established guidelines. After the initial review, the normal review cycle will be 10 years, unless the APCC requires more frequent reviews. Elements of the review include faculty capacity, student enrollment and completion, and resources required to sustain the program. The APCC will prepare or certify a final report with appropriate recommendations that will then be forwarded to the vice chancellor, with a copy to the dean or director, and, if faculty action is required, to the UWM Faculty Senate.

Accreditation

The B.A. in Digital Arts and Culture does not have specialized accreditation. It is included in the Higher Learning Commission's overall accreditation of UW-Milwaukee.

JUSTIFICATION

Rationale and Relation to Mission

The B.A. in Digital Arts and Culture will fulfill an existing need in undergraduate education, aligning with key components of the university's mission. As an institution that espouses the guiding values of innovation and collaboration, the major will train undergraduate students in critical digital humanities and technological skills that will add value to and enrich a wide range of participating programs and areas. In line with the UW

[4] UWM Academic Program and Curriculum Committee, *Audit and Review of Undergraduate Programs*, (accessed at http://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf)

System's commitment to extend knowledge and its application beyond the boundaries of its campuses, the students graduating with this degree will move into the workplace and society ready to add value in both spheres.

Programmatic, research, and enrollment interest in the Digital Arts and Culture areas at UW-Milwaukee has been growing for several years. This interest first led to establishing the Digital Arts and Culture certificate program and ultimately the submajor, as student and faculty interest in the curricular offerings grew. The field of digital studies in general encourages approaches to examining and representing any number of questions that take advantage of new communication technologies such as computers and the Web. The burgeoning field draws on essential features of the digital realm, such as databases, hypertextualization, and networks, to create and share knowledge that is interdisciplinary by nature. As cultural legacies and modes of inquiry and knowledge production migrate to digital tools and formats, the ways in which users apprehend cultural material, technology, and society needs to be re-conceptualized. The B.A. in Digital Arts and Culture will prepare students to address this need.

The B.A. in Digital Arts and Culture aligns with the aim of the College of Letters and Science so that "…every student graduates with knowledge in their chosen field as well as flexible skills that will last a lifetime, regardless of job or career: critical thinking, problem solving, and communication." The proposed major aims to empower learning communities by leading students to a variety of opportunities to operate with confidence as media practitioners and global communicators, to collaborate and contribute as creative problem solvers using digital media in a networked global culture, and to develop skills and understanding of new knowledge production and research methods. The major will prepare students for professional work in a variety of nonprofit, community, and business settings, and in the industries of the arts, design, media, and information technology. The coursework in the major engages students to address issues of technology and culture, examine new media products and systems, and develop relationships and networks, both in metro Milwaukee and globally.

Institutional Program Array

The interdisciplinary network of faculty collaborators in Digital Arts and Culture come from across the schools, colleges, and departments at the University of Wisconsin-Milwaukee. Many programs at UW-Milwaukee currently offer stand-alone courses in digital practice and digital humanities; however, the B.A. in Digital Arts and Culture will allow students to synthesize these courses in a coherent way. Across the UW-Milwaukee campus students already pursue the submajor and the certificate in Digital Arts and Culture alongside other programs in the College of Letters and Science. Common majors are journalism, advertising, and media studies; communication; Italian studies; English; film studies; global studies; mathematics; psychology; sociology; and Spanish. Outside of the College of Letters and Science, students in the Digital Arts and Culture programs come from the School of Information Studies, the Information Science and Technology major, the

Web Development certificate, and the Healthcare Informatics certificate; from the Peck School of the Arts, Studio Arts, Design and Visual Communication, Digital Studio Practice, Arts and Technology, Art Education, Film and Video, Music, and Theatre; and from the Lubar School of Business.

Other Programs in the University of Wisconsin System

No UW institution offers an undergraduate degree program in the curricular area of Digital Communication and Media/Multimedia. A search of the *Major Mania* for Digital Arts and Digital Media found little or no duplication of other programs in the UW System. UW-La Crosse has a minor in Digital Media Studies and Design while UW-Parkside has a major/minor in Graphic Design. UW-Stout offers three B.F.A. degrees that focus on animation, video games, and graphic design. UW-Whitewater has majors in media arts and gaming that mainly center on animation, games, and interactive media. These program and course offerings in the UW System seem to emphasize production. The proposed B.A. in Digital Arts and Culture differs in that it emphasizes interdisciplinarity, grounding the practical work with an understanding of cultural, humanistic, and liberal arts inquiries. UW-Stout also offers a B.S. in Professional Communication and Emerging Media with a concentration in Digital Humanities. While the range of coursework in the proposed program may have some overlap with the focused degree offered by UW-Stout, the B.A. in Digital Arts and Culture differs in that it includes art and music as options in its electives.

Need as Suggested by Current Student Demand

In fall 2003, the Digital Arts and Culture certificate was launched. Since then, the program has awarded over 400 certificates. Since 2010, when there was a great deal of growth, the certificate has averaged just under 100 student enrollments per year. The Digital Arts and Culture submajor in the Committee Interdisciplinary Major (CIM) was established in spring 2016, based on student demand for the certificate program. Since the inception of the submajor, an increasing number of students are opting for the submajor over the certificate. In its first three years as a submajor, 29 students graduated with a bachelor's degree in CIM Digital Arts and Culture submajor, as of the 2019 summer term, and four students have applied for graduation in the 2019 fall semester. Given that CIM submajors are featured less prominently in marketing materials, it is expected that implementing the B.A. in Digital Arts and Culture will increase visibility of the major and will support continued enrollment growth and completions, realistically graduating more than 10 students each year.

Need as Suggested by Market Demand

Programmatic, research, and enrollment interest in the Digital Arts and Culture areas has been growing on the UW-Milwaukee campus for several years. The field of digital studies in general encourages approaches to examining and representing any number of questions that take advantage of new communication technologies, including representations of historical changes and potential effects to social and economic orders. As cultural legacies and modes of inquiry and knowledge production migrate to digital tools

and formats—changing the nature of interactions and relationships—apprehension of cultural material, technology, and society will be re-organized. In a practical sense, these changes are already happening in the workplace and in life. New technologies and systems increasingly demand that people create, organize, and manage audio-visual media, information, and websites, and require that people participating in the economy collaborate through, or must provide analysis and rationale for, using these media systems, networks, and applications. By necessity, individuals will have to develop communication skills with other actors from diverse industries and social environments.

Students recognize these shifts and sense a need to adapt in order to accomplish their goals after graduation. They are eager to develop proficiencies with new tools and analyze approaches to developing digital literacies. They also recognize that new media practices have a direct impact on society and the marketplace and wish to engage effectively in these practices. Increasingly so, the market and academic discourse seek this kind of integration of training in critical thinking and practical skills. The implementation of the B.A. in Digital Arts and Culture will address the needs of UWM students.

Given the interdisciplinary nature of this major and that communication technologies continue to evolve rapidly, the current occupational categories provided by the Bureau of Labor Statistics (BLS) do not provide a complete picture of the market demand. For example, BLS data indicate that between 2016 and 2026, the number of vacancies in the occupational area of web developer will grow by 13% and multimedia artists by 4%.[5,6] These occupational categories provide only a glimpse of the kinds of positions that are likely to materialize and that graduates may pursue. Graduates of the program will be able to analyze media systems and platforms, engage with complex digital issues, organize information architecturally and visually across multiple digital platforms, and will be able to collaborate across disciplines. These types of positions are not well captured by the current occupational categories, and in fact these skills are ubiquitous, interwoven, and pervasive across a broad range of categories and position descriptions without being explicitly represented in job titles. It is expected that graduates of the program will secure employment in a variety of nonprofit, community, and business settings, in the industries of the arts, design, media, and information technology.

A report in recent years by UW System and UW-Milwaukee about preparing students for the workplace states that one-in-three jobs of the future do not exist yet. This

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[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Web Developers,
on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm (visited *April 02, 2020*).

[6] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Multimedia Artists and Animators, on the Internet at https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm (visited *April 06, 2020*).

is due to the rapidly changing nature of the fields involving technology and society. The jobs we know today will be unrecognizable, even in a few years.[7] As the gig economy grows, ManpowerGroup predicts that more people will become "independent professionals accepting their own clients, selecting their own schedules and moving at their own paces."[8] Any position, whether working for a small nonprofit or large corporate entity, a large institution, or as an independent media producer, will require the ability to navigate and learn new technical skills. The B.A. in Digital Arts and Culture will equip students with an ability to recognize that adaptation is a necessity, giving graduates an advantage to understand the social, political, and economic systems that are at work reorganizing how we work, play, and live.

[7] Edwards, Dave. "UW System President & UWM Chancellor Talk UW Schools & State Budget." WUWM, 7 Sept. 2017.
[8] Jagler, Steve. "Independence is a driving force of the gig economy." Milwaukee Journal Sentinel, 14 Oct. 2017.

University of Wisconsin - Milwaukee
Cost and Revenue Projections For Bachelor of Arts in Digital Arts and Culture

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	5	5	8	10	10
	Enrollment (Continuing Student) Headcount	25	17	12	16	15
	Enrollment (New Student) FTE	4.5	4.5	6.6	9.0	9.0
	Enrollment (Continuing Student) FTE	21.5	14.6	10.6	14.3	13.5
II	**Total New Credit Hours (# new sections x credits per s**	255	240	51	240	255
	Existing Credit Hours	0	0	0	0	0
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	0.125	0.125	0.125	0.125	0.125
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$85,968	$80,911	$17,194	$80,911	$85,968
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	$85,968	$80,911	$17,194	$80,911	$85,968
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$28,773	$28,773	$28,773	$28,773	$28,773
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other:					
	Total Expenses					
VI	**Net Revenue**	$57,195	$52,138	-$11,580	$52,138	$57,195

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

Provost's Signature: **Date:** May 4, 2020

Chief Business Officer's Signature: **Date:** May 4, 2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
BACHELOR OF ARTS IN DIGITAL ARTS AND CULTURE

Introduction

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Arts (B.A.) in Digital Arts and Culture within the College of Letters and Science. Graduates will be better equipped to work in a variety of nonprofit, community, and business settings; in the industries of the arts, design, media, and information technology; and graduate work in a variety of arts, humanities, social science, and information programs. The program will be comprised of 36 credits in specialized areas of study, such as media systems, digital composition, and understanding digital culture, among others. This proposal elevates a currently approved submajor to an academic degree program.

Section I – Enrollment

By the end of Year 5, it is expected that 38 new incoming students will have enrolled in the program as well as 12 continuing students (either double majors or transfers), and 40 students will have graduated from the program. Graduates include students transferring over from the submajor. FTE counts are based on the current array of students in the program, approximately 20% are part-time, while the rest are full-time.

Section II – Credit Hours

The calculation of credits hours in the program is complicated by two factors: (1) the interdisciplinary nature of the program, relying almost exclusively on coursework outside the Digital Arts and Culture curricular area and (2) the frequency of double majors in the program. Of the 28 students currently in the submajor as declared or intended, 12 are double majors. The question then is how to isolate the credit hours directly attributable to the proposed Digital Arts and Culture major. The following method and assumptions were applied: (1) 50% of the students in the program are double majors and (2) the number of graduating students would be the best measure for the number of credit hours, as the major's requirements set forth the minimum number of credits for completion.

For 50% of the graduating students each year, 36 credits hours in major coursework are attributed for each student--no matter the distribution across school/college boundaries. It is assumed that these students would not take these courses except for the Digital Arts and Culture major. For the other 50% of the graduating students, the double majors, 15 credits hours in major coursework are attributed for each student, noting that no more than 21 credits from a single curricular area may count toward the major requirements. In Year 1, for example, 10 students graduate after moving over from the submajor. Of these, five are assumed to have completed 36 credits, and five have completed 15 credits, totaling to 180 and 75 respectively, for a total of 255 for Year 1.

Section III – Faculty and Staff Appointments

No new faculty or staff appointments are anticipated during the first five-year period of the program. Because of Digital Arts and Culture's interdisciplinary curriculum, almost the entirety of the curriculum is taught as regular teaching load in other programs. Therefore, at most, an additional 0.125 FTE will be required for teaching the capstone course once a year. Administration of the program is 0.25 FTE for the coordinator over a year.

Section IV – Program Revenues

New revenues are calculated in the following way. In the Total New Credit Hours row in Section II, the total of part-time and full-time credits for each graduating student is entered. A portion of Table 1 from the Authorization to Implement document is repeated here:

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Graduating Students	10	9	2	9	10

Revenue per credit is estimated to be $337.13 (based on a full-time rate of $4,045.56 after segregated fees, in order to provide the most conservative estimate, as part-time fees would be higher per credit). The low number of graduates in Year 3 is attributed to the current profile of continuing students, which is 3 first-year students, 3 second-year students, but 10 juniors and 11 seniors. Total gross revenues over the five-year span equals $350,592.

Section V – Program Expenses

There will be no increases to program expenses to implement the proposed program, except for the staff noted in Section III. Cost varies for instructor of the capstone as the salaries of the faculty and staff teaching the course vary. The cost is set as 12.5% for a senior lecturer's salary of $41,400. Administration of the program is 0.25 FTE for the coordinator, whose full-time rate is $64,544. A fringe rate of 35% is applied to both. Thus, the total cost for the existing undergraduate and graduate programs offered by the department are estimated to be $28,773 per year over the upcoming five-year period.

Section VI – Net Revenue

The program shows a positive net revenue of $207,086 over the five years. Negative revenue in Year 3 is an artifact of student credit hours being summed in their final semester. In fact, these revenues, like the students' coursework over the course of the major, would be spread out over the time in the program. The approach of "summing at graduation" is simply a method to isolate credits and revenue exclusive to the program.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: May 4, 2020

RE: Authorization to Implement a Bachelor of Arts in Digital Arts and Culture

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 Arts in Digital Arts and Culture (DAC).

The interdisciplinary program will be housed in the College of Letters and Science. The program has been offered as a submajor within the Committee Interdisciplinary Major since 2016. Prior to that the DAC certificate was established in 2003 and has awarded more than 400 certificates since then. There is clearly a demand from students for this program. The motivation for developing this as a stand-alone major is to provide more visibility for the program and better position its graduates in the job market.

The program curriculum includes courses from the College of Letters and Science, the Peck School of the Arts, and the School of Information Studies. There are strong relationships between the program and the UWM Digital Humanities Lab and the Lubar Entrepreneurship Center. Since this is a conversion of the submajor to a stand-alone major, all of the courses are being taught now and as such, new costs associated with delivering the program are minimal. The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the undergraduate level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I have reviewed the budget documents carefully in view of the current context of disruptions due to COVID-19 pandemic. The implementation of the program does not require allocating new resources to the program. All courses are currently taught for other programs at UWM. This is an innovative, one of its kind degree in the UW system that prepares students for cross-cutting skills and knowledge placing them in an advantageous position for a career in a digital environment.

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
Dev Venugopalan, Vice Provost, UWM Academic Affairs

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) DOCTOR OF PHILOSOPHY IN ELECTRICAL ENGINEERING, UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.9., authorizing the implementation of the Doctor of Philosophy in Electrical Engineering at UW-Milwaukee.

Resolution C.9.: 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 Doctor of Philosophy in Electrical Engineering at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee proposes to establish a Doctor of Philosophy (Ph.D.) in Electrical Engineering. The undergraduate electrical engineering program at UW-Milwaukee has been present since the inception of the College of Engineering in the 1960s. Currently, there exists a long-standing and college-wide Ph.D. in Engineering, with tracks in six engineering disciplines and computer science. This request is to separate the electrical engineering track of the college-wide Ph.D. program into its own program. Earning a Ph.D. in Electrical Engineering will make graduates of the program more competitive in the job market in the U.S. and abroad. Consequently, the proposed program will be more attractive to prospective students and will enhance graduate placement in positions that require a doctorate in the specific discipline of electrical engineering. The proposed curriculum will be the same as in the current electrical engineering track of the college-wide Ph.D. program. The program will comprise 66 graduate credits beyond the bachelor's degree, which includes an approved minor area and a doctoral thesis. No new courses nor new faculty/staff will be needed to implement this program. There are no planned changes in research foci—current areas of strength include power systems and components, bio-optical imaging, and nanotechnology.

Program Description

At present, there is a college-wide Ph.D. program in Engineering and Applied Science. The electrical engineering portion of that program has approximately 100 graduate students, divided approximately in half between Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) students. The purpose of the proposed program is simply to split off the electrical engineering portion of the existing program so that the program can become a Ph.D. in Electrical Engineering. Department faculty feel this is an appropriate change for several reasons. First, there is some student reluctance to have a Ph.D. degree that is, officially, in engineering rather than in electrical engineering. Having a more specific degree name would aid in attracting top Ph.D. student candidates to the program. Second, department faculty would like more autonomy in administering the program, including the scheduling and evaluation of the Ph.D. qualifying exam.

Moreover, having a combined college-wide program makes it difficult to collect data on electrical engineering students and graduates, as all Ph.D. students in the college are, officially, in engineering rather than electrical engineering. Related to data collection and its purposes, the presence of a college-wide Ph.D. program adversely affects UW-Milwaukee in rankings, such as US News and World Reports and similar venues. UW-Milwaukee does not appear in these rankings of electrical engineering Ph.D. programs because the university does not have a Ph.D. in Electrical Engineering program, even though the university does have a track within the Ph.D. in Engineering program that is of longstanding nature.

This proposed program will follow the college's existing Ph.D. admission requirements: (1) a bachelor's or master's degree in electrical engineering; however, applicants with a B.S. or M.S. degree outside of electrical engineering may be admitted with no more than two prerequisite course deficiencies, (2) a minimum GPA of 3.0 in the highest degree granted based on a 4.0 scale, (3) a brief statement describing the applicant's professional goals and two letters of reference, (4) the Graduate Record Examination (GRE), (5) required proof of English language proficiency for international students.

Mission

The UW-Milwaukee Select Mission Statement emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university; engagement in a sustained research effort that will enhance and fulfill the university's role as a doctoral institution of academic and professional excellence; the attraction of highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and service to and collaboration with the state of Wisconsin, its metropolitan areas, and the University of Wisconsin System.

The current umbrella Ph.D. program, being focused on research and advanced education, clearly serves the broad UW-Milwaukee mission for discovery, research, and education, and supports the generation of new knowledge for the development and betterment of society. The proposed Ph.D. in Electrical Engineering will serve the mission of UW-Milwaukee in the same way, through a high-quality program as well as research collaborations with local industry.

Market and Student Demand

Student demand is clearly demonstrated by sustained enrollments in the current electrical engineering track of the Ph.D. in Engineering program. An average of 41 Ph.D. students have been enrolled in the electrical engineering portion of the program in recent years, and this number has been relatively stable for a considerable time.

The occupational categories in job vacancy projections reported by the U.S. Bureau of Labor Statistic and the State of Wisconsin Department of Workforce Development have limited utility when evaluating specific market demand for positions that require doctoral preparation in the area of electrical engineering. Many of the established categories combine disciplines, as is the case for the occupation categories of post-secondary teachers, scientists, or managers. According to U.S. Bureau of Labor Statistics, long-term occupational projections, vacancies in the U.S. in the occupational area of post-secondary engineering teachers are anticipated to grow by 14.7%, and in Wisconsin by 10.3% for the period from 2016 to 2026, although the projection data do not disaggregate by discipline within engineering. Further, while vacancies in the occupational area of electrical engineers are anticipated to grow by 23.5% in Wisconsin during this period, the projections include positions requiring both undergraduate and graduate degrees. When viewed in combination, however, these data suggest that as market demand for electrical engineers increases, so will the demand for qualified post-secondary instructors who can train and prepare students to enter the workforce as electrical engineers.

A more focused indicator of sustained market demand for the proposed program are placement data collected through the tracking of graduates of the electrical engineering track of the Ph.D. program. As a representative example, in the 2017-2019 span, there were 16 Ph.D. graduates in the electrical engineering portion of the Ph.D. in Engineering program, or approximately five graduates per year. Of these, eight graduates went to work in industry (Johnson Controls, Rockwell Automation, Marshfield Clinic, Milwaukee Tool, Eaton Corporation, ASML, HMI, Qlarant, Alta Devices). Four graduates became post-docs (Cornell, University of Calgary, University of Illinois at Urbana-Champaign, UW-Madison). Two graduates went to the Global Energy Interconnection Research Institute (GEIRI). One graduate went to work for Minnesota State University, Mankato, and one graduate went to work at Indiana University (as a Senior Electronics Engineer). Communications with industry partners indicate a continued demand for graduates moving into the future.

UW-Milwaukee future graduates who will hold a Ph.D. in Electrical Engineering will be even more competitive in the marketplace than those graduating from the track in the umbrella Ph.D. in Engineering. CEAS faculty and staff have repeatedly perused job announcements and have noted that position advertisements specify an earned Ph.D. in Electrical Engineering is required. This is especially noted in academic postings. As well, doctoral programs enroll international students, many of whom return to their home country for their careers. In many foreign countries, the name of the degree in the diploma is critical and can impact hiring decisions.

Credit Load and Tuition

The Ph.D. in Electrical Engineering program will consist of 66 graduate credits beyond the bachelor's degree, comprised of a minimum credit distribution of 21 credits in electrical engineering topics, 9 credits in an approved minor area, 6 credits in mathematics and/or quantitative methods, 9 credits of approved electives, 3 credits of CEAS Graduate Seminar (Ethics and Engineering Communication, EE700), and 18 credits of doctoral thesis. A minimum of 26 credits, excluding dissertation, must be at the 700 level or higher. A minimum of 33 credits (including thesis) must be completed in the Ph.D. program at UW-Milwaukee. Table 2 illustrates the listing of electrical engineering courses that may be taken by students in consultation with their advisors. In general, courses will be offered face-to-face; however, a few courses are delivered online. The number of credits and scope of the coursework is comparable to other institutions. The UW-Madison's electrical engineering doctoral program requires 51 credits; whereas, the University of Minnesota's doctoral program requires 64 credits.

Standard tuition and fee rates will apply. Currently, Wisconsin residents enrolled full-time pay tuition of $5,271.28 per semester and segregated fees of $753.65, for a total of $6,024.93 per semester. Resident students enrolling part-time pay $658.91 per credit, and segregated fees are based on the number of credits enrolled. For three-credit enrollment, the total for resident tuition and segregated fees is $2,666.52 and for six-credit enrollment, the total is $4,681.59. The corresponding nonresident tuition and segregated fees are $12,641.17 for full-time enrollment, $5,147.61 for three-credit enrollment, and $9,643.77 for six-credit enrollment. Segregated fees for nonresident students are the same as the resident rate. There are separate rates for Minnesota with Reciprocity and Midwest Student Exchange, which fall between the resident and nonresident rates. Credits taken in the College of Engineering and Applied Science are assessed an additional differential tuition, which is currently $21.63 per credit. Most Ph.D. students in engineering are graduate assistants and have their tuition remitted.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Doctor of Philosophy in Electrical Engineering at UW-Milwaukee
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTOR OF PHILOSOPHY IN ELECTRICAL ENGINEERING AT UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a Doctor of Philosophy (Ph.D.) in Electrical Engineering. The undergraduate electrical engineering program at UW-Milwaukee has been present since the inception of the College of Engineering in the 1960s. Currently, there exists a long-standing and college-wide Ph.D. in Engineering, with tracks in six engineering disciplines and computer science. This request is to separate the electrical engineering track of the college-wide Ph.D. program into its own program. Earning a Ph.D. in Electrical Engineering will make graduates of the program more competitive in the job market in the U.S. and abroad. Consequently, the proposed program will be more attractive to prospective students and will enhance graduate placement in positions that require a doctorate in the specific discipline of electrical engineering. The proposed curriculum will be the same as in the current electrical engineering track of the college-wide Ph.D. program. The program will be comprised of 66 graduate credits beyond the bachelor's degree, which includes an approved minor area and a doctoral thesis. No new courses nor new faculty/staff will be needed to implement this program. There are no planned changes in research foci—current areas of strength include power systems and components, bio-optical imaging, and nanotechnology.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program
Electrical Engineering

Degree Designation
Doctor of Philosophy

Department of Functional Equivalent
Department of Electrical Engineering and Computer Science

College, School, or Functional Equivalent
College of Engineering and Applied Science

Proposed Date of Implementation
August 2020

Mode of Delivery
Single institution; face-to-face

Projected Enrollments and Graduates by Year Five

Table 1 illustrates anticipated Ph.D. in Electrical Engineering enrollments over the first five years of the program. Projections are reflective of enrollments in the electrical engineering portion of the current college-wide Ph.D. program that, for years 2015-2018, ranged between 38 and 44 students each year and averaged 41 Ph.D. students. Approximately 80% of these students enroll full-time. It is expected that approximately 41 students will be enrolled in the program each year, and eight students will graduate each year. Significant enrollment changes are not anticipated after the Ph.D. in Electrical Engineering program becomes a stand-alone program. There is some minor attrition in the program due to students failing the Ph.D. qualifying exam, having poor academic performance, or experiencing visa or funding issues.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	8	8	8	8
Continuing Students	33	33	33	33	33
Total Enrollment	41	41	41	41	41
Graduating Students	7	7	7	7	7

Tuition Structure

Standard tuition and fee rates will apply. Currently, Wisconsin residents enrolled full-time pay tuition of $5,271.28 per semester and segregated fees of $753.65, for a total of $6,024.93 per semester. Resident students enrolling part-time pay $658.91 per credit, and segregated fees are based on the number of credits enrolled. For three-credit enrollment, the total for resident tuition and segregated fees is $2,666.52 and for six-credit enrollment, the total is $4,681.59. The corresponding nonresident tuition and segregated fees are $12,641.17 for full-time enrollment, $5,147.61 for three-credit enrollment, and $9,643.77 for six-credit enrollment. Segregated fees for nonresident students are the same as the resident rate. There are separate rates for Minnesota with Reciprocity and Midwest Student Exchange, which fall between the resident and nonresident rates. Credits taken in the College of Engineering and Applied Science (CEAS) are assessed an additional differential tuition, which is currently $21.63 per credit. Most Ph.D. students in engineering are graduate assistants and have their tuition remitted.

DESCRIPTION OF PROGRAM

Overview of the Program

The program will be comprised of 66 graduate credits beyond the bachelor's degree, including a minimum credit distribution of 21 credits in electrical engineering topics, 9 credits in an approved minor area (within or outside of electrical engineering), 6 credits in mathematics and/or quantitative methods, 9 credits of approved electives, 3 credits of CEAS Graduate Seminar (Ethics and Engineering Communication, EE700), and 18 credits of doctoral thesis. A minimum of 26 credits, excluding dissertation, must be at the 700 level or higher. A minimum of 33 credits (including thesis) must be completed in the Ph.D. program at UW-Milwaukee. A maximum of 33 credits may be considered for transfer from prior graduate work, including a master's degree earned at UW-Milwaukee or elsewhere provided the coursework taken falls within the appropriate areas and has earned a grade of B or better. Students entering the program without an applicable master's degree are limited to a maximum transfer of 9 credits for courses taken elsewhere.

Student Learning Outcomes

Student learning outcomes for the Ph.D. in Electrical Engineering will be the same as those in the current college-wide Ph.D. program, electrical engineering track. Students enrolled in the proposed program will:

a. Apply advanced knowledge of mathematics, science, and engineering to solve complex problems.
b. Use modern tools or techniques to solve complex problems, conduct research, and analyze and interpret data.
c. Demonstrate proficiency and competency in the area of specialization.
d. Identify, formulate, and solve complex problems with an original and/or significant contribution to the field.
e. Demonstrate a familiarity with research in a related or complementary discipline.
f. Use quantitative methods appropriate to the field of research.
g. Understand academic, professional and ethical responsibility.
h. Communicate effectively via technical writing and oral presentations.

Program Requirements and Curriculum

This proposed program is housed within the College of Engineering and Applied Science (CEAS). It will follow the college's existing Ph.D. admission requirements: (1) a bachelor's or master's degree in electrical engineering; however, applicants with a B.S. or M.S. degree outside of electrical engineering may be admitted with no more than two prerequisite course deficiencies, (2) a minimum GPA of 3.0 in the highest degree granted based on a 4.0 scale, (3) a brief statement describing the applicant's professional goals and two letters of reference, (4) the Graduate Record Examination (GRE), and (5) required proof of English language proficiency for international students.

The Ph.D. in Electrical Engineering program will consist of 66 graduate credits beyond the bachelor's degree, comprised of a minimum credit distribution of 21 credits in electrical engineering topics, 9 credits in an approved minor area, 6 credits in mathematics and/or quantitative methods, 9 credits of approved electives, 3 credits of CEAS Graduate Seminar (Ethics and Engineering Communication, EE700), and 18 credits of doctoral thesis. A minimum of 26 credits, excluding dissertation, must be at the 700 level or higher. A minimum of 33 credits (including thesis) must be completed in the Ph.D. program at UW-Milwaukee. Table 2 illustrates the listing of electrical engineering courses that may be taken by students in consultation with their advisors. In general, courses will be offered face-to-face; however, a few courses are delivered online. The number of credits and scope of the coursework is comparable to other institutions. The UW-Madison's electrical engineering doctoral program requires 51 credits; whereas, the University of Minnesota's doctoral program requires 64 credits.

Table 2: Graduate Course List for Electrical Engineering

ELECENG 410G	Digital Signal Processing
ELECENG 420G	Random Signals and Systems
ELECENG 421G	Communication Systems
ELECENG 430G	Energy Modeling
ELECENG 436G	Introduction to Medical Instrumentation
ELECENG 437G	Introduction to Biomedical Imaging
ELECENG 439G	Introduction to Biomedical Optics
ELECENG 451G	Introduction to VLSI Design
ELECENG 457G	Digital Logic Laboratory
ELECENG 458G	Computer Architecture
ELECENG 461G	Microwave Engineering
ELECENG 462G	Antenna Theory
ELECENG 464G	Fundamentals of Photonics
ELECENG 465G	Broadband Optical Networks
ELECENG 471G	Electric Power Systems
ELECENG 472G	Introduction to Wind Energy
ELECENG 474G	Introduction to Control Systems
ELECENG 481G	Electronic Materials
ELECENG 482G	Introduction to Nanoelectronics
ELECENG 490G	Topics in Electrical Engineering:
ELECENG 541G	Integrated Circuits and Systems
ELECENG 545G	FPGA Embedded CPUs & Firmware Development
ELECENG 562G	Telecommunication Circuits
ELECENG 565G	Optical Communication
ELECENG 568G	Applications of Digital Signal Processing
ELECENG 572G	Power Electronics
ELECENG 574G	Intermediate Control Systems
ELECENG 575G	Analysis of Electric Machines and Motor Drives

ELECENG 588G	Fundamentals of Nanotechnology
ELECENG 699G	Independent Study
ELECENG 700	CEAS Graduate Seminar
ELECENG 701	Advanced Linear System Analysis
ELECENG 710	Artificial Intelligence
ELECENG 711	Introduction to Machine Learning
ELECENG 712	Image Processing
ELECENG 713	Computer Vision
ELECENG 716	Tomography: Imaging and Image Reconstruction
ELECENG 717	Tomography: Image Quality and Artifact Correction
ELECENG 718	Nonlinear Control Systems
ELECENG 721	Digital Communications
ELECENG 733	Sensors and Systems
ELECENG 737	Medical Imaging Signals and Systems
ELECENG 741	Electromagnetic Fields and Waves
ELECENG 742	Electromagnetic Wave Theory
ELECENG 755	Information and Coding Theory
ELECENG 758	Advanced Computer Architecture
ELECENG 760	Computer Systems Performance Evaluation
ELECENG 762	Fault-Tolerant Computing
ELECENG 765	Introduction to Fourier Optics and Optical Signal Processing
ELECENG 766	Introduction to Nonlinear Optics
ELECENG 781	Advanced Synchronous Machinery
ELECENG 810	Advanced Digital Signal Processing
ELECENG 816	Optimal Control Theory
ELECENG 819	Adaptive Control Theory
ELECENG 872	Computer Analysis of Electric Power Systems
ELECENG 880	Bioengineering Seminar
ELECENG 888	Candidate for Degree
ELECENG 890	Special Topics:
ELECENG 990	Masters Thesis
ELECENG 998	Doctoral Thesis
ELECENG 999	Advanced Independent Study

In addition to the course requirements indicated above, the following UW-Milwaukee Graduate School requirements will apply.

Major Professor as Advisor

Students must have a major professor to advise, supervise, and approve the program of study before registering for courses. The Graduate Program Sub-committee (GPSC) or its delegates will assign the incoming student to an initial program advisor at the time of admission. Prior to the completion of 12 credits (9 credits for part-time students), the student must select a major professor who will be the student's thesis advisor. The

student, in consultation with the major professor, develops a proposed program of study, which is submitted to the GPSC for approval. For subsequent changes, the student must file a revised program of study for approval.

Residence

The program residence requirement is satisfied either by completing 8 or more graduate credits in each of two consecutive semesters, inclusive of summer sessions, or by completing 6 or more graduate credits in each of three consecutive semesters, exclusive of summer sessions.

Qualifying Examination

Each student in the program must take and pass a qualifying examination to demonstrate that the student is qualified for doctoral-level work. The qualifying examination is a written exam and is structured in two parts: Part 1 and Part 2. The examination is offered twice a year during the regular academic year. The content of the examination varies among the major areas of the Ph.D. in Engineering program.

Students entering with only a bachelor's degree or with a master's degree in an area unrelated to their major area may take the qualifying examination for the first time after earning 12 credits of graduate work at UW-Milwaukee and must successfully pass the exam before earning 30 credits of graduate work at UW-Milwaukee.

Students admitted after completing an appropriate master's degree must take this examination no later than the semester immediately after 18 credits of graduate work have been earned at UW-Milwaukee.

A student may take the qualifying examination twice. On the first attempt, the student must attempt both Part 1 and Part 2 of the examination.

- If the student passes both parts, then the student has passed the entire examination and will be permitted to proceed toward the Doctor of Philosophy degree.
- If the student fails both parts, then the student must take the entire exam again at its next offering.
- If a student passes only one of the two parts, then the student must take the examination again at its next offering but may choose to take only the part of the examination that was not passed on the first attempt.
- If a passing grade is not obtained on the second attempt of the qualifying examination, the student will not be permitted to proceed toward the Doctor of Philosophy degree.

A student who fails the qualifying exam twice is subject to dismissal from the Ph.D. in Engineering program. A student may appeal the failure and dismissal within 30 days of being notified of the failure. If the student does not appeal or the appeal is not granted, the

college will recommend to the Graduate School that the student be dismissed. A student who is dismissed from the Ph.D. in Engineering program because of failing the qualifying exam may not be enrolled in the Ph.D. in Engineering program for a complete calendar year. This does not preclude the student from being enrolled in any other degree program offered by the university. A student who wishes to re-enroll in the program after a calendar year has passed must apply as any other student would, including payment of fees. A student readmitted after having failed the qualifying exam twice must take the qualifying exam in the first semester of matriculation, and this will count as the student's first attempt at the exam. The student may appeal this requirement prior to the first scheduled day of classes. If the student fails the qualifying exam on this first attempt, the student is permitted the customary second attempt as described above. All appeals must be in writing and directed to the CEAS Associate Dean for Academic Affairs.

Doctoral Program Committee

The Doctoral Program Committee is proposed by the major professor in consultation with the student and the department. The committee must include at least five graduate faculty (three from major area, one from minor area, and one from any area, including major and minor areas). The last member may be a person from outside the university (such as another university, a research laboratory, or a relevant industrial partner), if the person meets Graduate School requirements. The committee may have more than five members, provided that most of the committee members are from the student's major field.

Doctoral Preliminary Examination

A student is admitted to candidacy only after successful completion of the doctoral preliminary examination conducted by the Doctoral Program Committee. This examination, which is normally oral, must be taken before the completion of 48 credits of graduate work toward the Doctor of Philosophy degree in Engineering and should be taken within the first five years in the program. Prior to the examination, the student must present a proposal for a doctoral dissertation project. The examination may cover both graduate course material and items related to the proposed dissertation project.

Dissertation and Dissertator Status

The student must carry out a creative effort in the major area under the supervision of the major professor and report the results in an acceptable dissertation. The effort of the student and the major professor to produce the dissertation is reflected in the Ph.D. in Engineering program requirement that the student complete at least 18 credits of doctoral thesis.

After the student has successfully completed all degree requirements except the dissertation, the student may apply for Dissertator Status. Achieving Dissertator Status requires successful completion of the doctoral preliminary examination and prior approval of the student's advisor, the Doctoral Program Committee, and the GPSC of a dissertation

proposal that outlines the scope of the project, the research method, and the goals to be achieved. Any proposal that may involve a financial commitment by the university also must be approved by the Office of the Dean. After having achieved Dissertator Status, the student must continue to register for 3 credits of doctoral thesis per semester during the academic year until the dissertation is completed.

Dissertation Defense

The final examination, which is oral, consists of a defense of the dissertation project. The doctoral defense examination may only be taken after all coursework and other requirements have been completed. The student must have Dissertator Status at the time of the defense.

Time Limit

All degree requirements must be completed within 10 years from the date of initial enrollment in the doctoral program.

Assessment of Outcomes

Assessment will be conducted using established assessment practices in the College of Engineering and Applied Science. The assessment data will be reviewed by the Electrical Engineering faculty to identify areas that need improvement. The continuous improvement process in place for all engineering programs will be followed in this program. Student learning outcomes will be assessed as follows:

- Outcome (a) is assessed through achievement of the Ph.D. qualifying examination.
- Outcome (b) is assessed through the dissertation proposal hearing.
- Outcome (c) is assessed through the qualifying examination and achieving a grade of B or higher in the program of study.
- Outcome (d) is assessed in the preliminary examination (identify and formulate), in the thesis (solve) and in any published results.
- Outcome (e) is assessed through achieving a required grade of B or higher average in selected coursework (9 minor credits) and in the preliminary examination.
- Outcome (f) is assessed in the program of study's inclusion of appropriate course work with a grade of B or higher.
- Outcome (g) is assessed in the required ethics and communication course(s) being developed with a grade of B or higher.
- Outcome (h) is assessed in the dissertation proposal hearing and the dissertation defense.

Diversity

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. According to the Survey of Earned Doctorates report from the National Science Foundation in 2018, 18% of earned Ph.Ds. in electrical, electronic, and communication engineering areas in the U.S. were awarded to women, and 8.1% were awarded to persons from underrepresented

minority groups.[1] By comparison, in the electrical engineering track that is part of the common CEAS Ph.D. program, there are currently 10 female and 28 male students (i.e., 36% female). One of the male students is African American.

Internal and external efforts to maintain diversity in the graduate ranks in this and other STEM-related programs have been proposed. The UW-Milwaukee STEM-Inspire, Wisconsin Alliance for Minority Participation, and McNair initiatives seek to improve retention and persistence in science, technology, engineering, and mathematics (STEM) fields of students from underrepresented backgrounds. The proposed program is very supportive of these initiatives and through the program, CEAS plans on continuing its strong support for female and underrepresented groups.

The curriculum is similar to those in Ph.D. programs in electrical engineering at other research institutions. The set of courses cover a common body of disciplinary topics as well as courses that reflect the research foci of the faculty in the department. Content and knowledge emphasizing professionalism, ethical conduct, and academic honesty will be delivered and assessed as part of the required CEAS Graduate Seminar in Ethics and Engineering Communication (EE700).

UW-Milwaukee's Guiding Values highlights 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. The university values faculty and staff who embrace UW-Milwaukee's principles of innovation, creativity, and diverse perspectives within an inclusive and equitable environment. Although additional faculty hires associated with the delivery of this program are not anticipated, UW-Milwaukee is an Affirmative Action/Equal Opportunity Employer and integrates these principles into recruitment and hiring practices.

Collaborative Nature of the Program

The program allows for a faculty member outside of Electrical Engineering to serve as dissertation supervisor (i.e., major professor or committee chair). Typically, these are faculty members in physics or in another engineering discipline. The advisor, major professor, or committee chair for a student in a Ph.D. program must be a member of the UW-Milwaukee Graduate Faculty or the UW-Milwaukee Category B Research Academic Staff with the scientist title (any prefix), as well as other stipulations as described in UW-Milwaukee's Faculty Document No. 3134.[2] In addition, doctoral students are required to take courses in a minor area, which typically encompasses other engineering disciplines, physical sciences, or mathematics.

[1] Survey of Earned Doctorates report at https://ncsesdata.nsf.gov/ids/

[2] Faculty Document No. 3134, Graduate Faculty Committee Doc. No. 1173 available at https://apps.uwm.edu/secu-policies/storage/faculty/3134-Chair-Committee-Doctoral-Masters-Students%20CLEAN.pdf.

Projected Time to Degree

A full-time student with a completed master's degree would typically complete the Ph.D. in three to four years. For a student entering with a baccalaureate degree, the time to complete the degree would typically be four to five years.

Program Review

Every degree program must undergo a periodic review to ensure quality and currency. At UW-Milwaukee, graduate programs are reviewed by the Graduate Faculty Committee (GFC) on a 10-year cycle. New degree programs require a review in the fifth year of implementation of the program as required by Board of Regents policy. Additionally, the GFC may require intermediate reviews based on the results of the regular review. Like other engineering programs at UW-Milwaukee, the program review will include eight criteria: students, program educational objectives, student outcomes, continuous improvement, curriculum, faculty, facility, and institutional support. The requirements include monitoring of student progress in attaining seven outcomes, documenting processes for assessing and evaluating the extent to which student outcomes are being attained, and using this evaluation for continuous improvement. Students, alumni, and employers are included in the assessment process. An industrial advisory committee is involved for each engineering program.

Accreditation

UW-Milwaukee does not need any approvals from the Higher Learning Commission or professional accrediting bodies to add this program to its array.

JUSTIFICATION

Rationale and Relation to Mission

The UW-Milwaukee's Select Mission Statement[3] emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university; engagement in a sustained research effort that will enhance and fulfill the university's role as a doctoral institution of academic and professional excellence; the attraction of highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and service to and collaboration with the state of Wisconsin, its metropolitan areas, and the University of Wisconsin System.

The current umbrella Ph.D. program, being focused on research and advanced education, clearly serves the broad UW-Milwaukee mission for discovery, research, and education, and supports the generation of new knowledge for the development and

[3] https://uwm.edu/mission/

betterment of society. The proposed Ph.D. in Electrical Engineering will serve the mission of UW-Milwaukee in the same way, through a high-quality program as well as research collaborations with local industry.

At present, there is a college-wide Ph.D. program in Engineering and Applied Science. The electrical engineering portion of that program has approximately 100 graduate students, divided approximately in half between Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) students. The purpose of the proposed program is simply to split off the electrical engineering portion of the existing program so that the program can become a Ph.D. in Electrical Engineering. Department faculty feel this is an appropriate change for several reasons. First, there is some student reluctance to have a Ph.D. degree that is, officially, in engineering rather than in electrical engineering. Having a more specific degree name would aid in attracting top Ph.D. student candidates to the program. Second, department faculty would like more autonomy in administering the program, including the scheduling and evaluation of the Ph.D. qualifying exam.

In addition, having a combined college-wide program makes it difficult to collect data on electrical engineering students and graduates, as all Ph.D. students in the college are, officially, in engineering rather than electrical engineering. Related to data collection and its purposes, the presence of a college-wide Ph.D. program adversely affects UW-Milwaukee in rankings, such as US News and World Reports and similar venues. UW-Milwaukee does not appear in these rankings of electrical engineering Ph.D. programs because the university does not have a Ph.D. in Electrical Engineering program, even though the university does have a track within the Ph.D. in Engineering program that is of longstanding nature.

Institutional Program Array

CEAS currently offers the Ph.D. in Engineering in seven engineering tracks including biomedical, civil, computer science, electrical, materials, industrial, and mechanical. The proposed program will replace the existing electrical engineering track of the Ph.D. in Engineering. There will be no impact on the program array of the institution.

Other Programs in the University of Wisconsin System

In Wisconsin, UW-Madison and UW-Milwaukee are the only two Ph.D.-granting institutions. It is not expected that this program will have any effect on the Ph.D. program at UW-Madison. The UW-Milwaukee student pool is largely drawn from two groups. One is engineers working in industry in Milwaukee. They choose UW-Milwaukee because it is convenient and, for them, Madison is too far to commute. The creation of a stand-alone Ph.D. in Electrical Engineering program will not affect these students. The other main group are international students. However, the proposed program and the program at UW-Madison have different admission criteria, and this will not change in the proposed program. As such, the proposed program will neither produce unnecessary duplication within the UW System nor impact the program at UW-Madison.

Need as Suggested by Current Student Demand

Student demand is clearly demonstrated by sustained enrollments in the current electrical engineering track of the Ph.D. in Engineering program. An average of 41 Ph.D. students have been enrolled in the electrical engineering portion of the program in recent years, and this number has been relatively stable for a considerable time.

Need as Suggested by Market Demand

The occupational categories in job vacancy projections reported by the U.S. Bureau of Labor Statistics and the State of Wisconsin Department of Workforce Development have limited utility when evaluating specific market demand for positions that require doctoral preparation in the area of electrical engineering. Many of the established categories combine disciplines, as is the case for the occupation categories of post-secondary teachers, scientists, or managers. According to U.S. Bureau of Labor Statistics, long-term occupational projections, vacancies in the U.S. in the occupational area of post-secondary engineering teachers are anticipated to grow by 14.7%, and in Wisconsin by 10.3% for the period from 2016 to 2026, although the projection data do not disaggregate by discipline within engineering. Further, while vacancies in the occupational area of electrical engineers are anticipated to grow by 23.5% in Wisconsin during this period, the projections include positions requiring both undergraduate and graduate degrees.[4] When viewed in combination, however, these data suggest that as market demand for electrical engineers increases, so will the demand for qualified post-secondary instructors who can train and prepare students to enter the workforce as electrical engineers.

A more focused indicator of sustained market demand for the proposed program are placement data collected through the tracking of graduates of the electrical engineering track of the Ph.D. program. As a representative example, in the 2017-2019 span, there were 16 Ph.D. graduates in the electrical engineering portion of the Ph.D. in Engineering program, or approximately five graduates per year. Of these, eight graduates went to work in industry (Johnson Controls, Rockwell Automation, Marshfield Clinic, Milwaukee Tool, Eaton Corporation, ASML, HMI, Qlarant, Alta Devices). Four graduates became post-docs (Cornell, University of Calgary, University of Illinois at Urbana-Champaign, UW-Madison). Two graduates went to the Global Energy Interconnection Research Institute (GEIRI). One graduate went to work for Minnesota State University, Mankato, and one graduate went to work at Indiana University (as a Senior Electronics Engineer). Communications with industry partners indicate a continued demand for graduates moving into the future.

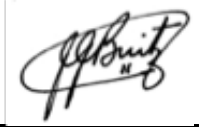
UW-Milwaukee future graduates who will hold a Ph.D. in Electrical Engineering will be even more competitive in the marketplace than those graduating from the track in the

[4] Occupational projection data retrieved from https://www.projectionscentral.com/Projections/LongTerm, April 2020.

umbrella Ph.D. in Engineering. CEAS faculty and staff have repeatedly perused job announcements and have noted that position advertisements specify an earned Ph.D. in Electrical Engineering is required. This is especially noted in academic postings. As well, doctoral programs enroll international students, many of whom return to their home country for their careers. In many foreign countries, the name of the degree in the diploma is critical and can impact hiring decisions.

University of Wisconsin - Milwaukee
Cost and Revenue Projections For PhD. In Electrical Engineering

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	8	8	8	8	8
	Enrollment (Continuing Student) Headcoun	33	33	33	33	33
	Enrollment (New Student) FTE	0	0	0	0	0
	Enrollment (Continuing Student) FTE					
II	**Total New Credit Hours**	0	0	0	0	0
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS					
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff					
IV	**Revenues**					
	From Tuition					
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$0	$0	$0	$0	$0
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff					
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Remissions (assumes 80% receive remissions)					
	Other (please list)					
	Total Expenses	$0	$0	$0	$0	$0
VI	**Net Revenue**	$0	$0	$0	$0	$0

Provost's Signature: 	**Date:** **April 30, 2020**
Chief Business Officer's Signature:	**Date:** **May 5, 2020**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
DOCTOR OF PHILOSOPHY IN ELECTRICAL ENGINEERING

Introduction

At the graduate level, UW-Milwaukee College of Engineering and Applied Sciences (CEAS) has offered a long-standing, college-wide Ph.D. in Engineering, spanning the various engineering disciplines of the college. Each engineering discipline functions, essentially, as its own individual program. Through the Request for Authorization, the university requests to separate the electrical engineering portion of the college-wide Ph.D. program into its own program. A doctorate in the specific discipline of electrical engineering is preferred in some fields and abroad. Many companies require this credential, particularly for research and development positions. Implementing the proposed Ph.D. in Electrical Engineering will serve to sustain the program by supporting both student and market demands. The proposed Ph.D. program in electrical engineering will essentially be the same as the electrical engineering portion of the existing college-wide Ph.D. program. Curricular areas will be unchanged (covering typical graduate-level electrical engineering content), and there is no planned change in research focus—current areas of strength include power systems and components, bio-optical imaging, and nanotechnology.

Section I – Enrollment

There has been an average of 41 Ph.D. students enrolled in the electrical engineering portion of the CEAS (college-wide) program in recent years (a number which has been relatively stable for a considerable time). In the 2017-2019 span, there were 16 Ph.D. graduates in the electrical engineering portion of the CEAS Ph.D. program, for an average of approximately five per year. It is not anticipated that enrollment figures will change subsequent to implementation of the stand-alone program. As stated, the implementation of this program will serve to sustain student demand.

Section II – Credit Hours

The program will be comprised of 66 graduate credits beyond the bachelor's degree with minimum credit distribution as detailed in the authorization request.

Section III – Faculty and Staff Appointments

There will be no additional faculty or staff needed to deliver this program.

Section IV – Program Revenues

There will be no additional revenue associated with the program, but neither will there be any additional costs. The enrollment is expected to remain at the current level in the existing track. Therefore, there are no new revenues over current levels of revenues to include in the table. The eight new students shown as entering the program each year are the same as the number of new students entering the track.

Section V – Program Expenses

There are no new costs to the institution associated with the new program. The instructional and other resources associated with the current track will be applied to the new program. There are no new courses or staffing needed to implement the current track as a new degree.

Section VI – Net Revenue

There are no new revenues and no new expenses with changing the electrical engineering track to a stand-alone academic degree program. All courses have been developed, and the faculty are already in place at the university.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

Chapman Hall 215
PO Box 413
Milwaukee, WI
53201-0413
414 229-4501 *phone*
414 229-2481 *fax*

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: May 4, 2020

RE: Authorization to Implement a Doctor of Philosophy in Electrical Engineering

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee for the proposed Doctor of Philosophy in Electrical Engineering.

The program will be housed in the College of Engineering and Applied Science. Over the past 30+ years, UWM has offered a Ph.D. degree in Engineering. Within this umbrella degree, each engineering discipline including Electrical Engineering was offered as a track. Over time, the structure of the program in the discipline as a track has grown to be an impediment for competitively recruiting students and for student placements. The development of the program responds to market forces to address these issues. The Electrical Engineering track has had a healthy number of students to be a stand-alone doctoral program.

The requirements and the curriculum of the proposed program are identical to the existing requirements for the Ph.D. track in Electrical Engineering. Thus, there are no new courses or staffing needed to offer this program.

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

This proposal is to convert an existing track into a separate degree and the plan is to maintain the same level of enrollment. As such, there are no new revenues or costs associate with establishing this program. All of the courses are already being taught and the COVID-19 pandemic is not expected to have an impact on the classes being taught for this program.

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
Brett Peters, Dean, College of Engineering and Applied Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Education Committee
June 4, 2020

Item C.10.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) MASTER OF URBAN DESIGN, UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.10., authorizing the implementation of the Master of Urban Design at UW-Milwaukee.

Resolution C.10.: That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Urban Design at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee proposes to establish a Master of Urban Design (M.U.D.). The development of the program responds to an increasing demand for urban design education from students. It is expected that the U.S. labor market will see a significant growth of architectural-related services and urban design-related jobs in the U.S. Such growth is driven by changes in demographics, transportation options, the environment, aging urban infrastructures, and technology improvements that call for new design standards and practices. Establishing the program will provide students with high-quality and diverse urban design skills that can be immediately practiced after graduation. The program will comprise 30 credits, which can be completed within a 12-month period. Graduates of the program will have knowledge and skills to create sustainable, equitable, and prosperous urban spaces for present and future generations in the rapidly changing urban environments, such as preparing design guidelines for different levels of public agencies; designing new or infilled urban neighborhoods and public spaces; planning infrastructure such as streets, pedestrian and bicycle networks, and public transit facilities; and addressing environmental concerns through ecological design.

Program Description

The proposed program will offer coursework in both the Department of Architecture, and the Department of Urban Planning. As a result, the Master of Urban Design program will

underpin both departments' long-term pursuit of sustainable development, social justice, and economic development through designing and planning for better places. Both departments also have a long history of engagement with urban design in the Milwaukee region. The Urban Edge Prize, a bi-annual prize, brings an internationally celebrated designer working at the urban scale to SARUP for a semester as a Distinguished Visiting Critic. The CDS projects include conceptual architecture, park design, and neighborhood redevelopment across many local communities. The Master of Urban Design program will leverage the Urban Edge Prize and the CDS projects to bring international and diverse groups of students and communities to SARUP.

The Master of Urban Design degree program is a unique, interdisciplinary program that aims to provide quality education for students to gain advanced urban design skills, with 30 credits within a 12-month period. Students are required to have a bachelor's degree with a background in design studios in architecture, landscape architecture, design-focused urban planning, interior design, or other disciplines approved by the Master of Urban Design faculty. There is no other prerequisite to be eligible to apply for the Master of Urban Design program.

The program curriculum will facilitate design inquiry and provide experiences with real-world applied projects, required studios, and optional internships and independent studies. The practice-oriented curriculum is comprised of a set of urban design seminars and studios that familiarize students with the history, theory, and regulatory frameworks of urban design; explore inventive design procedures within diverse urban contexts; and develop skills to design distinct urban space types. The program builds upon academic and professional experiences of faculty and instructors to produce urban design knowledge that integrates architectural design, real estate, transportation, housing, and historic preservation.

By the end of the program, students will be able to:

1. Critically examine the history, theory, regulatory frameworks, and physical contexts of urban design.
2. Design for a healthy, sustainable, ecologically vibrant, and net-zero carbon future.
3. Recognize and design various street types and block patterns in response to multi-modal transportation systems, infrastructure, land use, and existing context.
4. Recognize various building typologies and their impacts on urban design.
5. Design a variety of public space types and programming to create a memorable and useful place for the entire community.
6. Produce an equitable balance between the demands of the marketplace and the needs and desires of diverse communities.
7. Professionally communicate design projects, using historic and theoretical concepts, through visual, oral, and written techniques to the general public and different stakeholders.

Graduates of the program will have knowledge and skills to create sustainable, equitable, and prosperous urban spaces for present and future generations in the rapidly changing urban environments.

Mission

The new program will directly serve UW-Milwaukee's vision "through a commitment to excellence, powerful ideas, community and global engagement, and collaborative partnerships." Specifically, the new program will strengthen UW-Milwaukee's community and global engagement by producing professionals who create and design urban spaces that allow such engagements. Through the program and in their professional practices, students will collaborate with diverse communities and stakeholders from the private and public sectors. The development of the program responds to an increasing demand for urban design education from students. Implementation of the proposed program will enable UW-Milwaukee to respond to the growing need for architectural and urban design-related service in the region, state, and U.S. The need is driven by changes in demographics, transportation options, the environment, aging urban infrastructures, and technology improvements that call for new design standards and practices

Market and Student Demand

Since early 2000's, students, professionals, and faculty have expressed interest in creating a master's degree program that focuses on design skills that are required in urban development and design practices. For example, many students have expressed interests in urban design-related courses or studios, but these courses and studios have strict capacity limits. The M.U.D. program will expand learning opportunities for these students. In this way, M.U.D. also helps to retain enrolled M.Arch. or M.U.P. students who are interested in design at the urban scale, but not the full M.Arch./M.U.P. joint degree option.

According to industry market reports, it is expected that the U.S. labor market will see a significant growth of architectural-related services and urban design-related jobs in the U.S. According to the projection of the Bureau of Labor Statistics, vacancies for positions in the occupational area of architects is expected to grow 8% from 2018 to 2028, faster than the average for all occupations, and projected vacancies for positions in urban and regional planners is projected to grow 11% from 2018 to 2028, much faster than the average for all occupations. According to data retrieved from Projections Central, the occupational growth for urban and regional planners in Wisconsin is expected to be 10.4% between 2016 and 2026. Such growth is driven by changes in demographics, transportation options, and the environment. Specifically, technology improvements, such as smart and connected cities, call for new design standards and practices. Aging urban infrastructure needs improvement, and the revival of urban life calls for actions to reform and re-shape existing urban environments.

Credit Load and Tuition

The 30-credit program is comprised of 12 credits of coursework in the Department of Architecture, 12 credits of coursework from the Department of Urban Planning, and six credits of internship or independent study.

For students enrolled in the Master of Urban Design program, standard tuition and fee rates will apply. For the current academic year (2019-20), residential tuition and segregated fees total $6,024.93 per semester for a full-time student enrolled in 8-12 credits per semester. Of this amount, $5,271.28 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,641.17 per semester for a full-time student enrolled in 8-12 credits per semester. Of this amount, $11,887.52 is attributable to tuition and $753.65 is attributable to segregated fees. Additional differential tuition is charged for students enrolled in the Department of Architecture courses. The differential tuition fees are set at $11.55 per credit for all courses at the 100 level, and $43 per credit for all courses from the 200 through the 800 level. Differential tuition enhances the quality of education in the School of Architecture and Urban Planning.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Master of Urban Development at UW-Milwaukee
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF URBAN DESIGN AT UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Master of Urban Design (M.U.D.). The development of the program responds to an increasing demand from students for urban design education. It is expected that the U.S. labor market will see a significant growth of architectural-related services and urban design-related jobs in the U.S.[1] Such growth is driven by changes in demographics, transportation options, the environment, aging urban infrastructures, and technology improvements that call for new design standards and practices. Establishing the program will provide students with high-quality and diverse urban design skills that can be immediately practiced after graduation. The program will be comprised of 30 credits, which can be completed within a 12-month period. Graduates of the program will have knowledge and skills to create sustainable, equitable, and prosperous urban spaces for present and future generations in the rapidly changing urban environments, such as preparing design guidelines for different levels of public agencies; designing new or infilled urban neighborhoods and public spaces; planning infrastructure such as streets, pedestrian and bicycle networks, and public transit facilities; and addressing environmental concerns through ecological design.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Academic Degree Program
Master of Urban Design

Degree Designations
Master of Urban Design

Mode of Delivery
On campus, face-to-face, online, and hybrid classes

[1] https://www.grandviewresearch.com/industry-analysis/architectural-services-market

Department or Functional Equivalent
The Department of Architecture and the Department of Urban Planning will jointly offer and administer the program.

College, School, or Functional Equivalent
School of Architecture and Urban Planning (SARUP)

Proposed Term and Year of Implementation
August 2020, with first cohort of students beginning in Fall 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 a total of 25 students will have enrolled in the program and all 25 students will have graduated from the program. The anticipated retention rate of the Master of Urban Design program is high, and the rate was estimated based on the two accredited master's programs at SARUP. The rate in the last five years for the Master of Urban Planning program was 90%, and for the Master of Architecture was 92%. Because the program can be completed in one year, the retention rate in the Master of Urban Design program is expected to be higher.

Table 1: Five-Year Degree Program Enrollment Projections

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

Tuition Structure

For students enrolled in the Master of Urban Design program, standard tuition and fee rates will apply. For the current academic year (2019-20), residential tuition and segregated fees total $6,024.93 per semester for a full-time student enrolled in 8-12 credits per semester. Of this amount, $5,271.28 is attributable to tuition and $753.65 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,641.17 per semester for a full-time student enrolled in 8-12 credits per semester. Of this amount, $11,887.52 is attributable to tuition and $753.65 is attributable to segregated fees.

Additional differential tuition is charged for students enrolled in the Department of Architecture courses. The differential tuition fees are set at $11.55 per credit for all courses at the 100 level, and $43 per credit for all courses from the 200 through the 800 level. Differential tuition enhances the quality of education in the School of Architecture and Urban Planning.

DESCRIPTION OF PROGRAM

Overview of the Program

The Master of Urban Design degree program is a unique, interdisciplinary program that aims to provide quality education for students to gain advanced urban design skills, with 30 credits within a 12-month period. Students are required to have a bachelor's degree with a background in design studios in architecture, landscape architecture, design-focused urban planning, interior design, or other disciplines approved by the Master of Urban Design faculty. There is no other prerequisite to be eligible to apply for the Master of Urban Design program.

The 30-credit program is comprised of 12 credits of coursework in the Department of Architecture, 12 credits of coursework from the Department of Urban Planning, and six credits of internship or independent study. The program curriculum will facilitate design inquiry and provide experiences with real-world applied projects, required studios, and optional internships and independent studies. The practice-oriented curriculum is comprised of a set of urban design seminars and studios that familiarize students with the history, theory, and regulatory frameworks of urban design; explore inventive design procedures within diverse urban contexts; and develop skills to design distinct urban space types. The program builds upon academic and professional experiences of faculty and instructors to produce urban design knowledge that integrates architectural design, real estate, transportation, housing, and historic preservation.

Student Learning Outcomes and Program Objectives

By the end of the program, students will be able to:

1. Critically examine the history, theory, regulatory frameworks, and physical contexts of urban design.
2. Design for a healthy, sustainable, ecologically vibrant, and net-zero carbon future.
3. Recognize and design various street types and block patterns in response to multi-modal transportation systems, infrastructure, land use, and existing context.
4. Recognize various building typologies and their impacts on urban design.
5. Design a variety of public space types and programming to create a memorable and useful place for the entire community.
6. Produce an equitable balance between the demands of the marketplace and the needs and desires of diverse communities.
7. Professionally communicate design projects, using historic and theoretical concepts, through visual, oral, and written techniques to the general public and different stakeholders.

Graduates of the program will have knowledge and skills to create sustainable, equitable, and prosperous urban spaces for present and future generations in the rapidly changing urban environments. Specific skills include but are not limited to preparing design

guidelines for different levels of public agencies; designing new or infilled urban neighborhoods and public spaces; planning infrastructure such as streets, pedestrian and bicycle networks, and public transit facilities; and addressing environmental concerns through ecological design.

Program Requirements and Curriculum

Students admitted to the program will be required to have a bachelor's degree in architecture, landscape architecture, design-focused urban planning, interior design, or other disciplines approved by the Master of Urban Design faculty. Applicants will be required to have a background in design studios from the above disciplines and cumulative GPA of at least 3.0 (4.0 scale). All applicants are required to submit three letters of recommendation and an electronic portfolio. The portfolio should show evidence of interest in design, and it should be carefully conceived, well designed, neatly prepared, and easily readable digitally. International students are required to submit test results from the TOEFL or IELTS (minimum score requirements: TOEFL: 100(iBT); IELTS: 7.0).

Table 2 illustrates the curriculum for the proposed Master of Urban Design program. The program requirements are comprised of 30 credits, of which at least 12 credits are taken from the Department of Architecture and 12 credits are taken from the Department of Urban Planning. Of the 30 credits, 15 credits are required, and 15 credits will be taken from accepted urban design-related elective courses. Up to six credits can be taken from an internship or an independent study, including summer study-abroad.

Table 2: Master of Urban Design Program Curriculum

FALL SEMESTER		**15 credits**
9 Required Credits		
UP 857	Urban Design as Public Policy OR	3 credits
UP 751	Urban Design and Physical Planning (alternatively offered every other year)	
ARCH 850	Studio – urban design related topic	6 credits
6 Elective Credits (choose from)		
UP 651	Land Use Planning Practice	3 credits
UP 662	Public Sector Influence on Real Estate	3 credits
ARCH 300	Architectural History and Theory	3 credits
ARCH 560	Intro to Historic Preservation	3 credits
ARCH 550	Building Types/Programming	3 credits
ARCH 780	The Built Environment and Real Estate Development	3 credits

SPRING SEMESTER		**15 credits**
6 Required Credits		
ARCH 850/UP858	Studio in Urban Design and Physical Planning	6 credits
9 Elective Credits (choose from)		
UP 692	Physical Planning and Municipal Engineering	3 credits
UP 772	Bicycle & Pedestrian Transportation	3 credits
ARCH 302G	Human Behavior	3 credits
ARCH 723	Fundamentals of Ecological Design	3 credits
Arch 760	History of Building Technology	3 credits
ARCH 533	Architectural Theory: Buildings in Chicago	3 credits
ARCH 583	VR: Visualization, Interaction and Collaboration	3 credits
ARCH 584	Urban Landscape Architecture	3 credits
ARCH 788	Green Building	3 credits
ARCH 790	3D scanning	3 credits
SUMMER SEMESTER (up to six credits may be applied as electives)		
Internship, independent study, study-abroad		6 credits
TOTAL CREDITS		**30 credits**

Assessment of Outcomes and Objectives

The minimum assessment of each of the seven learning outcomes will be conducted through the three required courses that include UP 857 Urban Design as Public Policy or UP 751 Urban Design in Physical Planning, ARCH 850 Studio, and ARCH 850/UP 858 Studio in Urban Design and Physical Planning. The specific student learning outcomes have been mapped to required and elective courses in the curriculum. All elective courses cover certain learning outcomes as well, and Master of Urban Design program faculty/staff will track the attainment of the learning outcomes in the elective courses for internal purposes. The assessment process will use methods such as portfolio reviews, project-based assessment, or exams. The assessment data will be analyzed by program faculty to inform continuous improvement process. The assessment information will be stored in the central database (WEAVE) supported by the institution's assessment director.

Indirect assessment of program objectives will be conducted through Master of Urban Design exit interviews with each graduating cohort and through one-year post-graduation surveys that will assess students' knowledge and skill preparation by the Master of Urban Design program. In addition, when a sufficient number of graduates in the Master of Urban Design are practicing in the professional world, the Master of Urban Design program will conduct employer surveys to address gaps between the Master of Urban Design education and requirements in the profession.

Diversity

Good urban design is critical to achieving equitable opportunities for diverse population groups. The Master of Urban Design program will address issues such as affordable and desirable neighborhoods for all, equitable distribution of services and jobs, transportation systems that serve all people, and healthy environments as well as vibrant places that promote social interactions among diverse populations.

To achieve the diversity goal, the Master of Urban Design learning outcomes emphasize the understanding and consideration of, and the communication and engagement with, diverse communities and stakeholders (Learning Outcomes 5-7). The Master of Urban Design curriculum includes a wide variety of courses that offer students opportunities and learning activities to engage in diverse communities and population groups. The core courses of UP 857 and UP 751 include a focus on diverse housing types, aging in place, inclusive neighborhood design, and the value of social gathering in public spaces. Many of the Master of Urban Design elective courses address the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of urban designers to ensure equity of access to sites, buildings, and structures.

The M.U.D. program will be STEM-designated (with CIP Code 30.3301: Sustainability Studies). The designation will help to recruit students with varying backgrounds, particularly those interested in combining design with science. With its focus on urban design and sustainability, the program is well positioned to align with UWM's initiatives to recruit women and underrepresented minorities in STEM programs.

The Master of Urban Design program faculty and staff will actively pursue equity in student recruitment, access, retention, and degree completion. The Department of Architecture and the Department of Urban Planning provide academic and student support by faculty and staff through activities such as mentorships, tutoring, and networking. SARUP will also provide targeted guidance for qualified diverse Master of Urban Design students to apply for SARUP awards and assistantships, including Chancellor's awards, Bob Greenstreet Honorary Scholarship, Design Council Scholarship, John and Carolyn Peterson Scholarship, and Lillian and Willis Leenhouts Memorial Scholarship. The Community Design Solutions (CDS), a funded design center in SARUP, can offer experiential learning opportunities in diverse communities with non-profit agencies, neighborhood organizations, and municipalities. SARUP also works with the city of Milwaukee in its Earn & Learn program, which assists young Milwaukee residents in making a successful transition into employment and also into internship programs.

The Master of Urban Design program will leverage existing human resources of faculty, instructional staff, and staff. While SARUP does not expect to recruit full-time faculty/staff in the short term, SARUP is devoted to equity in the recruitment of adjunct faculty in compliance with policies and procedures of UW-Milwaukee and SARUP.

Collaborative Nature of the Program

The Master of Urban Design program is a collaborative effort between the Department of Architecture and the Department of Urban Planning. Once the Master of Urban Design program is implemented, SARUP plans to consider joint degrees between the Master of Urban Design and the Master of Architecture (M.Arch.) and the Master of Urban Planning (M.U.P.). Additionally, leveraging existing memoranda of understanding with other universities, such as Chongqing University in China and Jade University in Germany, SARUP will pursue collaboration opportunities, including 4+1 or dual-degree programs, with these institutions to increase student recruitment and enrich student learning experiences. Through the Master of Urban Design program, SARUP expects to strengthen connections with existing collaboration partners and expand connections with new partners.

Projected Time to Degree

Full-time students are expected to complete all degree requirements within 12 months of first enrollment. Students can start the Master of Urban Design program in fall or spring semesters. All degree requirements must be completed within three years of the first enrollment.

Program Review

The UW-Milwaukee Graduate Program Review Committee supervises a systematic and continuing review of existing graduate programs at UW-Milwaukee. The procedures for qualitative reviews of graduate programs are described in detail in UW-Milwaukee's Faculty Document No. 3197.

New graduate programs undergo full-scale reviews involving external consultant site visits five years after implementation to supply the data and evaluation required by the UW System for its mandated review of new academic programs. Continuing graduate programs undergo reviews using external consultants every 10 years after the initial program review. Five years after closure of the most recent program review, graduate programs are required to provide a mid-cycle status report discussing the implementation of the recommendations adopted by the Graduate Program Review Committee in the last program review.

Program reviews are conducted by an internal review team, composed of two members of the graduate faculty and two external consultant experts in the discipline. Each program is required to submit a self-study and supplementary documentation at least six weeks prior to a site visit by the external consultants. The self-study provides the program with the opportunity to evaluate all facets of program operation and outcomes, engage in critical self-examination, and formulate curricular and research objectives, benchmarks, and milestones for the next 10 years. Included in the self-study are a description and evaluation of the program, its faculty, students, curriculum, outcomes and

assessment thereof; the research and scholarship environment and productivity therein; resources; and additional supplementary information.

External consultants jointly prepare a report submitted to the Graduate School within six weeks of the site visit. This report contains general conclusions about the state of the graduate program, specific recommendations for action, and a statement of rationale for each recommendation as well as an analysis of the program's major strengths to be maintained and weaknesses to be addressed. Programs are permitted the opportunity to respond to the consultants' report before submission to and evaluation by the Graduate Program Review Committee. The provost, dean and associate dean of the relevant school or college, and the dean of the Graduate School then meet to discuss implementation and prioritization of the Graduate Program Review Committee's recommendations.

Accreditation

The Master of Urban Design program does not require special accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The new program will directly serve UW-Milwaukee's vision "through a commitment to excellence, powerful ideas, community and global engagement, and collaborative partnerships."[2] Specifically, the new program will strengthen UW-Milwaukee's community and global engagement by producing professionals who create and design urban spaces that allow such engagements. Through the program and in their professional practices, students will collaborate with diverse communities and stakeholders from the private and public sectors. The development of the program responds to an increasing demand for urban design education from students. Implementation of the proposed program will enable UW-Milwaukee to respond to the growing need for architectural and urban design-related service in the region, state, and U.S. The need is driven by changes in demographics, transportation options, the environment, aging urban infrastructures, and technology improvements that call for new design standards and practices

The Master of Urban Design program will underpin both departments' long-term pursuit of sustainable development, social justice, and economic development through designing and planning for better places. Architecture and urban planning converge in the realm of urban design. The Department of Urban Planning specifies the vision in its strategic plan: "Planners trained at UW-Milwaukee will possess the skills, values, and knowledge to engage all members of their community to capitalize on the opportunity to integrate sound land use, urban design, infrastructure, and economic incentives to produce

[2] https://uwm.edu/mission/

neighborhoods, cities, and regions that are sustainable, just, and prosperous."[3] The Master of Urban Design program is an essential component to serve the vision.

The Master of Urban Design program is a logical outgrowth of a longstanding focus on urbanism of the Departmental of Architecture. The Master of Urban Design program will give a new level of identity to these inherent aspects of the Architecture department. Since architecture sits at the nexus of the arts, sciences, humanities, social sciences and STEM fields, the Department of Architecture solicits input and produces research and design investigations that respond to all of these fields. The department does this across the full range of scales from objects to urban environments, contributing to local dialogues on growth, development, and inclusion, often in collaboration with the city of Milwaukee and other local stakeholders.

Both the departments of Architecture and Urban Planning have a long history of engagement with urban design in the Milwaukee region. The Urban Edge Prize, a bi-annual prize, brings an internationally celebrated designer working at the urban scale to SARUP for a semester as a Distinguished Visiting Critic. The CDS projects include conceptual architecture, park design, and neighborhood redevelopment across many local communities. The Master of Urban Design program will leverage the Urban Edge Prize and the CDS projects to bring international and diverse groups of students and communities to SARUP.

Institutional Program Array

The proposed Master of Urban Design program will provide an anticipated and viable option for students who are interested in design knowledge and skills that can be immediately implemented in practice. It is anticipated that the new Master of Urban Design program will attract a new group of graduate students to SARUP.

SARUP currently has three master's degree programs and a joint master's program. The Master of Architecture (M.Arch.) and the Master of Urban Planning (M.U.P.) are both accredited by the respective accreditation boards. To meet the accreditation requirements, both programs need to teach a variety of courses in addition to design-related courses. Both programs require at least two years of graduate study for full-time students. The duration is lengthened to three years for M.Arch. students without an undergraduate degree in architecture. SARUP also offers a joint M.Arch./M.U.P. program, which requires three to four years. SARUP has a 30-credit, non-professional Master of Science in Architecture degree, but its goal is limited to scholarly studies and research. The 30-credit, 12-month, STEM-designated Master of Urban Design program can attract students who are interested in design but cannot invest time or resources to obtain professional degrees.

[3] http://129.89.74.30:8080/rc/pdf/sarupwebsitedocs/up/planningaccreditationboard-department-strategic-plan-2018.pdf

Other Programs in the University of Wisconsin System

SARUP is the only architecture school in the state of Wisconsin and is responsible to educate and provide new design talents for the state. There is no other undergraduate or master's program of urban design in the UW System or in the state of Wisconsin. UW-Madison offers an M.S. in Urban and Regional Planning, which is a 45-credit program. While the curriculum includes coursework related to policy and planning, it does not include coursework in architectural design.

Need as Suggested by Current Student Demand

Since early 2000's, students, professionals, and faculty have expressed interest in creating a master's degree program that focuses on design skills that are required in urban development and design practices. For example, many M.U.P. students have expressed interests in urban design-related courses or studios, but these courses and studios have strict capacity limits. The M.U.D. program can expand learning opportunities for these students. In this way, M.U.D. also helps to retain enrolled M.Arch. or M.U.P. students who are interested in design at the urban scale but not the full M.Arch./M.U.P. joint degree option.

Need as Suggested by Market Demand

According to industry market reports, it is expected that the U.S. labor market will see a significant growth of architectural-related services and urban design-related jobs in the U.S.[4] According to projections of the U.S. Bureau of Labor Statistics, vacancies for positions in the occupational area of architects are expected to grow 8% from 2018 to 2028, faster than the average for all occupations,[5] and projected vacancies for positions in urban and regional planners are projected to grow 11% from 2018 to 2028, much faster than the average for all occupations.[6] According to data retrieved from Projections Central, the occupational growth for urban and regional planners in Wisconsin is expected to be 10.4% between 2016 and 2026.[7] Such growth is driven by changes in demographics, transportation options, and the environment. Specifically, technology improvements, such as smart and connected cities, call for new design standards and practices. Aging urban infrastructure needs improvement, and the revival of urban life calls for actions to reform and re-shape existing urban environments.

[4] https://www.grandviewresearch.com/industry-analysis/architectural-services-market

[5] https://www.bls.gov/ooh/architecture-and-engineering/architects.htm

[6] https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm

[7] Projections Central is a workforce data dashboard sponsored by and utilizing U.S. Department of Labor data. Data retrieved from http://www.projectionscentral.com/Projections/LongTerm on April 24, 2020.

Local communities have been seeking urban design-related services from SARUP through CDS projects or real-world, experiential-learning courses such as the Applied Planning Workshop. The Master of Urban Design program can help SARUP to expand urban design capacity in serving community needs.

Appendix A: Assessment of Student Learning Outcomes within Required Curriculum

Learning Outcome	UP 857/ UP 751	ARCH 850	ARCH 850/ UP 858	Assessment Criteria By the end of the course, students are able to:
1	√	√	√	Explain and defend his/her position in analyzing the history, theory, regulatory, and physical contexts of urban design.
2		√	√	Demonstrate the application of healthy and sustainable design principles.
3	√		√	Identify street types and block patterns and explain their connection with the existing contexts.
4		√	√	Identify and visually present different building typologies.
5	√	√	√	Demonstrate the consideration of diverse users in designing public spaces.
6	√		√	Recognize market forces and social outcomes in order to produce an equitable balance for diverse communities.
7		√	√	Use different tools to explain design concepts and connect the concepts with historic and theoretical backgrounds.

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Master of Urban Design						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	3	4	5	6	7
	Enrollment (Continuing Student) Headcount					
	Enrollment (New Student) FTE	3	4	5	6	7
	Enrollment (Continuing Student) FTE					
II	**Total New Credit Hours**	90	120	150	180	210
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	**Revenues**					
	From Tuition	$33,563	$44,750	$55,938	$67,125	$78,313
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$33,563	$44,750	$55,938	$67,125	$78,313
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff					
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other (please list)					
	Other (please list)					
	Total Expenses	$0	$0	$0	$0	$0
VI	**Net Revenue**	$33,563	$44,750	$55,938	$67,125	$78,313

Provost's Signature:	**Date: May 8, 2020**
Chief Business Officer's Signature:	**Date: May 8, 2020**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
MASTER OF URBAN DESIGN

Introduction

The Master of Urban Design (M.U.D.) is a 30-credit program. Students will be enrolled as a cohort and will complete the program in one year. The proposed program will be offered in the School of Architecture and Urban Planning (SARUP). The Department of Architecture and the Department of Urban Planning will jointly offer and administer the program. The program complements the Master of Urban Planning and the Master of Architecture currently offered by SARUP and will provide an anticipated and viable option for students who are interested in design knowledge and skills that can be immediately implemented in practice. It is anticipated that the new Master of Urban Design program will attract a new group of graduate students to SARUP.

For students enrolled in the Master of Urban Design, the standard tuition and fee rates will apply. Differential tuition is charged for students enrolled in the Department of Architecture courses. The differential tuition fees are set at $11.55 per credit for all courses at the 100-level, and $43.00 per credit for all courses the 200- through 800-level. Differential tuition enhances the quality of education in the School of Architecture and Urban Planning.

The cost and revenue projections are based on a very conservative scenario that all Master of Urban Design students are Wisconsin residents. As a result, the actual tuition revenue could be higher than this conservative projection.

Section I – Enrollment

It is expected that three students will be enrolled in the first cohort (starting 2021) and that student enrollment will increase gradually, by one more student every year. Because SARUP has a high retention rate of greater than 90%, it is expected that by Year 5, all students enrolled will complete their M.U.D. degrees within a year. Therefore, in each academic year, there are only new student enrollments.

Section II – Credit Hours

All students will complete the 30-credit requirement of the Master of Urban Design program. The total credit hours are the product of student FTE and 30 credits per student. The revenue projection assumes that each student takes 15 credits, i.e. 50% of the 30 credits, from the Department of Architecture courses and the other 15 credits from the Department of Urban Planning courses. For the Architecture courses, additional differential tuition of $43 per credit is charged. The estimated tuition revenue reflects the differential tuition.

Section III – Faculty and Staff Appointments

There is no additional faculty/staff FTE.

Section IV – Program Revenues

Tuition Revenues

The tuition revenue is estimated based on a very conservative scenario that are Master of Urban Design students are Wisconsin residents, paying standard tuition of $10,542.56, in one academic year (spring and fall semesters). The estimated tuition revenue also includes the differential tuition, $43 per credit, of Architecture courses. It is assumed that 50% of the total credits are taken from the Department of Architecture courses.

Section V – Program Expenses

Salary and Fringe Expenses

There will be no additional faculty/staff FTE; thus, no additional salary or fringe. There are no new courses in the curriculum. All students in the program will be accommodated in existing course sections.

Section VI – Net Revenue

Positive net revenue will be reinvested in the School of Architecture and Urban Planning (SARUP) to meet needs in any of SARUP's academic degree programs, including student recruiting for the Master of Urban Design program, recruiting for other SARUP degree programs, adding more faculty (adjunct), or appointing graduate assistants to strengthen recruitment into the Master of Urban Design program.

Decisions about the use of positive net revenue will be recommended by the Master of Urban Design faculty to the Department of Architecture and the Department of Urban Planning. Departmental recommendations will be forwarded to the dean for decision, which will consider the comparative needs of the programs at the time that the positive revenue is generated. Since the proposed Master of Urban Design program requires no additional faculty/staff FTE, it is anticipated that the program will generate net revenue with the first student to enroll in the program.

The revenues will be distributed according to UW-Milwaukee's Budget Model.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: May 8, 2020

RE: Authorization to Implement a Master of Urban Design (Amended)

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee for the proposed Master of Urban Design (MUD) degree.

The interdisciplinary program will be housed in the School of Architecture and Urban Planning. The development of the program responds to an increasing demand for urban design education from the students and the labor market. Establishing the program will provide students with high quality and diverse urban design skills that can be immediately practiced after graduation.

The practice-oriented curriculum is comprised of a set of urban design seminars and studios that familiarize students with the history, theory, and regulatory frameworks of urban design, explore inventive design procedures within diverse urban contexts, and develop skills to design distinct urban space types. The curriculum is designed to allow students to complete the degree within 12 months.

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

The program does not require any additional budget allocations. All students in the program can be accommodated in the course sections currently offered. As such, the budgetary issues due to the COVID-19 pandemic do not have any impact on delivering this program. The projections on enrollment are modest and realistic and are achievable given that the graduates will be very marketable in a future where design of urban spaces to account for sustainability and health and safety are important.

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
Nancy Frank, Interim Dean, School of Architecture and Urban Planning
Dev Venugopalan, Vice Provost, UWM Academic Affairs

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN CYBERSECURITY, UW-PLATTEVILLE

REQUESTED ACTION

Adoption of Resolution C.11., authorizing the implementation of the Bachelor of Science in Cybersecurity at UW-Platteville.

Resolution C.11.: That, upon the recommendation of the Chancellor of UW-Platteville and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Cybersecurity at the University of Wisconsin-Platteville.

SUMMARY

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Cybersecurity (B.S. in Cybersecurity). The development of this program responds to the recognized shortage of cybersecurity professionals throughout the state and region. This program represents a comprehensive and cross-disciplinary curriculum that prepares students for a career, further study, and lifelong professional development in the cybersecurity discipline. The curriculum of the proposed program provides students with a solid foundation in programming, data and network security, risk management, software engineering, technical communications, compliance, strategic planning, and legal and ethical issues in cybersecurity. Students will be equipped with skills needed to effectively reduce security risks and eliminate security vulnerabilities within a given system. Graduates of the program will gain the core competencies required to assume a variety of roles across a wide range of industries to include security engineers, security analysts, and information technology specialists. The curriculum was developed in alignment with defined requirements of the Accreditation Board for Engineering and Technology (ABET).

Program Description

The B.S. in Cybersecurity is one of several new programs identified for development as part of an Academic Planning Initiative conducted at UW-Platteville in summer 2018, with the

support of the Provost as well as the Dean of the College of Engineering, Math, and Sciences. The Department of Computer Science and Software Engineering currently offers a Bachelor of Science in Computer Science with an emphasis in Computer Technology or Computer Information Systems, and an ABET-accredited Bachelor of Science in Software Engineering. A cybersecurity program would complement the existing programs with a new program in an area of computing that is fast-growing and in high demand.

The B. S. in Cybersecurity program also aligns well with the Master of Science in Cybersecurity, which is a UW System collaborative online master's program anticipated to be offered in fall 2020. UW-Platteville is one of the eight participating UW campuses. Students who graduate from the B.S. in Cybersecurity are potential applicants for the online master's program.

Students participating in this program will have the opportunity to practice their profession through a variety of opportunities, including hands-on projects, internships, co-ops, and class and professional presentations. In addition to coursework, these experiences will drive students to become well-rounded professionals capable of obtaining employment in a diversity of work environments.

Software Engineering and Computer Science students will have opportunities to choose from a broader array of security-related courses to prepare them for the job opportunities that abound in the computing industry. The university has both criminal justice and forensics programs as well. Students in the cybersecurity program must complete a 12-credit emphasis that includes both criminal justice and forensics courses. This collaboration also enhances the knowledge students will take into their careers.

Upon completion of the B. S. in Cybersecurity program, students should be able to:

A. Apply fundamental knowledge to both immediate professional software development tasks as well as acquire new professional skills throughout a lifetime.
B. Use security principles and techniques of analysis to produce solutions for specific cybersecurity problems.
C. Engage in effective software development practices in a manner that significantly reduces security risks and eliminates security vulnerabilities by following an approved security system development process model.
D. Adopt appropriate methods and tools to prevent, detect, respond, and recover from attacks.
E. Demonstrate sensitivity to and sound judgment in ethical issues as they arise in information security and cyber defense, and conduct oneself ethically, honestly and professionally in all work environment activities including all interactions with employers, team members and peers, as well as customers.
F. Communicate effectively orally and in writing.
    1. Prepare and publish the necessary project documents involved in the specification, design, testing, and deployment of software.

2. Actively participate in customary project discussions, walk-throughs, reviews, and inspections.

Mission

The proposed program at UW-Platteville supports major themes of the UW-Platteville's recently developed Strategic Plan. These themes are to: *Foster Transformative Education, Increase Access, and Invest in Our Future*. The new B.S. in Cybersecurity program offers a timely and exciting new degree that will directly benefit the academic experience on campus by fostering a multidisciplinary approach to education and by offering access to new courses that are at the forefront of problem solving and technology. Recruitment and retention will benefit from the exploding need for cybersecurity professionals; and therefore, the promise of lucrative employment upon graduation. Finally, this program will connect students to industry through: (1) students' senior capstone projects, many of which will include cooperation with local industry, agencies, and organizations; (2) special emphasis on aiding non-profits in the region with security assessment and assurance; and (3) regular consultation with the program's advisory board. Cybersecurity is a computing-based discipline involving technology, people, information, and processes to enable assured operations.

A Bachelor of Science degree in Cybersecurity aligns with the first part of the university's mission statement to provide "associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts." Since the major relies heavily on foundation computer science courses, the program would become part of the Computer Science and Software Engineering (CSSE) department which resides in the College of Engineering, Mathematics and Science (EMS). Additionally, the proposed program will also include some courses from the Criminal Justice department. This cross-disciplinary inclusion provides participating students with a well-rounded view of the field of cybersecurity.

The second portion of the UW-Platteville mission is to "promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community." The proposed B.S. in Cybersecurity program supports the institutional mission of UW-Platteville by providing participating students with a hands-on learning experience that fosters creativity, builds self-confidence, exposes students to group-driven tasks, and provides consultation with internal and external experts in the focal area of study. When possible, group projects will focus on problems of interest to the local and regional community, thereby strengthening the ties between UW-Platteville and its neighbors.

Market and Student Demand

Expected student demand for a cybersecurity major at UW-Platteville is based on rapid growth in the need for cybersecurity professionals nationally and the severe lack of broadly focused degree programs in cybersecurity, both within the UW System and across the upper Midwest. The program is expected to increase the number of students attending UW-Platteville; and thus, the department does not expect current programs to be negatively affected. The assumed numbers of new students over the first five years of the proposed program are therefore conservative, given the high demand for training in this area and the deficit of training programs. In addition, an undergraduate degree in cybersecurity today is highly marketable. Madison Area Technical College graduated 18 students with associate degrees in cybersecurity in 2018. This indicates a local market for cybersecurity jobs as well as the potential for students to enroll with UW-Platteville for the undergraduate program. Google Analytics also reported 4,361 inquiries, of which 38.6% inquired about bachelor's programs in cybersecurity.

Taken together, these facts suggest a cybersecurity program at UW-Platteville would be highly attractive to motivated students throughout the local Tri-State area (Illinois, Iowa, and Wisconsin).

Cybercrime is a persistent and growing threat to the interests of individuals, businesses, and governments. To meet the increasing demand for effective cybersecurity operations, public and private sector organizations will require a highly educated and diverse workforce. The supply of cybersecurity professionals has fallen far short of demand. As predicted by Cybersecurity Ventures, there will be approximately 3.5 million job openings in cybersecurity by 2021.

According to data from BurningGlass, there were over 789,656 job postings in cybersecurity nationwide from September 2017 to August 2018, and the number of cybersecurity job postings has grown 94% since 2013, compared to only 30% for IT positions overall. That increase is more than three times faster than the overall IT market. Of the postings for cybersecurity positions, 88% of them require a bachelor's degree. The U.S. Bureau of Labor Statistics notes that information security is projected to grow 32% from 2018 to 2028. This is much faster than the average growth of all occupations in the U.S.[1]

The University of Wisconsin System requested the University Professional and Continuing Education Association (UPCEA) and its Center for Research and Marketing Strategy to provide information concerning the current market for a degree in cybersecurity. Here are the key findings in their feasibility report about the nation and state market in 2019:

[1] U.S. Department of Labor Statistics (April 2020) Occupational Outlook Handbook Information Security Analysts. Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

- The State of Wisconsin is projected to experience a 9% increase in cybersecurity-related jobs over the next decade. Within the state, computer user support specialists are expected to have the highest number of job openings within the cybersecurity sector (1,180). Nationwide, the number of cybersecurity positions is expected to grow by 13% while the secondary region, which includes Illinois, Iowa, Michigan, Minnesota, and Wisconsin, will experience an increase of 9%.
- Among select cybersecurity occupations, information security analysts have the highest forecasted growth between 2018 and 2028, with predictions of 25% growth in both the primary region and the nation, as well as 22% in the secondary region.
- Milwaukee had the highest number of unique job postings in the state for select cybersecurity occupations (5,872) and Chicago claimed the most unique postings in the secondary region (29,066).

Credit Load and Tuition

The B.S. in Cybersecurity represents a curriculum comprised of 120 credits in total including 45 general education and elective credits, 49 credits of computing and cybersecurity coursework, 14 credits in mathematics and statistics, and 12 credits in criminal justice as an application domain. The 3-credit capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in cybersecurity. The capstone course in cybersecurity will provide students with opportunities to work on actual security projects with companies and/or the campus IT department. This high-impact practice of real-world projects means that students will be ready to enter the workforce and be productive.

The curriculum of the B.S. in Cybersecurity program is designed according to the accreditation requirements of ABET. The Department of Computer Science and Software Engineering anticipates that it will seek ABET accreditation of the program in the fifth year after graduation of the first cohorts. Once accredited, ABET reviews programs every six years to determine if the program is still worthy of accreditation.

For students enrolled in the B.S. in Cybersecurity, standard tuition and fee rates will apply. For the current academic year, residential tuition, textbook, and segregated fees total $3,937 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $3,149 is attributable to tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees. Tri-State Initiative tuition, textbook, differential tuition, and segregated fees total $6,287 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $5,559 is attributable to tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees. Nonresident tuition and segregated fees total $7,862 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $7,074 is attributable to

tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Science in Cybersecurity at UW-Platteville
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 CYBERSECURITY AT UNIVERSITY OF WISCONSIN-PLATTEVILLE PREPARED BY UW-PLATTEVILLE

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Cybersecurity (B.S. in Cybersecurity). The development of this program responds to the recognized shortage of cybersecurity professionals throughout the state and region. This program represents a comprehensive and cross-disciplinary curriculum that prepares students for a career, further study, and lifelong professional development in the cybersecurity discipline. The curriculum of the proposed program provides students with a solid foundation in programming, data and network security, risk management, software engineering, technical communications, compliance, strategic planning, and legal and ethical issues in cybersecurity. Students will be equipped with skills needed to effectively reduce security risks and eliminate security vulnerabilities within a given system. Graduates of the program will gain the core competencies required to assume a variety of roles across a wide range of industries to include security engineers, security analysts, and information technology specialists. The curriculum was developed in alignment with defined requirements of the Accreditation Board for Engineering and Technology (ABET).[1]

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Platteville

Title of Proposed Program
Cybersecurity

Degree/Major Designations
Bachelor of Science

Mode of Delivery
Single institution; face-to-face

[1] ABET.org (Nov 2018) ABET Approves Accreditation Criteria for Undergraduate Cybersecurity Programs. Retrieved from https://www.abet.org/abet-approves-accreditation-criteria-for-undergraduate-cybersecurity-programs/

Department or Functional Equivalent
Department of Computer Science and Software Engineering

College, School, or functional Equivalent
College of Engineering, Mathematics and Science

Proposed Date of Implementation
Fall 2020

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 135 students will have enrolled in the program and 33 students will have graduated from the program. The average student retention rate is projected to be 94%, based on the average annual retention rate for computer science majors.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	20	25	35	40
Continuing Students	0	14	32	55	71
Total Enrollment	15	34	57	90	111
Graduating Students	0	0	0	14	19

Tuition Structure

For students enrolled in the B.S. in Cybersecurity, standard tuition and fee rates will apply. For the current academic year, residential tuition, textbook, and segregated fees total $3,937 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $3,149 is attributable to tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees. Tri-State Initiative tuition, textbook, differential tuition, and segregated fees total $6,287 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $5,559 is attributable to tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees. Nonresident tuition and segregated fees total $7,862 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $7,074 is attributable to tuition, $125 is attributable to textbook rental fees, $60 is attributable to a differential for student support, and $603 is attributable to segregated fees.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Cybersecurity represents a curriculum comprised of 120 credits in total including 45 general education and elective credits, 49 credits of computing and cybersecurity coursework, 14 credits in mathematics and statistics, and 12 credits in criminal justice as an application domain. The 3-credit capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in cybersecurity. The capstone course in cybersecurity will provide students with opportunities to work on actual security projects with companies and/or the campus Information Technology (IT) department. This high-impact practice of real-world projects means that students will be ready to enter the workforce and be productive.

Student Learning Outcomes and Program Objectives

Upon completion of the B.S. in Cybersecurity program, students should be able to:

A. Apply fundamental knowledge to both immediate professional software development tasks as well as acquire new professional skills throughout a lifetime.
B. Use security principles and techniques of analysis to produce solutions for specific cybersecurity problems.
C. Engage in effective software development practices in a manner that significantly reduces security risks and eliminates security vulnerabilities by following an approved security system development process model.
D. Adopt appropriate methods and tools to prevent, detect, respond, and recover from attacks.
E. Demonstrate sensitivity to and sound judgment in ethical issues as they arise in information security and cyber defense, and conduct oneself ethically, honestly, and professionally in all work environment activities including all interactions with employers, team members, and peers, as well as customers.
F. Communicate effectively orally and in writing.
    1. Prepare and publish the necessary project documents involved in the specification, design, testing, and deployment of software.
    2. Actively participate in customary project discussions, walk-throughs, reviews, and inspections.

In anticipation of seeking ABET accreditation, student learning outcomes were developed to align with ABET requirements.

Program Requirements and Curriculum

First-year and transfer students will be eligible to declare a major in cybersecurity upon admission to the university. No additional exams (other than those already taken by students during admission to UW-Platteville) are required. Continued enrollment in the major will require students to remain in academic good standing; namely, maintenance of

a cumulative GPA greater than 2.0 and no semesters with a GPA less than 1.0. In addition, there is a graduation requirement that students must have a grade of C- or better in all required courses (i.e., computer science, software engineering, and the four new cybersecurity courses). Table 2 illustrates the program curriculum for the proposed program.

Table 2: Bachelor of Cybersecurity Program Curriculum

General Education and Elective Credits		**45 credits**
Academic Program or Major Course Requirements:		**57 credits**
Math 2640	Calculus and Analytic Geometry I (prerequisite: Math 2450 or Math 2530 with a grade of C- or better or mathematics proficiency level of 40)	4 credits
Math 2730	Discrete Mathematics (prerequisite: Math 2640 with a grade of C- or better)	3 credits
Math 2740	Calculus and Analytic Geometry II (prerequisite: Math 2640 with a grade of C- or better)	4 credits
Math 4030	Statistical Methods with Applications (prerequisite: Math 2740 with a grade of C- or better)	3 credits
CS 1430	Programming in C++	3 credits
CS 2430	Object-Oriented Programming and Data Structures I (prerequisite: CS 1430 with a C- or better)	3 credits
CS 2630	Object-Oriented Programming and Data Structures II (prerequisite: CS 2430)	3 credits
SE 2730	Introduction to Software Engineering (prerequisite: CS 2430)	3 credits
SE 3430	Object-Oriented Analysis and Design (prerequisite: CS 2430)	3 credits
SE 3730	Software Quality (prerequisite CS 2630 and SE 2730)	3 credits
CS 3230	Computer Architecture/Operating Systems (prerequisite: CS 2430)	3 credits
CS 3630	Database Design & Implementation (prerequisite: CS 2430 and Math 1630 or Math 2130 or Math 2730)	3 credits
CS 3830	Data Communications. & Computer Networks (prerequisite: CS 2430)	3 credits
CS 3840	Introduction to Computer Security (prerequisite: CS 3830)	3 credits

CS 3870	Web Protocols, Technologies & Applications (prerequisite: CS3630)	3 credits
CYB 3910	Network Security (prerequisite: CS 3840)	3 credits
CYB 3930	IT Security Management (prerequisite: CS 3840)	3 credits
CYB 4250	Capstone Project (prerequisite: CYB 3910 and CYB 3930)	3 credits
CYB 4110	Cybersecurity Seminar (prerequisite: Cybersecurity major and junior/senior standing)	1 credit

Elective Courses (6 credits): 6 credits

CS 3520	Programming Languages Structures (prerequisite: CS 2630)	3 credits
CS 3720	Mobile Application Development (prerequisite: CS 2630 or CS 3340)	3 credits
CS 3030	Artificial Intelligence (prerequisite: CS 2630 and Math 2730)	3 credits
SE 4130	Real-time Embedded Systems Programming (prerequisite: CS 2630 and SE 3430 and either ELECTENG 3780 or CS 3230)	3 credits

Application Emphasis: 12 credits

Required Emphasis Courses:

CJ 1130	Introduction to Criminal Justice	3 credits
CJ 2630	Private Security Operations	3 credits

Elective Emphasis Courses (6 credits – pick 2)

CJ 2850	White Collar Crime (prerequisite: CJ 1130 with minimum grade of C-)	3 credits
CJ 2930	Interviewing (prerequisite: CJ 1130)	
FI 4020	Courtroom Testimony and Evidence (prerequisite: junior standing)	3 credits
FI 4120	Cybercrime Investigations (prerequisite: FORENSIC 1320 or CJ 1130 with grade of C- or better, Junior standing)	3 credits

Total Credits 120 credits

Assessment of Outcomes and Objectives

The program will be assessed directly through student performance as well as long-term trends. An assessment plan will be drafted to assess student learning objectives and program outcomes. Program assessment plans must align with departmental goals and

objectives which, in turn, must align with the institutional goals. Students are required to create and maintain an e-portfolio of their academic achievements and complete a capstone course. Assessments include but are not limited to exam and quiz questions, programming assignments, and project reports. For each assessment, a rubric is created based on the artifact that is collected and approved by the members of the department.

The Department of Computer Science and Software Engineering also conducts a number of surveys to ensure that programs meet ABET continuous improvement requirements. The course outcome surveys are used to determine if course objectives are accomplished. This survey is given every semester for all Computer Science and Software Engineering courses taught that semester. There is also a graduate survey to assess program outcomes for each program. Cybersecurity course outcome surveys and a graduate survey for cybersecurity will be issued each semester.

In addition, students are encouraged to pursue a CompTIA Security+ certification, which is a global certification that validates the baseline skills one needs to perform core security functions and pursue an IT security career. The department will collect and analyze enrollment trends, time to degree, and job or graduate school placement. Over time, programmatic changes will be made based on learning assessment results and yearly feedback from an advisory board regarding industry needs. The department chairperson is responsible for overseeing these changes.

Diversity

UW-Platteville practices a process of inclusion that allows the institution to increasingly strengthen its leadership role in the 21st century through the complete integration of diversity into all the university's core activities. UW-Platteville strives to create a campus that provides: (1) access and support for underserved populations; (2) an inclusive and just culture; (3) promotion of understanding, compassion, and acceptance; (4) commitment to the ideals of social justice; and (5) appreciation for global citizenship through a focus on collaboration and respect. These perspectives can only be realized when they are included in curriculum. In addition to completing diversity requirements in the general education curriculum, issues surrounding cybersecurity and diversity will be discussed in the IT Security Management course. Topics discussed in this course will include protecting digital assets for all that align with (2) (see above), an inclusive and just culture and the importance of collaboration and respect for all people, and (5) (see above), given that cyber-attacks are not just occurring in our own country. Faculty have the option to choose an assignment or exam question related to issues of diversity, cybersecurity, and management.

Inclusion of marginalized and minority groups is important for this major and the faculty who will offer the curriculum. Clearly, cybersecurity is a world issue that affects anyone who has access to technology. It does not discriminate based on sexual orientation, age or race as to who is attacked. Any person with digital assets needs to be protected.

UW-Platteville endeavors to foster an environment of inclusive excellence and has initiated major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives, creating multiple offices that provide improved support for students, faculty, and staff—the Division of Diversity and Inclusion, the Center for Gender and Sexuality, LGBTQ+ support groups, and the Office of Non-Traditional and Veteran Student Affairs. In addition, the university hired an individual for a new administrative position as a chief diversity officer.

The newly created Division of Diversity and Inclusion aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientations, religions, socioeconomic levels, political perspectives, abilities, opinions, values, and experiences. Furthermore, UW-Platteville is committed to sustaining an accessible inclusive environment that empowers all members of the campus community to achieve their highest potential. Attainment of this vision is not only possible but also critical to meeting its promise as a university, which is measured by the success of its students in an increasingly connected world.

There is a significant shortage of women in global cybersecurity, accounting for only 11% of the global cybersecurity workforce. Men are four times more likely to hold executive-level cybersecurity positions and nine times more likely to hold managerial positions than women.[2] Clearly, the lack of women in cybersecurity positions is a diversity issue. Ensuring that diverse student populations enter the B.S. in Cybersecurity program is important, so UW-Platteville's Department of Computer Science and Software Engineering will work with the marketing department to conduct outreach to potential students, especially focusing on underserved populations, in accordance with UW-Platteville's mission statement.

Currently the department offers an after-school program for girls (Grades 5-12) interested in technology topics, which uses the *Girls Who Code* model. The College of Engineering, Mathematics and Science (EMS) hosts a program each semester called *Pioneering Your Future*, which is directed toward women who are interested in Science, Technology, Engineering and Mathematics (STEM). The Department of Computer Science and Software Engineering participates in these programs.

Once the cybersecurity major is approved, the institution will include activities that relate to cybersecurity and provide information about careers as well. In addition, the program advisory board will provide support in this area by helping the program extend its reach to diverse prospective students and communities. It is equally important to retain all students by encouraging them to access the wide variety of academic and counseling

[2] I Am Cybersafe (April 2020) Untapped Talent Women in Cybersecurity. Retrieved from https://www.iamcybersafe.org/WomenInCybersecurity To download the full report, scroll to the bottom of the page.

support services available on campus. These initiatives align with UW-Platteville's initiatives to provide access and support for underserved populations. The Department of Computer Science and Software Engineering is also committed to actively recruiting candidates for new positions from historically marginalized groups. The program will work toward achieving equity—in terms of compensation, professional opportunity, and respect—across gender, ethnic, and cultural distributions of faculty and staff.

Collaborative Nature of the Program

The Department of Computer Science and Software Engineering also offers a master's degree in cybersecurity through the UW Extended Campus collaboration. With this newly proposed undergraduate program at UW-Platteville, students will not only be able to pursue a degree program in cybersecurity at the undergraduate level, but interested students will also be able to pursue a master's degree in the same field through the UW Extended Campus collaboration.

No external partnerships for this program are in place now. Clearly, there is an opportunity to work with area technical and community colleges in the Tri-State area to create articulation agreements for students to continue and complete a four-year degree. The department has partnered with the Department of Mathematics and the Department of Criminal Justice to provide an interdisciplinary experience for students.

Projected Time to Degree

Full-time students should be able to complete the cybersecurity degree program in four years. Part-time degree completion would likely take longer depending on the course load and the number of credit hours being taken each semester. Transfer students may require an additional semester contingent on whether students have completed prerequisite courses.

Program Review

This program will go through standard university review processes for both the curriculum and the degree. Specifically, the degree program and courses are reviewed by committees at the department, college, and university level. The Assessment Oversight Committee requires program assessment every two years. The Assessment Oversight Committee and the Academic Planning Council review programs to make sure that the outcomes align with the institutional outcomes.

At the department level, the program will be reviewed annually with the materials collected from assessments. This annual review will be in preparation for ABET accreditation discussed below. Once accredited, the program will need to demonstrate continuous improvement practices.

The College of EMS has seven ABET-accredited engineering programs. ABET reviews occur every six years. The College of EMS has a strong interest in making sure all programs

are high quality. The College of EMS has Continuous Improvement coordinators assigned with each program. These coordinators meet regularly to work on rubrics, review assessments, and offer suggestions for how programs can improve. Data collected annually from departmental assessment plans are used by the group.

At the university level, all programs submit an in-depth review every six years to the Academic Planning Council. Program goals, progress toward previously stated goals, data regarding fulfillment of student learning outcomes, and budget needs are examined.

The program will also be reviewed annually by an advisory board of external stakeholders made up of industry professionals. This group will provide degree program faculty with insight regarding the current trends in academia and industry as well as changes that should necessarily be made to the curriculum.

Accreditation

The curriculum of the B.S. in Cybersecurity program is designed according to the accreditation requirements of ABET. The Department of Computer Science and Software Engineering anticipates that it will seek ABET accreditation of the program in the fifth year after graduation of the first cohorts. Once accredited, ABET reviews programs every six years to determine if the program is still worthy of accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The B.S. in Cybersecurity is one of several new programs identified for development as part of an Academic Planning Initiative conducted at UW-Platteville in summer 2018, with the support of the provost as well as the dean of the College of Engineering, Math, and Sciences.

The proposed program at UW-Platteville supports major themes of the UW-Platteville's recently developed strategic plan. These themes are to foster transformative education, increase access, and invest in our future.[3] The new B.S. in Cybersecurity program offers a timely and exciting new degree that will directly benefit the academic experience on campus by fostering a multidisciplinary approach to education and by offering access to new courses that are at the forefront of problem solving and technology. Recruitment and retention will benefit from the need for cybersecurity professionals and, therefore, the promise of lucrative employment upon graduation. Finally, this program will connect students to industry through: (1) students' senior capstone projects, many of which will include cooperation with local industry, agencies, and organizations; (2) special

[3] University of Wisconsin-Platteville (April 2020) Strategic Plan. Retrieved from https://www.uwplatt.edu/strategic-plan

emphasis on aiding non-profits in the region with security assessment and assurance; and (3) regular consultation with the program's advisory board. Cybersecurity is a computing-based discipline involving technology, people, information, and processes to enable assured operations.

A Bachelor of Science degree in Cybersecurity aligns with the first part of the university's mission statement to provide "associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts." [4] Since the major relies heavily on foundation computer science courses, the program would become part of the Computer Science and Software Engineering (CSSE) department which resides in the College of Engineering, Mathematics and Science (EMS). Additionally, the proposed program will also include some courses from the Criminal Justice department. This cross-disciplinary inclusion provides participating students with a well-rounded view of the field of cybersecurity.

The second portion of the UW-Platteville mission is to "promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community."[4] The proposed B.S. in Cybersecurity program supports the institutional mission of UW-Platteville by providing participating students with a hands-on learning experience that fosters creativity, builds self-confidence, exposes students to group-driven tasks, and provides consultation with internal and external experts in the focal area of study. When possible, group projects will focus on problems of interest to the local and regional community, thereby strengthening the ties between UW-Platteville and its neighbors.

Students participating in this program will have the opportunity to practice their profession through a variety of opportunities, including hands-on projects, internships, co-ops, and class and professional presentations. In addition to coursework, these experiences will drive students to become well-rounded professionals capable of obtaining employment in a diversity of work environments.

Institutional Program Array

The Department of Computer Science and Software Engineering currently offers a Bachelor of Science in Computer Science with an emphasis in computer technology or computer information systems and an ABET-accredited Bachelor of Science in Software Engineering. A cybersecurity program would complement the existing programs with a new program in an area of computing that is fast-growing and in high demand. Software

[4] University of Wisconsin-Platteville (April 2020) Mission and Vision. Retrieved from https://www.uwplatt.edu/department/chancellor/mission-and-vision

Engineering and Computer Science students will have opportunities to choose from a broader array of security-related courses to prepare them for the job opportunities that abound in the computing industry. The university has both criminal justice and forensics programs as well. Students in the cybersecurity program must complete a 12-credit emphasis that includes both criminal justice and forensics courses. This collaboration also enhances the knowledge students will take into their careers.

The B.S. in Cybersecurity program aligns well with the Master of Science in Cybersecurity, which is a UW System collaborative online master's program anticipated to be offered in fall 2020. UW-Platteville is one of the eight participating UW campuses. Students who graduate from the B.S. in Cybersecurity are potential applicants for the online master's program.

Other Programs in the University of Wisconsin System

In the UW System, no other campus offers a Bachelor of Science in Cybersecurity. UW-Parkside is the only institution that offers a cybersecurity certificate. UW-Stout does have a designation as a Center for Cybersecurity and Cyber Defense, but the offered major is called Computer Networking and Information Technology. No other college or university in the state of Wisconsin offers such a program.

Need as Suggested by Current Student Demand

Expected student demand for a cybersecurity major at UW-Platteville is based on rapid growth in the need for cybersecurity professionals nationally[5] and the severe lack of broadly focused degree programs in cybersecurity, both within the UW System and across the upper Midwest. The program is expected to increase the number of students attending UW-Platteville; and thus, the department does not expect current programs to be negatively affected. The assumed numbers of new students over the first five years of the proposed program (Table 1) are therefore conservative, given the high demand for training in this area and the deficit of training programs. In addition, an undergraduate degree in cybersecurity today is highly marketable.[6] Madison Area Technical College graduated 18 students with associate degrees in cybersecurity in 2018.[7] This indicates a local market for cybersecurity jobs as well as the potential for students to enroll with UW-Platteville for the

[5] U.S. Bureau of Labor Statistics (April 2020) Occupational Outlook Handbook Fastest Growing Occupations. Retrieved from https://www.bls.gov/ooh/fastest-growing.htm

[6] U.S. Bureau of Labor Statistics (April 2020) Occupational Outlook Handbook Information Security Analysts. Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

[7] Integrated Postsecondary Education Data System (IPEDS) (April 2020) College Navigator, Madison Area Technical College. Retrieved from https://nces.ed.gov/collegenavigator/?q=Madison+Area+Technical+College&s=all&id=238263#programs Scroll down to Computer and Information Systems Security/Information Assurance.

undergraduate program. Google Analytics also reported 4,361 inquiries, of which 38.6% inquired about bachelor's programs in cybersecurity.[8]

Taken together, these facts suggest a cybersecurity program at UW-Platteville would be highly attractive to motivated students throughout the local Tri-State area (Illinois, Iowa, and Wisconsin).

Need as Suggested by Market Demand

Cybercrime is a persistent and growing threat to the interests of individuals, businesses, and governments. To meet the increasing demand for effective cybersecurity operations, public and private sector organizations will require a highly educated and diverse workforce. The supply of cybersecurity professionals has fallen far short of demand. As predicted by Cybersecurity Ventures,[9] there will be approximately 3.5 million job openings in cybersecurity by 2021.

According to data from BurningGlass,[10] there were over 789,656 job postings in cybersecurity nationwide from September 2017 to August 2018, and the number of cybersecurity job postings has grown 94% since 2013, compared to only 30% for IT positions overall. That increase is more than three times faster than the overall IT market. Of the postings for cybersecurity positions, 88% of them require a bachelor's degree. The U.S. Bureau of Labor Statistics notes that information security is projected to grow 32% from 2018 to 2028. This is much faster than the average growth of all occupations in the U.S.[11]

The University of Wisconsin System requested the University Professional and Continuing Education Association (UPCEA) and its Center for Research and Marketing Strategy to provide information concerning the current market for a degree in cybersecurity. Here are the key findings in its feasibility report[12] about the nation and state market in 2019:

- The state of Wisconsin is projected to experience a 9% increase in cybersecurity-related jobs over the next decade. Within the state, computer user support

[8] Gray Associates (2018) Data made available through market study research provided by Gray Associates (https://www.grayassociates.com/)
[9] Cybercrime Magazine (Oct 2019) Cybersecurity Talent Crunch to Create 3.5 Million Unfilled Jobs Globally by 2021. Retrieved from https://cybersecurityventures.com/jobs/
[10] Burning Glass (June 2019) Recruiting Watchers for the Virtual Walls: The state of Cybersecurity Hiring. Retrieved from https://www.burning-glass.com/wp-content/uploads/recruiting_watchers_cybersecurity_hiring.pdf
[11] U.S. Department of Labor Statistics (April 2020) Occupational Outlook Handbook Information Security Analysts. Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm
[12] UPCEA (Feb 2019) Feasibility Analysis: Master of Science in Cybersecurity, University of Wisconsin System.

specialists are expected to have the highest number of job openings within the cybersecurity sector (1,180). Nationwide, the number of cybersecurity positions is expected to grow by 13% while the secondary region, which includes Illinois, Iowa, Michigan, Minnesota, and Wisconsin, will experience an increase of 9%.

- Among select cybersecurity occupations, information security analysts have the highest forecasted growth between 2018 and 2028, with predictions of 25% growth in both the primary region and the nation, as well as 22% in the secondary region.
- Milwaukee had the highest number of unique job postings in the state for select cybersecurity occupations (5,872) and Chicago claimed the most unique postings in the secondary region (29,066).

University of Wisconsin-Platteville

Attachment B

Cost and Revenue Projections For Bachelor of Science in Cybersecurity

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	15	20	25	35	40
	Enrollment (Continuing Student) Headcount	0	14	32	55	71
	Enrollment (New Student) FTE	15	20	25	35	40
	Enrollment (Continuing Student) FTE	0	14	32	55	71
II	**Total New Credit Hours (# new sections x credits per section)**			192	220	
	Existing Credit Hours	195	442	549	950	1443
III	**FTE of New Faculty/Instructional Staff**	0	0	1	0	1
	FTE of Current Fac/IAS			0	1	1
	FTE of New Admin Staff					
	FTE Current Admin Staff		0.05	0.10	0.15	0.20
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$38,733	$87,794	$147,184	$232,396	$286,622
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	$38,733	$87,794	$147,184	$232,396	$286,622
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$0	$0	$110,536	$112,747	$225,538
	Other Staff		$2,349	$4,792	$7,331	$9,971
	Other Expenses					
	Facilities					
	Equipment	$25,000	$3,000	$3,000	$3,000	$3,000
	Other:					
	Total Expenses	$25,000	$5,349	$118,328	$123,078	$238,508
VI	**Net Revenue**	$13,733	$82,445	$28,857	$109,318	$48,114

Provost's Signature: D. Joanne Wilson **Date:** 05/04/2020

Chief Business Officer's Signature: M R Smith **Date:** 5/1/20

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-PLATTEVILLE
BACHELOR OF SCIENCE IN CYBERSECURITY

Introduction

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Cybersecurity (B.S. in Cybersecurity). The development of this program responds to the recognized shortage of cybersecurity professionals throughout the state and region. The program makes use of courses currently offered in the Computer Science and Software Engineering program and only four new Cybersecurity courses. These courses will necessitate a dedicated lab where students can practice and experiment with cyber topics and not risk damage to any university assets.

Section I – Enrollment

Estimated student demand for a Cybersecurity major is based on the high demand for professionals in this area.[1] The program conservatively estimates initial enrollments to be 15 FTE in the first year. The program projects a steady growth in student enrollments reaching 85 by the fifth year. The department typically does not have part-time students.

Section II – Credit Hours

Students will complete a total of 120 credits which includes 75 credits in the major. Of these credits, 49 credits are provided by the Department of Computer Science and Software Engineering. The remaining credits are provided by other departments for the major or are general education and elective credits. All programs have capacity to accommodate additional students. The department provides 41% of the required credits in the program (49/120 credits = 41%). Typically, a student takes 30 credits per year. Thus, 30 times 41% = approximately 13 credits per year are directly attributable to the courses delivered by the Department of Computer Science and Software Engineering. In the third and fourth years, 10 credits in newly developed courses will be offered at the junior and senior levels. The department anticipates introducing six credits in the third year of the program and the remaining four credits in the fourth year of the program. Student credit hours (SCH) are calculated by multiplying the new and continuing student FTE by 13 (the number of program credits taken each year). Students typically balance general education credits and major course credits throughout their four years of study.

Section III – Faculty and Staff Appointments

In the initial two years of the program, current courses have capacity to absorb the program's students. By Year 3 new faculty FTE will need to be added to accommodate the new courses in the program and growth in demand in existing computer science courses. By Year 5, an additional faculty FTE of 1.0 will be required.

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[1] https://www.burning-glass.com/blog/demand_cybersecurity_jobs/

Section IV – NEW Program Revenues

Tuition Revenues

The program will be supported by tuition revenue. Currently, tuition for in-state students is $6,298 per year per student. Of the 120 credits required for a degree, 41% are directly attributable to the Cybersecurity program. The tuition revenue was calculated by multiplying the total number of students in the program by the yearly tuition times 41%.

Section V – Program Expenses

Salary and Fringe Expenses

No additional salary expenses are anticipated for the first year of the program. Instructional capacity exists in the program's first- and second-year courses. By the third year of the program and again in the fifth year, additional instructional FTE will be needed. The program intends to hire individuals with expertise in cybersecurity. Faculty salaries are estimated at $80,000 plus fringe at 38.17% (80,000 times 38.17% plus 80,000). A 2% increase to accommodate salary and/or fringe costs are included in Years 4 and 5.

The program will require minimal support staff in the initial years of the program. As the program grows, office support staff time will increase to accommodate additional paperwork required for managing 125 majors. A 2% increase to accommodate salary and/or fringe costs are included in Years 2-5.

Other Expenses

In order to support the program, initially 10 workstations and a server will be required. This lab will be secured in such a way that students can safely work on projects, experiment with cyber topics, and work on solutions without worrying about harm to any parts of the university network. The cost of the workstations is estimated to be approximately $10,000. The department has an array of wireless devices already that can be used within the program. A server will be another $10,000. The remaining $5,000 will be used for furniture (tables and chairs) and for any additional security precautions that are necessary. The additional $3,000 in Years 2-5 will be used to cover any license fees and expenses necessary for preparing students for the CompTIA Security+ certification.

Section VI – Net Revenue

The program is expected to have net revenues beginning with the first year. Revenues will be reinvested in the program as needed for additional hardware/software needs. For example, a more powerful server and/or additional workstations may be acquired. The program does not expect a negative impact from COVID-19. New instructional staff is not planned until Year 3 of the program and then only if merited by the size of the program. While the fate of Fall 2020 enrollments is yet to be seen, anticipated enrollment estimates are very conservative.

April 6, 2020

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

Re: Provost Letter of Commitment for Implementation of a BS in Cybersecurity

Dear President Cross:

The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Science in Cybersecurity. The Notice of Intent for this major was circulated to UW-System campuses and UW-Stout expressed a desire to collaborate. We have expressed our desire to work with them. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This program responds to shortages of cybersecurity professionals within Wisconsin and across the upper Midwest. This is a growing field and it will continue to grow as industry demand for effective cybersecurity operation increases. Few broadly focused degree programs in cybersecurity exist and graduates will be highly marketable. The program provides a solid foundation in programming, data and network security, risk management, software engineering as well as strategic planning, and ethical issues in cybersecurity. The curriculum offers cross-disciplinary study through coursework in criminal justice and forensic investigation.

The BS in Cybersecurity fills a unique niche within the institution's program array. In summer, 2018, the Provost sponsored an opportunity to explore new majors which would complement our existing program array and faculty skillset. This degree also aligns well with UW-Platteville's mission to: "*provide associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture, and the liberal arts."* This program enhances the university's current array of STEM related programs. In addition, the program includes coursework in criminal justice. This cross-disciplinary inclusion provides participating students with a well-rounded view of the field of cybersecurity.

The Department of Computer Science and Software Engineering has the necessary resources to offer this program. The program does not expect a negative impact from COVID-19. New instructional staff is not planned until year 3 of the program and then only if merited by the size of the program. While the fate of Fall 2020 enrollments is yet to be seen, anticipated enrollment estimates are very conservative. The budget estimates have been discussed with and approved by the university's budget office.

The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

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

Education Committee
June 4, 2020

Item C.12.

ANNUAL REQUEST FOR FUNDING FROM THE VILAS TRUST FUND FOR UW-MADISON AND UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.12., approving the annual request from the Trustees of the William F. Vilas Trust Estate, as follows: $3,292,705 for UW-Madison in net income and unallocated funds, and $118,269 for UW-Milwaukee in net income.

Resolution C.12.: That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the total funding request of $3,410,974 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2020 to June 30, 2021, as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

SUMMARY

The request for funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee for fiscal year July 1, 2020 to June 30, 2021, is presented to the Board of Regents.

BACKGROUND

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an Act of the Wisconsin Legislature, provide in part that the Trustees of the Estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships and professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

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

The proffer is conditioned by the Trustees upon a certificate or warrant from the Board of Regents showing how the funds will be expended. The attached documents from UW-Madison and UW-Milwaukee, together with Resolution C.11., constitute that warrant.

Discussion

On May 5, 2020, President Cross received notice from the Vilas Trustees of the funding available from the Vilas Trust for both UW-Madison and UW-Milwaukee for the 2020-2021 fiscal year. On May 6, 2020, President Cross transmitted correspondence to UW-Madison Chancellor Rebecca Blank, seeking the UW-Madison annual request for funding from the Vilas Trust Fund.

On May 8, 2020, President Cross received responsive correspondence from UW-Madison Chancellor, Rebecca Blank. The UW-Madison request of the Vilas Trust is framed in careful accordance with both the terms of the Vilas Trust, and the need to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. This year, UW-Madison is especially mindful of the gaps in its ability to attract, retain, and support the highest quality faculty scholars, and the difficulty many students have in paying for undergraduate or graduate education.

On April 21, 2020, President Cross received early correspondence from UW-Milwaukee Provost, Johannes Britz. The UW-Milwaukee request of the Vilas Trust seeks to name Department of English Professor Kumkum Sangari as a Vilas Research Professor. In addition, the UW-Milwaukee Peck School of the Arts Department of Music proposes that the 2020-2021 William F. Vilas Trust grant assist the department in carrying forward its mission to create exciting opportunities for potential new students, and to expand and diversify UW-Milwaukee's instructional and performance outreach to the Milwaukee community and the entire state.

Further detail regarding the proposed Vilas Trust Funds expenditure for each campus during the 2020-2021 fiscal year is provided in Attachments B and C. These total amounts are listed below:

(1) UW-Madison Total Allocation

a. Continuation of Existing Programs: $3,292,705

(2) UW-Milwaukee Total Allocation: $118,269

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

b. Department of Music, Peck School of the Arts: $58,269

As a result, the Board of Regents now has the documentation necessary to warrant for the Vilas Trustees how the Vilas Trust Funds will be expended by UW-Madison and UW-Milwaukee during the 2020-2021 fiscal year.

ATTACHMENTS

A) Letter dated May 5, 2020 from President Cross to UW-Madison Chancellor Rebecca Blank.

B) Letter dated May 8, 2020 from UW-Madison Chancellor Rebecca Blank, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2020 to June 30, 2021 for the University of Wisconsin-Madison.

C) Letter dated April 21, 2020 from UW-Milwaukee Provost, Johannes Britz, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2020 to June 30, 2021 for the University of Wisconsin-Milwaukee, with attached letter dated April 9, 2020, requesting funds for the Department of Music, Peck School of the Arts.

May 6, 2020

Via Electronic Mail

Chancellor Rebecca Blank
University of Wisconsin-Madison
161 Bascom Hall, 500 Lincoln Drive

Dear Chancellor Blank:

I write to ask for your annual request to the Vilas Trust Estate for the 2020-21 year. The Trust has indicated that net income available for allocation is $2,425,000.70. The Trust will supplement that total in order to fund "Part A" endowments but will be unable to support "Part B" items due to capital losses in the prior fiscal year. The request should be categorized as follows:

1. Determine from the Vilas Professors the amount they will request for allowances for the ensuing academic year. The annual allowance for a Vilas Research Professor is currently limited to $50,000, although a Vilas Research Professor may request an increased allowance to support a project to advance knowledge in his or her area of research or study.

2. Obtain from the Chairperson of the Music Department the program and request for the 2020-21 academic year.

3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2020-21 academic year.

4. Determine from the Vilas Associates the amount of salary (total compensation package not to exceed the salary of the lowest paid Vilas Professor) and allowance they will request for the ensuing academic year.

When I have your request, I will convey it to the Board of Regents for review and approval.

Please send us your request no later than May 13, 2020 and kindly copy Dr. Laura Dunek (ldunek@uwsa.edu).

Sincerely,

Ray Cross
President

May 8, 2020

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

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2020 to June 30, 2021 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education. Our total request for 2020-2021 is: $3,292,705.00.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

1.	Continuation of 10 Vilas Undergraduate Scholarships at $400 each		4,000
2.	Continuation of 10 Vilas Graduate Fellowships:		
	a. 5 at $600 each	3,000	
	b. 5 Traveling Fellowships at $1,500 each	7,500	
			10,500
3.	Continuation of 19 Vilas Research Professors at $10,000 salary plus $50,000 auxiliary allowances each		1,140,000
4.	Continuation of additional graduate and undergraduate scholarships		
	a. Continuation of 50 additional undergraduate scholarships at $400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at $600 each	30,000	
			50,000

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

5.	Continuation of eighty (80) additional undergraduate scholarships at $400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas	32,000
6.	Retirement benefits for eight (8) Vilas Professors: Bethea, Bird, Brock, Hauser, Hermand, Keisler, Kung, and Weinbrot at $2,500 each	20,000
7.	16 Vilas Associates in the Arts and Humanities	671,013
8.	8 Vilas Associates in the Social Sciences	377,483
9.	15 Vilas Associates in the Physical Sciences	691,632
10.	11 Vilas Associates in the Biological Sciences	268,410
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	27,667
Total Request:		**3,292,705**

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

Please let me know if you have any questions.

Sincerely,

Rebecca Blank

Rebecca M. Blank
Chancellor

xc: Provost John Karl Scholz
Vice Chancellor Laurent Heller
Assistant Vice Chancellor Jennifer Klippel
Vice Provost Michael Bernard-Donals
Yvonne Quamme, Office of the Provost

Vilas Research Professors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vilas Distinguished Achievement Professors

2018-19 Cohort
David F. Anderson, College of Letters & Science, Mathematics
Stefania Buccini, College of Letters & Science, French and Italian
Pupa Gilbert, College of Letters & Science, Physics
Francine Hirsch, College of Letters & Science, History
Alfonso Morales, College of Letters & Science, Planning and Landscape Architecture
Mitchell Nathan, School of Education, Educational Psychology
Adam Nelson, School of Education, Educational Policy Studies
Christine Schwartz, College of Letters & Science, Sociology
Eric Shusta, College of Engineering, Chemical & Biological Engineering
Zhou, Shiyu, College of Engineering, Industrial & Systems Engineering

2019-20 Cohort
Marah Curtis, College of Letters & Science, Social Work
Anthony Di Sanza, College of Letters & Science, Music
Thaddeus Golos, School of Veterinary Medicine, Comparative Biosciences
Adena Rissman, College of Agricultural and Life Sciences, Forest & Wildlife Ecology
Brad Singer, College of Letters & Science, Geoscience
Vikas Singh, School of Medicine and Public Health, Biostatistics and Medical Informatics
Michael Titelbaum, College of Letters & Science, Philosophy

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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

TO: Ray Cross, President
The University of Wisconsin System

FROM: Johannes Britz
Provost and Vice Chancellor

DATE: April 21, 2020

RE: UW-Milwaukee 2020-21 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2020-21 Vilas Trust Funds:

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

2. Department of Music, Peck School of the Arts. Total Request: $58,269 (see attached proposal).

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

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

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

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Peck School of the Arts
Department of Music

Music Building
PO Box 413
Milwaukee, WI
53201- 0413

TO: Scott Emmons, Dean
Peck School of the Arts

April 9, 2020

FROM: Kevin Hartman, Chair
Department of Music

RE: **2019-2020 William F. Vilas Proposal: Peck School of the Arts Department of Music**

The UWM Peck School of the Arts Department of Music proposes that the 2020-2021 William F. Vilas Trust grant (please see the attached document for specific details) will assist the department in carrying forward its mission of recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus. In addition to bringing a new, bright, and diverse group of students to our music community, we propose to continue our tradition of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and southeastern Wisconsin. The Vilas grant will also continue to assist the Department of Music in providing musical performances, workshops by master artist/teachers, and an expanded opportunity for performance and composition among UW-Milwaukee music students.

The proposed 2020-2021 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students, and to expand and diversify UWM's instructional and performance outreach to the Milwaukee community and the entire state. The proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state. Additionally, these events will engage music students at UWM through guest artist residencies, instrumental and vocal workshops and performances, the Real Men Sing! Festival, the Chamber Music Milwaukee Artists Series, the UWM Voice Area Opera presentation, and many other worthy projects.

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

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

Respectfully,

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

Jun Kim
Chair, Vilas Committee
Department of Music
University of Wisconsin-Milwaukee

William F. Vilas Trust Proposal for 2020-2021
Peck School of the Arts
Department of Music

Abend, Elena	Piano guest master classes and recitals	3000
Brooks, Colleen	Recital: Hope and Healing; Commissioned pieces by James Daly and Ruben Piirainen	2000
Clippert, Jennifer	Chamber Music Milwaukee (faculty performance)	6000
Clippert, Jennifer	Flute Day (outreach)	1500
Clippert, Jennifer	Double Reed Day (outreach)	1500
Durlam, Zachary	Real Men Sing!	1000
Durlam, Zachary	High school run-out concerts (Choir)	3000
Forbes, Jack	Performance/Lecture: Manty Ellis and the Jazz Foundation of Milwaukee	1480
Hartman, Kevin	High school run-outs (Woodwind/Brass/Percussion)	1500
Izquierdo, Rene	Guitar Chamber Music guest artists	4000
Kartman, Stefan	ICM guests	2000
Kim, Jun	High school run-outs (String Orchestra)	1800
Kim, Jun	Symphony Orchestra guest artist Yekwon Sunwoo	2714
Kruse, Tanya /Brooks, Colleen	Opera production	9000
Kruse, Tanya /Durlam, Zachary	Vocal Festival	2250
Lasareff-Mironoff, Claudia	Viola Master Class guest artist	275
Otwell, Peggy	Piano Festival (outreach)	1500
Roman, Nicole	Residency: Limitless Collective	
800		
Roman, Nicole	Milwaukee Saxophone Festival	1000
Schoofs, Amanda	Sensoria	2000
Sink, Phillip	Guest artist Timothy Ledger/faculty performance	1050
Sink, Phillip	M-Queue New Music Festival	3900
Wier, Alex	Percussion guest artists	2000
Zinck, Bernard	Violin guest artists Francisco Cabán and Ambroise Aubrun	3000
	Total	**58,269**

Education Committee **Item D.**
June 4, 2020

REGENT POLICY DOCUMENT REVIEW
RPD 20-2, "STUDENT EVALUATION OF INSTRUCTION"

REQUESTED ACTION

Adoption of Resolution D., which amends Regent Policy Document (RPD) 20-2, "Student Evaluation of Instruction."

Resolution D.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents amends Regent Policy Document 20-2, "Student Evaluation of Instruction."

SUMMARY

RPD 20-2, "Student Evaluation of Instruction," incorporates a report prepared in 1974 by UW System Administration to establish guidelines for using student evaluations to improve instruction and in faculty promotion and tenure decisions. Although the Board adopted the provisions of RPD 20-2 over 45 years ago, the policy continues to demonstrate UW System's commitment to the consideration of student views on the quality of the educational experience within the UW System. This proposal recommends retaining, but revising and reformatting, RPD 20-2 to update the policy and meet the standards for a Regent Policy Document.

Presenter

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

BACKGROUND

In 1974, UW System Administration (then known as UW System's Central Administration) initiated a process for reviewing the use of student evaluations in faculty salary merit reviews. The goal of the review was to identify best practices in using student evaluations in promotion and tenure decisions, as well as for improving instruction.

On September 24, 1974, UW System Administration issued a report titled, "University of Wisconsin System Policy on Student Evaluation of Instruction." The report established guidelines for the use of student evaluations for improving instruction; for retention,

promotion, and tenure decisions; and for faculty merit salary increases. It included recommendations that institutions be required to:

- Support the widest possible use of student evaluation for the improvement of instruction. The review concluded that the most useful purpose for student evaluations is to improve instructional methods, but that student evaluations designed and used for this purpose may not be useful for evaluating faculty performance for purposes such as granting tenure or promotions or for awarding faculty merit pay increases.
- Incorporate student evaluations as one component of the process for considering whether to promote or grant tenure to a faculty member. The report stated that student evaluations should not be a substitute for direct peer judgment of teaching effectiveness, which may include a variety of methods such as observation of teaching and the assessment of syllabi, examinations, and other course materials, among other approaches.
- Summarize any student evaluation data used for the purpose of evaluating teaching effectiveness and provide faculty members with the opportunity to review and respond to such summaries used in a faculty member's performance evaluation.
- Conduct a formal analysis of student evaluation data at least once every three years for the purpose of determining whether to grant faculty merit pay increases. The Board adopted this provision to respond to institutional concerns at the time about the potential cost of routinely collecting student evaluation data as part of every review of faculty performance that could result in a merit pay increase.
- Submit a copy of its policies related to student evaluation of instruction, along with any instruments in widespread use by the faculty and a description of services provided to the faculty and departments in carrying out evaluation procedures to the Office of Academic Affairs by March 1, 1975. The Office of Academic Affairs was further required to summarize and disseminate the information it received to all UW System institutions.

The Board approved the report as Resolution 868 in October 1974 and incorporated the report in its entirety as Regent Policy Document (RPD) 74-13. The Board later renumbered RPD 74-13, without revision, as RPD 20-2. Attachment A includes a copy of RPD 20-2.

Although the Board adopted the provisions of RPD 20-2 over 45 years ago, the policy continues to demonstrate UW System's commitment to the use of student evaluation data for improving instruction and for evaluating faculty performance. Many of the findings and provisions of RPD 20-2 remain relevant. However, the policy incorporates the entire text of the 1974 report verbatim and does not meet the standards of a Regent Policy Document.

This proposal recommends retaining, but revising and reformatting, RPD 20-2 to meet the standards for a Regent Policy Document as outlined in RPD 2-3, *Standards and Protocol for Regent Policy Documents.* In general, the proposal simplifies many of the provisions of the current policy and reorganizes the provisions to identify the scope, purpose, policy statement and oversight responsibilities related to the use of student evaluations.

The proposed policy applies primarily to tenure and tenure track faculty, although institutions may, at their discretion, choose to adopt applicable provisions for all instructional staff.

The proposed policy continues to address the use of student evaluations for improving instruction and recognizes that the faculty and the chancellor of each institution have the primary responsibility for establishing policies and procedures for evaluating instruction.

The proposed policy allows institutions to identify the methodology to collect student evaluation data for improving courses and for evaluating the performance of faculty and instructional staff. Some studies have noted that traditional teaching evaluations are subject to students' unintentional biases about sex or race.[1] Although it may often be difficult to identify such bias, the policy encourages institutions to ensure, to the extent possible, that any survey instrument used is objective and minimizes bias. The policy also encourages institutions to assess survey instruments for reliability and validity. Survey reliability refers to the extent to which a survey or questionnaire consistently measures the same information, while validity refers to whether the survey or questionnaire is accurately measuring what it is intended to measure.

The proposed policy also discusses the use of student evaluation as one component of several criteria and measures for assessing faculty performance. UWS 3.05, Wis. Admin. Code, "Periodic review," requires the faculty and chancellor of each institution, after consulting with students, to establish rules providing for periodic review of faculty performance.

Section 19.36(10)(d), Wis. Stats., prohibits release of employee evaluations in response to a public records request. The Wisconsin Attorney General has informally advised that student evaluations are not subject to public release because they are considered in retention and promotion decisions. This policy includes a new provision that recommends that institutions seek consultation prior to releasing any such records in response to a public records request to ensure full compliance with the most current interpretation of public records laws.

The proposed policy no longer addresses the use of student evaluations for merit pay increases separately from the use of student evaluations for other types of performance evaluation reviews. Instead, the policy would require institutions to consider student evaluation data for faculty performance reviews, which the policy defines as "periodic

[1] Flaherty, C. (n.d.). *Teaching Evals: Bias and Tenure*. Retrieved from Inside Higher Ed: https://www.insidehighered.com/news/2019/05/20/fighting-gender-bias-student-evaluations-teaching-and-tenures-effect-instruction

reviews conducted by an institution and its faculty for such purposes as to determine whether to retain, promote, grant tenure, award a merit pay increase, or to routinely monitor the performance of a faculty member."

The policy no longer addresses the frequency with which institutions are to use student evaluation data to determine faculty merit pay increases. The frequency of performance reviews is addressed in other institutional policies. The purpose of this policy is to ensure that when institutions conduct such faculty performance reviews, they consider, as one of multiple components, student evaluation data.

Finally, the policy identifies the oversight, roles, and responsibilities for compliance with the policy.

Attachment B includes a copy of the proposed policy.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"
- Regent Policy Document 20-23, "Faculty Tenure"
- UWS 3.05, Wis. Admin. Code, "Periodic review"

ATTACHMENTS

A) RPD 20-2, "Student Evaluation of Instruction" – Current
B) RPD 20-2, "Student Evaluation of Instruction" – Proposed

20-2 STUDENT EVALUATION OF INSTRUCTION (Formerly 74-13)—Current Policy

Preamble: The Regents, administrations and faculties of the University of Wisconsin System have in common the purpose of providing the most effective instruction possible for all students. They also share the interest that students have in improvement of teaching quality, and assert that teaching ability should be one of the chief criteria considered in tenure decisions and in the retention, promotion, and compensation of faculty.

Student evaluation of teaching is an important source of information on classroom performance. For this reason, the Regents seek to establish University of Wisconsin System policy on the use of student evaluation of teaching for (a) improvement of instruction; (b) retention, promotion, and tenure decisions; and (c) merit salary increase deliberations. The statement herein is limited to formal student evaluation of instruction only and does not cover evaluation of non-instructional personnel or activities, or evaluation of instruction by faculty peers or administrators. As background for such a System policy, the Regents offer the following commentary:

General Observations: Student evaluation for such purposes as those stated above is now conducted in a variety of ways throughout the University of Wisconsin System. The Regents recognize that the faculties of the several institutions have the primary responsibility for setting policy concerning the method or methods by which student evaluation of instruction may be undertaken. Currently in the System some campuses have in operation a uniform institution-wide method of student evaluation, others permit departmental/divisional autonomy, and others use systems devised and/or administered by student groups. Institutional faculty governance bodies are encouraged to work toward an evaluative methodology, including delineation of faculty/student involvement in development of evaluation instrument(s) and procedures for its (their) use, particularly suited to the needs and nature of their institutions.

While research on the use of student evaluation has been extensive, no single instrument or methodology can be identified that is clearly more valid or useful than another. Emphasis may to good effect be placed on description of what happens in the classroom; research is still clearly needed to improve evaluation methodologies. Consequently, whatever practice is followed will need to be improved by an on-going process of testing and perfecting, and a wise understanding of the strengths and limitations of the student evaluation methodology in use. The Regents accordingly believe that variety of practice, affirmed by the considered judgment of the faculties of the several institutions, constitutes the best basis for carrying out a Regent policy on student evaluation.

Use of Student Evaluation for Improvement of Instruction: One of the widest uses of student evaluation is as a source of information for the improvement of instruction. The Regents recognize that a variety of instruments or methods of student evaluation may

serve the purpose of improving instruction, yet at the same time have little value for purposes of comparative evaluation of teaching performance. For example, short questionnaires checking student reaction to particular teaching materials, units, forms of presentation, or exams; open-ended suggestions solicited from class members for course improvements; or class discussion as part of the on-going process of course planning and conduct may be useful for instructional improvement but not of value for peer group advice or administrative uses. Frequently, student evaluation for self-improvement is best used when the faculty member has freedom of choice as to instrument, methods, or frequency. In this context, information that a faculty member solicits from students may be of greatest value for teaching improvement when there is no requirement that it be submitted to support promotion, tenure, or merit increase decisions.

Use of Student Evaluations for Retention, Promotion and Tenure Decisions: Peer group evaluation of a faculty member for retention, promotion, or tenure is necessarily based on multiple criteria that include effectiveness in teaching as well as high quality in scholarly activity and public service. Final consensus prior to a recommendation requires a judicious weighing of such criteria, both singly and in relation to one another, relative to the current mission and developmental needs of a department and institution. In assessing teaching effectiveness, the Regents believe that student evaluations are an important and useful source of evidence that should be explicitly considered in reaching judgments. The Regents assert, however, that student evaluation must not be a substitute for direct peer judgment of teaching effectiveness through a variety of means such as observation of teaching, assessment of syllabi, examinations and other course materials, and evaluation of contributions to development and strengthening of departmental curriculum. Moreover, effective peer judgment of teaching effectiveness necessarily includes both examination of the faculty member's current level of performance, and also his or her potential for growth.

Use of Student Evaluations in Merit Salary Increase Decisions: With regard to merit salary increase, the Regents are aware that sharp differences of opinion exist within the System, and within higher education nationally, concerning the value of repeated and regular use of a single evaluative instrument as one of the bases for annual decisions. While some campuses regularly use student evaluations for the purpose of improving teaching, other campuses believe that requiring annual or semester use for all classes of all teachers (since all teachers might properly be considered for merit increases) may generate costs well beyond any benefits received. The system may be time consuming and costly to manage. It may generate a volume of data much of which is redundant in the sense that steady and repetitious use may not generate new information. Such concerns should be reflected in a policy statement on student evaluation.

Policy Statement: In light of these considerations and in an effort to insure considered use of student evaluation for certain administrative purposes and to encourage its

increased use for other purposes, the Regents have prepared the following statement of System policy:

In an effort to insure considered use of student evaluation for certain administrative purposes and to encourage its increased use for other purposes, the Regents adopt the following statement of policy.

1. Student evaluation for the improvement of instruction. Each University of Wisconsin Institution should develop policy supporting the widest possible use of student evaluation for the improvement of instruction, together with supporting services that will best encourage and assist faculty members to use student evaluation for this purpose.

2. Student evaluation of instruction as information used in actions on promotion, retention, or the awarding of tenure. Each University of Wisconsin System Institution shall adopt such policies for instructional faculty as will insure: (a) that student evaluation of the instruction of each faculty member being considered for promotion or tenure shall be undertaken; (b) that the faculty body which initiates recommendations for promotion or tenure shall consider, in addition to independent peer judgment of teaching effectiveness, student evaluation data, taking into account existing limitations in validity and reliability of the evaluation methodology employed; and (c) that the faculty body initiating the recommendation shall include both its explicit evaluation of the teaching effectiveness of the person for whom the recommendation is made, and shall include a summary of information provided by student evaluation as part of the supporting evidence for its recommendation.

   Each institution shall develop systematic and firm procedure(s) for the manner and form of presenting student evaluation material for administrative purposes. Faculty members being evaluated should be informed of, and have the right to, respond to any summaries of student evaluations to be submitted for administrative use.

3. Student evaluation of instruction as information used in actions on merit salary increase: All faculty members being considered for merit salary increases shall be evaluated by their peers as to their instructional ability, using information from student evaluation of their instruction, as well as other information relevant to assessment, at least once every three years. The intent of this policy is to delegate to the institutions and their faculties decision as to the minimal frequency with which full assessment of teaching performance should be undertaken and formal analysis of student evaluation data carried out. It does not, however, imply that more frequent student evaluation might not be wise or desirable in order to provide the most substantial basis for the formal assessment of teaching performance.

N.B. The Policy Statement on Student Evaluation of Instruction shall be applied to all teaching faculty, understanding that UW System institutions should develop analogous procedures for evaluating the performance of faculty who are primarily assigned to continuing education and public service activities.

Reporting: The Regents ask that by March 1, 1975, each institution report to the Office of Academic Affairs its policies then in effect concerning student evaluation of instruction, together with copies of any instruments in widespread use by the faculty, and a description of any institutional services provided the faculty member or department in carrying out evaluation procedures. It is assumed that by this date (March 1, 1975), all campuses will be carrying out the student evaluation actions needed to implement the requirements of section 2, foregoing. It is further assumed that the process of developing, testing, and phasing in an institutional policy and practice concerning student evaluation will be completed not later than July 1, 1976. The Office of Academic Affairs shall summarize such information in a report to the Regents, and, as requested by the Council of Chancellors, shall assist in disseminating information on practice within the System to the several institutions.

History: Res. 868 adopted 10/4/74. Technical corrections made on 11/15/2018, as authorized by Res. 10835 (adopted 3/9/2017).

20-2 STUDENT EVALUATION OF INSTRUCTION--Proposed

SCOPE

This policy establishes guidelines for the use of student evaluation for improving instruction and evaluating faculty performance within the UW System.

This policy is limited to formal evaluation of instruction only. The policy applies primarily to tenured and tenure track faculty, but institutions may, at their discretion, apply appropriate provisions of this policy to other instructional staff. This policy does not address evaluation of non-instructional personnel or activities, or of the performance of faculty who are primarily assigned to continuing education and public service activities.

PURPOSE

The UW System Board of Regents established this policy to guide the use of student evaluation data of instruction for improving teaching effectiveness and evaluating faculty and instructional staff performance. The UW System Board of Regents shares an interest with UW institutions and students in providing the most effective instruction possible for all students. The Board asserts that the ability to teach effectively should also be one of the chief criteria considered in tenure decisions and in the retention, and promotion, of faculty. The Board recognizes that the collection and use of data from students describing student experiences, perceptions, and opinions of instruction are a valuable source of information that supports these goals.

POLICY STATEMENT

The UW System Board of Regents encourages institutional efforts to collect student evaluation data, in compliance with this policy, for use in improving instruction and for evaluating faculty and other instructional staff performance.

Use of Student Evaluation Data for Improving Instruction

The use of student evaluation data describing student experiences, perceptions, and opinions related to teaching effectiveness in a course are useful for identifying opportunities for improving the delivery of the course.

Each UW institution shall develop written policies and procedures to support the collection and use of student evaluation data for the purposes of improving course instruction.

Institutions may choose the methods used to solicit and analyze student evaluation data for the purposes of improving instruction, but institutions shall seek to identify methods

that, to the extent possible, provide an objective, reliable, and valid description of student perceptions and opinions.

Institutions are encouraged to develop student evaluations used for course improvement separately from student evaluations used for evaluating faculty performance. Faculty shall have a role in determining the components and processes of evaluating teaching effectiveness.

Evaluating Faculty Performance

For the purposes of this policy, a faculty performance review refers to any periodic review conducted by an institution for such purposes as to determine whether to retain, promote, grant tenure, award a merit pay increase, or to monitor the performance of an instructional faculty member. Examples of faculty performance reviews include, but are not limited to, reviews conducted in accordance with UWS 3.05, Wis. Admin. Code, "Periodic reviews," as well as tenure and post-tenure reviews. The evaluation of faculty performance shall consider the following.

Evaluation of Faculty Performance

Evaluation of faculty performance necessarily considers the performance of multiple responsibilities, including teaching effectiveness, the quality of research and scholarly activity, and public service, among other duties.

Each UW institution shall ensure institutional policies on promotion, salary, and tenure clearly define expectations regarding teaching effectiveness, research, public service, and other faculty responsibilities, with each UW institution determining the relative weight of teaching effectiveness in relation to other faculty responsibilities.

The final determination of faculty performance requires a judicious weighing of all criteria, both singly and in relation to one another, relative to the current mission and developmental needs of a department and institution. Each UW institution shall develop written policies and procedures ensuring a sound and fair basis for judging faculty performance that considers student evaluation data, along with other sources of performance evaluation data, to evaluate faculty performance.

Use of Student Evaluation Data for Evaluating Teaching Effectiveness

UW institutions shall use student evaluation data as one of multiple sources of information for evaluating the teaching effectiveness of faculty and, at the institution's discretion, for other instructional staff. UW institutions shall use particular care to ensure that student evaluation data used for evaluating teaching effectiveness are, to the extent possible, objective, valid, and reliable and that any

limitations in the objectivity, validity, and reliability of the data is considered when using student evaluation data to evaluate a faculty member's teaching effectiveness.

Student evaluation data shall be used in conjunction with, and not as a substitute for, other methods of evaluating teaching effectiveness. Teaching effectiveness may also be evaluated through a variety of other means such as peer observations of teaching; evaluation of syllabi, examinations and other course materials; and evaluation of contributions to development and strengthening of departmental curriculum. To the extent possible, institutions shall seek to ensure colleagues with expertise both in the subject matter and in standards of content and achievement in the faculty member's field of expertise are used to provide peer judgment of teaching effectiveness. Faculty shall have a role in determining the components and processes of evaluating teaching effectiveness.

Public Records Request of Student Evaluations

Institutions shall seek consultation as necessary for any public record request for student evaluation data to ensure the response complies with public records laws, including s. 19.33 (10) (d), Wis. Stats., which prohibits release of employee evaluations in response to a public records request.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

UW institutions are responsible for providing resources and support for assuring that instructional faculty are current in their discipline and adept in their teaching roles.

In accordance with UWS 3.05, Wis. Admin. Code, the faculty and the chancellor of each UW institution, after consultation with students, are responsible for establishing policies and procedures for providing for the periodic review of faculty performance.

The faculty and the chancellor of each institution are responsible for establishing policies and procedures that describe the extent to which, and the methods used to collect, analyze, and use student evaluation data for improving classroom instruction and for evaluating faculty performance. UW System faculty shall be meaningfully involved in any systematic effort to solicit student opinions for the purpose of improving instruction or evaluating faculty performance, including involvement in determining the components and processes for evaluating instruction. In this role, the faculty shall work toward the use of valid and reliable evaluative methodologies that are consistent with the field of instruction and the mission and needs of each institution.

UW System Administration's Office of Academic and Student Affairs is responsible for general oversight of the implementation of this policy.

UW System Administration's Office of Compliance and Integrity shall provide consultation regarding the release of student evaluation data in response to public records requests.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

- Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"
- Regent Policy Document 20-23, "Faculty Tenure"
- UWS 3.05, Wis. Admin. Code, "Periodic Review"

History: Res. 868, adopted 10/04/1974, created RPD 74-13 (subsequently renumbered as RPD 20-2). Technical corrections were made on 11/15/2018, as authorized by Res. 10835 (adopted 03/09/2017). Res. 11xxx, adopted xx/xx/xxxx, amended RPD 20-2.

Education Committee **Item E.**
June 4, 2020

UNIVERSITY OF WISCONSIN SYSTEM
2020 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

REQUESTED ACTION

Adoption of Resolution E., approving the 2020 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

Resolution E.: That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2020 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The 2020 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status is presented to the UW System Board of Regents.

BACKGROUND

Each spring, the UW System Office of Academic and Student Affairs compiles data on tenure designations, promotions, and new tenured appointments made at the thirteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2019-20 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to s. UWS 3.06, Wis. Admin. Code, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the chancellor of each UW institution. Typically, institutional procedures provide for a multi-step review of candidates before a recommendation from each of the chancellors is forwarded to the Board of Regents.

In providing the UW System Office of Academic Affairs with the names of the faculty tenured and promoted by their institutions, chancellors provide assurances that they have personally reviewed the dossiers of each faculty member and can certify as to the appropriateness of each faculty member's tenure and promotion.

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

DISCUSSION

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure (see Attachment A). The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2019 Report was issued are also included in the 2020 Report.

Related Policies

- Regent Policy Document 20-9: Periodic Post-Tenure Review in Support of Tenured Faculty Development
- Regent Policy Document 20-23: Faculty Tenure
- Regent Policy Document 20-24: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination

ATTACHMENT

A) 2020 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

UNIVERSITY OF WISCONSIN SYSTEM

CORRECTED 2020-2021 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	AHRENDT, CHRIS	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	ALASAGHEIRIN, MOHAMMAD	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CHAN, CATHERINE	OFFICE OF RESEARCH AND SPONSORED PROGRAMS	TENURE	EXECUTIVE DIRECTOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	DAY, HERSCHEL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DUNBAR, LAURA	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FARRAR, STEPHANIE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FIELDING, HEATHER	UNIVERSITY HONORS PROGRAM	TENURE	DIRECTOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FISCHER, ABBEY	BARRON CAMPUS/ CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FONDRIE, SUZANNE	EDUCATION STUDIES	TENURE	DEPARTMENT CHAIR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	HOEPNER, JERRY	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	JENNINGS, ERIC	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	JOHNSON, MARQUELL	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KASPER, ERIC	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KISHEL, HANS	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KONG, KAISHAN	LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LI, YAN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	LIU, LING	ACCOUNTING AND FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	LODGE, ROBERT	GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-EAU CLAIRE	LU, DER-FA	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MA, YING	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MEYER, MATTHEW	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MILLER, WILLIAM	ACCOUNTING AND FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MOODY, HEATHER	AMERICAN INDIAN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	OH, YOONSIN	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	OLSON-MCBRIDE, LEAH	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	REX, CATHY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	RONDON, TULIO	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SHIH, DAVID	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	WATKINS, FRANK	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	ZEITLER, EZRA	GEOGRAPHY AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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UW-GREEN BAY	ALEXANDER, MICHAEL	MUSIC	TENURE	PROVOST AND VICE CHANCELLOR	TENURED	PROFESSOR W/ TENURE
UW-GREEN BAY	BAKSHI, MANDEEP S	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	BURNS FINN, KATHLEEN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	COWELL, JASON	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	DETWEILER, SARAH	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	DIRIENZO, WILLIAM	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GICHOBI, MARY	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HOSSAIN, MD MARUF	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HUFFCUTT, ALLEN	MARKETING AND MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	INTEMANN, JEREMY	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	KUMAR, SAMPATH (RANGANATHAN)	MARKETING AND MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	LYBBERT, BREEYAWN	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MAHFUZ, MOHAMMAD (UPAL)	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MALYSHEVA, TETYANA	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	SALLAK, WILLIAM	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	THOTA, JAGADEEP	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	VANDENHOUTEN, CHRISTINE	NURSING AND HEALTH STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-GREEN BAY	WEINSCHENK, AARON	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	WELSCH, BRIAN	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	YOUNG, JENNIFER	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-LA CROSSE	BAKKEN, NICK	SOCIOLOGY AND CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	BEAUJOT, ARIEL	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	BELBY, COLIN	GEOGRAPHY AND EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	BORAH, NILAKSHI	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	CASSIDY, VIRGINIE	GLOBAL CULTURES AND LANGUAGES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	COLAVITO, SIERRA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	DOCAN-MORGAN, SARA	COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	DREGNE, WHITNEY	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	DRISCOLL, ADAM	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	ELKINS, BECKI	STUDENTS AFFAIRS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	EVANS, KATHERINE	RECREATION MANAGEMENT AND THERAPEUTIC RECREATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GORRES, KELLY	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	HARMON, LAURIE	RECREATION MANAGEMENT AND THERAPEUTIC RECREATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HUMRICKHOUSE, ELIZABETH	MURPHY LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	IWAI, YUKO	EDUCATIONAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	KELLY, JOHN	GEOGRAPHY AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	KOPP, BRYAN	ENGLISH	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE

		SOCIOLOGY AND	TENURE	ASSISTANT		ASSOCIATE PROFESSOR
UW-LA CROSSE	KRUSE, LISA	CRIMINAL JUSTICE	TRACK	PROFESSOR	PROMOTION	W/ TENURE
				ASSOCIATE		
UW-LA CROSSE	LESHER, SHELLY	PHYSICS	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
			TENURE	ASSISTANT	PROMOTION &	ASSOCIATE PROFESSOR
UW-LA CROSSE	LI, XINHUI	MICROBIOLOGY	TRACK	PROFESSOR	TENURE	W/ TENURE
			TENURE	ASSOCIATE		ASSOCIATE PROFESSOR
UW-LA CROSSE	LINVILLE, HEATHER	EDUCATIONAL STUDIES	TRACK	PROFESSOR	TENURED	W/ TENURE
			TENURE	ASSISTANT		
UW-LA CROSSE	MAY, JOHN	CHEMISTRY	TRACK	PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
		GEOGRAPHY AND EARTH	TENURE	ASSISTANT		
UW-LA CROSSE	MISHRA, NITI	SCIENCE	TRACK	PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
				ASSOCIATE		
UW-LA CROSSE	MURRAY, JAMES	ECONOMICS	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
			TENURE	ASSISTANT		
UW-LA CROSSE	NANDIALATH, ANUP	MANAGEMENT	TRACK	PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
				ASSOCIATE		
UW-LA CROSSE	NEWTON, JOCELYN	PSYCHOLOGY	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
				ASSISTANT		ASSOCIATE PROFESSOR
UW-LA CROSSE	O'BRIEN, ALEX	PSYCHOLOGY	TENURE	PROFESSOR	PROMOTION	W/ TENURE
		RECREATION MANAGEMENT AND				
		THERAPEUTIC	TENURE	ASSISTANT		ASSISTANT PROFESSOR
UW-LA CROSSE	PLUNKETT, DANIEL	RECREATION	TRACK	PROFESSOR	TENURED	W/ TENURE
				ASSISTANT		ASSOCIATE PROFESSOR
UW-LA CROSSE	ROGERS, LESLIE	EDUCATIONAL STUDIES	TENURE	PROFESSOR	PROMOTION	W/ TENURE
				ASSOCIATE		
UW-LA CROSSE	THOUNE, DARCI	ENGLISH	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
				ASSISTANT		ASSOCIATE PROFESSOR
UW-LA CROSSE	TRIMMER, TIFFANY	HISTORY	TENURE	PROFESSOR	PROMOTION	W/ TENURE
		MATHEMATICS AND	TENURE	ASSISTANT	PROMOTION &	ASSOCIATE PROFESSOR
UW-LA CROSSE	WARNBERG, NATHAN	STATISTICS	TRACK	PROFESSOR	TENURE	W/ TENURE
			TENURE	ASSOCIATE		ASSOCIATE PROFESSOR
UW-LA CROSSE	ZHANG, LEI	ENGLISH	TRACK	PROFESSOR	TENURED	W/ TENURE

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UW-MADISON	ABDU'ALLAH, FAISAL	ART	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ADDO, FENABA	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AMADOR-NOGUEZ, DANIEL	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AMINE, LAILA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AUSDERAU, KARLA	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BAIRD, IAN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BAL, AYDEN	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BALDRIDGE, BIANCA	EDUCATIONAL POLICY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BALSTER, NICHOLAS	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BARRY, LYNDA	ART	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BAUER, DANIEL	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BELL, COURTNEY	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	PRINCIPAL RESEARCH SCIENTIST	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BOLLING, BRADLEY	FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BOYDSTON, AJ	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	BURKARD, MARK	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CADMUS-BERTRAM, LISA	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CAMPBELL, ANNA	GENDER AND WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CAPITINI, CHRISTIAN	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHAMEDES, GIULIANA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHUI, MICHELLE	PHARMACY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHURPEK, MATTHEW	MEDICINE	TENURE TRACK	VISITING ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CIANCIA, KATHRYN	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CISLER, JOSH	PSYCHIATRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COOPER, LISA	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAVOODI, AZADEH	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DELGADILLO, THERESA	ENGLISH	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DEL PIA, ALBERTO	INDUSTRIAL AND SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DENNIS, SAMUEL	PLANNING AND LANDSCAPE ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	D'ETCHEVERRY, CHARO	ASIAN LANGUAGES AND CULTURES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DIAKONIKOLAS, ILIAS	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	DIMA, VLAD	AFRICAN CULTURAL STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DODGE FRANCIS, CAROLEE	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DOMINGUEZ, PETER	MEAD WITTER SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DROLET, BETH	DERMATOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DURRANCE, CHRISTINE	LA FOLLETE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DUTTON, ANDREA *	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DUTTON, ANDREA *	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	EHRENTHAL, DEBORAH	OBSTETRICS AND GYNECOLOGY AND POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	EKLUND, KATIE	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ENGELMAN, CORINNE	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FAIRBANKS, MARIANNE	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FIELDER, BRIGITTE	COMPARATIVE LITERATURE AND FOLKLORE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FINDLEY, KEITH	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GAMM, DAVID	OPHTHALMOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GEVENS, AMANDA	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GORIN, VADIM	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	GRIFFITH, EMILY	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GRUBEN, KEN	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GUTIERREZ, LUCIA	AGRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HABERKORN, TYRELL	ASIAN LANGUAGES AND CULTURES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HANSEN, KAREN	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HENNESSY, ELIZABETH	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES/HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HIGGINS, JENNIFER	GENDER AND WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HOUCK, JUDITH	GENDER AND WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HUBBARD, EDWARD	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	IBER, PATRICK	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	IFRIM, MIHAELA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	JENSEN, OLAF	INTEGRATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KALLENBORN, CAROLYN	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KELLY, BARON	MEAD WITTER SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	KENT, AUTUMN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KIM, CHANWOO	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KOCH, PAUL	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	KOELLINGER, PHILIP	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	KOENIGS, MICHAEL	PSYCHIATRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KROUK, DEAN	GERMAN, NORDIC, AND SLAVIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KWAN, JASON	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LAMMING, DUDLEY	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	L'ECUYER, TRISTAN	ATMOSPHERIC AND OCEANIC SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LEKO, MELINDA	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LEVCHENKO, ALEX	PHYSICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LIPHART, DOUG	EXTENSION FACULTY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LOYD, JENNA	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LUDWIG, KIP	BIOMEDICAL ENGINEERING	TENURE TRACK	VISITING ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LUPYAN, IGOR GARY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARCOTT, SHAUN	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MARSHALL, SIMON	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCCARTHY, DANIELLE	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCFARLAND, RICHARD	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCQUEEN, KELLY	ANESTHESIOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE

UW-MADISON	NELSON, NICOLE	MEDICAL HISTORY AND BIOETHICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NETT, JENIEL	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NEUMANN, DONNA	OPHTHALMOLOGY AND VISUAL SCIENCES	TENURE TRACK	VISITING ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	OGRAS, UMIT	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	OKONKWO, OZIOMA	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PADILLA, DARCY	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PAGLIARINI, DAVID	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PAN, XUAN	MEDICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PAULSEN, KURT	PLANNING AND LANDSCAPE ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PEPPARD, PAUL	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PIERCE, R BRADLEY	ATMOSPHERIC AND OCEANIC SCIENCES	TENURE TRACK	ACADEMIC PROGRAM DIRECTOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	POLTORATSKI, ALEXEI	MATHEMATICS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	PRUITT, JENNIFER	ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PUSTEJOVSKY, JAMES	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RAKOTONDRAFARA, AURELIE	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RAWLING, ELMO	EXTENSION FACULTY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	REPPLINGER, MICHAEL	EMERGENCY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	RICHERT, LUCAS	SCHOOL OF PHARMACY	TENURE TRACK	VISITING ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RIENSTRA, CHAD	BIOCHEMISTRY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	RISSMAN, ADENA	FOREST AND WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROTHAMER, DAVID	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RUNGE, TROY	BIOLOGICAL SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAALMANN, YURI	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHALK, SAMI	GENDER AND WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHECHTMAN, ANAT	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHROEDER, KEN	EXTENSION FACULTY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SENCHYNE, JONATHAN	THE INFORMATION SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SENES, ALESSANDRO	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHEEHAN, JOHN	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHELEF, MIRIAM	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SHIYANBOLA, OLAYINKA	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SINDELAR, JEFFREY	ANIMAL SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SKALA, MELISSA	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	SKLUZACEK, JOANNA M	EXTENSION FACULTY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SMEDEMA, SUSAN	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SNYDOR, JUSTIN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SRIDHARAN, KUMAR	ENGINEERING PHYSICS	TENURE TRACK	RESEARCH PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	STERRY, RYAN A	EXTENSION FACULTY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STODDARD, JEREMY	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STOY, PAUL	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	VISITING ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STREET, BRIAN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TANSEY, TIM	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	THOMPSON, MINDI	COUNSELING PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TOWNSEND, RICHARD	ASTRONOMY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TRAVERS, BRITTANY	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TURNER, ERICA	EDUCATIONAL POLICY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VAN PIJKEREN, JP	FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VEZINA, CHAD	COMPARATIVE BIOSCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	VIERA, KATE	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WALSH, KATE	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WARD, EARLISE	SCHOOL OF NURSING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEEKS, JESSICA	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEICHERT, JAMEY	RADIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WELTON, ANJALE	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	WIDICUS-WEAVER, SUSANNA	CHEMISTRY/ ASTRONOMY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	WOODWARD, KEITH	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	XING, YONGNA	ONCOLOGY/MCARDLE LABORATORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	YABLON, ROBERT	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZARZAUR, BEN	SURGERY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	ZHU, WEIHUA	ASIAN LANGUAGES AND CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

* Andrea Dutton	First hired as associate professor with tenure.	Then promoted to full professor-both in AY 2020.

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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	ALWAN, LAYTH	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	ARNOLD, ALEXANDER	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	AZEN, RAZIA	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	BALDWIN, CHERYL	ADMINISTRATIVE LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BEHRENS, TIMOTHY	KINESIOLOGY	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	BENNETT, DYLAN	SOCIAL SCIENCES AND BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	BIRD-SOTO, NANCY	SPANISH AND PORTUGUESE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	BRONNER, SIMON	SOCIAL SCIENCES AND BUSINESS	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	BILIC, VIKTORIJA	TRANSLATION AND INTERPRETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BLOOM-POJAR, RACHEL	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BOUCHARD, NIKOLE	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CHI, TAILAN	BUSINESS	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	CZECK, DYANNA	GEOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	DOERR-STEVENS, CANDACE	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	DUFFEY, ADA	SOCIAL SCIENCES AND BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	FINK, JENNIFER	HEALTH INFORMATICS AND ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GORANOVA, MARIA	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	HINOW, PETER	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	HOLDERNESS, REBECCA	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MILWAUKEE	JOHUNG, JENNIFER	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	KIBICHO, JENNIFER	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LISDAHL, KRISTA	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MCCARTHY, LINDA	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MCGINTY, MATTHEW	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MIRZA, SHAMA	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MOLINE, LISA	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MURPHY, KRISTEN	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NIU, JUNJIE	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PIEHL, ANGELA	ART AND DESIGN	TENURE		NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PONELIS, SHANA	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	POPA, IONEL	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	RAST, JOEL	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	ROSS, DENISE	TEACHING AND LEARNING	TENURE		NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SALOWITZ, NATHAN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SCHOLZ, STEPHAN	SOCIAL SCIENCES AND BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SCHUELLER, TERESA	MATHEMATICS AND NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SEYMOUR-JORN, CAROLINE	FRENCH, ITALIAN, AND COMPARATIVE LITERATURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	SHUMWAY, REBECCA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SUNG, YONGJIN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MILWAUKEE	SZCZEPANIAK-GILLECE, JOCELYN	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	TOPITZES, JAMES	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	TYVELA, KIRK	SOCIAL SCIENCES AND BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	VANDERHAAGEN, SARA	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	VATER, KATIE	SPANISH AND PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WANG, LEI	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WANG, YIN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WELLS, KATHERINE	ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	YANG, JING	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ZHENG, CHENG	PUBLIC HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-OSHKOSH	ARTZ, BENJAMIN	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	BASLER, JENNIFER	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	DEMUYNCK, ERIN	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	ENGLUND, HEATHER	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	HARPER, AMNEY	PROFESSIONAL COUNSELING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	HEATH, DONALD	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	HERSEY, ANNA	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	HERZBERG, LARRY	PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	IHDE. KIRSTIN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	KARSTEN, JORDAN	ANTHROPOLOGY, GLOBAL RELIGIONS AND CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	KUHL, MICHELLE	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	KVAM, DANIELLE	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	LANCASTER, RACHELLE	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	LENSE, SHERI	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	LOUAR, NADIA	GLOBAL LANGUAGES AND CULTURES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	MOLL, CLIFF	FINANCE AND BUSINESS LAW	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	MOTT, JASON *	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	NASIF, AHMED	ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-OSHKOSH	OLSZEWSKI, PAWEL	ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	OTTO, DEVIN	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	PEREKSTA, LINDA	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	PRITZL, BARTON	PHYSICS AND ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	RINGENBERG, MATTHEW **	SOCIAL WORK	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	ROSE, CHRIS	CRIMINAL JUSTICE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	SCHMITT, CATHERINE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SHORT-MEYERSON, KATHERINE	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SIEMERS, SARINDA TAENGNOI	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	STOJILOVIC, NENAD	PHYSICS AND ASTRONOMY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	TANG, YIJUN	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-OSHKOSH	WALLER, GEORGE	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	WILLIAMS, EVAN	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	ZULEGER, JULIE ***	KINESIOLOGY		ACADEMIC STAFF	NEW APPOINTMENT	ASSISTANT PROFESSOR

* Jason Mott	early tenure, previously promoted to associate professor
** Matthew Ringenberg	new chair of Social Work hired with tenure but not as full professor; was full professor at previous institution
*** Julie Zuleger	converted from academic staff (FTT IAS) to tenure track assistant professor

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UW-PARKSIDE	BAHMANI, SAHAR	BUSINESS/FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	BARTEL, KRISTEN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	DHUMAL, PARAG	BUSINESS/FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	KNIGHT, PETER	BUSINESS/FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	LINKE, SUSAN	BUSINESS/FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	LYTER, PENNY	EXERCISE SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	MANN, FRANCIS	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	ORLOFSKE, JESSICA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	REXROTH, LAURA	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	SINGSEN, DOUG	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-PLATTEVILLE	ANDERSON, NOAH	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ATTENBOROUGH, HOLLY	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	AYAR, MUSA	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	AZEMI, ASAD	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BLACK, MICHAEL	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CAMACHO, JORGE	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CARTMILL, DONITA	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CHATTOPADHYAY, SOMA	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CHEN, HAO	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	DEHNAVI, GHOLAMREZA	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	DORNAK, LYNNETTE	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	DOYLE-MORIN, REBECCA	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	DHYANCHAND, RICHARD	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	EL-OMARI, SAMIR	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	EVETOVICH, TAMMY	HEALTH AND HUMAN PERFORMANCE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	FARRELLY, ANN	PERFORMING AND VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-PLATTEVILLE	GHAFOORIANFAR, NIMA	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	GOPALAKRISHNAN, GOKUL	ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HAASL, RYAN	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HABIBI, MOHAMMAD	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HARR BAILY, MARCIA	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	IVANOV, ANDREY	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	JACOBS, MICHAEL	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KELSEY, LETHA	PERFORMING AND VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KING, FRANK	ETHNIC STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LARSON, EVAN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	LIAN, YUNSHAN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MCLANAHAN, ARIC	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MINER, MARK	INDUSTRIAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MONHARDT, LEIGH	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	NAVARRO, KRISTINA	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	PAWL, ANDREW	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	PETERSON, JOHN	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	PROSISE, JODI	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	RABBANI, MOHAMMAD	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-PLATTEVILLE	STROBL, STACI	CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	TAS, SINAN	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	TESDAHL, EUGENE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	UPAL, AFZAL	COMPUTER SCIENCE AND SOFTWARE ENGINEERING	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	VENKATESHWARAN, MUTHUSUBRAMIAN	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	WU, YAN	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ZOLPER, THOMAS	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-RIVER FALLS	AYRES, MELANIE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	BASS, CASIE	ANIMAL AND FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	BONILLA, JORGE	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	BUDDE, PAUL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	KALLUSKY, BRETT	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	MILLER, PAIGE	SOCIOLOGY, CRIMINOLOGY AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	NABB, KEITH	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	ONKEN, MARINA	MANAGEMENT AND MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	PAULUS, DAN	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	PETERSON, JOEL	AGRICULTURAL ENGINEERING TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	REMBLE, AMBER	AGRICULTURAL ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SANSFACON, JENNIFER	STAGE AND SCREEN ARTS	TENURE TRACK	NEW APPOINTMENT	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	STOFFREGEN, STACEY	CHEMISTRY AND BIOTECHNOLOGY	TENURE TRACK	NEW APPOINTMENT	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WIESEN-MARTIN, DESIREE	SOCIOLOGY, CRIMINOLOGY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-STEVENS POINT	ALGER, SARAH	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BERRY, JAMES	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BODOR, TOMAS	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BOWERS, JESSICA	SOCIOLOGY AND SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BUDAK, SIRIN	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	DETTMAN, DAVID	LIBRARY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ELZA, CARY	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ESPE, TROY	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STEVENS POINT	FARZANEH, MARYAM	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HAGEN, JOSHUA	COLLEGE OF LETTERS AND SCIENCE			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-STEVENS POINT	HALE, BRIAN	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HE, WEIMIN	CNMT (COMPUTING AND NEW MEDIA TECHNOLOGIES)	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HEIMONEN, TOMI	CNMT (COMPUTING AND NEW MEDIA TECHNOLOGIES)	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HUFFMAN, JENNIFER	LIBRARY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	KAR, SHIBA	HDNRM (HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT)/CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KLECKNER, MARY JAE	BUSINESS AND ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LAWRENCE, PATRICK	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-STEVENS POINT	LIANG, SENFENG	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	MICHITSCH, ROBERT	SOIL AND WASTE DISCIPLINE/CNR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	MONDLOCH, JOSEPH	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	O'CONNELL, JAMES	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	RAABE, JOSHUA	FISHERIES AND WATER RESOURCE DISCIPLINE/ CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	RIDDLE, JASON	WILDLIFE ECOLOGY DISCIPLINE/CNR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	ROGGE, MATTHEW	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	TURGESON, SUSAN	HPHD (HEALTH PROMOTION AND HUMAN DEVELOPMENT)	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	WILZ, KELLY	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	ZALEWSKI, KATHERYN	HEALTH CARE PROFESSIONS			NEW APPOINTMENT	PROFESSOR W/ TENURE

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UW-STOUT	ATYIM, DANIEL	ART AND ART HISTORY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BARD, GREGORY	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	BECK, DAVID	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	BEE, DANNY	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	CHIDA, MERIEM	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	CLARK, FRAZIER	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	FERGUSON, DAVID	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	FRAHER, ROBERT	DESIGN	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	FRANK, KATHERINE *	CHANCELLOR'S OFFICE			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-STOUT	HANSON, JOLEEN	ENGLISH AND PHILOSOPHY	TENURE	CHANCELLOR		
UW-STOUT	KELSEY, DANIEL	ENGLISH AND PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	LARUE, MARY	REHABILITATION AND COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	LEE, EUN JOO	KINESIOLOGY AND HEALTH	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	LEE, TINA	FOOD AND NUTRITION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	MILLER-RODEBERG, MARCIA	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	NEWSOM, KIMMERY	CHEMISTRY	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	OSTENSO, KAREN	HUMAN DEVELOPMENT AND FAMILY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	PETERSON, KERRY	FOOD AND NUTRITION	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT		FOOD AND NUTRITION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-STOUT	PUDLINER, BETSY	SCHOOL HOSPITALITY LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SEIM, DAVID	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	SMITH, ABRAHAM	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	THARP, KEVIN	COMMUNICATION TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	TIALA, SYLVIA	TEACHING LEARNING LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	TOZER, TIMOTHY	ART AND ART HISTORY	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	TURKMEN, AHMET	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	TURNER, SCOTT	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	WEISS, TAMARA	EDUCATION AND PUPIL SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	WOJCIECHOWSKI, KEITH	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	WOLLERSHEIM SHERVEY, SARAH	EDUCATION AND PUPIL SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE

* Katherine Frank	off-cycle tenure approved

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UW-SUPERIOR	AUGSBURGER, DEBORAH	SOCIAL INQUIRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	CHURCHILL, MARY	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	FEZZEY, HILARY	WORLD LANGUAGES, LITERATURES AND CULTURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	GARD, JULIE	WRITING AND LIBRARY SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	GEIDNER, JAMES	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	HETTINGER, VANESSA	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	IWEN, JAYSON	WRITING AND LIBRARY SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	LEE-NICHOLS, MARY	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	MAGUIRE, MICHAEL	VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	NIKOI, EPHRAIM	COMMUNICATING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	RIOS MENDOZA, LORENA	NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	RUST, DANIEL	SCHOOL OF BUSINESS AND ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	SCHUELKE, NICHOLLE	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	TOTUSHECK, JONATHAN	MATHEMATICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	WIELGUS, ALLISON	COMMUNICATING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	ZBACNIK, AMANDA	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

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UW-WHITEWATER	ARIAS, OSCAR	OCCUPATIONAL AND ENVIRONMENTAL SAFETY AND HEALTH	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	ASLANI, SOROUSH	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BARBER, KENYATTA	MARKETING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BEYEA, DAVID	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BROSKY, KENNETH	INTEGRATED STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BROWN, KARL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHOI, JEONGHO	MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DALY, ABBIE	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DAVAZDAHEMAMI, BEHROOZ	INFORMATION TECHNOLOGY AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DAVIS, COREY	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	DUCHESNE-ONORO, ROCIO	GEOGRAPHY, GEOLOGY AND ENVIRONMENTAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DUGAN, MICHAEL	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	EDE-HERNANDEZ, LUZ	LANGUAGES AND LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	ELLIOTT, KATHLEEN	EDUCATIONAL FOUNDATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GIRARD, STEVEN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HESSENAUER, SARAH	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-WHITEWATER	HOLMES, ALENA	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	HUANG, ZIYUE	INFORMATION TECHNOLOGY AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	KARNES, SASHA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	KATES, JAMES	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	KIM, YEONGMIN	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	KUTAL, DURGA	MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LAUER, JESSICA	LANGUAGES AND LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LINEBERGER, MONICA	POLITICAL SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LOVETT, NICHOLAS	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	LUEDKE, COURTNEY	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MCDOWELL, JODI	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MCFADDEN, MEREDITH	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MCQUEENEY, KRISTA	SOCIOLOGY, CRIMINOLOGY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MILLER, KATHARINE	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	NELSON, SARAH BETH	EDUCATIONAL FOUNDATIONS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	NGUYEN, TRAM	FINANCE AND BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	O'NEILL, BRIAN	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PREMTI, ARJAN	FINANCE AND BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PROCK, KRISTEN	SOCIAL WORK	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

UW-WHITEWATER	RAHN, NAOMI	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	RALSTON, JONAH	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	RAMAEKERS, CHRISTOPHER	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	REGMI, NARENDRA	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	ROWE, JEANNINE	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	STINSON, ANNE	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	SUN, HAIJIAN	COMPUTER SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	TAO, RAN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	VAHEDIAN KHEZERLOU, AMIN	INFORMATION TECHNOLOGY AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	VAKILZADEH, SEYEDHAMIDREZA HAMIDREZA	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	VERGHESE, ANTO	INFORMATION TECHNOLOGY AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WANG, YEFENG	MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	WATSON, DWIGHT	CHANCELLOR			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-WHITEWATER	XU, LEI	MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	YATSENKO, DIMITRI	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

Education Committee **Item F.**

June 4, 2020

FRESHWATER COLLABORATIVE OF WISCONSIN

REQUESTED ACTION

For information only.

SUMMARY

This presentation will provide an update on the status of 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.

Presenters

- Val Klump, Dean, School of Freshwater Sciences, UW-Milwaukee
- 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.

Discussion

At the June 4, 2020 meeting of the Education Committee, Dr. Val Klump, Dean, School of Freshwater Sciences, UW-Milwaukee, will introduce the new Executive Director of the Freshwater Collaborative, Marissa Jablonski. Dr. Jablonski will provide an overview of her background and initial planning in support of the Freshwater Collaborative. Together, the presenters will discuss the following topics:

- Marketing the Freshwater Collaborative
- Update: Freshwater Collaborative Research Initiative
- Status: State Legislative Initiative

CREATION OF THE SCHOOLS OF DESIGN AND COMMUNICATION; PERFORMING ARTS; BEHAVIORAL AND SOCIAL SCIENCES; BIOLOGY, CHEMISTRY, AND BIOCHEMISTRY; HUMANITIES AND GLOBAL STUDIES; MATHEMATICS, COMPUTING, PHYSICS AND ASTRONOMY; AND HEALTH SCIENCES AND WELLNESS, UW-STEVENS POINT

REQUESTED ACTION

Adoption of Resolution G., approving establishment of the Schools of Design and Communication; Performing Arts; Behavioral and Social Sciences; Biology, Chemistry, and Biochemistry; Humanities and Global Studies; Mathematics, Computing, Physics and Astronomy; and Health Sciences and Wellness at UW-Stevens Point.

Resolution G.: That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin-Stevens Point to establish the Schools of Design and Communication; Performing Arts; Behavioral and Social Sciences; Biology, Chemistry, and Biochemistry; Humanities and Global Studies; Mathematics, Computing, Physics and Astronomy; and Health Sciences and Wellness.

SUMMARY

The University of Wisconsin-Stevens Point seeks approval to establish the Schools of Design and Communication; Performing Arts; Behavioral and Social Sciences; Biology, Chemistry, and Biochemistry; Humanities and Global Studies; Mathematics, Computing, Physics and Astronomy; and Health Sciences and Wellness.

Discussion

The University of Wisconsin-Stevens Point currently operates with an organizational structure of four curricular colleges: the College of Fine Arts and Communication (COFAC), the College of Letters and Science (COLS), the College of Professional Studies (CPS), and the College of Natural Resources. This proposal modifies the existing department structure

within three of these colleges (COFAC, COLS, and CPS) to combine existing units into new schools. Within COFAC, the proposal includes the creation of the School of Design and Communication and the School of Performing Arts. Replacing the existing 13-department structure within COLS, the proposal creates the following schools: the School of Behavioral and Social Sciences; the School of Biology, Chemistry, and Biochemistry; the School of Humanities and Global Studies; and the School of Mathematics, Computing, Physics and Astronomy. Finally, within CPS, a School of Health Sciences and Wellness is proposed. This proposed restructuring results from a two-year-long campus dialogue, with objectives related to reorganization of units explicitly included in the recently approved strategic vision and goals for UW-Stevens Point. In addition to aligning with the strategic plan goals, the reorganization proposed will: better align institutional spending with revenue, especially in curricular areas; enhance interdisciplinary curricular offerings; and provide clearer professional foci to the academic programs. It also will facilitate the implementation of the university's new marketing and branding campaign. The proposed restructuring detailed herein will be achieved through a reallocation of existing resources and will be achieved through a revenue-neutral plan.

Relevant Statutes and Regulations

The existing college structure within the Division of Academic Affairs at UW-Stevens Point is given in Figure 1 of Attachment B. UW System Administrative Policy 102 (formerly ACIS 1.0) requires the UW System Administration and the Board of Regents to approve the establishment of a new college or school. The University of Wisconsin-Stevens Point seeks to reorganize in order to create schools within three of its four existing curricular colleges: the College of Fine Arts and Communication (COFAC), the College of Letters and Science (COLS), and the College of Professional Studies (CPS) (see Figure 2 in the Attachment B). There are no proposed changes to the structure of the fourth existing curricular college, the College of Natural Resources, because this college is already organized as an interdisciplinary, professional unit similar to the proposed schools. In each of the three affected colleges, the proposed schools consolidate and replace existing departmental units (headed by a chair) with an assistant dean who, in conjunction with the dean of the college, will manage the administrative responsibilities of each school.

Permission to form the following schools is requested.

Within the College of Fine Arts and Communication (COFAC) (see Figure 3 in Attachment B):

- The creation of the School of Design and Communication that will comprise the existing Department of Art and Design, the Division of Interior Architecture, and the Division of Communication
- The creation of the School of Performing Arts that will comprise the existing Department of Music and the Department of Theatre and Dance

Within the College of Letters and Sciences (COLS) (see Figure 4 in Attachment B):

- The creation of the School of Behavioral and Social Sciences that will comprise the existing Department of Geography and Geology, the Department of Political Science, the Department of Psychology, and the Department of Sociology and Social Work
- The creation of the School of Humanities and Global Studies that will comprise the existing Department of English, the Department of History and International Studies, the Department of Philosophy, and the Department of World Languages and Literatures
- The creation of the School of Biology, Chemistry, and Biochemistry that will comprise the existing Departments of Biology and Chemistry
- The creation of the School of Mathematics, Computing, Physics and Astronomy that will comprise the existing Department of Computing and New Media Technologies, the Department of Mathematical Sciences, and the Department of Physics and Astronomy

Within the College of Professional Studies (CPS) (see Figure 5 in Attachment B):

- The creation of the School of Health Sciences and Wellness that will consolidate the existing School of Communication Sciences and Disorders, the School of Health Care Professions, and the School of Health Promotion and Human Development

History

UW-Stevens Point was founded in 1894 as a so-called normal school, one of a growing network of state institutions dedicated to the training of public-school teachers. Normal schools were fundamentally products of America's westward expansion. As people settled frontier regions and formed communities, residents created schools and demanded more education for their children. By the 1890s, public schools had become commonplace, even in rural areas, and they were badly in need of teachers. Normal schools emerged to meet this demand. Simply producing teachers, however, was not enough. In the industrializing economy of the early twentieth century, businesses and communities faced growing needs for middle managers with college degrees. With the University of Wisconsin in Madison as the state's only significant institution, many rural communities felt isolated from the opportunities it provided, and so Wisconsin's normal schools evolved to fill the gap. By the late 1920s, Stevens Point's institution had become Central State Teacher's College with an expanded faculty and newly granted permission to offer four-year degrees. The 1950s brought the next era of rapid expansion as post-war prosperity and the baby boom increased both demand for education and the resources to provide it. Central State became the Wisconsin State College at Stevens Point and by the 1960s a Wisconsin State University, with a massive expansion in campus buildings, facilities, faculty, and programs. Finally, in 1971, the state brought its numerous burgeoning institutions of higher education together to form the University of Wisconsin System, and UW-Stevens Point assumed its modern form.

The current structure of UWSP's four curricular colleges emerged during this same period, most importantly in response to the substantial growth in enrollment during the period between the end of World War II and the early 1970s. During these years, the number of majors offered in the curriculum exploded, as did the organizational structure required to support their delivery. A teacher's college with exactly two baccalaureate degrees in 1950 became a state college with 20 majors by 1960 and then a full-fledged university with 42 majors by 1970. A new College of Letters and Science was formed immediately in 1951 to assume responsibility for the liberal arts disciplines. In addition, a variety of new majors in applied fields took shape, most of which were outgrowths of earlier offerings focused specifically on teacher training. These included majors in speech pathology, audiology, physical education, business administration, art, music, forestry, and conservation. Many of these programs were housed under a College of Applied Arts and Sciences beginning in 1961. But so quickly did growth in all these programs take place that by the end of the 1960s, the College of Letters and Science had spawned a separate College of Fine Arts while the applied programs were reorganized in the early 1970s into two new units called the College of Natural Resources and the College of Professional Studies. Since then, the university has experienced continued periods of evolution and growth, and continued adjustments to its organizational structure. However, these changes have been incremental and largely occurred within its existing institutional framework. For example, the last major restructuring to occur took place in 2008, when the Department of Business and Economics moved from the College of Letters and Science to the College of Professional Studies and became a School.

Importantly, within both the College and Professional Studies and the College of Natural Resources, curricular units have long been organized as professionally focused, interdisciplinary schools. Based on this experience and recognizing the many advantages of this structure, this proposal is intended to replicate this structure across all four of the curricular colleges.

Rationale

Planning, collaboration with affected units, and approvals for this restructuring have taken place over a two-year period. The initial idea of restructuring UW-Stevens Point's academic colleges was first proposed by Chancellor Patterson in March 2018. This was followed by a formal proposal from administration in November 2018. UW-Stevens Point's Common Council established an Academic Restructuring Task Force to gather campus input and review and revise the proposal accordingly. This process occurred from December 2018 through the spring 2019.

In fall of 2019, Chancellor Patterson also charged the Integrated Planning and Advisory Council (IPAC) to engage in creating a new strategic plan. (Information regarding the strategic planning process may be found here: https://www.uwsp.edu/strategic-planning/Pages/default.aspx.) During the fall of 2019 and continuing into early 2020, led by

IPAC, the UW-Stevens Point community of students, faculty, and staff at all three campuses (i.e., Stevens Point, Wausau, and Marshfield) engaged in appreciative inquiry surveys, visioning sessions, and consensus workshops. In February of 2020, a draft vision statement was authored and during March of 2020, high-level strategic plan goals were developed and approved. The draft vision and goals, tentatively named Sleeves Rolled Up, was approved by the Common Council on April 15, 2020 and by Chancellor Patterson thereafter. (The plan vision and goals are provided at the end of Attachment B and also may be viewed here: https://www.uwsp.edu/strategic-planning/Pages/Plan-for-straegic-action.aspx).

The Sleeves Rolled Up plan has been informed by the Society for College and University Planning framework. The plan articulates UW-Stevens Point's vision and goals. The work of developing the strategies, tactics, and metrics for each goal is ongoing, and will be presented to the Common Council and Chancellor Patterson for approval in the fall of 2020. Importantly however, the plan goals are now formally approved and firmly established. Two goals specifically address the administrative restructuring proposal presented here:

- UW-Stevens Point will capitalize on the creation of new schools to collaboratively evaluate curricular and non-curricular structures across the institution's broad spectrum of disciplines and ways of thinking to maximize resource use.

- UW-Stevens Point will create intentional institutional pathways for schools, campuses, locations, and units to regularly communicate and collaborate in the service of student recruitment, retention, and completion.

The proposed reorganization described below is expressly intended to capitalize on several opportunities for collaboration, efficiency in program delivery, and administrative and curricular streamlining. First, by placing faculty members together in interdisciplinary but professionally focused schools, the institution will better enable them to work together to innovate and shape their curricula in ways that will yield long-term spending reductions while at the same time improving service to students. For example, faculty members from the Department of Art and Design and the Division of Interior Architecture are working to identify a common foundational curriculum for their respective majors that will both improve student learning and reduce institutional spending at the same time. Second, these professionally focused schools will facilitate a new approach to recruitment and marketing at UW-Stevens Point—one based on the professional pathways and career outcomes that students most typically seek in pursuing higher education. Third and finally, by shifting responsibility for the management of budget and curriculum from a large, relatively decentralized group of discipline-specific department chairs to a smaller, more tightly focused team of assistant deans within each college, the institution will create an administrative structure better able to allocate resources across disciplines, deliver curriculum, and serve students efficiently.

This restructuring proposal also aligns with UW-Stevens Point's new brand development strategy. Importantly, while the updated strategic plan describes what goals UW-Stevens Point intends to pursue, the newly developed brand plays an equally important role by describing how these objectives will be achieved. To develop its own brand, the university partnered with BVK, a Milwaukee-based marketing and advertising agency with expertise in higher education. Together, a "Discover Your Purpose" brand was developed and a marketing campaign was built on the strengths of UW-Stevens Point's many professionally focused programs, which integrate career preparation with a strong foundation in the liberal arts.

The "Discover Your Purpose" brand is much more than a tagline. It has also provided a strategic roadmap for how the university is changing its approach to student recruitment, advising, and delivering academic programs. The choice to focus the institution's brand on the concept of "Purpose" was deliberate and intended to align with the strategies suggested by Complete College America's (CCA) Purpose First strategic framework. CCA suggests several approaches to bridge what it describes as "the missing link between career choice, guided pathways, and first-year momentum." These include the 15 to Finish, Math Pathways, and Co-Requisite campaigns that UW System is already working to advance among UW institutions. In addition, UW-Stevens Point will build on this foundation to shift its approach to student recruitment and advising by creating professionally focused, guided academic pathways to assist students in linking career aspirations to their choice of major and academic plans.

The proposed administrative restructuring will support this initiative in several ways. For example, the proposed schools are structured around exactly the same academic groupings that now shape the institution's "Purpose First" conversations with prospective students, which focus initially on their career aspirations before leading eventually to available majors. In addition, organizing curriculum into interdisciplinary schools with common professional outcomes will facilitate the creation of the kinds of guided academic pathways crucial to academic advising. Finally, the proposed schools will foster changes in how courses are taught, especially during the crucial first year of college, what CCA describes as the Momentum Year. Within each school, career-focused first-year seminars will be offered that outline the available pathways for students and assist them in finalizing their choice of majors much sooner, which will aid their timely gradation.

UW-Stevens Point knows from long experience with these kinds of interdisciplinary schools within the existing College of Professional Studies and College of Natural Resources that these strategies work. The aim with this proposal is to implement such approaches campus-wide.

Details for the College of Fine Arts and Communication

When campus leadership called for the reorganization of various academic units as a means to achieve greater efficiencies in curricular delivery/staffing, develop curricular programs that address 21st century professional pathways for students, allow for expanded collaboration among disciplines, and strengthen the university's mission in support of community partnerships, faculty members responded. Colleagues from three independent departments (the Department of Art & Design, the Division of Interior Architecture, and the Division of Communication) voted to bring the units together as the School of Design and Communication. This vote was taken with the understanding that the unit will continue to maintain national standards through accreditation by both NASAD and CIDA as critical to the unit's strength, reputation, and potential for growth. The main outcome of the proposed restructuring is to provide a strong organizational framework that:

1) Engages faculty in effective strategic planning and decision-making to address a broad range of areas such as curricular program development and evaluation, activity calendar development, budgetary efficiencies including hiring decisions (particularly shared needs such as public relations), general education and major course offerings on all three campuses, and equipment purchases.

2) Creates an environment in which faculty and students in the School of Design and Communication work together to examine thinking, making, communication, and career applications. These dispositions will be cultivated by teaching creativity through analysis, and collaborative engagement with an array of aesthetic and communication forms and audiences. In order to meet the increasing demand for critical thinking, effective communication, digital literacy, and transferrable skill sets, innovative creation must consider the comprehensive, multi-disciplinary practices of meaning-making and content creation, which is manifested in forms such as: rhetoric, social media, public relations, journalism, marketing, advertising, painting, interior architecture, environmental design, drawing, sculpture, printmaking, photography, performance art, film, graphic design, communication design, and architecture, art, and media history, theory, and criticism. Along with discipline-specific skills, students in the School of Design and Communication will learn important soft skills that frequently appear on job postings: leadership, oral and written communication, problem solving, attention to details, creative and critical thinking, collaboration and feedback, time management, flexibility, and teamwork. These are vital skills that students learn in addition to technical and preprofessional skills.

3) Provides a pathway for faculty in Studio Art, Art History, Graphic Design, Interior Architecture, Media Studies, and Communication to engage in contemporary and forward-thinking models of higher education where an integration of these broad disciplines have brought together faculty members across a wide range of

specialties including, but not limited to: creative strategy development, editorial work, curatorial work, public relations, design thinking, project management, branding and brand management, event planning, commercial and residential design, lighting, space planning, wayfinding, placemaking, furniture design, media law and ethics, art & media history, art & communication theory and analytics, film & video production, various fine art techniques, advertising and marketing communications, social engagement, graphic narration, UI/UX design, social media, motion graphics, projection mapping, augmented reality, copy writing, sound design, prototyping and much more. Upon completing these programs, students will be positioned to enter the ever expanding multivalent, creative economy. They will be educated to fill the growing need for capable professionals who can communicate ideas in an assortment of media with critical understanding, build powerful projects through effective communication and create inclusive and thriving organizations. Students from all majors will learn to integrate methodology, solve problems, develop organizational skills, develop an understanding of context, explore aesthetic practice, and understand audiences/various constituents. All students, across the disciplines, will understand how to strategically form effective communication and deliver it to an intended audience as print, screen, word, document, composition or built environment.

4) Expands opportunities to empower and prepare students for future career pathways through faculty-supervised engagement in a wide variety of hands-on, "real life" experiences. These include, but are not limited to: Art & Art History, Graphic Design, Interior Architecture, Media Studies, and Communication coursework, eleven student groups, capstone projects in degree tracks, commissions, dozens of community partners each semester as internships/externships relationships and a planned Center for Design Innovation to serve clients and pursue marketable projects that would engage students in areas such as promotion and strategy, teamwork building, and creative products. This center could serve as a brand-builder for the school and the campus.

5) Provides enhanced opportunities for marketing and recruitment for all disciplines by offering an overarching 'entry point' for students with an interest in fields within the broader context of Design and Communication. This allows students to enter the school and use their first year to figure out their major. It also allows the faculty and staff to launch a more effective marketing strategy and an efficient means to coordinate and focus mailings, school visits, and on-campus exhibits, workshops, conferences, guest artist/speaker presentations and portfolio reviews, and camps. This rebranding and grouping of programs within COFAC and across the campus offers UW-Stevens Point the opportunity to promote and exemplify the School of Design and Communication through the "Discover Your Purpose" campaign.

Details for the College of Letters and Science

The College of Letters and Science (COLS) is home to academic disciplines ranging from Biology to World Languages. Through its breadth of expertise and its identity as home of the liberal arts disciplines, the college plays a unique role in advancing the liberal arts education of all UW-Stevens Point students. Approximately 80% of the college's coursework is dedicated to serving the university's General Education Program (GEP) and specialized instruction for majors across campus.

A new leadership structure for the college is critical to meet the challenges the institution faces. The four schools represent consolidation for a more streamlined administration and embody a commitment to interdisciplinary cooperation for student support, recruitment, advancement, and public outreach. School-based administration through assistant deans will provide more responsive day-to-day support and operations for the academic programs and, at the same time, allow the college's dean to dedicate more time and energy to fundraising, outreach, and recruitment.

The proposed reorganization unifies and integrates administrative and academic resources from thirteen academic departments and eight affiliated centers into four schools. The schools will bring together disciplines with shared teaching and research practices as well as similar resource needs. The schools will also provide relative balance in terms of size (i.e., number of faculty) and structure (i.e., facilities). The extraordinary array of coursework, student support, and outreach programming can be more easily coordinated and evenly supported in a more simplified structure. Done well and intentionally, coordination of programming for the humanities, natural sciences and social sciences will elevate visibility and leverage finite resources for the greatest impact.

The COLS dean currently serves as an internal operations manager to support the thirteen departments and eight affiliated centers and facilities. The proposed reorganization creates four schools within the college: the School of Biology, Chemistry and Biochemistry; the School of Humanities and Global Studies; the School of Mathematics, Computing, Physics and Astronomy; and the School of Behavioral and Social Sciences. The schools will be administered by four assistant deans who, along with the dean, will constitute the college's new leadership team. The existing associate dean positions will be phased out.

- The School of Behavioral and Social Sciences: With the largest number of students, the School of Behavioral and Social Sciences will consolidate four academic departments and two centers into one school based in the Science Building.
- The School of Biology, Chemistry and Biochemistry: Drawing together two of the largest departments, the School of Biology, Chemistry and Biochemistry will be based in one of the newest laboratory facilities in the UW System.
- The School of Humanities and Global Studies: Based in a single building (Collins Classroom Center), the School of Humanities and Global Studies brings together the four humanities departments and five multidisciplinary programs.

- The School of Mathematics, Computing, Physics and Astronomy: Combining three departments with various teaching and research labs in the Science Building, the School of Mathematics, Computing, Physics and Astronomy provides critical service coursework for STEM programs across the university.

Details for the College of Professional Studies

Members of the School of Health Care Professions, the School of Health Promotion and Human Development, and the School of Communication Sciences and Disorders overwhelmingly approved the merger of all three units to become one new School of Health Sciences and Wellness on April 28, 2019 (i.e., 46-0-1). This decision was a first step in creating a stronger, more prominent, collaborative, and unified health program array. The rationale for merging is to increase awareness of the growing health-related programs at UW-Stevens Point, improve recruitment and retention of undergraduate students interested in a health-related profession, and to meet IPP/IPE (interprofessional practice and education) accreditation standards. Together the newly proposed School of Health Sciences and Wellness will have ten undergraduate majors, eight graduate programs (six master's level and two doctoral level), and six centers (i.e., Speech, Language and Hearing Clinic, CPS Café, Adventure Tours, SPLASH, PLAY). The School will also offer several undergraduate minors and graduate certificates.

The targeted outcomes of the School of Health Sciences and Wellness are:

- Strengthen Visibility and Public Perception – many outside constituents, parents, and prospective students do not have a clear understanding of the alignment of majors and academic programs within three different health-related schools. The schools are likely competing for independent brand recognition.
- Enhance Recruitment – the hope is to streamline marketing and promotional efforts, simplify the institution's brand, share resources, and funnel students with common interests for helping people into health-related professions.
- Integrate Curriculum – interdisciplinary education is increasingly important and required by many of the professions accredited by national health organizations. The hope is to integrate prevention with treatment and weave a wellness thread within all health-related majors. The hope is also to optimally infuse components which support health equity, social determinants of health, and mental health.
- Enrich Student Experience and Expand Opportunities – students will likely share foundational and introductory courses and more seamlessly transition between health-related majors as they discover and refine their career aspirations and passions.
- Gain Efficiencies – as budgets tighten, it becomes increasingly important to seek efficiencies, recruit and retain students, and integrate curriculum/common learning components between majors.
- Remain cost neutral – this merger will not result in requests for any new FTE.

The organizational structure is designed to provide the necessary autonomy for each of the 19 unique and independently accredited programs to be successful, while fostering efficiency and curricular collaboration across all programs of the school. The structure houses a central office to support common business functions yet allows program management such as curriculum, assessment and accreditation to happen at the program director level. Because characteristics and requirements of each of the 19 program areas are distinct, a rubric was developed to customize position descriptions and determine the reassigned time required to fulfill the duties of the program director positions.

Business Model

The purpose of restructuring the colleges is not to gain immediate savings by the reduction of staff. In fact, most administrators in the colleges, whether they are assistant/associate deans or chairs are typically derived from the faculty. Instead, the benefits of consolidating administrative duties as part of restructuring will come through developing more centrally focused administrative expertise, especially in the areas of budget and personnel within the assistant deans. It also ensures more consistency and coordination among related disciplines in the oversight of faculty and staff workload, coordination of service, general education, and major courses as well management of resources.

The administrative structure of the colleges will become more consistent as part of the restructuring process, but it will also maintain some differences to meet the needs of the individual disciplines. Financial details for each college are included in Figures 6, 7, and 8 of Attachment B. In these figures, only the types of administrative positions that are changing are illustrated. Support personnel are also not included. Salary and FTE are based on average salaries within the various colleges since the individual salary of any chair will change based on who is in the position at any given time. Salary totals also includes the average dollars spent for summer stipends for chairs. In summary:

- The College of Natural Resources will not have any administrative changes.
- The College of Fine Arts and Communication (see Figure 6) will merge three departments into one school with an assistant dean. The other school will be led temporarily by an executive committee of their chairs. The nature of the specialized faculty and instruction within this area mean that no one faculty member can be released fully to serve in an assistant dean capacity.
- The College of Letters and Sciences (see Figure 7) will move from 13 departments to four schools, each with an assistant dean. Two associate dean positions are eliminated as part of this restructuring. Curricular coordinators of the various disciplines will continue to be called chairs, but these redefined positions will have significantly less responsibilities with respect to budget management, personnel and overall coordination. They will also be allocated correspondingly less financial support.
- The College of Professional Studies (see Figure 8) will be moving the chair positions of two larger units already designated as schools to assistant deans. Three other

schools will be merged and will be led by a single assistant dean. Coordinators of various programs will remain, but with no increase in administrative release time.

As part of the restructuring, the overall number of faculty and assistant/associate dean remains neutral. In cases where FTE or dollars are freed up, it is typically from a reallocation of faculty time back to teaching instead of release for administrative duties. In areas that also rely on instructional academic staff, there will be savings in the reduced need to hire adjunct instructors. It is also anticipated that as these disciplines work more closely together, further efficiencies and possible changes to the internal administrative structure of each school will take place over time.

The proposed restructuring will not necessarily result in a further reduction of other support personnel such as dean's assistants and academic department associates. As part of planned and implemented budget cuts for FYs 20-22, many of those positions have already been eliminated. For example, within the College of Letters and Sciences, there are already many ADAs assisting multiple departments. The remaining positions may be reassigned into the schools, but with minimal future potential savings of $15,000.

Confirmation of Approval by Appropriate Institutional Governance Bodies

As noted previously, planning, collaboration with affected units, and approvals for this restructuring have taken place over a two-year period. The engagement of faculty and staff members has been robust throughout the process. The initial idea of restructuring UW-Stevens Point's academic colleges was first proposed by Chancellor Patterson in March 2018. This was followed by a formal proposal from administration in November 2018. UW-Stevens Point's Common Council established an Academic Restructuring Task Force to gather campus input and review and revise the proposal accordingly. This process occurred from December 2018 through the spring 2019. With the support of faculty members in each of the affected departments, a general restructuring plan was approved by the UW-Stevens Point Common Council on May 1, 2019, and Chancellor Bernie Patterson endorsed their recommendations on May 16, 2019. (The Common Council is the campus governance entity at UW-Stevens Point responsible for these approvals, akin to what might be termed a University Senate on other campuses.)

More recently, during the 2019-20 academic year, collaborative planning conversations within and among affected units continued. Planning discussions with faculty and staff from each affected unit continued during the 2019-2020 academic year and on April 29, 2020 the Common Council approved the final school restructuring proposals for all three affected colleges. This final version is the one presented here for approval by the Board of Regents.

BACKGROUND

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

Related Policies

- Section 36.09(1)(gm), Wis. Stats.
- 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) Chancellor's Letter

B) Appendix Figures and Strategic Vision and Goals

Dr. Ray Cross, President
University of Wisconsin System
1770 Van Hise Hall; 1220 Linden Drive
Madison, Wisconsin 53706-1559

May 5, 2020

Dear President Cross:

I am seeking permission to reorganize the Division of Academic Affairs at the University of Wisconsin-Stevens Point from its existing college structure with departmental components to schools within three colleges: the College of Fine Arts and Communication, the College of Letters and Science, and the College of Professional Studies. This can be accomplished through internal reorganization and reallocation of resources as described in the attached document - no new funds are required to accomplish the restructuring. In addition to aligning with our strategic plan goals, the reorganization proposed will increase efficiency in the delivery of the curriculum, better align institutional spending with revenue, and enhance interdisciplinary curricular offerings. Most importantly, the proposed new organization aligns disciplinary expertise with university programs and research areas to provide a more substantial foundation upon which to meet the needs of stakeholders in Central Wisconsin.

Since the creation of these structures involve reorganizing existing units, and not the creation of a college offering a new academic program, these changes do not require legislative approval. Vice President Anny Morrobel-Sosa and her staff assisted in the development of the formal Board of Regents Proposal (attached).

The proposed formations of schools within our college structure is supported by our recent strategic planning efforts that have produced a vision and high-level goals. This restructuring proposal also aligns with UW-Stevens Point's new brand development strategy. Specifically, our "Discover Your Purpose" brand has also provided a strategic roadmap for how UW-Stevens Point is changing our approach to student recruitment, advising, and delivering academic programs. Concisely, while our updated strategic plan describes *what* goals UW-Stevens Point intends to pursue, our newly developed brand plays an equally important role by describing *how* we will achieve these objectives.

Finally, this organizational plan was developed in collaboration with representatives of faculty and staff from each of the affected colleges, in coordination with the Executive Committee of the Common Council (that includes representatives from university staff, academic staff, and faculty employment categories). The proposals for the schools were developed by each college and widely discussed in unit meetings and informal information sessions. The Executive Committee of the Common Council approved college plans during meetings held in March and April of 2020. The complete proposal was approved by the Common Council on April 29, 2020.

Thank you for your consideration of this request.

Sincerely,

Bernie L. Patterson, Chancellor

cc: Anny Morobel-Sosa, Vice President for Academic and Student Affairs

Figure 1

Education Committee Item G.

Attachment B

UWSP
ACADEMIC AFFAIRS
July 2019

CHANCELLOR
UNIVERSITY OF WISCONSIN-STEVENS POINT
Bernie Patterson

PROVOST & VICE CHANCELLOR
FOR ACADEMIC AFFAIRS
Greg Summers

University Executive Staff Assistant
Barb Grasamkee

ASSOCIATE VICE CHANCELLOR
FOR PERSONNEL, BUDGET, & GRANTS
Katie Jore
-Office of Research & Sponsored Programs (ORSP)
-Institutional Research & Effectiveness

ASSOCIATE VICE CHANCELLOR
FOR TEACHING, LEARNING, & STRATEGIC PLANNING
Todd Huspeni
-Assessment Coordinator: Vera Klekovkina
-Catalog Editor: Libby Raymond
-Coordinator of Transfer Articulations & Academic Partnerships: Keith Montgomery

ASSOCIATE PROVOST FOR ENROLLMENT MANAGEMENT
Carol Smith
-Admissions & Recruitment: Marc Young, Recruitment Director
-Enrollment Planning Unit
-Office of Financial Aid & Scholarships: Mandy Slowinski, Director
-Office of the Registrar: Ed Lee, Director
-Student Success Unit

COLLEGE OF FINE ARTS & COMMUNICATION:
Valerie Cisler, Dean
-Aber Suzuki Center: Ann Marie Novak, Director
-Department of Art & Design: Stuart Morris, Chair
-Division of Communication: Kelly Wilz, Chair
-Department of Music: Brent Turney, Chair
-Department of Theatre & Dance: Joan Karlen, Chair
(Please search college webpage for additional program/center information)

COLLEGE OF NATURAL RESOURCES: Christine Thomas, Dean
-Department of Paper Science & Chemical Engineering: Karyn Biasca, Chair
-Fisheries & Water Resources Discipline: Kyle Herrman, Coordinator
-Forestry Discipline: Les Werner, Coordinator
-Human Dimensions of Natural Resource Mgmt. Disc.: Brenda Lackey, Coordinator
-Soil & Waste Resources Discipline: Jacob Prater, Coordinator
-Wildlife Ecology Discipline: Jason Riddle, Coordinator
(Please search college webpage for additional program/center information)

COLLEGE OF LETTERS & SCIENCE: Eric Yonke, Interim Dean
-Department of Biology: Karin Bodensteiner, Chair
-Department of Chemistry: Jason D'Acchioli, Chair
-Dept. of Computing & New Media Tech.: Nancy LoPatin-Lummis, Int. Chair
-Department of English: Rebecca Stephens, Chair
-Department of Geography/Geology: David Ozsvath, Chair
-Department of History & Int'l Studies: Lee Willis, III, Chair
-Department of Mathematical Sciences: Hurlee Gonchigdanzan, Chair
-Department of Philosophy: Alice Keefe, Chair
-Department of Physics & Astronomy: Brad Hinaus, Chair
-Department of Political Science: John Blakeman, Chair
-Department of Psychology: Craig Wendorf, Chair
-Department of Sociology & Social Work: Amy Zlimen, Chair
-Department of World Languages & Literatures: Tobias Barske, Chair
(Please search college webpage for additional program/center information)

COLLEGE OF PROFESSIONAL STUDIES: Martin Loy, Dean
-School of Business & Economics: Kevin Neuman, Associate Dean & Head
-School of Communication Sciences & Disorders: Julia Fischer, Associate Dean & Head
-School of Education: Lynda Fernholz, Associate Dean & Head
-School of Health Care Professions: Rebecca Sommer, Associate Dean & Head
-School of Health Promotion & Human Development: Corey Huck, Associate Dean & Head
-Division of Interior Architecture: Aaron Kadoch, Associate Dean & Head
-Military Science: Major Wendy Tokach, Chair
(Please search college webpage for additional program/center information)

INFORMATION TECHNOLOGY
Peter Zuge, CIO
-Academic Technical Services
-Applications & Development
-Client Services & Support
-Enterprise Endpoint Management
-Security/Technical Operations/Telecom

OFFICE OF ECONOMIC & COMMUNITY DEVELOPMENT
Jenny Resch, Director
-Continuing Education & Outreach, Wayne Sorenson, Director
(reports to Chancellor and Provost)

UNIVERSITY COLLEGE: Gretel Stock, Dean
-Academic & Career Advising Center: Lisa Michalec, Director
-Center for Inclusive Teaching & Learning: Lindsay Bernhagen, Director
-Disability & Assistive Technology Center: Andy Held, Director
-General Education & Honors Program: Shanny Luft, Associate Dean
-Office of International Education: Brad Van Den Elzen, Director
-Office of Student Creative Activity & Research: Nerissa Nelson, Int. Coordinator
-Tutoring-Learning Center: Trisha Lamers, Director
-University Library: Mindy King, Director
(Please search college webpage for additional program/center information)

Figure 2. Academic Affairs Proposed Restructuring
*Newly designated schools in purple

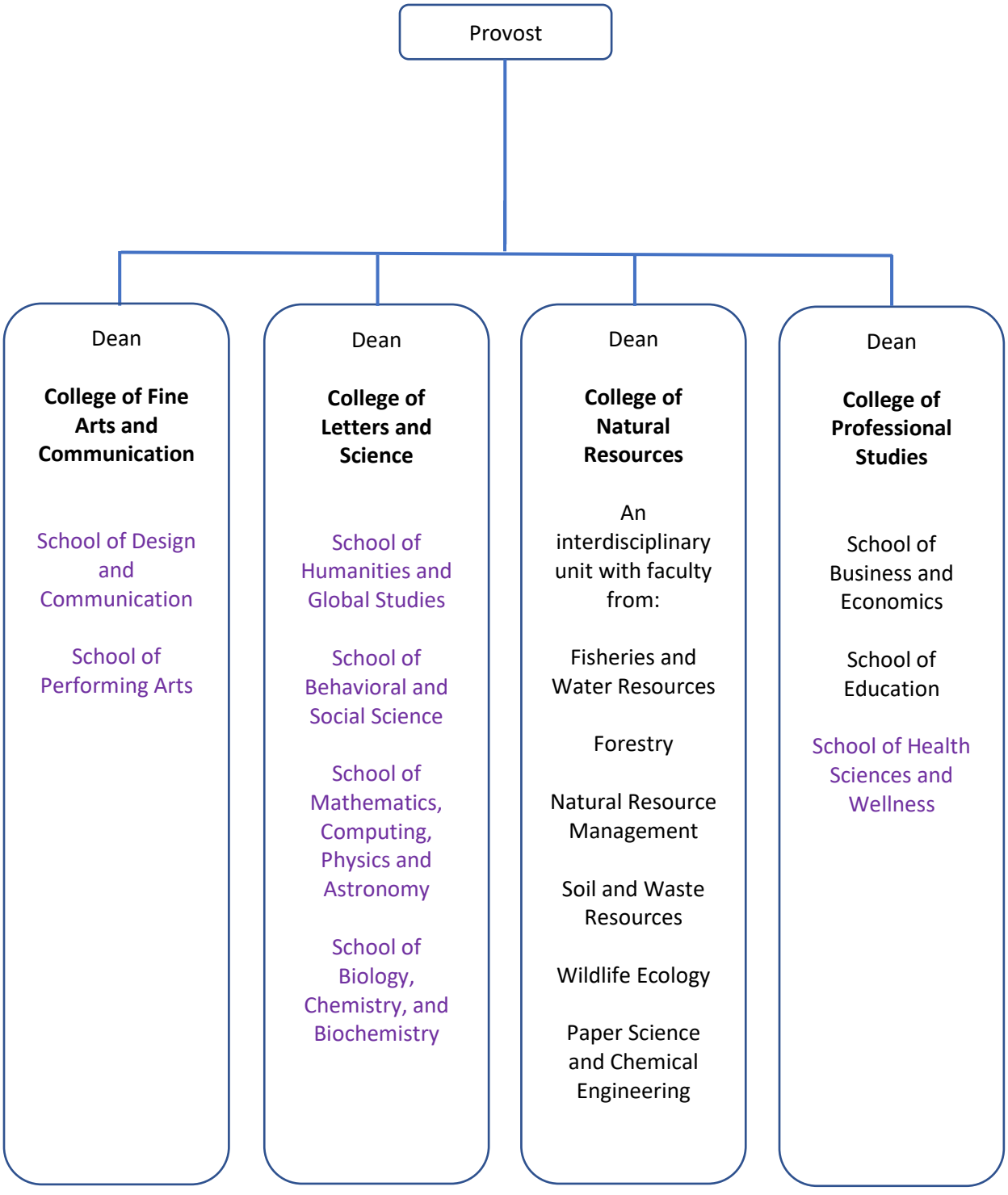


Figure 3. College of Fine Arts and Communication Proposed Restructuring
*Newly designated schools in purple

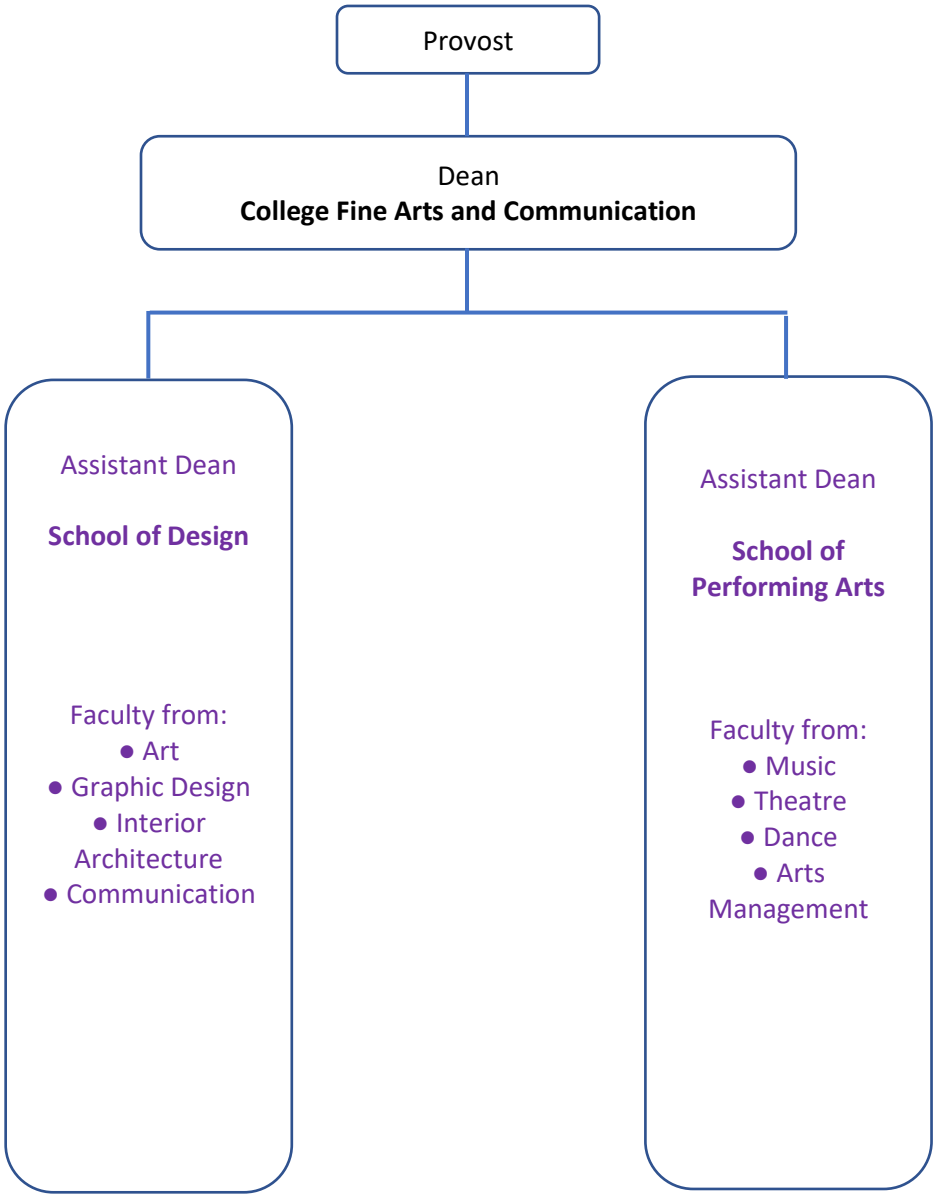


Figure 4. College of Letters and Science Proposed Restructuring
*Newly designated schools in purple

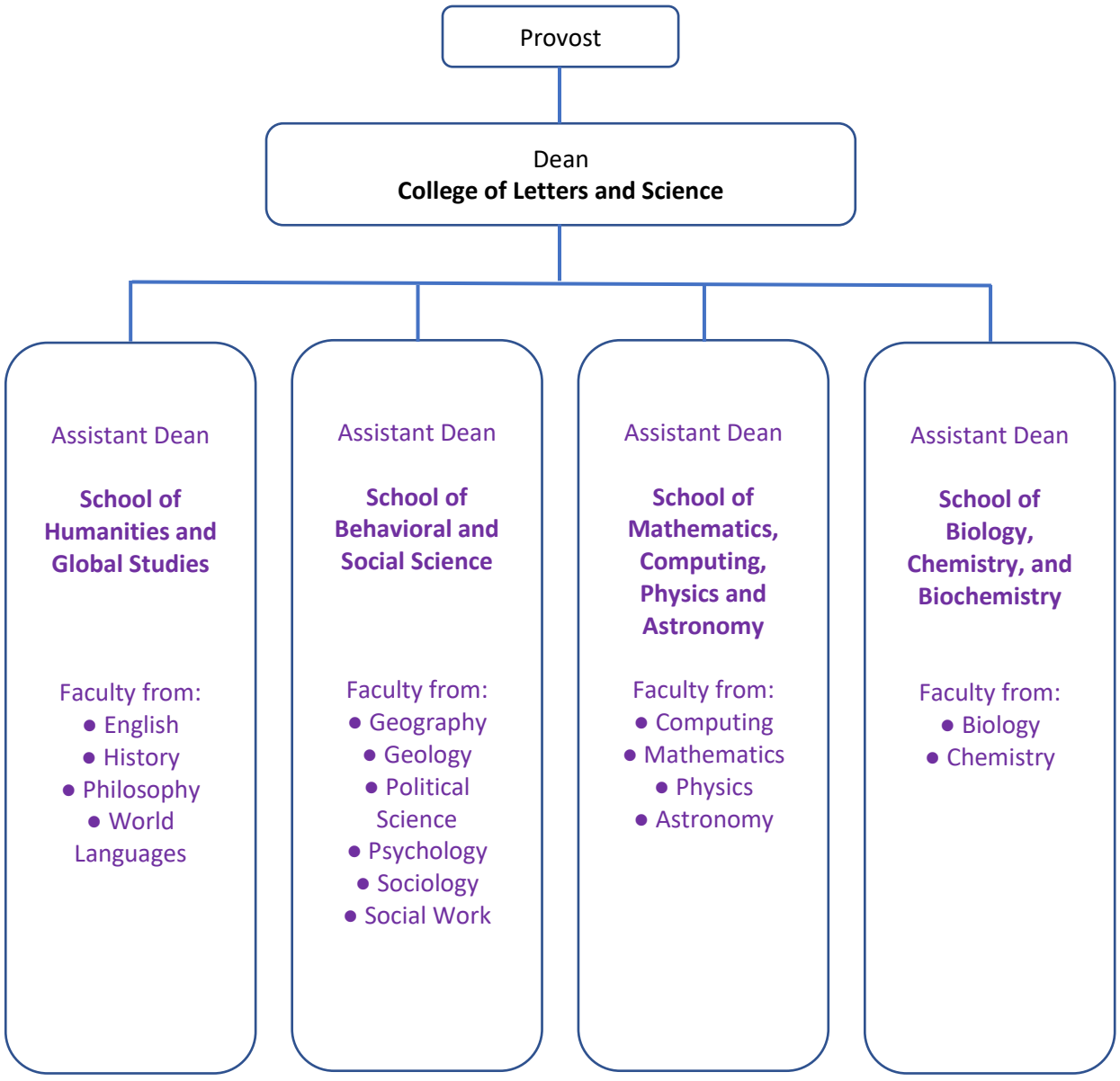


Figure 5. College of Professional Studies Proposed Restructuring
*Newly designated schools in purple

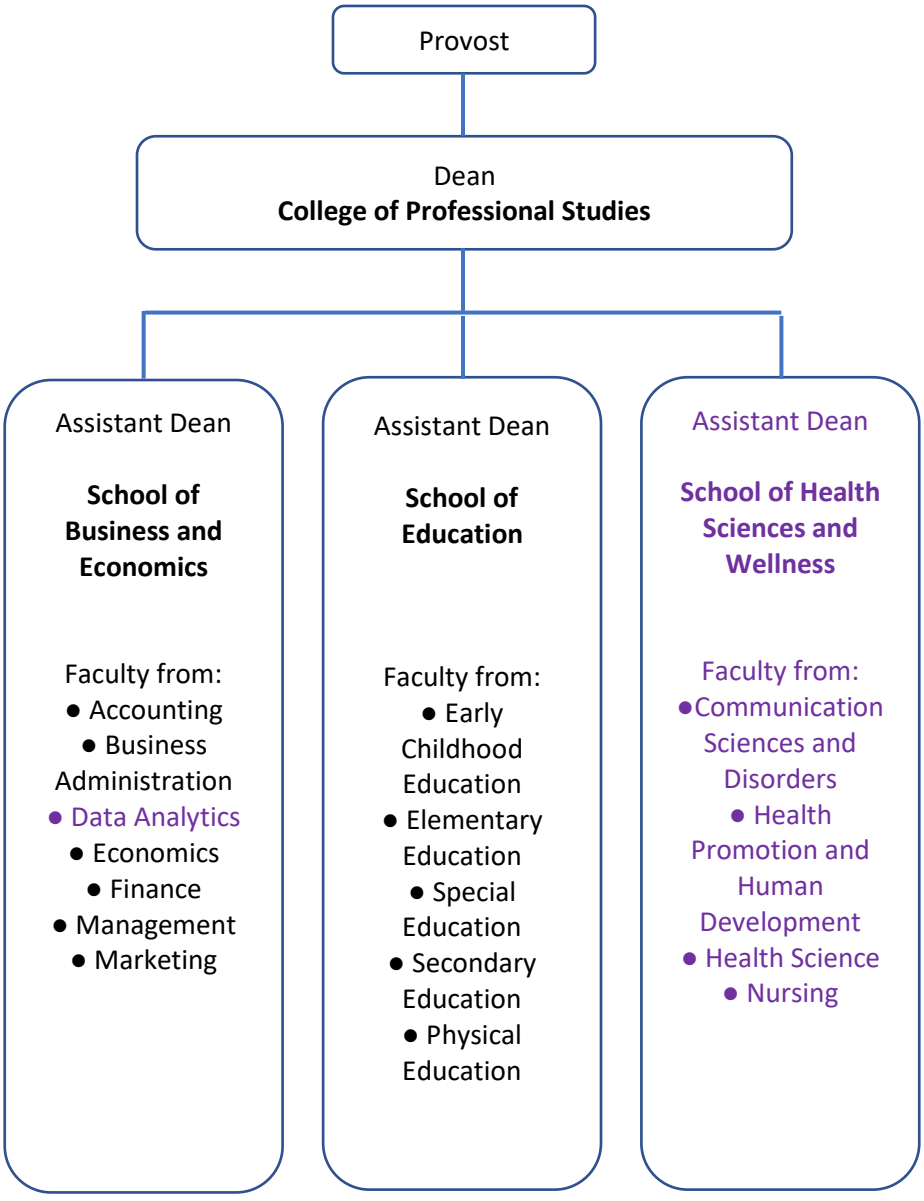


Figure 6. Financial Summary of FTE and Salary Changes for College of Fine Arts and Communication

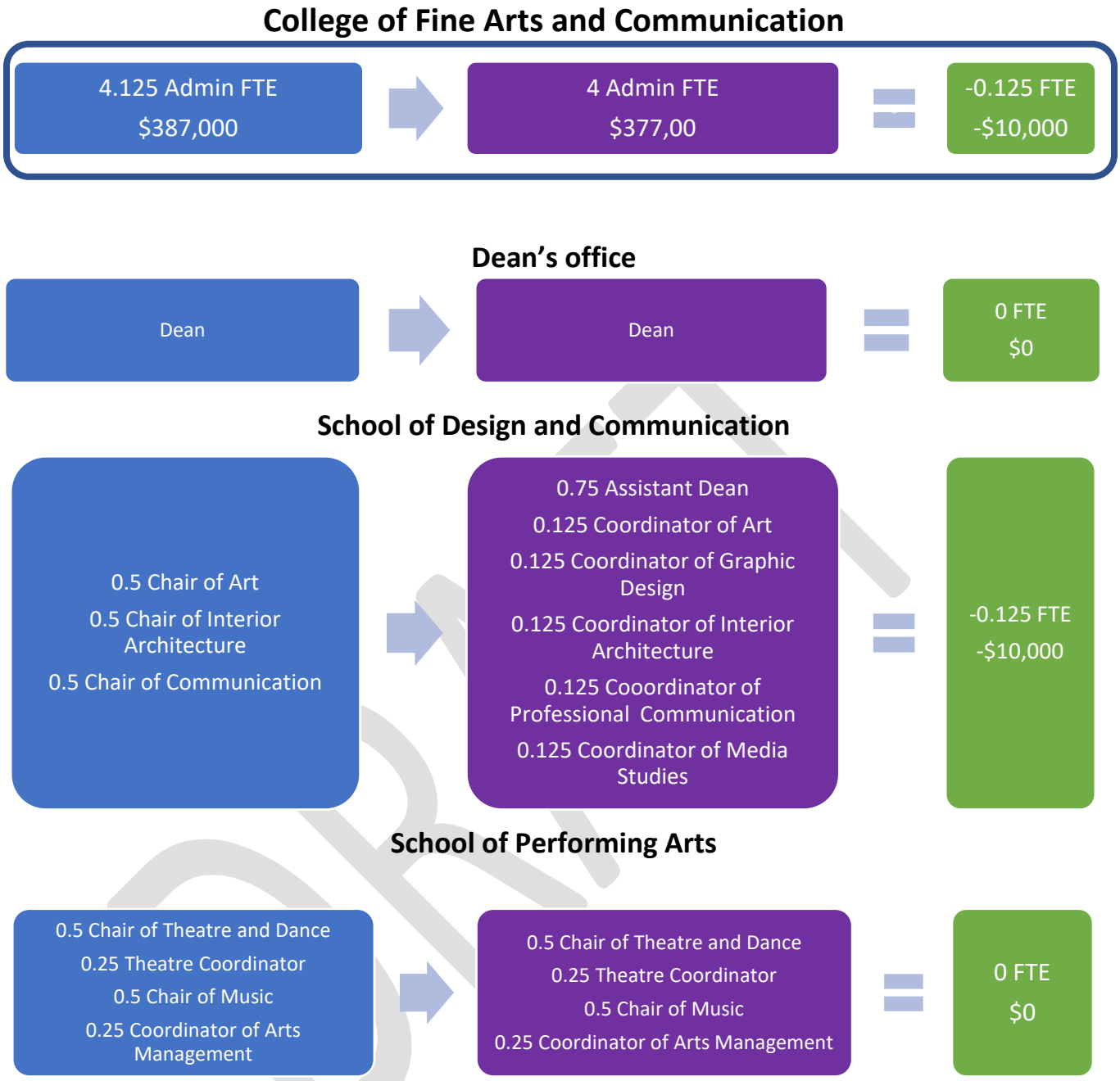


Figure 7. Financial Summary of FTE and Salary Changes for College of Letters and Science

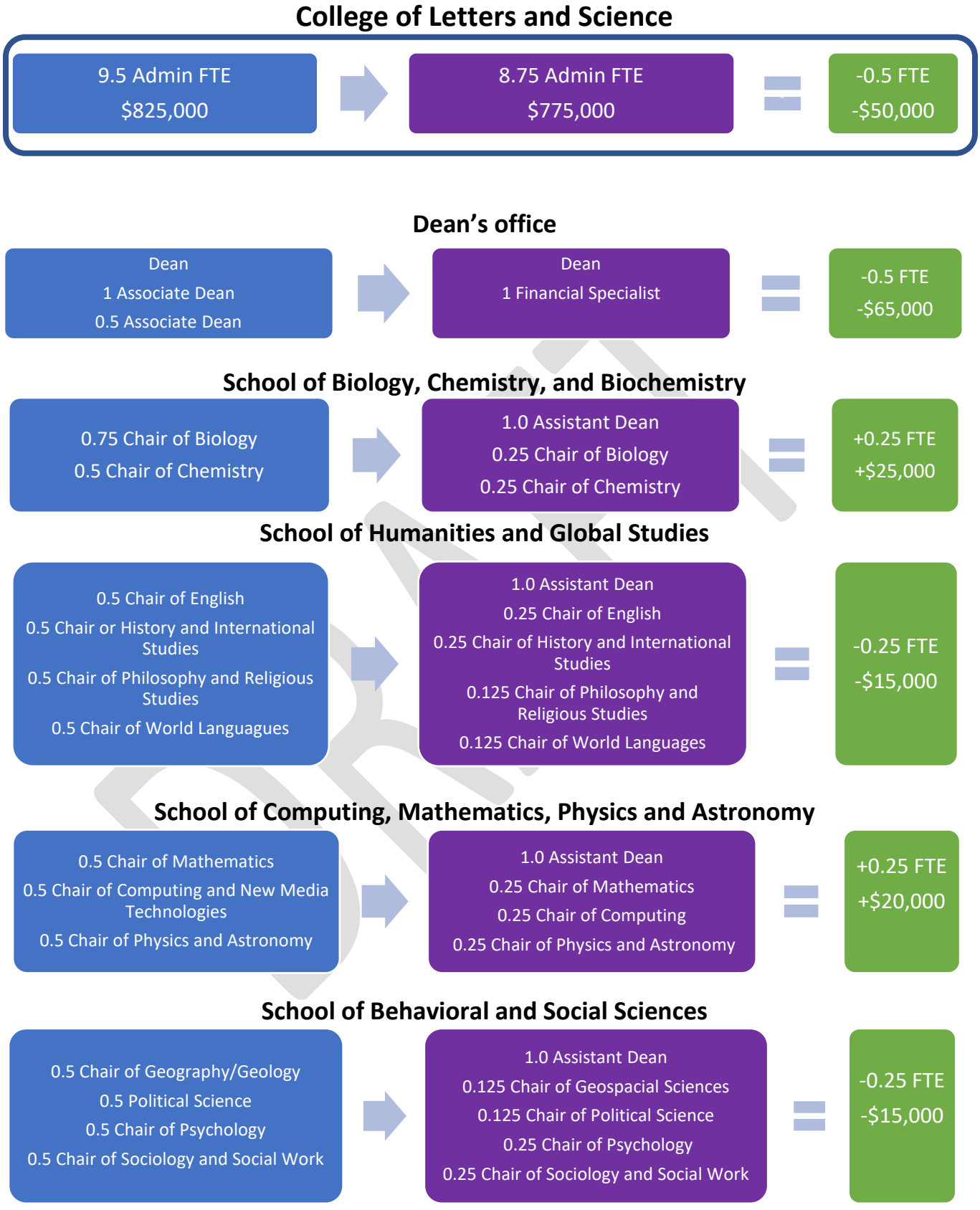
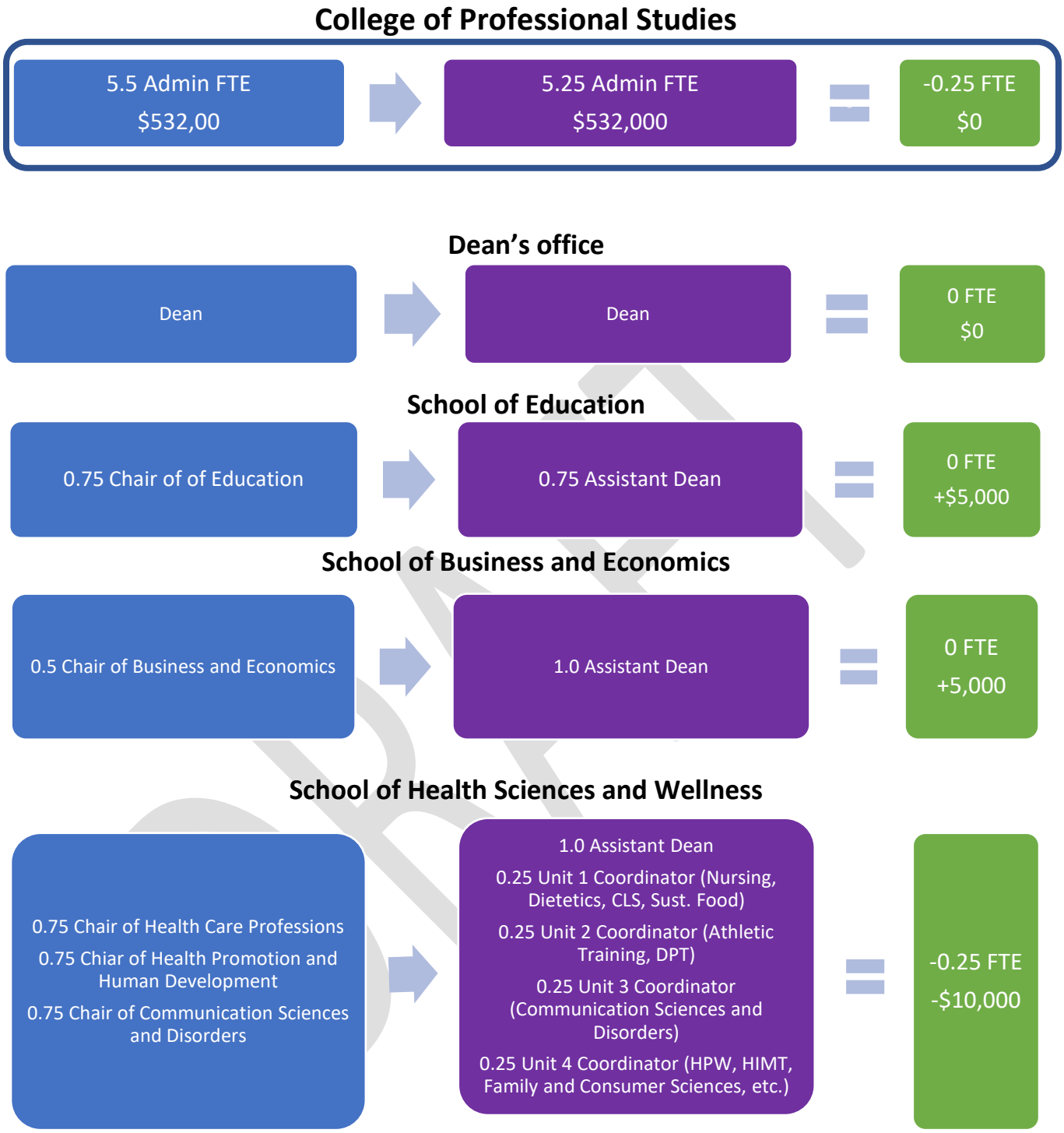


Figure 8. Financial Summary of FTE and Salary Changes for College of Professional Studies



Appendix – UW-Stevens Point Strategic Vision and Goals – Approved by Common Council 04-15-2020.

Sleeves Rolled Up

A Plan for Strategic Action for the University of Wisconsin–Stevens Point

Not a Strategic Plan, because Pointers get things done

Our Vision: UW-Stevens Point in 2025

UW-Stevens Point is a catalyst for resilient and innovative Central and Northern Wisconsin communities, relied upon as a thought leader and responsive partner on issues including health and wellness, economic vitality, and environmental stewardship. We offer national models for sustainability and inclusivity and dynamic hubs for creative expression. Our campuses are Central Wisconsin's gateway for vibrant cultural life and together form a regional "town square" for the exchange of ideas.

We serve students of all ages and stages of life both within and beyond our region, in face-to-face as well as non-traditional classroom settings, providing access to educational opportunities for all. Through a distinctive approach to applied learning, our campuses foster meaningful educational experiences that allow students to take risks, discover a sense of purpose, and achieve success as they define it. We provide an unparalleled environment for students to take lead roles across the university and to make a difference in the community. Students, faculty, and staff are all engaged in growing our university community and its connections with Central Wisconsin businesses, industry, organizations, and government. Our partnerships in Wisconsin, nationally, and internationally enhance the outcomes for citizens and our students while serving particularly to strengthen Central Wisconsin.

We are a data-informed institution that prioritizes shared governance and is known for its collaborative spirit. We focus on what is possible even in the face of challenges. We have a strong understanding of financial realities and make fiscally responsible choices in an environment of trust and collegiality. We use our collective knowledge and ideas to ensure that our university will be resilient and relevant.

Both on and off campus, we shape leaders who embody and promote intellectual curiosity, global awareness, critical thinking, problem-solving, civic engagement, and inclusivity. Our faculty, staff, students, alumni, and donors take pride in our university and passionately share stories of how UW-Stevens Point changes lives.

Background: UW-Stevens Point Today

Like many institutions of higher education, UW-Stevens Point grapples with shifting demographics that have led to decreasing numbers of high school graduates and fierce competition for traditional-age students. As a publicly-assisted regional university, we have been especially challenged by declining enrollment, reduced state support, a tuition freeze, and

broader skepticism about the value of investing in four-year degrees. As we have experienced reductions in state aid and declining enrollments, we have exhausted our financial reserves.

The UW System's restructuring has added complexity and uncertainty but also affords an opportunity to expand access and reimagine our shared impact. Our three campuses remain integral to the region and we continue to be a vital gateway for first-generation, underprepared, and lower-income students, along with place-bound students who want or need in-person learning experiences. Our engaged and hands-on approach fosters not just discipline-specific skills but also essential aptitude in communication, empathy, creativity, critical thinking, collaboration, and leadership. Local industries recognize the role this university has in recruiting, developing, and retaining talent and adding to the vibrancy of area communities. Graduates in our backyard and in places across the globe point to the transformational experiences they found at this "hidden gem" university.

UW-Stevens Point has evolved and adapted countless times throughout our 125-year history. Today, within a changing landscape for higher education, we must become more agile and adaptable than we have ever been before. We can only do so together, and with clearer purpose and direction. Listening carefully to the many stakeholders who want both this university and this region to thrive, we are crafting a renewed vision to guide our next steps forward.

As we face these challenges, we will build on our considerable strengths. UW-Stevens Point is among the most excellent regional comprehensive universities in the nation and simultaneously offers several unique nationally recognized programs, providing an affordable, high-quality education. All UW-Stevens Point students receive a solid foundation in science, humanities, art, communication, and social science from their general education coursework, which supports and enhances the development of skills graduates will use in their professional, civic, and personal lives. As students explore different areas of study, they find opportunities to engage with knowledgeable and skilled faculty who are passionate about teaching and dedicated to students' success and their individual development. All degree programs at UW-Stevens Point employ practices and experiences to aid our students in achieving their goals, including a variety of hands-on and applied learning opportunities. We have a variety of excellent programs, including strong programs in the liberal arts and in a number of professional fields; among our nationally recognized and distinctive programs are those in Natural Resources, Fine Arts, and Health and Wellness.

Students, faculty, and staff are all hard-working and highly engaged; ours is a can-do university. We have high-quality services to support student success, a robust number of student organizations, and high-achieving athletics programs with an enthusiastic following among students, alumni, and the community. We lead Wisconsin's comprehensive universities in student participation in international programs. We have a strong tradition of shared governance – we get things done collaboratively.

We have three compact campuses in a beautiful environment. Our location in central Wisconsin makes us easily accessible from any part of the state. Known for our environmental focus and sustainable practices, we have a nature reserve on the Stevens Point campus, an arboretum on the Marshfield campus, and field stations that provide opportunities for teaching, research, and recreation, and we have numerous venues for outdoor recreation in the

surrounding cities and counties. Our arts programs support a vibrant culture for our area. We have strong partnerships with our local communities. We embody the Wisconsin Idea.

The Road Ahead: Our Strategic Themes

We will realize our vision of UW-Stevens Point in 2025 by focusing our work in five major themes. We have created goals within each of these themes. In the work ahead, during the next few months teams will continue to develop the strategies, tactics, and metrics by which we will achieve these goals.

1. Align Financial Model with Institutional Vision

We must not only be able to balance the university's operating budget but align our financial models and strategies with the institutional vision of our university. This will require proactive planning and the use of reliable data to inform financial decisions. We must commit to employing various financial models across the university that allow for agility in decision-making as operational strategies progress in response to increasingly diverse and evolving student needs. As a student-centered university, UW-Stevens Point should have a budget that promotes and rewards activities that are responsive to the desires and needs of the student body. Additionally, alternative revenue resources must be fully explored and developed to provide stability and growth to current and new services and projects that benefit university constituents. Expansion into innovative methods of instructional delivery will not only increase financial stability but will allow the university to support its vision of providing educational access to lifelong learners.

As noted previously, moving forward, goals and metrics associated with the strategic themes in this document will inform university decisions. To enable prioritization, decisions will be made regarding resource allocations and reallocations using agreed upon, data-informed metrics. We will decide not only what current activities should continue and what new avenues should be pursued, but also which existing areas must be reduced.

We must be transparent and able to easily communicate within our university community as well as with regional stakeholders about institutional goals, metrics, and processes in financial decision making. Members of the university community will be given timely access to financial data and review processes that will be used to make future curricular, programmatic, and services decisions. Taking these actions will rebuild trust among students, faculty, staff, and administration. This shared knowledge will provide all constituents with an understanding of university-wide financial implications and a means for unifying toward a sustainable future.

Goals:

- We will align University expenditure levels with available resources. Annual expenditure levels in university departments will be within the annual state budget allocation or the program revenue generated.

- We will utilize financial models that will be data informed, transparent, objective, and action-oriented in order to respond to the priorities of the strategic themes. The financial models will inform decisions to allocate and reallocate resources.

- We will create processes and metrics to support the financial models and to inform decision-making, resulting in greater transparency and understanding of the financial situation of the university.

- We will encourage financial growth. New revenue sources will be explored and analyzed for financial viability. These new revenue sources will complement existing financial resources to allow diversification of university finances.

2. Offer Programs to Serve the Lifelong Learner

We will take a multi-faceted approach to adapt our programs and how we deliver them to meet the demands of a changing economy and a changing higher education landscape. We must broaden the range of students we serve. UW-Stevens Point has always been a university that serves primarily traditional-age students. We have felt the negative effects of that focus already, as fluctuations in the demand for four-year degrees within this population have led to significant changes in enrollment. As the size of that population has decreased, and will decrease again in a few years, we can improve our financial stability by increasing our ability to serve adults as well as traditional-age students, while also maintaining the open access that our branch campuses have long provided. This will also enable us to serve our region better.

Even as college enrollments decrease, the demand for workers increases. The population of adults in Wisconsin with some college experience - but no degree - is estimated at 662,000, including 46,000 with at least two years of college (National Student Clearinghouse Research Center, *Some College, No Degree: A 2019 Snapshot for the Nation and 50 States*, October 2019, pp. 5, 8). While this population has an interest in further education, they may need, or prefer, courses and programs offered on different schedules than the traditional fifteen-week semester, through online or hybrid formats, and packaged in ways beyond the traditional degree. They also need course design and instructional approaches tailored to non-traditional students. Some of these potential students are not able to commit to a four-year program at the outset, but will prefer or need to stop out at various points. Such students will be better served with a variety of ways to earn credentials; in addition to Associates Degrees, these could include certificates that will advance their careers and, over time, combine with other certificates and courses to lead to a degree, as well as non-credit continuing education courses and experiences.

Regarding our Associates degrees, we need to increase awareness of their value to both students and to UWSP. Associates degrees offer credentialing options for students who might not have otherwise pursued higher education, bolstering career opportunities. Because the UW System Undergraduate Transfer Policy states that UW Associates degrees satisfy general education requirements at any UW institution, students can use our Associates degree as a springboard for transfer to main campus baccalaureate programs or, particularly for majors and

programs that UWSP does not offer, to other UW institutions. Either way, students pursuing a UWSP Associates degree contribute to UWSP's total enrollment and revenue, and show an additional way we serve all learners in our region.

Serving these students will require a coordinated effort to identify the programs we should market to this population and change the way we deliver those courses, and also provide the support services this population needs, leveraging the unique resources of each of our campuses. We will make evidence-based decisions about which programs we can offer to meet the needs of these students and how we can best deliver them to this population. We will base our decisions on the best data available, beginning with the market research recently done for us by Ruffalo Noel Levitz, as well as input from local communities. We will bring together the expertise of people who know the non-traditional student population and the northern part of the state with the academic departments and support services, who will work together to identify and prioritize these opportunities.

In addition to identifying how we can better serve working adults, we will also expand our service to the school districts in central and northern Wisconsin, utilizing distance education and campuses in Wausau and Marshfield to provide dual-enrollment courses and CESA programs to meet needs that individual schools or districts are too small or under-resourced to meet.

These efforts will also require careful attention to our available resources. We cannot immediately supply every program or course that might be desired, but must adapt existing programs or create programs that require only a modest investment of resources, at least in the near term. We will also identify areas of need that we should invest in as resources become available in the future.

While we adapt to better serve the adults in our region, we will also refine our program array to continue to serve traditional-age students. In order to achieve fiscal health while adapting to better serve our students, we will need to eliminate or curtail some offerings. Deciding which programs to expand, which to limit, and which to discontinue is a complex challenge, requiring a holistic perspective to achieve a balance across multiple dimensions:

- We have high-profile programs that help define our identity as a university and that can attract students from out of state, and we will maintain the quality of these programs. At the same time, we must maintain adequate breadth in our offerings in order to serve the students in our region, for some of whom UW-Stevens Point is their best (or even their only) choice for a four-year degree due to cost or location. While we cannot provide every program students may desire, providing a broad array of programs is crucial to meet the needs of these students. Any decisions to eliminate programs must be informed by this necessity.

- We will also make our course array fiscally responsible. Often our most high-profile programs are also expensive to offer. We must balance our high-cost programs with others that are less expensive, determining the number and size of the high-cost programs we can sustain, and what other programs best complement them.

- As we expand our services for the non-traditional students, we will continue to offer programs sought by traditional-age students. This will require ongoing review, informed by knowledge of the new generation of students.

To accomplish this, our budget experts will collaborate with our marketing team and our academic programs. Our decisions will be based on the quantitative and qualitative data from our program review process and informed by the need to find the optimal mix of programs to serve our students in a fiscally sustainable way. We will work to create mutualistic and collaborative relationships between programs.

Goals:

- We will establish strategic partnerships with high schools and other educational institutions that support college-bound student success, college completion, and enrollment growth.

- We will grow programs to support lifelong learners through creative delivery methods including but not limited to branch campuses, hybrid, online, or collaborative models.

- We will create stronger student support for life-long learners, including but not limited to course timing/availability, academic calendars, evening/weekend classroom, office and service access, and prior learning assessment.

- We will develop and implement an internal system to better serve prospective students in our market. The system should use data to determine financial and program viability, and inform new programs/offerings relevant to K-12 traditional, adult, graduate, and continuing ed students.

- We will increase our unique cross-disciplinary work to leverage (or promote) our strengths in sustainability, global awareness, and diversity, equity, and inclusion, for prospective students at all credential and continuing education levels.

- We will expand access to education for individuals with multiple abilities, preparedness, and goals.

3. Enhance the Student Experience

UW-Stevens Point is a place where students explore an array of opportunities to grow in knowledge, skills, and dispositions to prepare for professional careers, additional post-graduation pathways, and experiences as global citizens. Whether students are under-prepared for college, high-achieving, or in between, faculty and staff meet students where they are, and do what it takes to help them find their path. While at UW-Stevens Point, students experience applied learning within the curriculum and outside the classroom through laboratories,

discussions, field-based courses, and internships as well as student employment, performances and exhibitions, student research, student leadership, and student organization opportunities. From their first year onward, UW-Stevens Point students will be engaged in and out of the classroom in high-impact practices that enhance their learning, foster their intellectual and emotional development, and help achieve their personal and career goals.

We will maintain and improve services that promote student success, including advising, professional and personal development, and the support for the overall well-being of our students. We will enhance our services while paying attention to the specific needs of our students by creating responsive processes that adapt to change. In particular, we will improve our support for rural, first-generation, non-traditional, and underprepared students as well as for students from traditionally under-represented and underserved groups. We will continue to focus on strategies to improve student retention, academic success and personal growth.

Goals:

- We will provide experiences that enhance high-impact practices (HIP) for student learning, development, and engagement.

- We will provide comprehensive student services that support the retention and success of all students.

4. Serve Our Communities by Expanding Partnerships and Connections

We believe UW-Stevens Point is woven into the fabric of our communities. We aim to foster relationships that build trust, and are mutually beneficial for our campuses, students, partner organizations and the region. As UW-Stevens Point intentionally builds strategic partnerships, the opportunities for our students to participate in high impact practices increases. Enhanced collaboration with businesses, local governments, non-profit organizations, our alumni, and more will provide new opportunities for student engagement. Many UW-Stevens Point programs already have partnerships that provide internship opportunities; we will develop internship opportunities with partners for students in majors that lack them. We will look for more ways to engage the public with dynamic speakers and artists, performances, exhibitions, and outreach programs, and help to provide services and assistance to regional residents. There are strong economic impacts when business and faculty/staff work together to solve issues in our region. There is a significant interdependency between UW-Stevens Point and the Central Wisconsin communities we serve. We are all stronger when we work together to improve talent attraction and quality of place through arts and cultural opportunities.

Goals:

- We will build an internal database tool to increase awareness of partnerships and work that exists. This database will allow UW-Stevens Point to strategically leverage relationships and better understand where opportunities exist due to gaps in existing outreach work (by industry, geographic locations, etc.)

- We will build an external tool for outreach to improve communication of the resources, expertise, programs, and services available to our off-campus stakeholders.

- We will pursue and achieve Carnegie Classification for Community Engagement

5. Enhance Collaboration

We must work together better if we are to achieve our other goals. Doing more with less will require pooling of resources, and responding to changing needs demands coordinated effort and creative sharing of knowledge and ideas. We recognize that our commitment to student success requires not only excellent classroom teaching and mentoring by faculty, but also advising, co-curricular activities, career planning, and much more. We have a strong tradition of shared governance, including the Student Government Association, and we need to extend that cooperative effort across our departments and offices, and especially colleges, schools, and campuses. Our budget model must be implemented in a way that supports collaboration. We will change policies, procedures, and administrative structures to facilitate, incentivize, and reward collaboration; and foster cultural change to make UW-Stevens Point an institution noteworthy for its collaborative spirit.

Goals:

- We will capitalize on the creation of new schools to collaboratively evaluate curricular and non-curricular structures across the institution's broad spectrum of disciplines and ways of thinking to maximize resource use.

- We will create intentional institutional pathways for schools, campuses, locations, and units to regularly communicate and collaborate in the service of student recruitment, retention, and completion.

- We will utilize (campus/governance/communication) structures to support crucial conversations, the development of trusting dialogue, and collaborative conversations across campus units to better connect the institution at large.

Education Committee **Item H.**

June 4, 2020

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN CONSERVATION LAW ENFORCEMENT, UW-STEVENS POINT

REQUESTED ACTION

Adoption of Resolution H., authorizing the implementation of the Bachelor of Science in Conservation Law Enforcement at UW-Stevens Point.

Resolution H.: That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Conservation Law Enforcement at the University of Wisconsin-Stevens Point.

SUMMARY

The University of Wisconsin-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Conservation Law Enforcement (CLE). This degree will elevate the existing conservation law enforcement emphasis within the B.S. in Resource Management. While the conservation law enforcement emphasis has been popular with students, the terminology of an emphasis rather than a major has created some challenges, when marketing and promoting the program. Conservation law enforcement is the language used/adopted by the National Association of Conservation Law Enforcement Chiefs (NACLEC) to describe law enforcement focused on protecting natural resources and people. As a result, the proposed degree will not only provide students a clearly defined major and dedicated curriculum, but also strengthen the competitiveness of graduates from UW-Stevens Point in the job market, by more accurately communicating to employers the resultant experiences students have received and the skills they have developed. Establishing this degree program at UW-Stevens Point will offer students the opportunity to obtain a conservation law enforcement degree at a smaller institution with a nationally recognized College of Natural Resources.

Program Description

The recent observed growth in enrollment is a primary factor prompting the plan to elevate the existing emphasis in conservation law enforcement to a fully articulated Bachelor of Science degree program. At the inception of the emphasis in 2007, the number of enrollees was 34. Since then, the emphasis grew to a peak of 216 students in 2014, and is currently enrolling approximately 150 students.

The existing conservation law enforcement emphasis within the B.S. in Resource Management has a close relationship with faculty teaching for the criminal justice minor in the Department of Sociology and Social Work. This relationship will continue as students may select to pursue the criminal justice minor while also completing the proposed program. The program will also continue to maintain ties with law enforcement certification academies, both within Wisconsin and out of state, as students are required to obtain this training. The program will maintain and expand relationships with the agencies and organizations that provide students internship opportunities (e.g., University Police, Sentry Insurance, Portage County Sheriff's Office). The institution's close relationship with the Wisconsin Department of Natural Resources (WIDNR) will also continue, in particular with conservation wardens, who actively provide training and education experiences for students and, in turn, hire graduates. These agency relationships are foundational for faculty research as well as the development of conservation law enforcement curricula, particularly when new competencies are required for success in this type of career.

Program requirements for the proposed B.S. in Conservation Law Enforcement will provide students with focused coursework in core areas to develop the key knowledge, skills, and abilities integral to a career in conservation law enforcement. Courses in science and natural resource management will provide a range of foundational knowledge content. A conservation law enforcement core of courses will provide the substance common to all CNR law enforcement students. Students will also participate in additional internship coursework in law enforcement and criminal justice. To better prepare these students, a series of communication, social sciences and humanities, and skill-based courses are included in the curriculum.

The B.S. in Conservation Law Enforcement program will elevate the existing and established program outcomes of the B.S. in Resource Management. These program outcomes and evidence of graduates' level of preparation will be demonstrated by their ability to:

1. Develop critical thinking skills to solve conservation law enforcement issues.
    - Students will be able to demonstrate an understanding of fundamental concepts of law enforcement including constitutional law, police organization, search and seizure, investigation, communication, use of force, discretion, and community policing.

2. Demonstrate natural resource competencies necessary to thrive in a contemporary world.
    - Students will be able to demonstrate an understanding of how federal and state governments are organized and how they develop and implement natural resources policy.
3. Value the importance of behaving professionally and ethically.
    - Students will be able to collaborate and work effectively in a team.
4. Communicate effectively.
    - Students will be able to communicate orally in an effective and professional manner in simulated law enforcement situations such as investigative briefings, interviews, and courtroom testimony.
5. Integrate concepts in areas of core conservation law enforcement knowledge.
    - Students will be able to determine types of evidence required to prosecute violations and determine the best methods to legally obtain and handle such evidence.
    - Students will be able to explain the legal foundations of natural resource administration.

Graduates will be well equipped to enter the workforce as conservation wardens, park rangers, police officers, and environmental officers, all of which are employment fields with a projected increase of 4.5%.

Mission

The proposed B.S. in Conservation Law Enforcement program, through students' professional preparation in the College of Natural Resources, directly supports the mission of UW-Stevens Point, wherein the institution will "model community engagement and prepare students for success in a diverse and sustainable world." This program also upholds the UW-Stevens Point institutional value of providing a student-centered environment and sustainable management of natural resources and other resources. These values are reflected throughout the College of Natural Resources (CNR), which takes an interdisciplinary approach to education and emphasizes hands-on field experiences to prepare its conservation law enforcement students to thrive and contribute in their local, state, and global communities. The proposed program also supports major themes in UW-Stevens Point strategic plan, A Partnership for Thriving Communities, which articulates a commitment to serve communities' needs for a "creative culture, an educated, vigorous society, robust economic growth, and a healthy, productive natural environment."

Market and Student Demand

As noted previously, the proposed conservation law enforcement program is intended to serve as an elaboration of an existing emphasis within the B.S in Resource Management degree program. The conservation law enforcement emphasis has been popular with

students, with over 150 students currently enrolled. This number has also grown steadily over the past few years.

Nationally, there were 684,200 people employed as police and sheriff's patrol officers in 2016. This is projected to increase 7% to 731,900 by 2026, which is about average for all occupations. Nationally there were 7,000 people employed as fish and game wardens in 2016, and this is projected to increase 4% to 7,300 by 2026. In 2018 in Wisconsin, 12,155 people were employed as police or sheriff's patrol officers. This is expected to increase by approximately 5.8% to 12,857 by 2026, with 859 total annual openings. Also 177 people were employed as fish and game wardens in 2016 in Wisconsin. This is expected to increase by 4.5% to 185 by 2026.

Credit Load and Tuition

The 120-credit program includes the general education program (GEP) integrated into all UW-Stevens Point baccalaureate degree programs. It also requires that students complete 27 credits in resource management, 19 credits in science and natural resource management, 28 credits in conservation law enforcement and criminal justice, and 24 credits in conservation law enforcement-related electives. Students are also required to complete a 15-credit law enforcement academy training program to become certified as a law enforcement officer.

Further, to serve as a law enforcement officer in Wisconsin, a 15-credit law enforcement academy training program is required at an accredited institution (i.e., other than UW-Stevens Point). Students who are currently pursuing the existing emphasis in conservation law enforcement routinely complete this requirement through the Wisconsin Technical College System (WTCS) program. Upon successful completion, these credits are transferred and recorded by the UW-Stevens Point registrar and are included in the total 120 credits required for the degree program. Tuition and fees for the law enforcement academy credits are separate from, and not included in, the tuition charges for coursework completed at UW-Stevens Point.

For students enrolled in the B.S. in Conservation Law Enforcement program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for a full-time, resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Science in Conservation Law Enforcement at UW-Stevens Point
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 CONSERVATION LAW ENFORCEMENT AT UNIVERSITY OF WISCONSIN-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Conservation Law Enforcement (CLE). The proposed B.S. in CLE will elaborate, and thereby strengthen, the existing conservation law enforcement emphasis within the B.S. in Resource Management. In doing so, the proposed B.S. in Conservation Law Enforcement will provide students a clearly defined major and dedicated curriculum so that students are well equipped to enter the workforce as conservation wardens, park rangers, police officers, and environmental officers; employment fields with a projected increase of 4.5%. Establishing the new degree program at UW-Stevens Point will offer students the opportunity to obtain a conservation law enforcement degree at a smaller institution with a nationally recognized College of Natural Resources. The 120-credit program includes the general education program (GEP) integrated into all UW-Stevens Point baccalaureate degree programs and requires students complete 27 credits in resource management, 19 credits in science and natural resource management, 28 credits in conservation law enforcement and criminal justice, and 24 credits in conservation law enforcement-related electives. Students are also required to complete a 15-credit law enforcement academy training program to become certified as a law enforcement officer.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Academic Program
Conservation Law Enforcement

Degree Designation(s)
Bachelor of Science

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
Human Dimensions of Natural Resource Management (Discipline)

College, School, or Functional Equivalent
College of Natural Resources

Proposed Date of Implementation
September 2020

Projected Enrollments and Graduates by Year Five

As recently requested by UW System Administration, the projected enrollments and budget for this program have been reviewed in light of potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing conservation law enforcement emphasis within the B.S. in Resource Management program. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used below to create the budget for this program. To date, it is expected that the number of first-year class and continuing students will approximate what is presented in the table and corresponding budget that follow.

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 258 total students, cumulatively, are expected to have enrolled in the program with 187 having graduated. The average student attrition rate within the program is projected to be 6% per year, an estimate that mirrors rates in the existing conservation law enforcement emphasis within the B.S. in Resource Management.

Given that the proposed B.S. in Conservation Law Enforcement involves a similar number of credits as the existing emphasis, it is expected that current students in the existing emphasis will initially populate the program. While this assumption may not be completely accurate in Year 1, the total enrollment of 166 assumed in Year 1 will be apportioned between the conservation law enforcement emphasis in the existing B.S. in Resource Management degree and the newly proposed B.S. in Conservation Law Enforcement degree. It is predicted that elevation of the existing emphasis to a full-degree option will lead to a modest increase in enrollments over time. The elevation of an existing emphasis to a degree program takes advantage of the same set of resources currently staffing the emphasis. The Cost and Revenue Projections spreadsheet and associated narrative provide additional details.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	48	50	52	54	54
Continuing Students	118	121	125	128	133
Total Enrollment	166	171	177	182	187
Graduating Students	35	36	38	38	40

Tuition Structure

For students enrolled in the B.S. in Conservation Law Enforcement program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for a full-time, resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $3,149.08 of the above-stated tuition amount is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

In accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. Any 100% online sections will also have a distance education service fee of $50 per credit applied to the class.

Students pursuing the existing emphasis in conservation law enforcement are required to complete the 15 specialized credits of law enforcement academy training at an accredited institution (i.e., other than UW-Stevens Point). Students who are currently pursuing the existing emphasis in conservation law enforcement routinely complete this requirement through the Wisconsin Technical College System (WTCS) program. Upon successful completion, these credits are transferred and recorded by the UW-Stevens Point registrar and are included in the total 120 credits required for the degree program. Tuition and fees for the law enforcement academy credits are separate from, and not included in, the tuition charges for coursework completed at UW-Stevens Point.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed program will be a 120-credit B.S. in Conservation Law Enforcement, with curriculum drawn primarily from the College of Natural Resources (CNR). Students will complete the general education program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. Courses in science and natural resource management will provide a range of foundational knowledge content. A conservation law enforcement core of courses will provide the substance common to all CNR law enforcement students. Students will also participate in additional internship coursework in law enforcement and criminal justice. To better prepare these students, a series of communication, social sciences and humanities, and skill-based courses are included in the curriculum. Further, to serve as a law enforcement officer in Wisconsin, a 15-credit law enforcement academy training program is required. The credit distribution in each of these curricular areas is shared in Table 2.

Student Learning and Program Outcomes

The B.S. in Conservation Law Enforcement program will elevate the existing and established program outcomes of the B.S. in Resource Management. These program outcomes and evidence of graduates' level of preparation will be demonstrated by their ability to:

1. Develop critical thinking skills to solve conservation law enforcement issues.
    - Students will be able to demonstrate an understanding of fundamental concepts of law enforcement including constitutional law, police organization, search and seizure, investigation, communication, use of force, discretion, and community policing.
2. Demonstrate natural resource competencies necessary to thrive in a contemporary world.
    - Students will be able to demonstrate an understanding of how federal and state governments are organized and how they develop and implement natural resources policy.
3. Value the importance of behaving professionally and ethically.
    - Students will be able to collaborate and work effectively in a team.
4. Communicate effectively.
    - Students will be able to communicate orally in an effective and professional manner in simulated law enforcement situations such as investigative briefings, interviews, and courtroom testimony.
5. Integrate concepts in areas of core conservation law enforcement knowledge.
    - Students will be able to determine types of evidence required to prosecute violations and determine the best methods to legally obtain and handle such evidence.
    - Students will be able to explain the legal foundations of natural resource administration.

Program Requirements and Curriculum

Program requirements for the proposed B.S. in Conservation Law Enforcement will provide students with focused coursework in core areas to develop the key knowledge, skills, and abilities integral to a career in conservation law enforcement. Choices, within the core areas, allow students to select electives that emphasize different areas of conservation law enforcement (e.g., conservation officer, park ranger, criminal justice) or develop minor areas of concentration (e.g., wildlife, recreation and parks, criminal justice, or communication).

Table 2 illustrates the program curriculum for the proposed program. The 120-credit B.S. in Conservation Law Enforcement includes 40 credits associated with the general education program (GEP). Of these 40 credits, only 22 are enumerated in Table 2 because the category requirements are also fulfilled through specific major program coursework. Additionally, some students may require fewer credits than remain listed to complete the GEP depending on testing placement and prior credits earned before matriculation to UW-Stevens Point. The proposed program also includes 27 required credits derived from core resource management courses required of all natural resource majors. Students will also complete 71 additional credits of coursework across the following content categories: science and management (19 credits), conservation law enforcement (28 credits), and electives (24 credits).

Table 2: Bachelor of Science in Conservation Law Enforcement Program Curriculum

General education courses required for graduation (22* credits):

COMM 101	Oral Communication	3 credits
ENGL 101	Freshman English	3 credits
ENGL 202	Sophomore English	3 credits
Various	Quantitative Literacy Requirement	3 credits
Various	Wellness Requirement	1 credit
Various	Arts Requirement	3 credits
Various	Humanities Requirement	0 credits*
Various	Historical Perspectives Requirement	3 credits
Various	Social Sciences Requirement	0 credits*
Various	Natural Sciences Requirement	0 credits*
Various	Global Awareness Requirement	0 credits*
Various	U.S. Diversity Requirement	0 credits*
Various	Environmental Responsibility Requirement	0 credits*
Various	Interdisciplinary Studies Requirement	3 credits

Program prerequisites or support courses – Resource Management Core (27 credits):

NRES 150	People, Resources and the Biosphere	3 credits
NRES 151	Ecological Basis for Natural Resource Management	3 credits

NRES 250	Introduction to Fisheries, Forestry, and Wildlife Resources	4 credits
NRES 251	Introduction to Soil and Water Resources	4 credits
NRES 320	Natural Resources Public Relations and Social Science	3 credits
GEOG 100	Human Impacts on the Physical Environment	3 credits
FOR 319	Land Surveying	1 credit
FOR 320	Field Experience in Forest Measurement	1 credit
NRES 405	Selected topics in Natural Resources	1 credit
SOIL 359	Soil Conservation and Watershed Inventory Methods	1 credit
SOIL 360	Field Experience in Soil Inventory Methods	1 credit
WATR 380	Field Experience in Aquatic Ecosystem Evaluation	1 credit
WLDL 340	Field Experience in Wildlife Management Techniques	1 credit

Program prerequisites or support courses – Science and Management Core (19 credits):

BIOL 101	General Biology	5 credits
CHEM 101	Basic Chemistry	5 credits
Various	Coursework electives in Biology, Forestry, Wildlife, or Resource Mgmt.	9 credits

Academic program course requirements – Conservation Law Enforcement Core (28 credits):

NRES 392	Conservation Law Enforcement Theory and Principles	4 credits
NRES 393	Conservation Law Enforcement (Law Enforcement Academy at WTCS)	15 credits
NRES 473	Resource Policy and Law	3 credits
NRES 474	Integrated Resource Management	3 credits
NRES 494	Conservation Law Enforcement Investigations	3 credits

Academic program course requirements – Conservation Law Enforcement Electives (24 credits):

Various	Coursework from array of Law Enforcement and Criminal Justice Electives	6 credits
Various	Coursework from array of Communication Electives	6 credits
Various	Coursework from array of Social Sciences and Humanities Electives	6 credits
Various	Coursework from array of Skills and Professional Electives	2 credits
Various	Coursework from array of World Language Options	4 credits

Total Credits	**120 credits**

* Only 22 of the 40 required general education program (GEP) credits are enumerated in Table 2 because the category requirements are also fulfilled through specific major program coursework.

Assessment of Outcomes and Objectives

Learning outcomes and objectives will be assessed with performance measures such as tests, quizzes, reports, oral presentations, projects, exercises, demonstrations, and essays. Additionally, students must complete a capstone experience—the law enforcement academy. Students will be given a numeric score (0-100) which will indicate their level of mastery of the learning outcomes and objectives.

The institutional protocol for program assessment is described in the *University Handbook* (Chapter 7, Section 2),[1] and additional information and resources are available on the Academic Affairs Assessment of Program Learning Outcomes website.[2] For each major, an annual assessment report is required for at least one program learning outcome (PLO) that describes assessment methods, results, and actions taken to enhance student achievement. Assessment reporting is designed to emphasize improvement in instruction, curriculum, and assessment procedures as well as *closing the loop* to ensure an evidenced-based approach to program management. Each major is required to report on all of its PLOs over a five-year cycle.

Diversity

Diversity awareness/appreciation and inclusivity are important to a career in law enforcement where the goal is to serve and protect all members of the public. Coursework and practical application scenarios will incorporate these concepts to demonstrate the importance of understanding and working with people of different cultures, beliefs, races, ethnicities, gender identities, religion, age, or socioeconomic status. Efforts have been, and will continue to be, made to host guest speakers from diverse backgrounds (e.g., gender, race, culture) to speak about their experiences with law enforcement and their views regarding natural resources. Students will have the opportunity to participate in internships of their choosing where they can participate in diverse settings. As well, students will participate in a summer field experience and a law enforcement academy where they can experience working with others from different backgrounds and perspectives. The proposed major is likely to appeal to those with interests in both conservation law enforcement and general law enforcement. Both types of law enforcement operate across a continuum of rural to urban environments, and the program is likely to attract students with diverse backgrounds and interests.

To support these audiences, the program will work with the Office of Admissions and the Office of Diversity and College Access to communicate directly with high-ability prospective students via email in order to raise awareness of the conservation law enforcement program, by active recruitment at conferences and professional association meetings, and through invitations to campus for students considering law enforcement as a career. The College of Natural Resources, as well as the institution, are committed to

[1] https://catalog.uwsp.edu/content.php?catoid=21&navoid=989#section-2-assessment
[2] https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx

gender equity and to recruiting a culturally diverse faculty and staff. The institution has recently created an Inclusive Teaching Fellows program that intentionally provides teaching and tenure-track opportunities for faculty from underrepresented groups.[3]

Collaborative Nature of the Program

The existing conservation law enforcement emphasis within the B.S. in Resource Management has a close relationship with faculty teaching for the criminal justice minor in the Department of Sociology and Social Work. This relationship will continue as students may select to pursue the criminal justice minor while also completing the proposed program. The program will also continue to maintain ties with law enforcement certification academies, both within Wisconsin and out of state, as students are required to obtain this training. The program will maintain and expand relationships with the agencies and organizations that provide students internship opportunities (e.g., University Police, Sentry Insurance, Portage County Sheriff's Office). The institution's close relationship with the Wisconsin Department of Natural Resources (WIDNR) will also continue, in particular with conservation wardens, who actively provide training and education experiences for students and, in turn, hire graduates. These agency relationships are foundational for faculty research as well as the development of conservation law enforcement curricula, particularly when new competencies are required for success in this type of career.

Projected Time to Degree

Students may complete the existing emphasis in conservation law enforcement in four years. By comparison, the proposed B.S. in Conservation Law Enforcement has the same number of credits, uses existing courses, employs current faculty, and can also be completed in four years by a full-time student, but elevates the existing emphasis to a major degree program. All required courses will be offered regularly.

Program Review

The proposed B.S. in Conservation Law Enforcement program will be reviewed annually by the College of Natural Resources to assure the program is financially sustainable and provides value to students. The proposed program will also be reviewed by UW-Stevens Point governance structures, including two subcommittees of the Academic Affairs Committee, the Department Review Subcommittee and the Assessment Subcommittee. These committees oversee program quality and the processes by which students' acquisition of the learning outcomes are measured. The Department Review Subcommittee requires a complete self-study for all aspects of every degree program within a department every five years. The Assessment Subcommittee requires annual reports from all academic programs of at least one learning outcome per year, and all learning outcomes are measured and reported on a five-year cycle.

[3] https://www.uwsp.edu/citl/Pages/InclusiveTeachingFellows.aspx

Accreditation

There are no discipline-specific accrediting bodies for conservation law enforcement. The proposed program's 15-credit requirement of law enforcement academy training—the Law Enforcement Basic Recruit Academy—ensures that graduates will be eligible for law enforcement positions in the state of Wisconsin. The Bachelor of Science is a degree type which the Higher Learning Commission has approved UW-Stevens Point to offer.

JUSTIFICATION

Rationale and Relation to Mission

The recently observed growth in enrollment is a primary factor prompting the plan to elevate the existing emphasis in conservation law enforcement to a fully articulated Bachelor of Science degree program. At the inception of the emphasis in 2007, the number of enrollees was 34. Since then, the emphasis grew to a peak of 216 students in 2014 and is currently enrolling approximately 150 students. The proposed B.S. in Conservation Law Enforcement program, through students' professional preparation in the College of Natural Resources, directly supports the mission of UW-Stevens Point, wherein the institution will "model community engagement and prepare students for success in a diverse and sustainable world."[4] This program also upholds the UW-Stevens Point's institutional value of providing a student-centered environment and sustainable management of natural resources and other resources.[5] These values are reflected throughout the College of Natural Resources (CNR), which takes an interdisciplinary approach to education and emphasizes hands-on field experiences to prepare its conservation law enforcement students to thrive and contribute in their local, state, and global communities. The proposed program also supports major themes in UW-Stevens Point's strategic plan, *A Partnership for Thriving Communities*, which articulates a commitment to serve communities' needs for a "creative culture, an educated, vigorous society, robust economic growth, and a healthy, productive natural environment."

Institutional Program Array

The proposed program will fit well within the Human Dimensions of Natural Resource Management (HDNRM) discipline, as the existing emphasis currently does. No additional new courses will be necessary, and the required coursework is taught annually by HDNRM faculty.

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[4] UW-Stevens Point Mission Statement at: https://www.uwsp.edu/about/Pages/missionStatement.aspx

[5] UW-Stevens Point Values at: https://www.uwsp.edu/about/Pages/missionStatement.aspx

Other Programs in the University of Wisconsin System

UW-Stevens Point is the only institution in the UW System that currently offers a baccalaureate degree program in the CIP Code category of Environmental/Natural Resources Management and Policy (CIP: 03.02XX).[6] The CIP Code 03.0208 (Natural Resources Law Enforcement and Protective Services) would be appropriate for the proposed program.

Need as Suggested by Current Student Demand

As noted previously, the proposed conservation law enforcement program is intended to serve as an elaboration of an existing emphasis within the B.S in Resource Management degree program. The conservation law enforcement emphasis has been popular with students, with over 150 students currently enrolled. This number has also grown steadily over the past few years. However, while the conservation law enforcement emphasis has been popular with students, the terminology of an emphasis rather than a major has created some challenges when marketing and promoting the program. Conservation law enforcement is the language used/adopted by the National Association of Conservation Law Enforcement Chiefs (NACLEC) to describe law enforcement focused on protecting natural resources and people.[7] The proposed B.S. in Conservation Law Enforcement program will strengthen the competitiveness of graduates from UW-Stevens Point in the job market by more accurately communicating to employers the resultant experiences students have received and the skills they have developed.

Need as Suggested by Market Demand

Nationally, there were 684,200 people employed as police and sheriff's patrol officers in 2016.[8] This is projected to increase 7% to 731,900 by 2026, which is about average for all occupations. Nationally there were 7,000 people employed as fish and game wardens in 2016, and this is projected to increase 4% to 7,300 by 2026.

In 2018 in Wisconsin, 12,155 people were employed as police or sheriff's patrol officers.[9] This is expected to increase by approximately 5.8% to 12,857 by 2026, with 859 total annual openings. Also 177 people were employed as fish and game wardens in 2016 in Wisconsin. This is expected to increase by 4.5% to 185 by 2026.[10]

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[6] https://www.wisconsin.edu/opar-frontier/uws-academic-majors/

[7] National Association of Conservation Law Enforcement Chiefs. (2014). *About*. Retrieved from https://www.naclec.org/about/

[8] Bureau of Labor Statistics. (2018). *Occupational Outlook Handbook: police and detectives*. Retrieved from https://www.bls.gov/ooh/protective-service/police-and-detectives.htm

[9] Job Center of Wisconsin. (2018). *Wisconsin long term occupation employment projections, 2016-2026* [Data file]. Retrieved from https://jobcenterofwisconsin.com/wisconomy/query

[10] Job Center of Wisconsin. (2018). *Wisconsin long term occupation employment projections, 2016-2026* [Data file]. Retrieved from https://jobcenterofwisconsin.com/wisconomy/query

University of Wisconsin-Stevens Point
Cost and Revenue Projections for the B.S. in Conservation Law Enforcement

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	48	50	52	54	54
	Enrollment (Continuing Student) Headcount	118	121	125	128	133
	Enrollment (New Student) FTE	47	49	51	53	53
	Enrollment (Continuing Student) FTE	116	119	123	126	131
II	**Total New Credit Hours**					
	Existing Credit Hours	116.6	117.3	122.9	124.3	125.0
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS	4.86	4.89	5.12	5.18	5.21
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.2	0.2	0.2	0.2	0.2
IV	**Revenues**					
	From Tuition	$647,224	$654,362	$663,599	$677,875	$685,012
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$647,224	$654,362	$663,599	$677,875	$685,012
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$423,441	$443,575	$483,497	$508,894	$532,257
	Other Staff	$6,833	$7,101	$7,377	$7,662	$7,954
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Supplies & Expenses	$11,285	$11,285	$11,285	$11,285	$11,285
	Other (please list)	$0	$0	$0	$0	$0
	Total Expenses	$441,559	$461,961	$502,160	$527,841	$551,496
VI	**Net Revenue**	$205,666	$192,401	$161,440	$150,034	$133,516

Submit budget narrative in MS Word Format

Provost's Signature: Greg Summers	**Date:** 1/14/2020
Chief Business Officer's Signature:	**Date:** 1/14/2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-STEVENS POINT
BACHELOR OF SCIENCE IN CONSERVATION LAW ENFORCEMENT

Introduction

The proposed B.S. in Conservation Law Enforcement is an expansion of the existing conservation law enforcement emphasis within the current B.S. in Resource Management degree program. It is important to note that the budget assumptions and projections of the proposed B.S. in Conservation Law Enforcement are based on the recent historical financial performance of the existing conservation law enforcement emphasis. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.S. in Conservation Law Enforcement will not change the tuition structure relative to the existing B.S. in Resource Management.

As recently requested by UW System Administration, the budget for this program has been reviewed with respect to potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing conservation law enforcement emphasis. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. To date, it is expected that the first-year class and continuing students will approximate what is presented in the budget.

The College of Natural Resources has developed conservative five-year enrollment projections. The proposed B.S. in Conservation Law Enforcement will provide prospective students with greater visibility as an available program and enrolled students with increased skills to successfully achieve goals in their law enforcement careers. It is predicted that this increase in preparedness will result in a modest increase in demand for the B.S. in Conservation Law Enforcement program relative to the existing emphasis. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, positive annual net revenues are generated for the B.S. in Conservation Law Enforcement program, even when a fiscally conservative approach in the financial forecast is reflected through the new student headcount, with only a very modest increase from 48 students in Year 1 to 54 students in Year 5.

While the proposed B.S. in Conservation Law Enforcement may result in a change to a given faculty member's schedule relative to the existing conservation law enforcement emphasis, faculty staffing changes will not be required for implementation of the proposed B.S. in Conservation Law Enforcement. Program delivery modes, utilizing primarily face-to-

face and hybrid classes, as well as administrative support are also not expected to change significantly due to implementation of the proposed B.S. in Conservation Law Enforcement.

Section I – Enrollment

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

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, the B.S. in Conservation Law Enforcement will provide students with increased skills to successfully achieve goals in their law enforcement careers. It is expected that this increase in preparedness will result in a modest increase in demand for the B.S. in Conservation Law Enforcement degree relative to the existing conservation law enforcement emphasis within the B.S. in Resource Management. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. In Year 1 of the major program, 118 students are assumed to roll over from the existing emphasis into the new major, with 48 new incoming students declaring a B.S. in Conservation Law Enforcement. Projections for new students are consistent with recent freshmen and transfers declaring the existing conservation law enforcement emphasis. This provides 166 students in Year 1 of the major program, approximately consistent with current enrollment for the conservation law enforcement emphasis. Table 1 assumes low levels of attrition (approximately 6% per year) and is based on actual attrition rates from the existing conservation law enforcement emphasis. Approximately 30% of continuing students are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the conservation law enforcement emphasis.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	48	50	52	54	54
Enrollment (Continuing Student) Headcount	118	121	125	128	133
Total Enrollment	166	171	177	182	187
Enrollment (New Student) FTE	47	49	51	53	53
Graduating	35	36	38	38	40
Attrition	10	10	11	11	11

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the conservation law enforcement emphasis, with Year 1 reflecting a rollover of existing credit hours and courses in the current emphasis to the new proposed B.S. in Conservation Law Enforcement. Once again, the immediate rollover assumption is used because the proposed B.S. in Conservation Law Enforcement represents the elevation of an existing emphasis.

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

Table 2: Five-Year Credit Hours

Credit Hours	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
Existing Credit Hours	116.6	117.3	122.9	124.3	125.0

Section III – Faculty and Staff Appointments

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

Table 3: Faculty and Staff Appointments

FTE	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Fac/IAS	4.86	4.89	5.12	5.18	5.21
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.2	0.2	0.2	0.2	0.2

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program for the B.S. in Conservation Law Enforcement for the next five years. The projections in Years 1-5 reflect the contribution of tuition revenue of both continuing as well as newly enrolled students.

Table 4: Program Revenues

Revenues	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
From Tuition	$647,224	$654,362	$663,599	$677,875	$685,012
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
Reallocation					
Total Revenue	$647,224	$654,362	$663,599	$677,875	$685,012

The calculated annual tuition revenue amount generated by the academic program is based upon the student FTE, the annual base resident tuition rate, and the percentage of credits required for the major compared to the total credits required for the degree. Due to the conservative nature of the budget, tuition rates and other sources of program revenue are held constant over the next five years. The student FTE and program revenue generated in Year 1 for the major are similar to current student FTE and program revenue for the area of emphasis.

For students enrolled in the B.S. in Conservation Law Enforcement program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for full-time, resident

undergraduate students enrolled in 12-18 credits per term. Of this amount, $710.12 is attributable to segregated fees, $75.84 to textbook rental, and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate.

Tuition revenue projections for the B.S. in Conservation Law Enforcement include resident tuition at $3,149 per semester for 163 total (new and continuing) student FTE. This results in tuition revenue of $647,224 for Year 1 of the program. Due to slight annual increases in student-credit-hour generation, after Year 1 the projected tuition revenue continues to modestly increase in each subsequent year of the program, and the revenue projected for Year 5 of the program is $685,012.

As noted in the authorization narrative, in adherence to Regent Policy 32-7, and as previously approved by the Board of Regents, for the purpose of revenue calculations, differential tuition is not included in the tuition rate. That is, for the purpose of tuition revenue calculations, only $3,149.08 of the $3,349.08 published resident tuition amount per semester is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and this amount is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

As noted in the authorization narrative, students will also be required to complete 15 credits of law enforcement academy training through an accredited institution (i.e., other than UW-Stevens Point). Students pursuing the existing emphasis in conservation law enforcement routinely complete this requirement at campuses within the Wisconsin Technical College System (WTCS). It is important to note that the tuition and fees for the law enforcement academy experience are separate from, and not included in, the tuition charged for coursework completed at UW-Stevens Point. Concisely, neither the tuition revenue nor the expense to provide the instruction associated with these 15 credits are included in this budgetary analysis or projection.

While this program will be delivered primarily through face-to-face classes, some courses will be available in hybrid and 100% online modalities. As previously approved by UW System to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a distance education fee of $50 per credit for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. No additional grants, extramural funding, program revenue, or repurposed GPR are planned or budgeted to support the B.S. in Conservation Law Enforcement.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.S. in Conservation Law Enforcement for the next five years. The projections in Year 1 reflect very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the conservation law enforcement emphasis. The proposed B.S. in Conservation Law Enforcement will be taught with existing faculty and staff and will use existing facilities and supplies. The primary expenses currently included in the budget are those directly associated with instruction. However, internal review of the overall costs of academic programs also takes into account indirect costs (such as facilities, student support services, and administrative costs) that are necessary to support academic programs. These indirect costs are not reflected below. Instructional and support staff salaries are budgeted with increases due to possible pay plan increases (at 2% per year). Additionally, a 3% per annum increase is budgeted for the university personnel fringe rate.

The budgeted supplies and other expenses total $11,285 per year and include instructional and miscellaneous supplies related to natural resource management and conservation law enforcement programming and instruction.

Table 5: Program Expenses

Expenses	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Salaries plus Fringes					
Faculty/Instructional Staff	$423,441	$443,575	$483,497	$508,894	$532,257
Other Staff	$6,833	$7,101	$7,377	$7,662	$7,954
Other Expenses					
Facilities	0	0	0	0	0
Equipment	0	0	0	0	0
Supplies & Expenses	$11,285	$11,285	$11,285	$11,285	$11,285
Other:	0	0	0	0	0
Total Expenses	$441,559	$461,961	$502,160	$527,841	$551,496

Section VI – Net Revenue

As indicated previously, the B.S. in Conservation Law Enforcement program will provide students with increased skills to successfully achieve goals in their law enforcement careers. It is expected that increased program visibility and focus will result in a modest increase in demand for the B.S. in Conservation Law Enforcement relative to the existing area of emphasis. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues that are consistent with and similar to the existing emphasis area.

Table 6 below shows net revenues derived from the proposed B.S. in Conservation Law Enforcement for the next five years. The projections reflect the tuition revenue

contribution of both continuing and newly enrolled students. Net positive revenues are projected to be generated from the program each year. It is important to note that while net positive revenues are projected for the first five years of the program, the net revenue balances decline year over year due to budgeted increases in salary and fringe rates, without corresponding offsets of budgeted tuition increases.

Table 6: Net Revenue

Net Revenue	$205,666	$192,401	$161,440	$150,034	$133,516

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor
Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs Greg Summers
Re: Authorization to Implement: B.S. in Conservation Law Enforcement
Date: April 7, 2020

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed B.S. in Conservation Law Enforcement for which we are presently seeking authorization. As noted in the proposal documents, the program request represents the elevation of an existing emphasis (Conservation Law Enforcement) within the B.S. in Resource Management major. The current Conservation Law Enforcement emphasis is a strong program at UW-Stevens Point and the recent observed growth in enrollment is a primary factor prompting the plan to elevate the existing emphasis in conservation law enforcement a fully articulated Bachelor of Science degree program. At the inception of the emphasis in 2007, the total number of enrolled students was 34. Since then, the emphasis grew to a peak of 216 students in 2014 and is currently enrolling approximately 150 students. By elevating this to a stand-alone major, it will be more visible to prospective students seeking this type of career training.

This program will also augment the UW-Stevens Point institutional value of providing a student-centered environment and sustainable management of natural resources and other resources. These values are reflected throughout the College of Natural Resources (CNR), which takes an interdisciplinary approach to education and emphasizes hands-on field experiences to prepare our conservation law enforcement students to thrive and contribute in their local, state, and global communities.

As we also note in the authorization and budget narratives, at your request we have reviewed the previously constructed budget for this program in light of potential COIVD-19 pandemic influences on actual program enrollment. Our review was conducted by the institutional budget office with information provided by our enrollment management unit – specifically Fall 2020 first-year admits to the existing emphasis. At this point in time we conclude that the number of fall admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. Therefore, to date, we expect the first-year class and continuing students to approximate what is presented in the budget.

Finally, the proposed B.S. in Conservation Law Enforcement will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Education Committee **Item I.**

June 4, 2020

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF FINE ARTS IN GRAPHIC DESIGN, UW-STEVENS POINT

REQUESTED ACTION

Adoption of Resolution I., authorizing the implementation of the Bachelor of Fine Arts in Graphic Design at UW-Stevens Point.

Resolution I.: That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Fine Arts in Graphic Design at the University of Wisconsin-Stevens Point.

SUMMARY

The University of Wisconsin-Stevens Point in the College of Fine Arts and Communication (COFAC) proposes to elevate its National Association of Schools of Art and Design (NASAD)-accredited graphic design emphasis, within the Bachelor of Fine Arts (B.F.A.) in Art program, to a Bachelor of Fine Arts (B.F.A.) in Graphic Design. In doing so, it ameliorates student recruitment challenges and creates degree recognition among graduates seeking regional and national employment as professionally trained graphic designers in a wide range of emerging positions in the field both regionally and nationally. The nationally accredited degree program will consist of 120 credits, aligning with the curricular guidelines for professional graphic design degree programs: 25-35% studies in graphic design, 20-30% supportive courses in art and design, 10-15% studies in art and design history, and 25-35% general studies and electives. It will incorporate classes in design thinking, visualization, and making, and realize curriculum efficiencies by sharing electives in studio arts, art history, media arts, theater technology, and interior architecture. With this skill set, graduates will be prepared for an array of employment opportunities in such fields as advertising and social media management, marketing work, civic planning, and engagement in government planning offices as well as the more technical skills-based jobs in the printing and publishing fields.

Program Description

The proposed B.F.A in Graphic Design will be housed in the School of Design and Communication within the College of Fine Arts and Communication (COFAC) and will focus primarily on traditional students seeking to obtain training in the design field. A secondary market is nontraditional students; students who delayed before entering school, adults enrolling for the first time, or adults returning to school to finish a B.F.A. degree. To serve this group of students, several program classes are offered in the evening, and the institution is currently seeking to expand options at UW-Stevens Point at Wausau and UW-Stevens Point at Marshfield to better reach place-bound students in those communities. As the largest existing emphasis area among the programs offered by the COFAC, the graphic design emphasis has consistently enrolled (summed across all student class levels) between 120 and 180 students over the past 15 years. While a slight dip in enrollment has occurred over the last five years, it is predicted that elevating the status of the program from emphasis to major is an essential step to reversing this trend. Multi-faceted recruitment efforts are now under way, targeting new and untapped populations. In addition, the recently proposed restructuring of the Department of Art and Design into a new School of Design and Communication will further increase the potential for a distinctive and differentiated program in graphic design and will strengthen the program and raise its academic and market profile.

Graduates with a B.F.A. in Graphic Design are trained to both manage and imagine systems relationships, develop marketing and brand strategies, and consider end-user engagement and social needs. As such, this skill set may help graduates easily fit into job opportunities that include communications and marketing work, civic planning, and engagement in government planning offices, as well as the more technical skills-based jobs in the printing and publishing fields as well as advertising and social media management.

Graduates will enter the local, regional and national workforce, providing needed skills for businesses and communities in which they will eventually live. A majority of the students at UW-Stevens Point come from the surrounding three-county area (Marathon, Portage, and Wood counties), and many choose to remain in the region when they finish their degrees. Since graduates who stay in the area will be better prepared professionally, this new major will also better serve the growing needs in the central Wisconsin business community. Finally, the proposed B.F.A. in Graphic Design at UW-Stevens Point will enhance the educational possibilities in our central Wisconsin region by providing students with a more highly recognized professional degree program that prepares them for careers in design.

Mission

Partnering with communities to be vibrant, healthy, prosperous, and sustainable is at the core of UW-Stevens Point's strategic plan, *A Partnership for Thriving Communities*. As the mission statement notes, the institution "fosters intellectual growth, provides a broad-

based education, models community engagement and prepares students for success in a diverse and sustainable world." The mission of the College of Fine Arts and Communication (COFAC), "to provide a community in which we inspire, create and achieve…centered on our students, who come first in our decision-making process" is similar to and strongly aligned with the institution's strategic plan.

Market and Student Demand

The current graphic design emphasis in the B.F.A. in Art is a strong program at UW-Stevens Point. In 2019, a total of 153 students were enrolled in the graphic design emphasis. It is important to note that the proposed B.F.A. in Graphic Design program is intended to serve as an elaboration of an existing emphasis area within the B.F.A. in Studio Art rather than a *de novo* program creation. While the existing program is currently on-par with the professional expectations of the discipline and has maintained NASAD accreditation for many years, as an emphasis within an art program, it still presents a perceived level of difference when viewed in relation to other regional institutions and those nationally accredited programs at the same level. Most importantly for recruitment and retention, UW-Stevens Point graduates now have a degree with the same nomenclature—B.F.A. in Graphic Design—as students from similar programs as they enter the workforce seeking professional positions in their field.
The outlook for growth in design is decidedly positive. The American Institute of Graphic Artists' (AIGA) document, AIGA Designer 2025, notes, "…the Bureau (of Labor Statistics) Occupational Outlook Handbook expects design positions in networked communication to grow by 27% …by 2024 (US Bureau of Labor Statistics Occupational Outlook Handbook)" and "…the mandate to colleges and universities is to prepare this burgeoning population of communication design students for a half-century of practice in the profession of the future, for defining their own contributions to a rich heritage of design."

According to analysis from the State of Wisconsin Department of Workforce and Development, design-related jobs are high-projected growth occupations and have a median salary above the state median. Statewide job growth in design-related employment (through all layers of workers—from specialized labor through upper management jobs) is projected to increase between 6% and 15% between 2016 and 2026.

Credit Load and Tuition

For students enrolled in the B.F.A. in Graphic Design program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for a full-time, resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template

and narrative for this proposal, only $3,149.08 of the above-stated tuition amount is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Fine Arts in Graphic Design at UW-Stevens Point
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF FINE ARTS IN GRAPHIC DESIGN AT UNIVERSITY OF WISCONSIN-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point in the College of Fine Arts and Communication (COFAC) proposes to elevate its National Association of Schools of Art and Design (NASAD)-accredited graphic design emphasis, within the Bachelor of Fine Arts (B.F.A.) in Art program, to a Bachelor of Fine Arts (B.F.A.) in Graphic Design. In doing so, it ameliorates student recruitment challenges and creates degree recognition among graduates seeking regional and national employment as professionally trained graphic designers in a wide range of emerging positions in the field both regionally and nationally. The nationally accredited degree program will consist of 120 credits, aligning with the curricular guidelines for professional graphic design degree programs: 25-35% studies in graphic design, 20-30% supportive courses in art and design, 10-15% studies in art and design history, and 25-35% in general studies and electives. It will incorporate classes in design thinking, visualization, and making, and realize curriculum efficiencies by sharing electives in studio arts, art history, media arts, theater technology, and interior architecture. With this skill set, students are prepared for an array of employment opportunities in such fields as advertising and social media management, marketing work, civic planning, and engagement in government planning offices as well as the more technical skills-based jobs in the printing and publishing fields.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Academic Program
Graphic Design

Degree Designation
Bachelor of Fine Arts

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
School of Design and Communication (effective summer 2020)

College, School, or Functional Equivalent
College of Fine Arts and Communication

Proposed Date of Implementation
September 2020

Projected Enrollments and Graduates by Year Five

As recently requested by UW System Administration, the projected enrollments and budget for this program have been reviewed in light of potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing emphasis. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used below to create the budget for this program. To date, it is expected that the first-year class and continuing students will approximate what is presented in the table and corresponding budget that follow.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of the fifth year, 245 total students, cumulatively, are expected to have enrolled in the program with 187 having graduated. The average student attrition rate within the program is projected to be 6% per year, an estimate that mirrors rates in the existing graphic design emphasis in the B.F.A. in Art.

Given that the proposed B.F.A. in Graphic Design involves a similar number of credits as the existing graphic design emphasis, it is expected that current students in the existing emphasis will initially populate the program. While this assumption may not be completely accurate in Year 1, the 155 total enrollment assumed in Year 1 will be apportioned between the graphic design emphasis in the existing art degree and the new B.F.A. in Graphic Design, which will be served with the same set of resources currently staffing the emphasis. It is predicted that the elevation of the existing emphasis to a full-degree option will lead to a modest increase in enrollments over time. The reshaping of an existing emphasis to a degree program takes advantage of the same set of resources currently staffing the emphasis. The Cost and Revenue Projections spreadsheet and associated narrative provide additional details.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	40	45	50	55	55
Continuing Students	115	108	108	113	121
Total Enrollment	155	153	158	168	176
Graduating Students	38	36	36	37	40

Tuition Structure

For students enrolled in the B.F.A. in Graphic Design program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for a full-time, resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $3,149.08 of the above-stated tuition amount is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

In accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. Any 100% online sections will also have a distance education service fee of $50 per credit applied to the class.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.F.A in Graphic Design will be housed in the School of Design and Communication within the College of Fine Arts and Communication and will focus primarily on traditional students seeking to obtain training in the design field. A secondary market is nontraditional students: students who delayed before entering school, adults enrolling for the first time, or adults returning to school to finish a B.F.A. degree. To serve this group of students, several program classes are offered in the evening, and the institution is currently seeking to expand options at UW-Stevens Point at Wausau and UW-Stevens Point at Marshfield to better reach place-bound students in those communities.

Student Learning and Program Outcomes

The existing graphic design emphasis in the B.F.A. in Art major has established program learning outcomes (PLOs). The program outcomes were developed through an analysis of best practices in the field, and in consultation with the accrediting body, the National Association of Schools of Art and Design. The program outcomes and the evidence of graduates' level of preparation will be demonstrated by students' ability to apply a comprehensive graphic design process at differing levels of their academic career. Specifically, upon completion of the program of study, students will have acquired the following skills and learned the necessary methods so they are prepared to enter a competitive employment environment:

1. Understand and define the design challenge.
    - Students will be able to apply core concepts, models, and methods from graphic design in identifying and defining a design challenge.
2. Demonstrate the use of research methods unique to the field of design.
    - Students will be able investigate potential areas of information by using varied research techniques (reading, interviewing, collecting visual materials, prototyping, peer review, and experienced-based research).
3. Apply brainstorming to generate divergent design possibilities.
    - Students will be able to generate a wide variety of open-ended and divergent design solutions without censure and judgment, both individually and within a group environment.
4. Identify and develop content.
    - Students will be able to gather relevant research and potential ideas into meaningful content in the form of images, text, and other materials (i.e., sound, stories graphic, and dimensional forms).
    - Students will be able to take content generated by others for consideration in their design solutions (client desires).
5. Develop concepts.
    - Students will be able to synthesize content into an idea or theme that will best serve the intended audience or end-user.
6. Model potential outcomes visually and textually.
    - Students will be able to make visual solutions to test proof-of-concept to meet the design challenge. This will occur through the generation of thumbnail sketches, roughs, and comprehensive visual, material, dimensional and textual modeling.
7. Critically examine and test all stages of interactive design solutions with rigor and adapt and refine as needed.
    - Students will engage feedback from peers, instructors and clients to reshape and refine design solutions at each stage for the best potential outcome to serve the end-user.
8. Finalize design and present/pitch design solution.
    - Students will professionally develop a design package that provides a design solution to the initial design challenge.

- Students will practice communication and presentation skills with an understanding of the expectations of the profession.

9. Prepare work for production.
    - Following industry standards, students will prepare materials for final realization of work. This will include mastery of hardware and hardware processes and tools, as well working with industry service providers (i.e., printers, software developers, specialized vendors in exhibition design, dimensional packaging and digital experience providers, and other contemporary delivery system providers).
10. Archive project work and communicate professional capacity.
    - Students will learn file-naming protocols, understand industry production standards and create an archive of work that is organized.
    - Students will create professional documentation that communicates their capacity as a professional designer by building a resume, compiling a portfolio of work, and engaging in the required internship hours at a professional workplace that engages design practice.

Program Requirements and Curriculum

The B.F.A. in Graphic Design offers students a planned array of scaffolded graphic design courses and a variety of elective options in creative disciplines to prepare them for employment in a wide range of design occupations. Students, upon matriculating to UW-Stevens Point as either first-year or transfer students, may declare their intent to enter the program. Declaring intent places students *in the loop* regarding program requirements and advising. Students are formally admitted to the B.F.A. in Graphic Design once they have completed 10-18 credits, have a cumulative 2.50 GPA in their major courses, and successfully pass a B.F.A. portfolio review. Transfer students generally apply to the program in their first semester in the university.

Table 2 illustrates the program curriculum for the proposed program. As a baccalaureate program, the B.F.A. in Graphic Design will require completion of 120 semester credits for degree conferral. Of this total, 118 credits are defined requirements that include 40 credits associated with the general education program (GEP) and 78 credits of graphic design curriculum. The 78-credit proposed graphic design program includes 15 required credits derived from creative core foundation classes that serve as prerequisites for upper-level courses. Students will also complete 63 additional credits of coursework across the following content categories: graphic design studio (33 credits); art and design history, theory, and criticism (12 credits); studio electives (15 credits); and a capstone portfolio (3 credits). The remaining two credits required for a 120-credit baccalaureate degree are electives, and students may choose from among courses offered across the institution. Students graduate from the program when they have successfully completed all required courses in the major and achieve a cumulative grade point average of 2.50 or higher in all their major courses.

Table 2: B.F.A. in Graphic Design Program Curriculum

General education courses required for graduation (40 credits):

COMM 101	Oral Communication	3 credits
ENGL 101	Freshman English	3 credits
ENGL 202	Sophomore English	3 credits
Various	Quantitative Literacy Requirement	3 credits
Various	Wellness Requirement	1 credit
Various	Arts Requirement	3 credits
Various	Humanities Requirement	3 credits
Various	Historical Perspectives Requirement	3 credits
Various	Social Sciences Requirement	3 credits
Various	Natural Sciences Requirement	3 credits
Various	Global Awareness Requirement	3 credits
Various	U.S. Diversity Requirement	3 credits
Various	Environmental Responsibility Requirement	3 credits
Various	Interdisciplinary Studies Requirement	3 credits

Academic program course requirements – Creative Core Foundation (15 credits):

DSN 101	Foundation Studio: Drawing and Visualization	3 credits
DSN 102	Foundation Studio: Surface and Concept	3 credits
DSN 103	Foundation Studio: Space, Form, and Function	3 credits
DSN 104	Foundation Studio: Color, Light, and Perception	3 credits
COMM 105	Foundations of Media Practice: Time, Motion, and Video	3 credits

Academic program course requirements – Graphic Design Studio (33 credits):

GD 201	Professional Practice I: Processes and Tools	3 credits
GD 202	Professional Practice II: Processes and Systems	3 credits
GD 210	Visual Culture I: Representation	3 credits
GD 220	Visual Culture II: Narrative	3 credits
GD 301	Professional Practice III: Type and Image	3 credits
GD 302	Professional Practice IV: Industry and Identity	3 credits
GD 310	Visual Culture III: Motion and Space	3 credits
GD 320	Problem Solving I: Branding and Marketing Campaigns	3 credits
GD 401	Professional Practice V: Design Research Methods	3 credits
GD 410	Problem Solving II: Systems and Strategies	3 credits
GD 420	Problem Solving III: Identity Systems and Marketing Strategies	3 credits

Academic program course requirements – Art and Design History, Theory, Criticism (12 credits):

ART 111	Introduction to Global Art History I	3 credits
ART 112	Introduction to Global Art History II	3 credits
GD 330	Graphic Design and Contemporary Culture	3 credits
Various	Additional Art History Elective	3 credits

Academic program course requirements – Studio Electives (15 credits):		
Various	Coursework from array of Studio Art electives	15 credits
Academic program course requirements – Graphic Design Capstone (3 credits):		
GD 430	Professional Practices VII: Portfolio	3 credits
Electives		
XXXXXX	Courses from across the institution	2 credits
Total Credits		**120 credits**

Assessment of Outcomes and Objectives

The existing emphasis in graphic design has a detailed assurance of learning process that has been in place for several years. Individual courses are mapped to student learning outcomes. As part of the process, the faculty assess each program outcome on a rotating five-year schedule. Each program outcome is assessed through a recursive process that involves collecting data on student achievement of learning outcomes in the relevant classes, evaluating progress, and *closing the loop* by implementing any changes indicated by this analysis. Recently, the Assessment Subcommittee at UW-Stevens Point has been providing rigorous training on how to incorporate various assessment tools within the Canvas Learning Management System. These tools will allow a more accurate analysis of these quantitative and qualitative data to render and yield a richer understanding of the program and students' success.

The institutional protocol for program assessment is described in the *University Handbook* (Chapter 7, Section 2),[1] and additional information and resources are available on the Academic Affairs Assessment of Program Learning Outcomes website.[2] For each major, an annual assessment report is required for at least one program learning outcome (PLO) that describes assessment methods, results, and actions taken to enhance student achievement. Assessment reporting is designed to emphasize improvement in instruction, curriculum, and assessment procedures as well as *closing the loop* to ensure an evidenced-based approach to program management. Each major is required to report on all of its PLOs over a five-year cycle.

Diversity

Increasing diversity is an important goal for UW-Stevens Point as a whole, but also for the COFAC. As the regional population is less racially diverse than some regions, UW-Stevens Point is challenged in recruiting students from among underrepresented minorities. However, the institution has acknowledged that challenge and has worked to

[1] https://catalog.uwsp.edu/content.php?catoid=21&navoid=989#section-2-assessment
[2] https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx

remedy the issue, with increased recruitment efforts in other regions of the state, particularly in the Milwaukee area. The institution also has worked to attract students into UW-Stevens Point from a significant regional Hmong population. This connection will be further strengthened by the recent integration of the former UW Colleges Marathon County campus into UW-Stevens Point, given the high level of enrollment of the Hmong population at this former UW Colleges campus. The institution also recruits internationally, and has several international students in programs within the current graphic design emphasis. It is expected that this new baccalaureate program will be of particular interest to international students. These recruitment efforts have raised the diversity of all the COFAC majors, and these specific practices will continue for the new baccalaureate program.

In terms of retention efforts, UW-Stevens Point has a strong Multicultural Resource Center that assists students from multicultural backgrounds. The office provides focused advising and communicates with professors to help students succeed. UW-Stevens Point also has an active and supportive International Students and Scholars Office. These resources are available to all students to help them navigate any issues that may arise. Perhaps most importantly, advising is very hands-on, both in the advising office for students early in the program and with faculty advisors later. This close relationship helps advisors to quickly identify and remedy problems and students at risk. In terms of faculty, UW-Stevens Point and the COFAC have enjoyed modest success in recruiting and hiring instructors from diverse backgrounds. While the institution does advertise broadly, the hope is to more aggressively address the issue of diversity with recruiting practices. The institution has recently created an Inclusive Teaching Fellows program that intentionally provides teaching and tenure-track opportunities for faculty from underrepresented groups.[3]

Collaborative Nature of the Program

With the proposal to create a School of Design and Communication within the COFAC, the proposed B.F.A. in Graphic Design will be seeking to create collaborations with other academic departments and programs. These collaborations will be built into a curricular structure that allows students to customize their programs of study toward marketability in the vast general field of graphic design by identifying and selecting courses outside of the specific program of graphic design, but related to the specialized areas of design as they are applied in the discipline. For example, a student may want to focus on a field of study in retail store design, in which case the student may take related courses in theatre design, interior architecture, and museum studies. These courses will serve students in those respective disciplines as well. Further, in-class collaboration to complete coursework will be required.

[3] https://www.uwsp.edu/citl/Pages/InclusiveTeachingFellows.aspx

The graphic design program currently partners extensively with the broader business community to provide students with both optional internships while in the program and employment upon graduation. These external partners assist with fulfilling degree requirements and also function to connect the program with the UW-Stevens Point missions. These goals will continue. As such, the proposed B.F.A. in Graphic Design strengthens the competitiveness of students in the job market by more accurately communicating to employers students' curricular experience and expertise.

Projected Time to Degree

Full-time students should be able to complete the proposed B.F.A. in Graphic Design in four years. Part-time students will take longer to complete the degree, depending on the average credit load taken per semester, and will require careful advising as required courses are typically offered in a scaffolded sequence, requiring students to begin in the fall semester with graphic design courses in order to stay on-track. Transfer students are accommodated as well. Major credits from other UW institutions, as well as courses from other universities, are frequently accepted. Faculty, working with the advising office, assist incoming transfer students in constructing a plan for their graduation based on their incoming credits and requirements. Once students complete the foundational courses and most of their GEP coursework, they are assigned a graphic design faculty advisor in the department so that students can be more closely monitored and mentored through their remaining academic career.

Program Review

The College of Fine Arts and Communication evaluates its emphases regularly. Recently, the current program was evaluated as part of both program review and program prioritization processes at UW-Stevens Point. The proposed B.F.A. in Graphic Design was evaluated as part of the program prioritization process. The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs at five-year intervals, according to the Reporting Cycle for Assessment and Program Review.

Accreditation

The University of Wisconsin–Stevens Point has maintained National Association of Schools of Art and Design (NASAD) accreditation since 1986. The proposed B.F.A. in Graphic Design will be a NASAD-accredited degree program, as the existing emphasis is currently accredited. The NASAD reaffirmation of accreditation review is being completed during the current 2019-20 academic year.

JUSTIFICATION

Rationale and Relation to Mission

Partnering with communities to be vibrant, healthy, prosperous, and sustainable is at the core of UW-Stevens Point's strategic plan, *A Partnership for Thriving Communities*.[4] As the mission statement notes, the institution "fosters intellectual growth, provides a broad-based education, models community engagement and prepares students for success in a diverse and sustainable world." The mission of the College of Fine Arts and Communication (COFAC), "to provide a community in which we inspire, create and achieve…centered on our students, who come first in our decision-making process" is similar to and strongly aligned with the institution's strategic plan.

As the largest existing emphasis area among the programs offered by the COFAC, the graphic design emphasis has consistently enrolled (summed across all student class levels) between 120 and 180 students over the past 15 years. While a slight dip in enrollment has occurred over the past five years, it is predicted that elevating the status of the program from emphasis to major is an essential step to reversing this trend. Multi-faceted recruitment efforts are now underway, targeting new and untapped populations. In addition, the recently proposed restructuring of the Department of Art and Design into a new School of Design and Communication will further increase the potential for a distinctive and differentiated program in graphic design and will strengthen the program and raise its academic and market profile.

The outlook for growth in design is decidedly positive. The American Institute of Graphic Artists' (AIGA) document, *AIGA Designer 2025*, notes, "…the Bureau (of Labor Statistics) Occupational Outlook Handbook expects design positions in networked communication to grow by 27% …by 2024 (US Bureau of Labor Statistics Occupational Outlook Handbook)" and "…the mandate to colleges and universities is to prepare this burgeoning population of communication design students for a half-century of practice in the profession of the future, for defining their own contributions to a rich heritage of design."[5]

Graduates of the proposed B.F.A. in Graphic Design program will enter the local, regional and national workforce, providing needed skills for businesses and communities in which they will eventually live. A majority of the students at UW-Stevens Point come from the surrounding three-county area (Marathon, Portage, and Wood counties), and many choose to remain in the region when they finish their degrees. Since graduates who stay in the area will be better prepared professionally, this new major will also better serve the growing needs in the central Wisconsin business community. Finally, the proposed B.F.A. in Graphic Design at UW-Stevens Point will enhance the educational possibilities in the central

[4] https://www.uwsp.edu/thrivingcommunities/Pages/default.aspx

[5] AIGA Designer 2025, American Institute of Graphic Artists, Design Educators, August 22, 2017.

Wisconsin region by providing students with a more highly recognized professional degree program that prepares them for careers in design.

Institutional Program Array

The proposed program will fit well with existing programs at UW-Stevens Point, as the current graphic design emphasis now does. As the program will utilize resources currently devoted to the components of the emphasis in graphic design, it is anticipated that other programs or departments will experience little, if any, impact.

Other Programs in the University of Wisconsin System

There are several UW System institutions that offer baccalaureate programs encompassing design themes that are classified within the Classification of Instructional Programs (CIP) code category of Design and Applied Arts (CIP: 50.04XX).[6] These programs include a B.S. in Interior Architecture (UW-Madison; CIP 50.0408), a B.A. in Design Arts (UW-Green Bay; CIP 50.0401), and five B.F.A. programs at UW-Stout: Game Design and Development (CIP: 50.0411), Graphic Design and Interactive Media (CIP: 50.0409), Industrial Design (CIP: 50.0404), Interior Design (CIP: 50.0408), and Studio Art (CIP: 50.0499). Additionally, there are three baccalaureate programs at UW institutions that fall within the broader CIP code designation of Visual and Performing Arts (CIP: 50.XXXX). These more broadly classified programs include a B.A./B.S. in Arts and Visual Design Arts (UW-Green Bay; CIP: 50.9999), a B.A. in Graphic Design (UW-Parkside; CIP: 50.0102), and a B.F.A. in Entertainment Design (UW-Stout; CIP: 50.0102).

Need as Suggested by Current Student Demand

The current graphic design emphasis in the B.F.A. in Art is a strong program at UW-Stevens Point. In 2019, a total of 153 students were enrolled in the graphic design emphasis. It is important to note that the proposed B.F.A. in Graphic Design program is intended to serve as an elaboration of an existing emphasis area within the B.F.A. in Studio Art rather than a *de novo* program creation. While the existing program is currently on-par with the professional expectations of the discipline and has maintained NASAD accreditation for many years, as an emphasis within an art program, it still presents a perceived level of difference when viewed in relation to other regional institutions and those nationally accredited programs at the same level. Most importantly for recruitment and retention, UW-Stevens Point graduates now have a degree with the same nomenclature—B.F.A. in Graphic Design—as students from similar programs as they enter the workforce seeking professional positions in their field.

Need as Suggested by Market Demand

According to an analysis from the State of Wisconsin Department of Workforce and Development, design-related jobs are high-projected growth occupations and have a

[6] https://www.wisconsin.edu/opar-frontier/uws-academic-majors/

median salary above the state median.[7] Statewide job growth in design-related employment (through all layers of workers—from specialized labor through upper management jobs) is projected to increase between 6% and 15% between 2016 and 2026.[8]

Accessing data for 2017, with projections into 2019, noted increases in these fields in the general category of professional, scientific, and technical services:

- Employment in specialized design services is projected to increase by 3.16%.
- Employment in computer systems design and related services is projected to increase by 8.64%.
- Employment in advertising, public relations, and related services is projected to increase by .57%.
- Employment in museums, historical sites, and similar institutions is projected to increase by 6.65%.

Accessing data for 2019, with projections into 2026, noted increases in the following selected fields:[9]

- Employment for multimedia artists and designers is projected to increase by 8.17%.
- Employment for graphic designers is projected to increase by 7.21%.
- Employment for commercial and industrial designers is projected to increase by 8.26%.
- Employment for photographers is projected to increase by 13.24%.
- Employment for web developers is projected to increase by 14.37%.
- Employment for museum technicians and conservators is projected to increase by 13.83%.
- Employment for museum curators is projected to increase by 11.44%.

Graduates with a B.F.A. in Graphic Design are trained to both manage and imagine systems relationships, develop marketing and brand strategies, and consider end-user engagement and social needs. As such, this skill set may help graduates easily fit into job opportunities that include communications and marketing work, civic planning, and engagement in government planning offices, as well as the more technical skills-based jobs in the printing and publishing fields as well as advertising and social media management.

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[7] Please note that "design" as a job area is diverse and broad, with hundreds of specialized job titles in graphic design available to graduates.

[8] http://www.worknet.wisconsin.gov/worknet/HotOcc.aspx?menuselection=ce&area=55&Group=A&areatype=1&Level=5&areaname=Statewide

[9] Data is from report titled *Wisconsin Long Term Occupation Employment Projections, 2016-2026*. Accessed at: https://jobcenterofwisconsin.com/wisconomy/wits_info/downloads/projections/lt_occ.xlsx

University of Wisconsin-Stevens Point
Cost and Revenue Projections for the B.F.A. in Graphic Design

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	40	45	50	55	55
	Enrollment (Continuing Student) Headcount	115	108	108	113	121
	Enrollment (New Student) FTE	39	44	49	54	54
	Enrollment (Continuing Student) FTE	113	106	106	111	119
II	**Total New Credit Hours**					
	Existing Credit Hours	126.6	125.7	129.6	135.7	140.4
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS	5.27	5.24	5.40	5.65	5.85
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.79	0.79	0.79	0.79	0.79
IV	**Revenues**					
	From Tuition	$628,530	$637,977	$653,092	$702,846	$702,216
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$628,530	$637,977	$653,092	$702,846	$702,216
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$459,775	$475,199	$509,936	$555,401	$597,839
	Other Staff	$56,725	$58,951	$61,245	$63,606	$66,037
	Other Expenses					
	Facilities					
	Equipment					
	Supplies & Expenses	$15,923	$15,923	$15,923	$15,923	$15,923
	Other (please list)					
	Total Expenses	$532,423	$550,073	$587,104	$634,930	$679,799
VI	**Net Revenue**	$96,107	$87,904	$65,989	$67,916	$22,417

Submit budget narrative in MS Word Format

Provost's Signature: Greg Summers	**Date:** 1/14/2020
Chief Business Officer's Signature:	**Date:** 1/14/2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-STEVENS POINT
BACHELOR OF FINE ARTS IN GRAPHIC DESIGN

Introduction

The proposed B.F.A. in Graphic Design is an elevation of the existing graphic design emphasis within the current B.F.A. in Art degree program. It is important to note that the budget assumptions and projections of the proposed B.F.A. in Graphic Design are based on the recent historical financial performance of the existing graphic design emphasis. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.F.A. in Graphic Design will not change the tuition structure relative to the existing B.F.A. in Art.

As recently requested by UW System Administration, the budget for this program has been reviewed with respect to potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing emphasis. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. To date, it is expected that the number of first-year class and continuing students will approximate what is presented in the budget.

The College of Fine Arts and Communication has developed conservative five-year enrollment projections. The proposed B.F.A. in Graphic Design will provide greater visibility for prospective students as an available design program and increased skills for enrolled students to successfully achieve goals in their design-related careers. It is predicted that this increased visibility and preparedness will result in a modest increase in demand for the B.F.A. in Graphic Design program relative to the existing emphasis. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, positive annual net revenues are generated for the B.F.A. in Graphic Design program, even when a fiscally conservative approach in the financial forecast is reflected through the new student headcount, modestly increasing from 40 students in Year 1 to 55 students in Year 5.

While the proposed B.F.A. in Graphic Design may result in modest changes to a given faculty member's schedule relative to the existing graphic design emphasis, faculty staffing changes will not be required for implementation of the proposed B.F.A. in Graphic Design. Program delivery modes, utilizing primarily face-to-face and hybrid classes, as well as administrative support are also not expected to change significantly due to implementation of the proposed B.F.A. in Graphic Design.

Section I – Enrollment

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

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, the B.F.A. in Graphic Design will provide students with increased skills to successfully achieve goals in their design-related careers. It is expected that increased visibility of the program will result in a modest increase in demand for the B.F.A. in Graphic Design degree relative to the existing graphic design emphasis within the B.F.A. in Art. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. In Year 1 of the major program, 115 students are assumed to roll over from the existing emphasis into the new major, with 40 new incoming students declaring a B.F.A. in Graphic Design. Projections for new students are consistent with recent freshmen and transfers declaring the existing graphic design emphasis. This provides 155 students in Year 1 of the major program, approximately consistent with the current enrollment for the graphic design emphasis. Table 1 assumes low levels of attrition (approximately 6% per year) and is based on actual attrition rates from the existing graphic design emphasis. Approximately 33% of continuing students are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the graphic design emphasis.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	40	45	50	55	55
Enrollment (Continuing Student) Headcount	115	108	108	113	121
Total Enrollment	155	153	158	168	176
Enrollment (New Student) FTE	39	44	49	54	54
Graduating	38	36	36	37	40
Attrition	9	9	9	10	11

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the graphic design emphasis, with Year 1 reflecting a rollover of existing credit hours and courses in the current emphasis to the new proposed B.F.A. in Graphic Design. Once again, the immediate rollover assumption is used because the proposed B.F.A. in Graphic Design represents the elevation of an existing emphasis.

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

Table 2: Five-Year Credit Hours

Credit Hours	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
Existing Credit Hours	126.6	125.7	129.6	135.7	140.4

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed B.F.A. in Graphic Design for the next five years. The projections in Year 1 reflect a transition of existing faculty and staff currently allocated to the graphic design emphasis. Faculty staffing and administrative support changes are not required for implementation of the proposed B.F.A. in Graphic Design; therefore, no new faculty or staff are required for the major.

Table 3: Faculty and Staff Appointments

FTE	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Fac/IAS	5.27	5.24	5.40	5.65	5.85
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.79	0.79	0.79	0.79	0.79

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program in graphic design for the next five years. The projections in Years 1-5 reflect the contribution of tuition revenue of both continuing as well as newly enrolled students.

Table 4: Program Revenues

Revenues	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
From Tuition	$628,530	$637,977	$653,092	$702,846	$702,216
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
Reallocation					
Total Revenue	$628,530	$637,977	$653,092	$702,846	$702,216

The calculated annual tuition revenue amount generated by the academic program is based upon the student FTE, the annual base resident tuition rate, and the percentage of credits required for the major compared to the total credits required for the degree. Due to the conservative nature of the budget, tuition rates and other sources of program revenue are held constant over the next five years. The student FTE and program revenue generated in Year 1 for the major are similar to current student FTE and program revenue for the area of emphasis.

For students enrolled in the B.F.A. in Graphic Design program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for full-time, resident undergraduate students enrolled in 12-18 credits per term. Of this amount, $710.12 is attributable to segregated fees, $75.84 to

textbook rental, and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate.

Tuition revenue projections for the B.F.A. in Graphic Design include resident tuition at $3,149 per semester for 152 total (new and continuing) student FTE. This results in tuition revenue of $628,530 for Year 1 of the program. Due to overall increases in enrollment and student-credit-hour generation, after Year 1 the projected tuition revenue generally continues to increase modestly, and the revenue projected for Year 5 of the program is $702,216.

As noted in the authorization narrative, in adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, for the purpose of revenue calculations, differential tuition is not included in the tuition rate. That is, for the purpose of tuition revenue calculations, only $3,149.08 of the $3,349.08 published resident tuition amount per semester is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and this amount is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

While this program will be delivered primarily through face-to-face classes, some courses will be available in hybrid and 100% online modalities. As previously approved by UW System to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a distance education fee of $50 per credit for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. Course fees are particularly common in art and design-related curricula where students typically retain the products of their work. No additional grants, extramural funding, program revenue, or repurposed GPR are planned or budgeted to support the B.F.A. in Graphic Design.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.F.A. in Graphic Design for the next five years. The projections in Year 1 reflect very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the graphic design emphasis. The new B.F.A. in Graphic Design will be taught with existing faculty and staff and will use existing facilities and supplies. The primary expenses currently included in the budget are those directly associated with instruction. However, internal review of the overall costs of academic programs also takes into account indirect costs (such as facilities, student support services, and administrative costs) that are necessary to support academic programs. These indirect costs are not reflected below. Instructional and

support staff salaries are budgeted with increases due to possible pay plan increases (at 2% per year). Additionally, a 3% per annum increase is budgeted for the university personnel fringe rate.

The budgeted supplies and other expenses total $15,923 per year and include instructional and miscellaneous supplies related to art and graphic design programming and instruction.

Table 5: Program Expenses

Expenses	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Salaries plus Fringes					
Faculty/Instructional Staff	$459,775	$475,199	$509,936	$555,401	$597,839
Other Staff	$56,725	$58,951	$61,245	$63,606	$66,037
Other Expenses					
Facilities	0	0	0	0	0
Equipment	0	0	0	0	0
Supplies & Expenses	$15,923	$15,923	$15,923	$15,923	$15,923
Other:	0	0	0	0	0
Total Expenses	$532,423	$550,073	$587,104	$634,930	$679,799

Section VI – Net Revenue

As indicated previously, the B.F.A. in Graphic Design program will provide students with increased skills to successfully achieve goals in their design-related careers. It is expected that increased program visibility and focus will result in a modest increase in demand for the B.F.A. in Graphic Design relative to the existing area of emphasis. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues that are consistent with and similar to the existing emphasis area.

Table 6 below shows net revenues derived from the proposed B.F.A. in Graphic Design for the next five years. The projections reflect the tuition revenue contribution of both continuing and newly enrolled students. Net positive revenues are projected to be generated from the program each year. It is important to note that while net positive revenues are projected for the first five years of the program, the net revenue balances decline year over year due to budgeted increases in salary and fringe rates, without corresponding offsets of budgeted tuition increases.

Table 6: Net Revenue

Net Revenue	$96,107	$87,904	$65,989	$67,916	$22,417

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor
Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: B.F.A. in Graphic Design
Date: April 7, 2020

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed B.F.A. in Graphic Design for which we are presently seeking authorization. As noted in the proposal documents, the program request represents the elevation of an existing emphasis (Graphic Design) within the B.F.A. in Art. The current graphic design emphasis is a strong program at UW-Stevens Point. However, while the existing emphasis is currently on-par with the professional expectations of the discipline, and has maintained NASAD accreditation for many years as an emphasis within an art program, it still presents a perceived level of difference when viewed in relation to other regional institutions and those nationally accredited programs at the same level. Most importantly for recruitment and retention, future UW-Stevens Point graduates will now have a degree with the same nomenclature – B.F.A. in Graphic Design – as students from similar programs as they enter the workforce seeking professional positions in their field. Graduates of the proposed B.F.A. in Graphic Design program will enter the local, regional and national workforce, providing needed skills for businesses and communities in which they will eventually live.

As we also note in the authorization and budget narratives, at your request we have reviewed the previously constructed budget for this program in light of potential COIVD-19 pandemic influences on actual program enrollment. Our review was conducted by the institutional budget office with information provided by our enrollment management unit – specifically Fall 2020 first-year admits to the existing emphasis. At this point in time we conclude that the number of fall admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. Therefore, to date, we expect the first-year class and continuing students to approximate what is presented in the budget.

Finally, the proposed B.F.A. in Graphic Design will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Education Committee **Item J.**

June 4, 2020

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF ARTS IN MEDIA STUDIES, UW-STEVENS POINT

REQUESTED ACTION

Adoption of Resolution J., authorizing the implementation of the Bachelor of Arts in Media Studies at UW-Stevens Point.

Resolution J.: That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Media Studies at the University of Wisconsin-Stevens Point.

SUMMARY

The University of Wisconsin-Stevens Point in the College of Fine Arts and Communication proposes to establish a Bachelor of Arts (B.A.) program in Media Studies. This degree program will elevate the existing media studies emphasis within the B.A. in Communication. As a result, students will have a clearly defined major and dedicated curriculum, and they will acquire the skills and expertise to successfully contribute to the array of media environments needed by regional, state, and national employers; environments that have expanded above the average national occupational growth rate.

Program Description

The B.A. in Media Studies is designed to provide students with applied training in the rapidly changing field of media production and communication. The proposed 120-credit program, currently an existing emphasis in media studies within the B.A. in Communication, will focus on traditional and nontraditional students seeking to obtain training in media-related fields.

As part of the transition from the emphasis to a full-degree program, media studies students will have opportunities to seek more career-oriented pathways from among the electives offered by dedicated program faculty. For example, students will have the opportunity to select nine to 12 credits from concentrations in journalism, digital media

production and design, media writing, audio production and music recording, and media criticism. At the end of the program of study, students will have completed at least one internship or externship in a relevant field and a symposium/capstone experience.

Since its creation in 1969, when the communication program at UW-Stevens Point became the first program in Wisconsin, and only the fourth in the country, it has continually evolved to ensure that students have the education needed for personal and professional growth. The proposed elevation of the media studies emphasis will offer a curriculum that provides students with the knowledge, skills, and experience they need to engage critically with media content and technologies by using media history, theory, aesthetics, and criticism to inform their production practices. This approach, in which classrooms become sites for engaged inquiries that extend connections between culture and technology, has been termed critical making.

As critical makers who understand how to integrate media skills, practice, technologies and theory, students will be prepared to take their education and use it to explore, design, create, and critique media as artists, scholars, producers, consumers, and citizens. The program will prepare them to pursue diverse career pathways in media industries, such as film, journalism, photography, digital media, and animation, as well as careers that rely on an understanding of media production, and the ability to produce media, including marketing, public relations, political communication, and sports communication.

The program has established program learning outcomes. Students will be able to communicate effectively by designing appropriate media content for diverse audiences. To achieve this, the following learning outcomes have been articulated. Upon completion of the program, students will:

- Demonstrate competence in producing media messages or products by successfully applying media skills, professional standards, techniques, aesthetics, and ethical practices.
- Complete at least one internship or externship in a relevant field that allows them to apply skills developed in the classroom to an experiential learning setting. Students will also be encouraged to complete at least one study-abroad program in order to reframe their understanding of media and communication in a global context.
- Produce work explaining and applying media history, theory, and criticism to their own creative work.
- Demonstrate the ability to research, analyze, evaluate, and critique media texts and movements with regard to form, style, narrative, and theme.
- Perform effective public presentations for a variety of audiences across media platforms.
- Design effective messages for specific targeted audiences.

Mission

The proposal to elevate the existing media studies emphasis in communication to a stand-alone program is driven by the commitment to ensure that students are prepared for a changing and increasingly competitive job market. This proposal has also been enabled, in part, by institutional investment in pre-professional programs. The need and appeal of the proposed program is demonstrated by the increasingly ubiquitous use of media in society, including personal and social media, mobile media, and social media-dependent businesses; media that contribute to "assisting communities to become more vibrant, healthy, prosperous, and sustainable."[1] The UW-Stevens Point Strategic Plan, A Partnership for Thriving Communities, directs institutional programs to "actively nurture the central and northern Wisconsin region as economically competitive and vibrantly livable." The COFAC's own mission is closely aligned with that of the institution. A significant portion of the UW-Stevens Point's thriving communities initiative ties the institution to organizations like Create Portage County, which "bolsters creativity, fosters connection, and strengthens collaboration to advance vibrant and welcoming communities!" This gives students opportunities to put classroom learning into practice.

Market and Student Demand

Given that the proposed B.A. in Media Studies involves a similar number of credits as the existing media studies emphasis, it is expected that current students in the existing emphasis will initially populate the program. While overall enrollments for UW-Stevens Point have declined in recent years, enrollments for the emphasis in media studies have remained steady. Additionally, the media studies emphasis has a strong pattern of growth among declared majors for new and transfer students for the past five years. There are currently 111 degree-seeking communication majors with an emphasis in media studies. Moreover, courses aligned with the current emphasis enroll more than 300 students each semester. The student-run media organizations (*The Pointer*, WWSP, and SPTV) have more than 200 student volunteers across all majors at UW-Stevens Point. Current enrollment figures and recurrent inquiries regarding a major in media studies suggest a strong demand for the proposed program.

UW-Stevens Point utilized Burning Glass Technologies' (burningglass™) Program Insight tool to examine projected growth rates for media-focused careers students seek upon graduation. The Burning Glass analysis demonstrates that media studies-related jobs are predicted to increase and that the production, theoretical, critical knowledge, and skills students develop will position them favorably in the marketplace for a wide variety of careers. From 2016 to 2026, most positions within, or related to, media careers are projected to grow at a greater rate than the average national occupational growth: producers and directors (9.1%), audio and video equipment technicians (12%), market

[1] *A Partnership for Thriving Communities*: University Strategic Plan. p 5.

research analysts and marketing specialists (18.6%), multimedia artists and animators (6.1%), camera operators in television, video, and motion pictures (2%), film and video editors (17.6%), technical writers (10.2%), photographers (3.1%), and sound engineering technicians (8.1%).

Additionally, according to the Motion Picture Association of America (MPAA), the motion picture and television industry is responsible for 6,481 direct jobs in Wisconsin alone, leading to over $220 million in wages from commercial, corporate, and motion picture production companies. Nationally, wages from these jobs are 42% higher than average. In addition, the State of Wisconsin Department of Workforce Development's occupation projections from 2014 to 2024 underscore growing local media and communication positions. This includes film and video editors (7.34%); sound engineering technicians (8.33%); photographers (5.27%); writers and authors (10.3%); and TV, film, and video camera operators (1.78%).

Credit Load and Tuition

As a baccalaureate program, the B.A. in Media Studies will require a 120 total semester credits for degree conferral. Eighty-five credits are defined requirements and include 40 credits associated with the general education program (GEP), 8 credits of world language, and 37 credits in the media studies curriculum. The 37-credit, proposed program includes 13 required credits derived from core classes that serve as foundations to media producing, media writing, media history, theory, and criticism. The core classes serve as prerequisites for other classes in the major. Students will also complete 24 additional credits of media studies coursework across the following three content categories: media history, theory, and criticism; media writing; and media production. The remaining 35 credits required for a 120-credit baccalaureate degree are elective options that allow students to choose courses that are offered across the institution and also permit students to choose courses that fulfill concentration options.

For students enrolled in the B.A. in Media Studies program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for full-time, resident undergraduate students enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $3,149.08 of the above-stated tuition amount is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

BACKGROUND

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

Related Policies

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

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

ATTACHMENTS

A) Request for Authorization to Implement a Bachelor of Arts in Media Studies at UW-Stevens Point
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS IN MEDIA STUDIES AT UNIVERSITY OF WISCONSIN-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point in the College of Fine Arts and Communication proposes to establish a Bachelor of Arts (B.A.) program in Media Studies. The proposed B.A. in Media Studies at UW-Stevens Point will elaborate, and thereby strengthen, the existing media studies emphasis within the B.A. in Communication. In doing so, the proposed B.A. in Media Studies will provide students a clearly defined major and dedicated curriculum so that students acquire the skills and expertise to successfully contribute to the array of media environments needed by regional, state, and national employers; environments that have expanded above the average national occupational growth rate. The proposed 120-credit program will allow students to meet the general education program requirements common to all UW-Stevens Point baccalaureate degree programs; acquire a self-constructed, 37-credit concentration in journalism, digital media production and design, media writing, audio production and music recording, or media criticism; and design a symposium/capstone experience.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Academic Program
Media Studies

Degree Designation
Bachelor of Arts

Mode of Delivery
Single institution; face-to-face

Department or Functional Equivalent
School of Design and Communication (effective summer 2020)

College, School, or Functional Equivalent
College of Fine Arts and Communication

Proposed Date of Implementation
September 2020

Projected Enrollments and Graduates by Year Five

As recently requested by UW System Administration, the projected enrollments and budget for this program have been reviewed in light of potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing emphasis. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used below to create the budget for this program. To date, it is expected that the first-year class and continuing students will approximate what is presented in the table and corresponding budget that follow.

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 220 total students, cumulatively, are expected to have enrolled in the program with 180 having graduated. The average student attrition rate within the program is projected to be 4% per year, an estimate that mirrors rates in the existing media studies emphasis within the B.A. in Communication.

Given that the proposed B.A. in Media Studies involves a similar number of credits as the existing media studies emphasis, it is expected that current students in the existing emphasis will initially populate the program. While this assumption may not be completely accurate in Year 1, the total enrollment of 142 assumed in Year 1 will be apportioned between the media studies emphasis in the existing communication degree and the new B.A. in Media Studies. It is predicted that the elevation of the existing emphasis to a full-degree option will lead to a modest increase in enrollments over time. The elevation of an existing emphasis to a degree program takes advantage of the same set of resources currently staffing the emphasis. The Cost and Revenue Projections spreadsheet and associated narrative provide additional details.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	42	43	44	45	46
Continuing Students	100	101	103	105	107
Total Enrollment	142	144	147	150	153
Graduating Students	35	35	36	37	37

Tuition Structure

For students enrolled in the B.A. in Media Studies program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for full-time, resident undergraduate students enrolled in 12-18 credits per term. Of this amount, $785.96 is attributable to segregated fees and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $3,149.08 of the above-stated tuition amount is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

In accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. Any 100% online sections will also have a distance education service fee of $50 per credit applied to the class.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed 120-credit program, currently an existing emphasis in media studies within the B.A. in Communication, will focus on traditional and nontraditional students seeking to obtain training in media-related fields. As part of the transition from the emphasis to a full-degree program, media studies students will have opportunities to seek more career-oriented pathways from among the electives offered by dedicated program faculty. For example, students will have the opportunity to select nine to 12 credits from concentrations in journalism, digital media production and design, media writing, audio production and music recording, and media criticism. These pathways are relatively self-contained. At the end of the program of study, students will have completed at least one internship or externship in a relevant field and a symposium/capstone experience.

Student Learning Outcomes and Program Objectives

The proposed B.A. in Media Studies program has established program learning outcomes. Students will be able to communicate effectively by designing appropriate media content for diverse audiences. To achieve this, the following learning outcomes have been articulated. Upon completion of the program, students will:

- Demonstrate competence in producing media messages or products by successfully applying media skills, professional standards, techniques, aesthetics, and ethical practices.
- Complete at least one internship or externship in a relevant field that allows them to apply skills developed in the classroom to an experiential learning setting. Students will also be encouraged to complete at least one study-abroad program in order to reframe their understanding of media and communication in a global context.
- Produce work explaining and applying media history, theory, and criticism to their own creative work.
- Demonstrate the ability to research, analyze, evaluate, and critique media texts and movements with regard to form, style, narrative, and theme.
- Perform effective public presentations for a variety of audiences across media platforms.
- Design effective messages for specific targeted audiences.

Program Requirements and Curriculum

Table 2 illustrates the curriculum for the proposed program. As a baccalaureate program, the B.A. in Media Studies will require 120 total semester credits for degree conferral. Eighty-five credits are defined requirements and include 40 credits associated with the general education program (GEP), 8 credits of world language, and 37 credits in the media studies curriculum. The 37-credit, proposed program includes 13 required credits derived from core classes that serve as foundations to media producing; media writing; and media history, theory, and criticism. The core classes serve as prerequisites for other classes in the major. Students will also complete 24 additional credits of media studies coursework across the following three content categories: media history, theory, and criticism; media writing; and media production. The remaining 35 credits required for a 120-credit baccalaureate degree are elective options that allow students to choose courses that are offered across the institution and also permit students to choose courses that fulfill concentration options.

Table 2: B.A. in Media Studies Program Curriculum

General education courses required for graduation (40 credits):		
COMM 101	Oral Communication	3 credits
ENGL 101	Freshman English	3 credits
ENGL 202	Sophomore English	3 credits
Various	Quantitative Literacy Requirement	3 credits
Various	Wellness Requirement	1 credit
Various	Arts Requirement	3 credits
Various	Humanities Requirement	3 credits
Various	Historical Perspectives Requirement	3 credits
Various	Social Sciences Requirement	3 credits
Various	Natural Sciences Requirement	3 credits
Various	Global Awareness Requirement	3 credits

Various	U.S. Diversity Requirement	3 credits
Various	Environmental Responsibility Requirement	3 credits
Various	Interdisciplinary Studies Requirement	3 credits
Program prerequisites or support courses (8 credits):		
Various	World language coursework for B.A. degree	8 credits
Core academic program or major course requirements (13 credits):		
MST 105	Foundations of Media Practice: Time, Motion, & Video	3 credits
MST 106	Foundations of Criticism: Understanding Media	3 credits
MST 107	Foundations of Media Writing	3 credits
MST 460	Media Studies Symposium and Capstone	3 credits
MST 480 or 485	Media Studies Internship or Media Studies Externship	1 credit
Additional academic program requirements (24 credits):		
Various	Coursework from categories of Media History, Theory, Criticism	6 credits
Various	Coursework from category of Media Writing	6 credits
Various	Coursework from category of Media Production	6 credits
Various	Additional coursework from any of the above three categories	6 credits
Total Credits		**85 credits**

Assessment of Outcomes and Objectives

Instructors of program courses will use direct and indirect measures to assess program learning outcomes. Faculty will utilize rubrics to evaluate student performance, student writing, student productions, and student speaking/oral presentations. Faculty will also use a pre-test/post-test approach to assess learning of various knowledge sets by administering testing in introduction and advanced classes. In addition, faculty will also use the required internship experience for external feedback on program learning outcomes.

The institutional protocol for program assessment is described in the *University Handbook* (Chapter 7, Section 2),[1] and additional information and resources are available on the Academic Affairs Assessment of Program Learning Outcomes website.[2] For each major, an annual assessment report is required for at least one program learning outcome (PLO) that describes assessment methods, results, and actions taken to enhance student achievement. Assessment reporting is designed to emphasize improvement in instruction, curriculum, and assessment procedures as well as *closing the loop* to ensure an evidenced-

[1] https://catalog.uwsp.edu/content.php?catoid=21&navoid=989#section-2-assessment
[2] https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx

based approach to program management. Each major is required to report on all of its PLOs over a five-year cycle.

Diversity

Increasing diversity is an important goal for UW-Stevens Point as a whole, but also for media studies and the College of Fine Arts and Communication (COFAC) specifically. As part of the COFAC's *Vision for Inclusive Excellence*, departments have been asked to examine existing activities supporting diversity recruitment and retention and to augment diversity recruitment efforts where possible. The media studies emphasis followed these charges in the existing B.A. in Communication and will do so again when transitioning the area of concentration into a baccalaureate degree program.

In terms of support services, UW-Stevens Point has a strong Multicultural Resource Center that assists students from multicultural backgrounds. The office provides focused advising and communicates with professors to help students succeed. UW-Stevens Point also has a strong International Students and Scholars Office. These resources are available to all students to provide resources and help them navigate issues that may arise. Perhaps most importantly, the advising program is very focused and accessible, both in the advising office for students early in the program and with faculty advisors later. This close relationship helps advisors to quickly identify and remedy problems and students at risk. In terms of faculty, UW-Stevens Point and the COFAC have been successful in recruiting and hiring faculty from diverse backgrounds. Position announcements are advertised broadly and specifically in areas with traditionally large populations of minority candidates. These recruiting practices will continue as new positions open up. Additionally, the institution has recently created an Inclusive Teaching Fellows program that intentionally provides teaching and tenure-track opportunities for faculty from underrepresented groups.[3]

Collaborative Nature of the Program

The proposed program has extensively pursued collaboration in terms of academic delivery, as the curriculum will be staffed using resources currently available and reallocated from both the existing media studies emphasis area and the existing interpersonal and organizational communication and public relations emphasis areas. Current faculty will support the major, with the existing media studies and communication course arrays providing the majority of courses. Possible elective options being explored include coursework in sustainability provided by the College of Letters and Science and in business communication in the College of Professional Studies.

Outside of academic delivery, the proposed media studies program will continue to leverage existing collaborations with the local community. Faculty in the existing emphasis collaborated with the Create Portage County as well as the Wisconsin Broadcaster's Association when developing the curriculum. The program also collaborates extensively

[3] https://www.uwsp.edu/citl/Pages/InclusiveTeachingFellows.aspx

with media industries in the area to provide student development events, student internships and externships, both full-time and international. Maintaining these ongoing external collaborations is a cornerstone of the UW-Stevens Point's institutional mission.

Projected Time to Degree

Students who attend full-time and take 15 credits per semester can complete the proposed B.A. in Media Studies in four years. This is comparable to the existing B.A. in Communication program with an emphasis in media studies. The department also is planning to offer 9- to 12-credit certificates for non-majors, which will be achievable in three semesters. These certificates will focus on applied methods of media studies, particularly production.

Program Review

The communication program evaluates its emphases regularly. Recently, the current program was evaluated as part of both program review and program prioritization processes at UW-Stevens Point. The proposed B.A. in Media Studies was evaluated as part of that prioritization process. The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs at five-year intervals, according to the Reporting Cycle for Assessment and Program Review.

Accreditation

There are no discipline-specific accrediting bodies for media studies. The Bachelor of Arts is a degree type that the Higher Learning Commission has approved UW-Stevens Point to offer.

JUSTIFICATION

Rationale and Relation to Mission

Since its creation in 1969, when the communication program at UW-Stevens Point became the first program in Wisconsin and only the fourth in the country, it has continually evolved to make sure students have the education they need for personal and professional growth. The proposed elevation of the media studies emphasis will offer a curriculum that provides students with the knowledge, skills, and experience they need to engage critically with media content and technologies by using media history, theory, aesthetics, and criticism to inform their production practices. This approach, in which classrooms become sites for engaged inquiries that extend connections between culture and technology, has been termed *critical making*.[4]

[4] This approach to design and production was developed by Matt Ratto and Stephen Hockema in conjunction with the foundation of the Critical Making Laboratory at the University of Toronto to combine modes of critical thinking and making. Ratto and Hockema note, "[C]ritical making is an elision of two typically disconnected modes of engagement in the world—'critical thinking,' often

As critical makers who understand how to integrate media skills, practice, technologies, and theory, students will be prepared to take their education and use it to explore, design, create, and critique media as artists, scholars, producers, consumers, and citizens. The program will prepare them to pursue diverse career pathways in media industries, such as film, journalism, photography, digital media, and animation, as well as careers that rely on an understanding of media production and the ability to produce media, including marketing, public relations, political communication, and sports communication.

The proposal to elevate the existing media studies emphasis in communication to a stand-alone program is driven by the commitment to ensure that students are prepared for a changing and increasingly competitive job market. This proposal has also been enabled, in part, by institutional investment in pre-professional programs. The need and appeal of the proposed program is demonstrated by the increasingly ubiquitous use of media in society, including personal and social media, mobile media, and social media-dependent businesses; media that contribute to "assisting communities to become more vibrant, healthy, prosperous, and sustainable."[5] The UW-Stevens Point's strategic plan*, A Partnership for Thriving Communities*, directs institutional programs to "actively nurture the central and northern Wisconsin region as economically competitive and vibrantly livable."[6] The COFAC's own mission is closely aligned with that of the institution. A significant portion of the UW-Stevens Point's Thriving Communities' initiative ties the institution to organizations like Create Portage County, which "bolsters creativity, fosters connection, and strengthens collaboration to advance vibrant and welcoming communities!"[7] This gives students opportunities to put classroom learning into practice.

Institutional Program Array

The proposed program will fit well with existing programs at UW-Stevens Point, as the current media studies emphasis now does. As the program will utilize resources currently devoted to the components of the emphasis in media studies, it is anticipated that other programs or departments will experience little, if any, impact. The B.A. in Media

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considered as abstract, explicit, linguistically based, internal and cognitively individualistic; and 'making,' typically understood as material, tacit, embodied, external and community-oriented." Matt Ratto and Stephen Hockema, "FLWR PWR: Tending the walled garden," in Walled Garden, ed. Anne Dekker and Annette Wolfsberger. (Virtueel Platform, 2009). 51-60. See also Matt Ratto, "Critical Making: Conceptual and Material Studies in Technology and Social Life," The Information Society 27, no. 4 (2011): 252-260; Garnet Hertz, ed., Conversations in Critical Making (Victoria, Canada: CTheory Books, 2015); David Gauntlett, Making Media Studies: The Creativity Turn in Media and Communication Studies (New York: Peter Lang, 2015).

[5] *A Partnership for Thriving Communities*: University Strategic Plan. p 5.

[6] *A Partnership for Thriving Communities*: University Strategic Plan. p 7.

[7] https://www.createportagecounty.org/

Studies is designed to provide students with applied training in the rapidly changing field of media production and communication.

Other Programs in the University of Wisconsin System

Within the UW System, several institutions offer programs in media studies as emphases or concentrations within a broader curricular program.[8] UW-Green Bay offers an emphasis in mass media within a communication major; UW-La Crosse offers a program in media studies as an emphasis within a communication studies major; UW-Eau Claire offers an interdisciplinary minor in multimedia communication within the communication and journalism major; UW-Oshkosh hosts a major in journalism with an emphasis in media studies; UW-Whitewater offers a major in communication and electronic media with an emphasis in electronic media; UW-Milwaukee offers a concentration in media studies within the journalism, advertising and media studies major; and UW-Madison provides an emphasis in radio-TV-film within the major in communication arts. Additionally, some UW institutions offer degree programs that are media-related: UW-River Falls offers a major in stage and screen arts; UW-Superior offers a major in media concentration with curricular paths in interactive media, digital cinema, and media studies; and UW-Stout offers an entertainment design major, and is currently developing a degree in video production.

Notwithstanding the above-detailed inventory of related programs at other UW institutions, the proposed program represents an elevation of an existing emphasis, combined with a consolidation of the remaining emphases in the communication program. It is not anticipated that this proposed program will materially compete for students, considering media studies options across the UW System, as this proposed degree program in media studies is expected to parse the existing enrollment of the communication program into a defined major. This change will better reflect the curriculum that enrolled students experience and the resultant skills and expertise that students develop for the local workforce.

Need as Suggested by Current Student Demand

While overall enrollments for UW-Stevens Point have declined in recent years, enrollments for the emphasis in media studies have remained steady. Additionally, the media studies emphasis has a strong pattern of growth among declared majors for new and transfer students for the past five years. There are currently 111 degree-seeking communication majors with an emphasis in media studies. Moreover, courses aligned with the current emphasis enroll more than 300 students each semester. The student-run media organizations (*The Pointer*, WWSP, and SPTV) have more than 200 student volunteers across all majors at UW-Stevens Point. Current enrollment figures and recurrent inquiries regarding a major in media studies suggest a strong demand for the proposed program.

[8] https://www.wisconsin.edu/opar-frontier/uws-academic-majors/

Need as Suggested by Market Demand

UW-Stevens Point utilized Burning Glass Technologies' (burningglass™) Program Insight tool to examine projected growth rates for media-focused careers students seek upon graduation. From 2016 to 2026, most positions within, or related to, media careers are projected to grow at a greater rate than the average national occupational growth: producers and directors (9.1%); audio and video equipment technicians (12%); market research analysts and marketing specialists (18.6%);[9] multimedia artists and animators (6.1%); camera operators in television, video, and motion pictures (2%); film and video editors (17.6%); technical writers (10.2%); photographers (3.1%); and sound engineering technicians (8.1%).[10] The Burning Glass analysis demonstrates that media studies-related jobs are predicted to increase and that the production, theoretical, critical knowledge, and skills students develop will position them favorably in the marketplace for a wide variety of careers. Additionally, according to the Motion Picture Association of America (MPAA), the motion picture and television industry is responsible for 6,481 direct jobs in Wisconsin alone, leading to over $220 million in wages from commercial, corporate, and motion picture production companies. Nationally, wages from these jobs are 42% higher than average.[11] In addition, the State of Wisconsin Department of Workforce Development's occupation projections from 2014 to 2024 underscore growing local media and communication positions.[12] This includes film and video editors (7.34%); sound engineering technicians (8.33%); photographers (5.27%); writers and authors (10.3%); and TV, film, and video camera operators (1.78%).

[9] For clarification, this position requires research skills, oral and written communication skills, visual analysis, critical thinking, visual production [video, graphic arts, photography], and social media skills.

[10] Referring to the U.S. Bureau of Labor Statistics (data.bls.gov), these growth projections are reinforced for similar occupational areas for the years 2016-2026. This report notes that, across the board, there is expected to be 6% growth for positions in media and communication. This increasing demand includes film and video editors and camera operators (13%), producers and directors (12%), writers and authors (8%), broadcast and sound engineering technicians (8%), and advertising, promotions, and marketing managers (10%).

[11] See http://www.mpaa.org/what-we-do/driving-economic-growth/

[12] See http://www.dwd.wisconsin.gov/

University of Wisconsin-Stevens Point
Cost and Revenue Projections for the B.A. in Media Studies Program

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	42	43	44	45	46
	Enrollment (Continuing Student) Headcount	100	101	103	105	107
	Enrollment (New Student) FTE	41	42	43	44	45
	Enrollment (Continuing Student) FTE	99	99	101	103	105
II	**Total New Credit Hours**					
	Existing Credit Hours	51.5	51.5	51.5	51.5	51.5
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS	2.15	2.15	2.15	2.15	2.15
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	**Revenues**					
	From Tuition	$318,679	$318,679	$318,679	$318,679	$318,679
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$318,679	$318,679	$318,679	$318,679	$318,679
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$187,077	$194,759	$202,672	$210,825	$219,222
	Other Staff	$23,835	$24,771	$25,734	$26,727	$27,748
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Supplies & Expenses	$31,000	$31,000	$31,000	$31,000	$31,000
	Other (please describe)	$0	$0	$0	$0	$0
	Total Expenses	$241,912	$250,529	$259,407	$268,551	$277,971
VI	**Net Revenue**	$76,766	$68,149	$59,272	$50,127	$40,708

Submit budget narrative in MS Word Format

Provost's Signature: Greg Summers	**Date:** 1/14/2020
Chief Business Officer's Signature:	**Date:** 1/14/2020

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-STEVENS POINT
BACHELOR OF ARTS IN MEDIA STUDIES

Introduction

The proposed B.A. in Media Studies is an expansion of the existing media studies emphasis within the current B.A. in Communication degree program. It is important to note that the budget assumptions and projections of the proposed B.A. in Media Studies are based on the recent historical financial performance of the existing media studies emphasis. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.A. in Media Studies will not change the tuition structure relative to the existing media studies emphasis.

As recently requested by UW System Administration, the budget for this program has been reviewed with respect to potential COVID-19 pandemic influences on actual program enrollment. The review was conducted by the institutional budget office with information provided by the enrollment management unit, with specific focus on Fall 2020 first-year student admits to the existing emphasis. It was concluded that the number of Fall 2020 first-year student admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. To date, it is expected that the first-year class and continuing students will approximate what is presented in the budget.

The proposed B.A. in Media Studies will provide students with greater academic rigor and increased skills to successfully achieve goals in their media-related careers. It is predicted that this increased preparedness will result in a modest increase in demand for the B.A. in Media Studies program relative to the existing emphasis. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, positive annual net revenues are generated for the B.A. in Media Studies program, even when a fiscally conservative approach in the financial forecast is reflected through the new student headcount, with only a very modest increase from 42 students in Year 1 to 46 students in Year 5.

While the proposed B.A. in Media Studies may result in a change to a given faculty member's schedule relative to the existing media studies emphasis, faculty staffing changes will not be required for implementation of the proposed B.A. in Media Studies. Program delivery modes, utilizing primarily face-to-face and hybrid classes, as well as administrative support are also not expected to change significantly due to implementation of the proposed B.A. in Media Studies.

Section I – Enrollment

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

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, the B.A. in Media Studies will provide students with greater academic rigor and increased skills to successfully achieve goals in their media-related careers. It is expected that this increased preparedness will result in modest increased demand for the B.A. in Media Studies degree relative to the existing media studies emphasis within the B.A. in Communication. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. In Year 1 of the major program, 100 students are assumed to roll over from the existing emphasis into the new major, with 42 new incoming students declaring a B.A. in Media Studies. Projections for new students are consistent with recent freshmen and transfers declaring the existing media studies emphasis. This provides 142 students in Year 1 of the major program, approximately consistent with current enrollment for the media studies emphasis. Table 1 assumes low levels of attrition (approximately 4% per year), and the data in the table is based on actual attrition rates from the existing media studies emphasis. Approximately 35% of continuing students are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the media studies emphasis.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	42	43	44	45	46
Enrollment (Continuing Student) Headcount	100	101	103	105	107
Total Enrollment	142	144	147	150	153

Enrollment (New Student) FTE	41	42	43	44	45
Graduating	35	35	36	37	37
Attrition	6	6	6	6	6

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the media studies emphasis, with Year 1 reflecting a rollover of existing credit hours and courses in the current emphasis to the new proposed B.A. in Media Studies. Once again, the immediate rollover assumption is used because the proposed B.A. in Media Studies represents the elevation of an existing emphasis.

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

Table 2: Five-Year Credit Hours

Credit Hours	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total New Credit Hours (# new sections x credits per section)	0.00	0.00	0.00	0.00	0.00
Existing Credit Hours	51.50	51.50	51.50	51.50	51.50

Section III – Faculty and Staff Appointments

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

Table 3: Faculty and Staff Appointments

FTE	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Fac/IAS	2.15	2.15	2.15	2.15	2.15
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.50	0.50	0.50	0.50	0.50

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program for the B.A.in Media Studies for the next five years. The projections in Years 1-5 reflect the contribution of tuition revenue of both continuing as well as newly enrolled students.

Table 4: Program Revenues

Revenues	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
From Tuition	$318,679	$318,679	$318,679	$318,679	$318,679
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
Reallocation					
Total Revenue	$318,679	$318,679	$318,679	$318,679	$318,679

The calculated annual tuition revenue amount generated by the academic program is based upon the student FTE, the annual base resident tuition rate, and the percentage of credits required for the major compared to the total credits required for the degree. Due to the conservative nature of the budget, tuition rates and other sources of program revenue are held constant over the next five years. The student FTE and program revenue generated in Year 1 for the major are similar to current student FTE and program revenue for the area of emphasis.

For students enrolled in the B.A. in Media Studies program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $4,135.04 per semester for full-time, resident undergraduate students enrolled in 12-18 credits per term. Of this amount, $710.12 is attributable to segregated fees, $75.84 to textbook rental, and $3,349.08 to tuition. In adherence to Regent Policy Document 32-7, and as previously approved by the Board of Regents, differential tuition is included in the tuition rate.

Tuition revenue projections for the B.A. in Media Studies include resident tuition at $3,149 per semester for 140 total (new and continuing) student FTE. This results in annual tuition revenue for the program of $318,679. As noted in the authorization narrative, in adherence to Regent Policy Document 32-7, and as previously approved by the Board of

Regents, for the purpose of revenue calculations, differential tuition is not included in the tuition rate. That is, for the purpose of tuition revenue calculations, only $3,149.08 of the $3,349.08 published resident tuition amount per semester is applied to the revenue calculations because $200 per semester per full-time student is attributable to differential tuition, and this amount is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

The existing B.A. in Communication is a relatively low-credit major. Currently, students within the existing media studies emphasis commonly enroll for more communication credits than are minimally required for the major. That is, in achieving 120 total credits to graduate, most students in the existing media studies emphasis enroll in a significant number of communication electives from the existing course array. With the planned transition to the B.A. in Media Studies, it is predicted that this over-consumption of communication department elective credits will slowly decrease. Because of this predicted change in student enrollment behavior, planned tuition revenues generated by the program remain flat (at $318,679 per year) in spite of a modest increase in student FTE over the budgeted five years of the program.

While this program will be delivered primarily through face-to-face classes, some courses will be available in hybrid and 100% online modalities. As previously approved by UW System to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a distance education fee of $50 per credit for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and fees for materials for projects that result in tangible products retained by the students in a course. No additional grants, extramural funding, program revenue, or repurposed GPR are planned or budgeted to support the B.A. in Media Studies.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.A. in Media Studies for the next five years. The projections in Year 1 reflect very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the media studies emphasis. The new B.A. in Media Studies will be taught with existing faculty and staff and will use existing facilities and supplies. The primary expenses currently included in the budget are those directly associated with instruction. However, internal review of the overall costs of academic programs also takes into account indirect costs (such as facilities, student support services, and administrative costs) that are necessary to support academic programs. These indirect costs are not reflected below. Instructional and support staff salaries are budgeted with increases due to possible pay plan increases (at 2% per year), and additional 3% per annum increases in university personnel fringe rate.

The budgeted supplies and other expenses total $31,000 per year and include $25,000 per year in instructional supplies and $6,000 per year in miscellaneous supplies related to media production.

Table 5: Program Expenses

Expenses	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Salaries plus Fringes					
Faculty/Instructional Staff	$187,077	$194,759	$202,672	$210,825	$219,222
Other Staff	$23,835	$24,771	$25,734	$26,727	$27,748
Other Expenses					
Facilities	0	0	0	0	0
Equipment	0	0	0	0	0
Supplies & Expenses	$31,000	$31,000	$31,000	$31,000	$31,000
Other:	0	0	0	0	0
Total Expenses	$241,912	$250,529	$259,407	$268,551	$277,971

Section VI – Net Revenue

As indicated previously, the B.A. in Media Studies program will provide students with greater academic rigor and increased skills to successfully achieve goals in their media-related careers. It is expect that this increased programmatic focus will result in modest increased demand for the B.A. in Media Studies relative to the existing area of emphasis. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues that are consistent with and similar to the existing emphasis area.

Table 6 below shows net revenues derived from the proposed B.A. in Media Studies for the next five years. The projections reflect the tuition revenue contribution of both continuing and newly enrolled students. Net positive revenues are projected to be generated from the program each year. It is important to note that while net positive revenues are projected for the first five years of the program, the net revenue balances decline year over year due to budgeted increases in salary and fringe rates, without corresponding offsets of budgeted tuition increases.

Table 6: Net Revenue

Net Revenue	$76,766	$68,149	$59,272	$50,127	$40,708

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor
Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: B.A. in Media Studies
Date: April 7, 2020

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed B.A. in Media Studies for which we are presently seeking authorization. As noted in the proposal documents, the program request represents the elevation of an existing emphasis (Media Studies) within the B.A. in Communication. It will focus on traditional and nontraditional students seeking to obtain training in media-related fields. As part of the transition from the emphasis to a full degree program, media studies students will have more opportunities to seek career-oriented pathways from among the elective offerings provided by dedicated program faculty.

As we also note in the authorization and budget narratives, at your request we have reviewed the previously constructed budget for this program in light of potential COIVD-19 pandemic influences on actual program enrollment. Our review was conducted by the institutional budget office with information provided by our enrollment management unit – specifically Fall 2020 first-year admits to the existing emphasis. At this point in time we conclude that the number of fall admits to the existing emphasis, combined with a conservative predicted yield rate of students that will matriculate into the program, is consistent with the enrollments used to create the budget for this program. Therefore, to date, we expect the first-year class and continuing students to approximate what is presented in the budget.

Finally, the proposed B.A. in Media Studies will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Education Committee **Item K.**

June 4, 2020

REPORT OF THE VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

REQUESTED ACTION

For information and discussion.

SUMMARY

Vice President Anny Morrobel-Sosa will provide an update on each of the three following items during her report to the Education Committee. These include:

1) The UW System Task Force for Advancing Teachers and School Leaders in Wisconsin
2) The UW System Plan for COVID-19
3) Initiatives Led by the Office of Academic and Student Affairs

Presenter

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