

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx videoconference

Thursday, June 3, 2021

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 April 8, 2021 Meeting of the Education Committee
 - 2. UW-Eau Claire: Approval of Bachelor of Business Administration in Entrepreneurship
 - 3. UW-Eau Claire: Approval of Bachelor of Business Administration in Human Resource Management
 - 4. UW-Eau Claire: Approval of Bachelor of Business Administration in Operations and Supply Chain Management
 - 5. UW-Madison: Approval of Master of Science in Sports Leadership
 - 6. UW-Milwaukee: Approval of Bachelor of Business Administration in General Business
 - 7. UW-Milwaukee: Approval of Bachelor of Science in Neuroscience
 - 8. UW Oshkosh: Approval of Bachelor of Science in Strength and Conditioning
 - 9. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee
- D. UW-Whitewater: First Reading of Revised Mission Statement
- E. Approval of the 2021 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- F. Presentation: UW System Office of Educational Opportunity—Overview of Responsibilities, Process for Evaluating Charter Schools, and State Formula for Charter School Funding
- G. UW-Milwaukee Host Campus Presentation: Students at the Center—Planning for a Radically Welcoming Campus
- H. Report of the Vice President for Academic and Student Affairs

5/23/21

I. Update: Freshwater Collaborative of Wisconsin

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP,
UW-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Business Administration in Entrepreneurship program at the University of Wisconsin-Eau Claire.

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

SUMMARY

The B.B.A. in Entrepreneurship will contribute directly to the UW-Eau Claire's mission to promote excellence in teaching, scholarship and research, and service to the community. The proposed new academic degree program provides students with rigorous, intentional, and experiential undergraduate learning experiences. The B.B.A. in Entrepreneurship program will participate in the Association to Advance Collegiate Schools of Business (AACSB) accreditation process as part of a suite of other UW-Eau Claire business programs. The 120-credit program will replace the existing Entrepreneurship emphasis at UW-Eau Claire and utilizes curriculum, faculty, and advising support already in place. There are multiple opportunities for enrolled students to meet most of their general education requirements through major and supporting coursework. Students also complete 30 hours of service learning or civic engagement as part of the university-wide service-learning requirement. Program graduates will be prepared to start their own business or secure employment in a growth-oriented industry with entrepreneur/intrapreneur environments where they can contribute a repertoire of venture management skills. Multiple studies note the growing need for intrapreneurs (entrepreneurs within a larger corporation) and the importance of students being able to take a new idea, test its feasibility, and then take it through the implementation process.

Provost

- Patricia Kleine, Provost and Vice Chancellor, UW-Eau Claire

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW- EAU CLAIRE**

ABSTRACT

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes a Bachelor of Business Administration (B.B.A.) in Entrepreneurship within the Department of Management and Marketing (College of Business). The new major would replace the existing Entrepreneurship emphasis at UW-Eau Claire (UWEC). It is important to note the proposed program utilizes curriculum, faculty, and advising support already in place. The proposed program also responds to an increased student enrollment in the emphasis over the past seven years. The new program comprises 60 credits of the 120-credit degree. Full-time students will be able to complete all degree-required courses, including the liberal education requirements, within four years. Graduates will be equipped with a blend of hands-on entrepreneurial expertise and business understanding necessary to start their own business or secure employment in a growth-oriented industry. UW-Eau Claire enjoys a proud tradition of graduate entrepreneurs [e.g., Zach Halstead (JAMF), Justin Vernon (Bon Iver)] who not only increase employment opportunities for the community but also provide significant philanthropic contributions to the well-being of its citizens (e.g., Pablo Center at the Confluence). The entrepreneurship major supports the university's mission by providing students with rigorous, intentional, and experiential undergraduate learning experiences, and supports the university's new strategic plan goal to "lead innovation." Demand for entrepreneurs is expected to be strong as new markets and technologies open in response to the pandemic.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Eau Claire

Title of Proposed Academic Degree Program

Entrepreneurship

Degree Designation(s)

Bachelor of Business Administration

Mode of Delivery

Single university; Face-to-face delivery

Department or Functional Equivalent

Department of Management and Marketing

College, School, or Functional Equivalent

College of Business

Proposed Date of Implementation

August 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the major over the next five years. Most students in the entrepreneurship program are entering as freshmen or transfer students. The program has averaged 14 newly admitted students in the program each year for the past three years. A slight increase in new students is anticipated and estimated at 0.5 students per year, with the additional exposure afforded by having the program as a major rather than an emphasis. A conservative estimate provides that at least one continuing student at the university will change his/her major to entrepreneurship each year. Despite the ebb and flow of students over the years, the entrepreneurship program has maintained an average of 58 students per year since 2013; thus, the projected total enrollment is started at 58 students. The "Continuing Students" data is based on an average graduation rate of 12 students per year, building in an average attrition rate of 2 students per year. The enrollment projections show a slow but steady growth. The projected growth is based on the new awareness of the major, the projected increase in demand for entrepreneurship positions, and the declining numbers of students in higher education predicted for Wisconsin.

Note also, given that this is an ongoing program, the "Continuing Students" figure in Year 1 includes students already at various stages of degree completion within the program. These students are reflected in the number of graduating students in Years 1, 2, and 3. Also note that although attrition is built into Table 1, this is not specifically identifiable because the "Continuing Students" row displays the net effect of attrition from the year before and from students previously enrolled at UW-Eau Claire now changing their major to entrepreneurship.

The entrepreneurship program is also expected to serve approximately 25-30 additional students earning certificates and minors by 2025 based on the growth over the past five years in students pursuing the certificate or minor. Converting this emphasis to a major will enable the college to leverage this existing growth trend.

Students/Year	2021	2022	2023	2024	2025
New Students	14	14	15	15	16
Continuing Students*	0	45	46	48	49
Total Enrollment	58	59	61	63	65
Graduating Students	0	12	12	13	13

* Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 as they are expected to complete the degree at UW-Eau Claire regardless of the new program.

Tuition Structure

Standard tuition and segregated fee rates will apply for students enrolled in the B.B.A. in Entrepreneurship program. For the current academic year, residential tuition and fees total \$4,435 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,681 is attributable to tuition and \$754 is attributable to fees. Nonresident tuition and fees total \$8,573 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,819 is attributable to tuition and \$754 is attributable to fees. Tuition and fees for a part-time student enrolled in 1-11 credits per semester is \$370 per credit. Of this amount, \$307 is attributable to tuition and \$63 is attributable to fees. Currently 6 of the 59 enrolled students are part-time. Most students in the program are Wisconsin residents or Minnesota residents paying a reciprocal tuition rate.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed entrepreneurship program offers a unique learning experience for students who aspire either to start their own business or to secure employment in a growth-oriented industry. The program helps students identify viable career options in entrepreneur/intrapreneur (entrepreneurs within a larger corporation) environments, to expand conceptual and creative approaches to the entrepreneurial process, and to develop a repertoire of venture management skills.

Like other B.B.A. major programs at UW-Eau Claire, the entrepreneurship major would include 36-46 credits of a liberal education core, 14 credits of mathematics and economics (business proficiency courses), 29 credits of business core classes, 18 credits of required entrepreneurship courses, and 13 credits of elective courses. (Some degree of overlap may exist between the liberal education core and the business courses. Students earning the minimum 36 credits in the liberal education core need to take additional elective courses or pursue a certificate program.)

Additionally, students would enroll in four professional development workshops required for all College of Business (COB) majors. These workshops are designed to provide students with professional skills including building and maintaining good business relationships, projecting a professional image and business etiquette, and developing solid networking skills.

Students are also required to complete 30 hours of service-learning or civic engagement as part of the university-wide service-learning requirement. One example of a service-learning project was a student in the entrepreneurship program who developed a comprehensive plan for an online networking platform to connect students in the entrepreneurship program with mentors. Another example was a student who earned service-learning hours working to improve and build Bluegold Roast—a student-run, nonprofit coffee business.

Students may choose to complete an entrepreneurship internship and can earn 1-3 credits if they do. The capstone requirement for the B.B.A. in Entrepreneurship culminates in a public presentation of the student's business plan, which receives feedback from three professionals from the community.

Student Learning Outcomes and Program Objectives

Students in the proposed B.B.A. in Entrepreneurship will be assessed on their ability to demonstrate mastery of the following student learning outcomes. Assessment results for these program outcomes are submitted to the university as part of the Higher Learning Commission's (HLC) assessment process.

- Students will be able to identify new business opportunities and begin a search for a business model to determine potential viability.
- Students will be able to complete all aspects of a business plan.

Students in the entrepreneurship program will also be assessed on their ability to demonstrate mastery of the following College of Business learning goals. Assessment results for these B.B.A. program outcomes comprise part of the Association to Advance Collegiate Schools of Business (AACSB) assurance of learning in the following areas:

- Written and Oral Communication: Students will be effective communicators.
- Teamwork: Students will be effective team members.
- Problem Solving: Students will be effective problem solvers.
- B.B.A. Common Body of Knowledge: Students will demonstrate discipline-specific knowledge (represented by the business core).

Graduates of the entrepreneurship program will be prepared for various career paths. Graduates may choose to start a business from the ground up, as some will possibly do while pursuing their B.B.A. in Entrepreneurship degree. Others may choose to purchase an existing business or take over a family business—an increasingly common consideration as baby boomers retire in greater numbers. Entrepreneurship graduates may instead, or in

addition to running their own business, choose to be an employee and enter either the corporate world or work for a small business to gain some experience while receiving a paycheck from a more established company. Companies that hire these graduates receive employees who understand how the various business components work together toward profitability and sustainability. These companies will also gain employees who understand the value of innovation toward remaining competitive. The College of Business Management Advisory Board has noted the growing need for and the importance of students being able to take a new idea, test its feasibility, and then take it through the implementation process.

Program Requirements and Curriculum

Students may enter the B.B.A. in Entrepreneurship program as freshmen. Acceptance into the university is also acceptance into the COB and all its majors. Students must have completed 48 credits to enter the first of the four core entrepreneurship classes.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, as detailed below.

Table 2: B.B.A. in Entrepreneurship Program Curriculum

Liberal education courses required for graduation:

Knowledge Outcome 1 (Natural Sciences)	6 credits
Knowledge Outcome 2 (Social Sciences)	6 credits
Knowledge Outcome 3 (Humanities)	6 credits
Knowledge Outcome 4 (Fine Arts)	3 credits
Skills Outcome 1 (Written and Oral Communication)	6 credits
Skills Outcome 2 (Mathematics)	3 credits
Skills Outcome 3 (Creativity)	3 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusivity)	6 credits
Responsibility Outcome 2 (Global Perspectives)	3 credits
Responsibility Outcome 3 (Civic and Environmental)	3 credits
Integration Outcome (Integration)	6 credits
Service-Learning	30 hours

COB proficiency courses: 14 credits (will overlap with LE above)

ECON 103: Principles of Microeconomics	3 credits
ECON 104: Principles of Macroeconomics	3 credits
MATH 109: Algebra for Calculus	4 credits
MATH 246: Elementary Statistics	4 credits

Academic degree program and major course requirements:

Business core: 29 credits

ACCT 201: Introduction to Accounting	3 credits
BCOM 206: Business Writing	2 credits

BCOM 207: Business Presentations	2 credits
IS 240: Information Systems in Business	3 credits
BSAD 300: Equity, Diversity, and Inclusion in Workplace	1 credit
BSAD 305: Legal and Regulatory Environment	3 credits
FIN 320: Principles of Finance	3 credits
MKTG 330: Principles of Marketing	3 credits
MGMT 340: Organizational Behavior	3 credits
MGMT 341: Operations Management	3 credits
MGMT 449: Strategic Management in Global Business Environment	3 credits

Required ENT Core Courses: 18 credits

ACCT 312: Managerial Accounting	3 credits
BSAD 306: Business Law	3 credits
MGMT 371: Introduction to Entrepreneurship	3 credits
MGMT 373: New Venture Feasibility	3 credits
MGMT 374: New Venture Start-up and Growth	3 credits
MGMT 471: Entrepreneurship Capstone	3 credits

Electives (from MGMT, BSAD, and MKTG) 13 credits

Additional credits to reach 120 for the B.B.A. degree (variable)

Total number of credits **120 credits**

Assessment of Outcomes and Objectives

As indicated above in the Student Learning Outcomes and Program Objectives section, the B.B.A. in Entrepreneurship program participates in both HLC and AACSB accreditation. For HLC, the program will participate in all established university assessment processes, as described below. Prior to implementation, the program will develop its initial five-year assessment plan to outline how learning in all program outcomes will be assessed at least twice in the five-year cycle concluding in its first academic program review.

The program will gather data on program outcomes, discuss results, identify changes that can be made to enhance learning, and report those activities in an annual program assessment report. The program assessment plan will be reviewed by the University Assessment Committee. Annual reports will also be reviewed by the committee on a rotating basis. Because of the shared business core courses, assessment of outcomes and objectives for this program will build upon and benefit from similar assessment of established programs in the College of Business.

Similarly, for AACSB assessment purposes, a representative sample of entrepreneurship students will contribute assessment data for the COB learning goals/outcomes. The COB's Assurance of Learning Committee will review the assessment

data and make recommendations to the COB's Curriculum Committee and the relevant program curriculum committees. The program curriculum committees will then discuss results and identify changes that can be made to enhance learning.

Diversity

The B.B.A. in Entrepreneurship, as part of the College of Business and the UW-Eau Claire campus, is fully committed to advancing campus objectives related to equity, diversity, and inclusion.

UW-Eau Claire faculty, staff, and administration actively engage in several initiatives to attract a diverse student and faculty body. The work is tracked through the Strategic Accountability Matrix (SAM). The latest SAM data show the department enrollment as 11% students of color,¹ which is comparable to the current 11.4% students of color of incoming university freshmen. The department's percentage of students of color has increased at the same rate as the university. The anticipated student body of the proposed program will include in-state, out-of-state, and international students, the latter group of students being primarily students of color.

The proposed B.B.A. in Entrepreneurship curriculum is rooted in the search for and the development of a viable business model that will prepare students to start a for-profit or nonprofit business. By design, the curriculum pushes critical, outside-the-box thinking and challenges assumptions on many levels. Students in the major will need to open their minds to exercise inclusive thinking and consider perspectives and populations different from themselves. The program will work to promote strong community outreach with a wide variety of businesses in the Eau Claire area where there is a high percentage of small businesses and start-ups as clients for the university's Small Business Development Center and the WiSys VentureHome-Eau Claire. When examining market feasibility in the entrepreneurship courses, students must look at all market populations and create an understanding of how the needs of the populations differ and must be met. All entrepreneurship students are required to take two business law courses, which include topics such as business ethics, employment law, labor law, discrimination, accommodations, and professional liability.

The high value of diversity is discussed early in the first business core course and continues to be emphasized throughout the program's curriculum. Equity, Diversity, and Inclusion (EDI) is addressed in the core Organizational Behavior course, where stereotypical communication is discussed, inherent differences in personalities are addressed, and topics such as discrimination are covered with experiential exercises and case studies, such as when students watch "A Class Divided," a video that examines discrimination using the vehicle of the classroom, so that students can experience what it feels like to be discriminated against and discuss how to combat discrimination. Equity, Diversity, and

¹ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

Inclusivity in the Workplace is also a required core business course for all students in the College of Business, which addresses topics including: having an inclusive workplace, prejudice and discrimination, institutional discrimination, legislation and equal opportunity, harassment and bullying, language and microaggression, gender and diversity, religion, and accommodations. The specific learning outcomes for this course are to demonstrate an awareness of and sensitivity to issues of race, religion, culture, age, gender, sexual orientation, disabilities, and health in the workplace, as well as an understanding of ethical and legal issues related to diversity.

All students at UW-Eau Claire have access to the Student Support Services (SSS) program, which provides access to a wide range of academic assistance if needed. Selected groups have access to additional support through (as applicable) the Office of Multicultural Affairs (OMA), Gender & Sexuality Resource Center, Services for Students with Disabilities office, as well as counseling services. UW-Eau Claire students also have access to the Peer Diversity Educators (PDE) program on campus.

A team of College of Business faculty recently completed a comprehensive study of attitudes toward teaching within a College of Business. The target population for this study was minority individuals who could potentially be candidates for professionally qualified instructional positions within the college. The college expects this research project to provide greater insight into how such individuals might be recruited into and retained in instructional positions. The project was also intended to raise the visibility of UW-Eau Claire instructional positions within minority populations. UW-Eau Claire expects this effort to enhance inclusive excellence in any recruiting activity for an instructor in the entire college, including this program.

The COB is part of AACSB accreditation, which encourages students to have opportunities to interact and learn from working with diverse groups, which many students receive through their internships and class projects as previously noted. Additionally, EDI is part of faculty performance reviews, which look at how faculty and instructional staff are incorporating EDI into their classrooms as well as their research and/or professional development.

The College of Business is a member of the PhD Project, an organization that supports Black, LatinX, and Native American individuals through their business doctorates and throughout their careers. The COB dean attends the PhD Project meetings and dinners held in conjunction with the major association conferences for the disciplines represented in the COB—the goals for which are: (a) to develop and strengthen relationships with PhD Project members and (b) to solicit resumes for employment. Additionally, the dean works to connect diverse, qualified faculty to mentors within the PhD Project to expand the faculties' professional networks, even if the faculty members are not part of the PhD Project.

Collaborative Nature of the Program

The entrepreneurship emphasis has forged a pilot program with WiSys (statewide) and CoLab (local) called WiSys VentureHome-Eau Claire. The statewide WiSys VentureHome initiative aims to establish startup hubs in communities with University of Wisconsin System campuses by working with local partners to serve faculty, staff, students, and alumni, as well as local community members. Eau Claire was chosen as the site of the first WiSys VentureHome because of the passion for entrepreneurship in the community and strong local support from founding partners UW-Eau Claire and CoLab.

This collaborative venture offers students, alumni, and other entrepreneurs easy access to the following:

- A physical workspace supportive of startup development and connections
- Local and statewide ecosystems of resources
- Research and patented technologies from the UW System
- Concierge service from startup experts
- Intellectual property and legal strategy advice
- Established entrepreneurship toolkits
- Seed funding

Arjun Sanga, President at WiSys Technology Foundation, placed this quote on LinkedIn in December 2020, highlighting the collaborative nature of VentureHome and UW-Eau Claire's role in helping to initiate the program:

We are grateful to our partners in Eau-Claire and excited that the WiSys VentureHome program is taking off with more University of Wisconsin System regional campuses and communities to come. Thanks to Jim Schmidt, Elaine Coughlin, Ann Rupnow for the support, trust and leap of faith in being the pilot site for this program.

The B.B.A. in Entrepreneurship program will be collaborative across the university as well. Students of all majors are encouraged to obtain the already existing entrepreneurship certificate offered by the COB. Students from computer science, materials science, and various arts programs (e.g., music performance majors) have already sought out the certificate.

Projected Time to Degree

Full-time students can complete the B.B.A. in Entrepreneurship program in four years. The program contains four core, three-credit courses that are taken consecutively in one academic year. This program structure is advantageous both from a curriculum perspective as well as its ability to allow transfer students the opportunity to study entrepreneurship without extending their time to degree. Most students in the program are full-time. However, part-time students can complete the major as it fits with their schedule. Each class in the major is offered at least once a year.

This course sequencing and spacing has also been helpful for students who pursue a study-abroad semester or year as they may complete all four core courses in either their junior or senior year.

Program Review

Because the College of Business is externally accredited by the AACSB, the five-year AACSB review process substitutes for the standard seven-year program review process applied to most other programs on campus. The AACSB review involves a thorough evaluation of the currency and relevancy of the college curriculum, effectiveness of assurance of learning processes, faculty qualifications, and student engagement. The AACSB report is shared with the university's Academic Policies Committee (APC) in the year following the external AACSB review. APC then conducts an abbreviated internal review based on the AACSB report. The university's program review complements the external review and provides a different perspective related to how well the program is contributing to the university's—rather than the college's—mission and strategic goals. Additionally, the university program review contributes to the Higher Learning Commission's regional accreditation requirements. APC's comments are then shared with program faculty and used to provide direction on how to improve the program moving forward.

Accreditation

As noted above, the proposed B.B.A. in Entrepreneurship program will be housed in the College of Business, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the College of Business as well as the B.B.A. in Economics. The program will also comply with HLC accreditation by reviewing program outcomes every two years and regularly submitting a program assessment report to the university.

JUSTIFICATION

Rationale and Relation to Mission

Development of the new major in B.B.A. in Entrepreneurship aligns with the university's proposed strategic plan to "support existing and develop new programs that attract students and serve the needs of Wisconsin," as well as the College of Business' proposed strategic plan, which broadly addresses the goal to "maximize relevancy and impact of curriculum." The program will also contribute directly to the mission of the UW System by developing students who can use critical and creative thinking to address the needs of our communities, state, region, and beyond.

As a program in high demand in a professional college, the proposed B.B.A. in Entrepreneurship supports the university's mission by providing students with rigorous, intentional, and experiential undergraduate learning experiences. The program also supports the university's new strategic plan goal to "lead innovation" as it creates another distinctive programmatic offering. The new degree will help specifically with the stated

university goals of recruiting and retaining students and engaging students in high-impact practices. In terms of recruitment and retention, a formal, stand-alone major in entrepreneurship should attract students who might otherwise overlook the UW-Eau Claire program as being less complete than programs offered by other institutions, given the label of *emphasis* assigned to the current program.

Additionally, “leading innovation” is a theme contained in Chancellor James Schmidt’s quote from the February 2020 launch of WiSys VentureHome-Eau Claire, and highlights the importance of establishing a B.B.A. in Entrepreneurship at UW-Eau Claire:

The WiSys VentureHome launching in Eau Claire represents another exciting development for our community’s vibrant idea and innovation industry.

UW-Eau Claire’s faculty and students have long partnered with area businesses and organizations, as well as successful alumni, to provide research and expertise that inform the launch of new ventures. This partnership takes those connections, and the potential outcome of joint endeavors, to the next level.

University Program Array

Innovation is a theme that crosses nearly every discipline at UW-Eau Claire. Alone or paired with another major, entrepreneurship is an academic stand-alone or complementary degree/certificate that can help any UW-Eau Claire student diversify options within the student’s own field. For example, music performance majors will need to become entrepreneurs in getting their “business” started to promote themselves. Computer scientists may start their own website development or computer software company. A recent graduate from music/computer science started JAMF in Eau Claire, a company now publicly traded on the NASDAQ stock market.

Other Programs in the University of Wisconsin System

While two other universities within the UW System also have entrepreneurship majors, degrees in entrepreneurship are now considered an area needed for all business colleges to stay competitive. UW-Eau Claire has further positioned its B.B.A. in Entrepreneurship to be unique in multiple ways. For example, it will be the only program that offers students a major, a minor, and a certificate option. This provides a unique integrated perspective and broader opportunity for students across the university.

Additionally, UW-Eau Claire's proposed program has a unique and strong relationship with the community, which provides students significant outreach and support in developing their own business (e.g., WiSys VentureHome).

Need as Suggested by Current Student Demand

The entrepreneurship emphasis has been in place since the mid-1990s; however, a program redesign in 2013-14 and the hiring of an entrepreneurship program director has brought an increased focus to the program.

The program has maintained a steady demand for the emphasis over the past five years, with an average of 58 students in the program each year (see Table 3 and Figure 1 below). Since the revamp of the minor and the establishment of the certificate in 2015, the program has seen additional growth in both of these areas, with an average of 10 additional students in the minor and an increase of 10 additional students in the certificate program over the period from 2015 through 2020.

	2013	2014	2015	2016	2017	2018	2019	2020
Entrepreneur Emphasis	62	52	64	48	57	58	67	59
Entrepreneur Minor	11	11	10	7	12	17	20	17
Entrepreneur Certificate			1	4	6	8	8	10

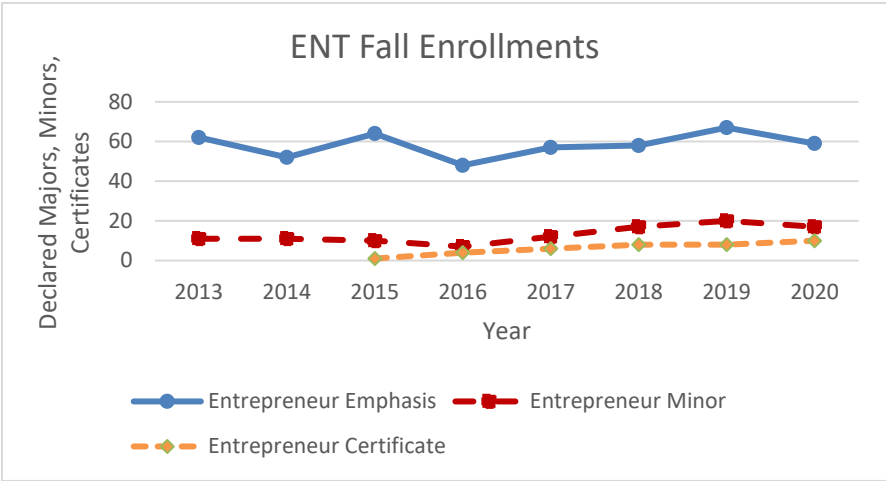


Figure 1. MGMT, Entrepreneur Program Fall Enrollments 2013-2020

The COB anticipates this enrollment will grow further when the program is elevated from the level of emphasis to major. Currently, the emphasis status leads some prospective students to believe UW-Eau Claire does not provide the ability to major in this highly sought area of study. Elevating the program to a major would rectify that issue. Accordingly, this growth would be manifested in the form of incremental campus enrollment, as opposed to drawing existing enrollment away from other majors on campus. Additionally, participation in the minor and the certificate option are expected to continue to grow, and if marketed correctly with other majors, may also help with incremental campus enrollment in other majors.

The College of Business is set up to handle current and future sustainability of this program. A significant donor gift in the late 1990s set up a UWEC Foundation Entrepreneurship account. This enables the hiring and funding of adjunct faculty to teach in the program and will be used to bring successful entrepreneurs as consultants to campus.

Need as Suggested by Market Demand

Because entrepreneurs, by definition, are employed by their own companies, market demand is driven by students' demand to create companies. The importance of offering university entrepreneurship programs is discussed in a Kauffman Foundation panel study paper² giving four reasons why this coursework belongs in higher education:

First, entrepreneurship is critical to understanding and succeeding in the contemporary global economy. Second, entrepreneurship is already an expanding area of American college learning. Third, entrepreneurship is becoming a basic part of what universities themselves do. Fourth, entrepreneurship meets many of the goals of a quality American undergraduate education. To neglect entrepreneurship or relegate it to the educational sidelines makes undergraduate learning orthogonal to the world it is supposed to help students learn to understand. (Kauffman Panel on Entrepreneurship Curriculum in Higher Education, page 8)

B.B.A. in Entrepreneurship program graduates are known to select varied paths from self to corporate employment. Understanding how to start a business, or take an idea from generation through implementation, is a knowledge base that can set students apart in the workforce, even if they choose not to start their own business immediately upon graduation. UW-Eau Claire's Career Services' most recent survey of graduates (2018-2019)³ revealed 83.3% of entrepreneurship program graduates were employed. (The reported percentage might be due to the nature of entrepreneurship and its unclear correlation with the definition of employment. The percentage may be higher depending on how students starting their own businesses might have responded.)

The U.S. Bureau of Labor Statistics (BLS) projects that the number of self-employed workers will increase to 10.3 million by 2026, from 9.6 million in 2016. This is a 7.9% projected growth rate, as compared to the 7.4% projected growth rate for all workers. Reports on projected new jobs for self-employed workers by several occupational groups are found in Table 4 below.

² Kauffman Panel on Entrepreneurship Curriculum in Higher Education. (2019). *Entrepreneurship in American Higher Education*. (DOI: 10.2139/ssrn.1291290). Kauffman: The Foundation of Entrepreneurship. Accessed 1/14/2021 from https://www.kauffman.org/wp-content/uploads/2019/12/entrep_high_ed_report.pdf.

³ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

Table 4. New jobs for self-employed workers, projected 2016–26, by selected occupational group⁴

Occupational group	New jobs for self-employed workers, projected 2016–26	Self-employment, projected 2026	Percent of occupational group self-employed, projected 2026
Personal care and service	135,900	1,173,800	15.3
Building and grounds cleaning and maintenance	83,000	785,100	12.7
Construction and extraction	78,300	1,271,700	16.8
Management	70,100	1,960,200	19
Transportation and material moving	60,200	516,600	4.7
Business and financial operations	56,800	499,400	5.6
Arts, design, entertainment, sports, and media	46,600	744,500	25.3



Significant local and state demand also supports the need for this program. As an example, each COB program—as well as the combined management programs—meets at least annually with an industry advisory board to ensure that the curriculum aligns with industry needs. Eau Claire-based PESI executive director Mike Connor, who is an active member of the COB Management Advisory Board, provided the following comment:

I've read and understand your narrative and support the University's desire to designate Human Resource Management, Operations-Supply Chain Management and Entrepreneurship as Comprehensive Majors. My organization has employees in, and demand for, these skills. Entrepreneurship has been the backbone of the success of our organization and we continue to see return on investment from those who graduated and attained skills from UWEC classes/programs related to this. Because PESI does not have many tangible products, we rely on our staff to understand and work within our industries, all three of these programs are vital to PESI.

⁴ U.S. Bureau of Labor Statistics, Employment Projections program, <https://www.bls.gov/careeroutlook/2018/article/self-employment.htm>. Accessed 2/2/2021.

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program (Entrepreneurship)						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	14	14	15	15	16
	Enrollment (Continuing Student) Headcount	0	45	46	48	49
	Enrollment (New Student) FTE	14	14	15	15	16
	Enrollment (Continuing Student) FTE	0	45	46	48	49
	Total Students FTE	14	59	61	63	65
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	60	60	60	60	60
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.25	1.25	1.25	1.25	1.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	<i>From Tuition</i>	\$103,068	\$434,358	\$449,082	\$463,806	\$478,530
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$103,068	\$434,358	\$449,082	\$463,806	\$478,530
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$89,642	\$91,434	\$93,263	\$95,128	\$97,031
	<i>Other Staff</i>	\$27,030	\$27,571	\$28,122	\$28,685	\$29,259
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$116,672	\$119,005	\$121,385	\$123,813	\$126,289
VI	Net Revenue	-\$13,604	\$315,353	\$327,697	\$339,993	\$352,241

Submit budget narrative in MS Word Format

Provost's Signature: 	Date: 5/4/21
Chief Business Officer's Signature: 	Date: 5/4/21

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-EAU CLAIRE
BACHELOR OF BUSINESS ADMINISTRATION
IN ENTREPRENEURSHIP**

Introduction

The proposed major in entrepreneurship management falls under the standard UW-Eau Claire tuition and fee structure and has no program-specific differential tuition or fees. This proposal elevates the existing entrepreneurship program, which currently exists as an emphasis of the management major at UW-Eau Claire, to a major. Rationale and supporting argument for doing so are presented in the "Request for Authorization" document.

Section I - Enrollment

Projected enrollment figures are based on anticipated interest by new students who will be drawn to UW-Eau Claire to pursue the program. Based on recent trends it is expected that "New Student" headcount and FTE will increase at a rate of 0.5 students per year, which is shown as an increase of one every other year in the enrollment projections displayed in the budget spreadsheet and in the "Request for Authorization" document.

The existing entrepreneurship emphasis also has students who declare the major as sophomores and in cases even as late as early in their junior year at UW-Eau Claire. Due to the intentional structure of the UW-Eau Claire College of Business curriculum, these students are still able to graduate in a traditional four-year total time to degree.¹ This source of new majors is reflected in the "Continuing Students" row of the enrollment projections. These students would be reflected in the "Total Students" figures for 2-3 years on average (as declared majors in this program) even though they are following a full four-year degree plan.

Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 as they are expected to complete the degree at UWEC regardless of the new program.

Enrollment figures are based on the average of new admit students over the past three years, and average number of students who have been in the current program over the past five years.

¹ The first two years of the College of Business curriculum is essentially the same for all College of Business majors, allowing students time to explore alternative directions within the college without negatively impacting time to degree.

Additional rationale and support for the enrollment projections are presented in the "Request for Authorization" document.

Section II – Credit Hours

The entrepreneurship program is a 60-credit comprehensive major within the College of Business. This includes 29 credits of business core courses (required of all College of Business majors), and 31 credits of required and elective courses within the major itself. There are no new courses, or sections of courses required to establish entrepreneurship as a major. As noted above, the program already exists as an emphasis of the management major.

Section III – Faculty and Staff Appointments

The new major will utilize existing UW-Eau Claire instructional resources currently teaching in the emphasis. Approximately 1.5 faculty/IAS FTE are currently allocated to these course offerings. No new instructional resources will be needed to elevate the program to major status.

Section IV – Program Revenues

Tuition Revenues

Based on the student headcount and FTE figures discussed above, tuition revenues are as presented in the "Cost and Revenue Projections" spreadsheet. These calculations are based on standard campus tuition and fees of \$7,362 per semester and \$1,508 per year. The projections assume "flat" standard in-state tuition and fees for all students, as most students enrolled in the program are either in-state or under Minnesota reciprocity. There are no program or course fees specific to this program.

Although not calculated or included here, the assumption is that as the program develops, the draw to the entrepreneurship certificate and minor could also increase revenue for other programs, drawing in more students with the potential combination.

General Program Revenue (GPR)

Tuition revenues corresponding to the student FTE projections are not assigned directly to the program or to the college. On the UW-Eau Claire campus, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs. The sizeable contribution margin indicated by the budget projections would suggest that this program is a net contributor to the overall university budget.

Section V – Program Expenses

There are no new costs to the university associated with this elevating this program to major status.

Salary and Fringe Expenses

As noted above, 1.5 FTE can be attributed to the course offerings within this area. This includes 1 FTE of instructional academic staff and approximately .5 coverage by adjuncts or faculty on overload. All faculty and instructional staff within the program maintain AACSB accreditation "qualified" status. Current salary rate of \$65,000 is assumed for the instructional academic staff position and \$19,600 annual cost for the adjunct/overload coverage. Using a 37.91% fringe rate yields total instructional cost of \$116,672 in Year 1. Beyond Year 1, the cost projections assume a 2% annual growth rate in all instructional costs. There are no other additional expenses directly attributable to this program.

Section VI - Net Revenue

In summary, the budget projections indicate positive net revenue ranging from \$315,353 in Year 2 (approximately 73% of total revenue) to \$352,241 in Year 5 (approximately 74% of total revenue). Though there appears to be a net revenue loss in Year 1, most expenses included on the spreadsheet will be used to provide instruction to students completing the existing emphasis (who are not accounted for in Year 1 tuition revenue).

Because all GPR funds are centrally managed by university administration. This positive net revenue remains a contribution toward campus overhead costs as well as other programs operating under less profitable circumstances.



University of Wisconsin-Eau Claire

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

April 29, 2021

Tommy Thompson, Interim President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Thompson:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Business Administration (B.B.A.) in Entrepreneurship for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

UW-Eau Claire's College of Business (COB) and Department of Management and Marketing are positioned to serve as the academic home for this major. The proposed major is currently a well-enrolled emphasis within the management major. The College of Business is accredited by AACSB (Association to Advance Collegiate Schools of Business) International, demonstrating adherence to the business accreditation standards through regular peer review. The business core in the B.B.A. provides students with a rigorous background in all aspects of business including accounting, finance, management, marketing, information systems, and business communication. The remainder of coursework in the proposed major provides specialized learning that will prepare students to start their own business or secure employment as an innovator in a growth-oriented industry. Students earning the B.B.A. in Entrepreneurship also complete UW-Eau Claire's liberal education core, ensuring a firm foundation in the knowledge, skills, and responsibilities of a broadly educated person.

The proposed entrepreneurship program includes many high-impact learning experiences, including the capstone course, which gives each student the opportunity to create a fully developed, viable business plan. The program also collaborates to create multiple community programs such as Start-Up 48, 1 Million Cups-Eau Claire, and WiSys VentureHome-Eau-Claire. These collaborations provide students with connections, resources, and opportunities which extend beyond the campus. For example, WiSys VentureHome-Eau-Claire offers a seed accelerator that provides students, alumni, and others with access to physical space, networking opportunities, UW System research and technology, consultation with startup experts, and potential seed funding. The College of Business Dennis L. Heyde Entrepreneur Program gives students access to guest speakers, field trips, and special projects such as Blugold Roast coffee which was created and run by entrepreneurship students. The college also provides a variety of collaborative learning and work spaces in Schneider Hall, including a space specifically designated for students in the entrepreneurship program.

Excellence. Our measure, our motto, our goal.

*Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
fax: 715-836-2902 • www.uwec.edu/acadaff*

Tommy Thompson, Interim President
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April 29, 2021

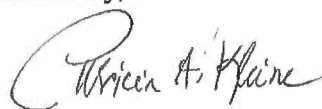
Elevating the program in entrepreneurship from an emphasis to a major will enable prospective students to identify entrepreneurship as an important field of study at UW-Eau Claire. This clarity will allow students to make an earlier and more informed decision about their program of study.

After reviewing the proposal, I am confident sufficient resources exist to sustain this program. Despite the financial impacts of the COVID-19 pandemic, UWEC's financial situation is such that there is no concern about launching these programs. Strategic one-time cost reductions and a lower enrollment loss than feared have allowed UWEC to maintain a solid financial footing throughout the pandemic. In addition, this program requires no additional resources over those already committed to other programs in the College of Business. The proposed major has been approved through UW-Eau Claire's shared governance program approval process (March 10, 2021). All programs at the University are subject to an in-depth review every seven years, and the College of Business undergoes accreditation review by AACSB every five years. Assessment of student learning related to B.B.A. and program outcomes is conducted each year. Student retention, time-to-graduation, graduation rates, and participation in high impact practices are monitored as part of program review and in decisions about allocation of instructional positions.

In closing, I enthusiastically support the proposal for a B.B.A. in Entrepreneurship and look forward to UW System Administration and UW System Board of Regents' granting UW-Eau Claire the authority to offer the major.

Thank you in advance for your consideration.

Sincerely,



Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE
MANAGEMENT, UW-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Business Administration in Human Resource Management program at the University of Wisconsin-Eau Claire.

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

SUMMARY

The B.B.A. in Human Resource Management will contribute directly to the UW-Eau Claire's mission to promote excellence in teaching, scholarship and research, and service to the community. The proposed new program also contributes directly to the university's strategic plan to "support existing and develop new programs that attract students and serve the needs of Wisconsin." The B.B.A. in Human Resource Management program will participate in the Association to Advance Collegiate Schools of Business (AACSB) accreditation process as part of a suite of other UW-Eau Claire business programs. The 120-credit program will replace the existing Human Resource Management emphasis at UW-Eau Claire and utilizes curriculum, faculty, and advising support already in place. There are multiple opportunities for enrolled students to meet most of their general education requirements through major and supporting coursework. The capstone requirement for the B.B.A. in Human Resource Management culminates in a passing score on the Society for Human Resource Management Certification Exam (SHRM-CP). Program graduates will be prepared to be human resource professionals; a field with expanded responsibilities including workplace safety protocols, talent management strategies, employee well-being, and engagement. Multiple studies note a promising job market for graduates of the human resource management program.

Provost

- Patricia Kleine, Provost and Vice Chancellor, UW-Eau Claire

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes a Bachelor of Business Administration (B.B.A.) in Human Resource Management within the Department of Management and Marketing (College of Business). The new major would replace the existing Management, Human Resource Management emphasis comprehensive major at UW-Eau Claire (UWEC). It is important to note the proposed program utilizes curriculum, faculty, and advising support already in place. The proposed program also responds to an increased student enrollment in the emphasis over the past five years. The new program comprises 60 credits of the 120-credit degree. Full-time students will be able to complete all degree-required courses, including the liberal education requirements, within four years. Graduates will be prepared to launch careers in staffing, training and development, labor relations, compensation and benefits, employee relations, and organizational change and diversity. This program will contribute to both the University of Wisconsin System's and the UW-Eau Claire's mission by developing creative and critical thinking skills, analytical thinking, problem solving, and communication skills in students destined to solve problems in human resource management. Furthermore, the human resource management program can directly assist students in building a knowledge base that will assist them in contributing to the action goals of (a) living a commitment to equity, diversity, and inclusion and (b) being an innovator in human well-being. The current market demand for Human Resource graduates is strong as businesses address significant changes in workplace environments.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Eau Claire

Title of Proposed Academic Degree Program

Human Resource Management

Degree Designation(s)

Bachelor of Business Administration

Mode of Delivery

Single university; Face-to-face delivery

Department or Functional Equivalent

Department of Management and Marketing

College, School, or Functional Equivalent

College of Business

Proposed Date of Implementation

August 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. The numbers below project slight growth in the program over the next five years. These projections are in line with the average growth that the program has experienced over the past eight years with an average increase of four students each year. The program experienced tremendous growth between 2013 and 2016 and has remained relatively stable from 2017 to 2020 (see Figure 1). Additionally, there is strong evidence that market demand for Human Resource Management majors will rise in the immediate future (see Table 4). Conservative growth projections are shown below. Despite strong student demand and projected market demand for the program, the program accounts for a projected enrollment cliff for Wisconsin due to the decreasing number of high school graduates, which is likely to limit the magnitude of possible growth. Converting this emphasis to a major will enable the College of Business (COB) to better market the program and leverage the existing growth trend.

Based on recent trends the “New Students” headcount is expected to increase at a rate of 0.5 students per year, which is shown as an increase of one every other year in the enrollment projections below.

The existing Human Resource Management emphasis also has a sizeable number of students who declare the major as sophomores and in some cases even as late as early in their junior year at UW–Eau Claire. Due to the intentional structure of the UW–Eau Claire COB curriculum, these students are still able to graduate in a traditional four-year total time to degree.¹ Per instructions, this source of new majors is reflected in the “Continuing Students” row of the enrollment projections. Note that these students would be reflected in the “Total Students” figures for two to three years on average (as declared majors in this

¹ The first two years of the COB curriculum is essentially the same for all COB majors, allowing students time to explore alternative directions within the college without negatively impacting time to degree.

program) despite the fact that the students are following a full, four-year time to degree at the university.

Note also, given that this is an ongoing program, the “Continuing Students” figure in Year 1 includes several students already at various stages of degree completion within the program. These students are reflected in the number of students graduating in Years 1, 2, and 3.

Over the five-year projection, it is expected that 145 students will have enrolled in the program (including those “pre-business” students declaring this major and included in the “Continuing Students” row), and that 125 students will have graduated from the program. As a growing program, it is expected the number of graduates will lag behind the rate of new-student entry during the same time period.

Student attrition is projected to average approximately three students per year (a roughly 97.0% retention rate) based on past experiences with the existing emphasis. Retention in this program is extremely high, partly because many students enter the program as sophomores or juniors, after being free to explore and confirm their interests.

Although the projections in Table 1 have built-in attrition of three students per year, this is not specifically identifiable as the “Continuing Students” row displays the *net* effect of attrition from the year before *and* students previously enrolled at UW-Eau Claire now changing their major to human resource management.

Table 1: Five-Year Academic Degree Program Enrollment Projections					
Students/Year	2021	2022	2023	2024	2025
New Students	10	11	11	12	12
Continuing Students*	0	93	97	100	104
Total Enrollment	10	104	108	112	116
Graduating Students*	0	24	25	26	27

*Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 as they are expected to complete the degree at UWEC regardless of the new program.

Tuition Structure

Standard tuition and segregated fee rates will apply for students enrolled in the B.B.A. in Human Resource Management program. For the current academic year, residential tuition and fees total \$4,435 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,681 is attributable to tuition and \$764 is attributable to fees. Nonresident tuition and fees total \$8,573 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,819 is attributable to

tuition and \$764 is attributable to fees. Tuition and fees for a part-time student enrolled in 1-11 credits per semester is \$370 per credit. Of this amount, \$307 is attributable to tuition and \$63 is attributable to fees. It should be noted that at any given time, less than 2% of the students in the program are nonresident or part-time, as the program is set up to serve on-campus students with in-person courses. Currently, most students in the program are Wisconsin residents or Minnesota residents paying a reciprocal tuition rate.

B.B.A. in Human Resource Management majors are required to take (and pass) the Society for Human Resource Management Certification Exam (SHRM-CP). Beginning in 2021, the cost of the exam for national student members of SHRM-CP will be \$149.

DESCRIPTION OF PROGRAM

Overview of the Program

Like other B.B.A. program majors at UW-Eau Claire, the Human Resource Management major would include 36-46 credits of a liberal education core, 14 credits of mathematics and economics (business proficiency courses), 29 credits of business core classes, 20 credits of required human resource management courses, and 11 credits of elective courses. (Some degree of overlap may exist between the liberal education core and the business courses. Students earning the minimum 36 credits in the liberal education core need to take additional elective courses or pursue a certificate program.)

Additionally, students would enroll in four professional development workshops required of all COB majors. These workshops are designed to provide students with professional skills including building and maintaining good business relationships, projecting a professional image and business etiquette, and developing solid networking skills. Students are also required to complete 30 hours of service-learning or civic engagement as part of the university-wide service-learning requirement.

The capstone requirement for the B.B.A. in Human Resource Management culminates in a passing score on the SHRM-CP exam. To be eligible to sit for the SHRM-CP exam, students must accumulate 500 hours of HR-related experience. Most Human Resource Management students fulfill this requirement through experiential learning on-the-job as employees or interns. If Human Resource Management students fail to pass the HR certification exam, they are still able to graduate with a General Management major, but they do not earn the HR distinction associated with the Human Resource emphasis. The same would be true of the major.

Student Learning Outcomes and Program Objectives

Students in the proposed B.B.A. in Human Resource Management program will be assessed on their ability to demonstrate mastery of the following student learning

outcomes. Assessment results for these program outcomes are submitted to the university as part of the Higher Learning Commission's (HLC) assessment process.

Students will demonstrate knowledge and competency in the core areas of HR:

- Employee Safety and Health
- Employee and Labor Relations
- Strategic Human Resource Planning
- Recruitment and Selection
- Training and Development
- Compensation and Benefits

Students in the Human Resource Management program are also assessed on their ability to demonstrate mastery of the following COB learning goals. Assessment results for these B.B.A. program outcomes comprise part of the Association to Advance Collegiate Schools of Business (AACSB) assurance of learning in the following areas:

- Written and Oral Communication: Students will be effective communicators.
- Teamwork: Students will be effective team members.
- Problem Solving: Students will be effective problem solvers.
- B.B.A. Common Body of Knowledge: Students will demonstrate discipline-specific knowledge (represented by the business core).

In addition, student proficiency as well as program currency are demonstrated through students' performance on the required external SHRM-CP certification exam.

The B.B.A. in Human Resource Management program is structured to prepare students for careers in human resource management immediately upon graduation or shortly thereafter. Historically, "personnel departments" were primarily administrative in scope. Today, there is tremendous complexity, diversity, and sophistication confronting managers of human resources. Most corporations require highly skilled professionals who have been academically trained in the areas of human resource management and look to the "human resource function" as a strategic partner in executive decision making. Thus, the Human Resource Management program will prepare students in the following areas: staffing (recruitment and selection); training and development; labor relations; compensation and benefits; employee relations; organizational change; and relevant legal concerns. Special focus will be directed at the changing demographic composition of employees in the workforce.

Program Requirements and Curriculum

The B.B.A. in Human Resource Management has no separate admission criteria beyond those required for admission to the university. Any student admitted to the

university may declare Human Resource Management as their major and may continue in the program if they maintain “good standing” vis-à-vis university requirements. Table 2 illustrates the program curriculum for the proposed program.

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

Liberal education courses required for graduation:

Knowledge Outcome 1 (Natural Sciences)	6 credits
Knowledge Outcome 2 (Social Sciences)	6 credits
Knowledge Outcome 3 (Humanities)	6 credits
Knowledge Outcome 4 (Fine Arts)	3 credits
Skills Outcome 1 (Written and Oral Communication)	6 credits
Skills Outcome 2 (Mathematics)	3 credits
Skills Outcome 3 (Creativity)	3 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusivity)	6 credits
Responsibility Outcome 2 (Global Perspectives)	3 credits
Responsibility Outcome 3 (Civic and Environmental)	3 credits
Integration Outcome (Integration)	6 credits
Service-Learning	30 hours

Business program proficiency requirements: 14 credits

(These credits may overlap with the LE requirements above.)

ECON 103: Principles of Microeconomics	3 credits
ECON 104: Principles of Macroeconomics	3 credits
MATH 109: Algebra for Calculus	4 credits
MATH 246: Elementary Statistics	4 credits

Academic degree program or major course requirements:

Business core: 29 credits

ACCT 201: Introduction to Accounting	3 credits
BCOM 206: Business Writing	2 credits
BCOM 207: Business Presentations	2 credits
IS 240: Information Systems in Business	3 credits
BSAD 300: Equity, Diversity, and Inclusion in Workplace	1 credit
BSAD 305: Legal and Regulatory Environment	3 credits
FIN 320: Principles of Finance	3 credits
MKTG 330: Principles of Marketing	3 credits
MGMT 340: Organizational Behavior	3 credits
MGMT 341: Operations Management	3 credits
MGMT 449: Strategic Management in Global Bus Env	3 credits

Required human resource management core courses: 20 credits

ACCT 214: Managerial Accounting	3 credits
MGMT 349: Human Resource Management	3 credits
MGMT 445: Compensation Theory and Administration	3 credits

MGMT 446: Advanced Organizational Behavior	3 credits
MGMT 455: Industrial Relations	3 credits
MGMT 459: Advanced Human Resource Management	2 credits
CJ 350: Human Resource Development	3 credits
<i>Electives (from MGMT, BSAD, BCOM, and ECON)</i>	11 credits
<i>Additional credits to reach 120 for the B.B.A. degree</i>	varies
<i>Required SHRM-CP Certification Exam*</i>	
Total Credits	120 credits

*Students who meet all requirements except the certification exam are considered to have satisfied the requirements for the management major. Both majors share the same business core requirements. The required and elective courses for the human resource management major appear as electives or options in required course sets for the management major.

Assessment of Outcomes and Objectives

As indicated above in the Student Learning Outcomes and Program Objectives section, the B.B.A. in Human Resource Management program participates in the AACSB accreditation. The Human Resource Management program will participate in all established university assessment processes. As described below, the Human Resource Management emphasis has maintained an ongoing program assessment plan, which is currently undergoing revision after the recently completed HLC accreditation cycle.

The revised program assessment plan will be used for the proposed major moving forward, which involves gathering data on student outcomes, discussing results, identifying changes that can be made to enhance learning, and reporting those activities in an annual program assessment report. The program assessment plan will be reviewed by the University Assessment Committee. Annual reports will also be reviewed by the committee on a rotating basis. Because of the shared business core courses, assessment of outcomes and objectives for this program will build upon and benefit from similar assessment of established programs in the COB.

Similarly, for AACSB assessment purposes, a representative sample of Human Resource Management students will contribute assessment data for the COB learning goals/outcomes. The COB's Assurance of Learning Committee will review the assessment data and make recommendations to the COB's Curriculum Committee and the relevant program curriculum committees. The program curriculum committees will then discuss results and identify changes that can be made to enhance student learning.

Additionally, the UW-Eau Claire's Human Resource Management program is one of a few programs to have the SHRM-CP certification requirement, which is a point of distinction for graduating students. Since 2003, UW-Eau Claire has averaged an 80% pass rate on the HR certification exam, which is significantly above the national pass rate during that same period. Students have only been allowed to sit for the SHRM-CP since fall 2017.

Previously, they sat for either the Assurance of Learning Exam (AOL; 2011-2016) or the Professional in Human Resources (PHR; 2003–2010). The pass rate on the SHRM-CP for the past three years (2018-2020) is consistent with past program success (67/84; 80%).

Diversity

The B.B.A. in Human Resource Management, as part of the College of Business and the UW-Eau Claire campus, is fully committed to advancing campus objectives related to equity, diversity, and inclusion (EDI).

UW-Eau Claire faculty, staff, and administration actively engage in several initiatives to attract a diverse student and faculty body. These efforts are tracked through the Strategic Accountability Matrix (SAM). The latest SAM data indicate that 11% of the department's current enrollment are students of color, which is comparable to the current incoming freshmen class (11.4%). Diversity within the department has mirrored that of the university, which includes in-state, out-of-state, and international students, the latter group being primarily students of color.

The teaching of best practices, as they relate to creating and effectively managing a work environment that promotes EDI, are heavily embedded within the Human Resource Management program framework. Central in its content is the building of students' understanding and comprehension of diversity, which includes learning about Employment Laws and the importance of complying with and understanding evolving legislation. Examples of diversity legislation covered by the major includes: Equal Pay Act, the Lily Ledbetter Act (pay discrimination), Title VII of the Civil Rights Act (race, color, religion, gender—including LGBTQ, national origin), pregnancy discrimination act, Americans with Disabilities Act, Age Discrimination in Employment Act, and so on.

Furthermore, the Human Resource Management program fosters greater appreciation of diversity through its promotion of internships and other experiential learning opportunities. Most Human Resource Management majors find themselves implementing or enforcing diversity through internships. Additionally, class projects include requirements such as developing a company handbook, which would require students to incorporate policies regarding diversity laws so that they understand how a company needs to enforce and comply with legislation.

By design, the curriculum pushes students in the major to think critically about the field and to challenge assumptions about people different from themselves. In turn, students learn to exercise inclusive thinking and consider perspectives different from their own. The high value of diversity is discussed early in the first business core course and continues to be emphasized throughout the program's curriculum. EDI is addressed in the core Organizational Behavior course, where stereotypical communication is discussed, inherent differences in personalities are addressed, and topics such as discrimination are covered with experiential exercises and case studies. Students watch "A Class Divided," a

video that examines discrimination using the vehicle of the classroom, so they can experience what it feels like to be discriminated against and discuss how to combat discrimination. Equity, Diversity, and Inclusivity in the Workplace is also a required core business course for all students in the COB, which addresses topics including: having an inclusive workplace, prejudice and discrimination, institutional discrimination, legislation and equal opportunity, harassment and bullying, language and microaggression, gender and diversity, religion, and accommodations. The specific learning outcomes for this course are to demonstrate an awareness of and sensitivity to issues of race, religion, culture, age, gender, sexual orientation, disabilities, and health in the workplace, as well as an understanding of ethical and legal issues related to diversity.

All students at UW-Eau Claire have access to the Student Support Services (SSS) program, which provides access to a wide range of academic assistance if needed. Selected groups have access to additional support through (as applicable) the Office of Multicultural Affairs (OMA), Gender & Sexuality Resource Center, Services for Students with Disabilities office, as well as counseling services. Students also have access to the Peer Diversity Educators (PDE) program on campus.

A team of COB faculty recently completed a comprehensive study of attitudes toward teaching within a COB. The target population for this study was minority individuals who could potentially be candidates for professionally qualified instructional positions within the college. The college expects this research project to provide greater insight into how such individuals might be recruited into and retained in instructional positions. The project was also intended to raise the visibility of UW-Eau Claire instructional positions within the minority populations. This effort expects to enhance inclusive excellence in any recruiting activity for an instructor in the entire college, including this program.

The College of Business is part of AACSB accreditation, which encourages that students have opportunities to interact and learn from working with diverse groups, which many students receive through their internships and class projects. Additionally, EDI is part of faculty performance reviews, which look at how faculty and instructional staff are incorporating EDI into their classrooms, as well as their research and/or professional development. The COB is also a member of the PhD Project, an organization that supports Black, LatinX, and Native American individuals through their business doctorates and throughout their careers.

Collaborative Nature of the Program

By nature of the program, the primary students served are Human Resource (HR) majors. The program does provide an elective for several other management majors within the college, as well as some students outside of the College of Business. Human Resource majors also take one course related to training and development outside of the COB. Additionally, students are required to get 500 hours of HR-related experience, so they are working in businesses and nonprofits throughout the community.

Projected Time to Degree

Traditional, full-time students can complete the program within four years. The degree program consists of 120 credits required for graduation, including 63 credits within the major. Of these 63 credits, 11 credits are electives, thus providing scheduling flexibility. Students may have from 10 to 28 non-specified credits of coursework outside the major in reaching the total 120 credits required for graduation, based on the amount of overlap among liberal education core, business proficiency courses, and the business core.

Part-time students can complete the program at their own pace. While the program itself does not exist in a fully online format, nontraditional students are supported by each of the business core courses being regularly offered in an online, asynchronous format in addition to traditional face-to-face instruction.

Program Review

Because the College of Business is externally accredited by AACSB, the five-year AACSB review process substitutes for the standard seven-year program review process applied to most other programs on campus. The AACSB review involves a thorough evaluation of the currency and relevance of the college curriculum, effectiveness of assurance of learning processes, faculty qualifications, and student engagement. The AACSB report is shared with the Academic Policies Committee (APC) in the year following the external AACSB review. APC then conducts an abbreviated internal review based on the AACSB report. APC comments are shared with program faculty and used as direction on how to improve the program.

Accreditation

As noted, the Human Resource Management program is housed in the College of Business, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the COB, as well as the B.B.A. option for the economics major. The Human Resource Management program will also comply with HLC accreditation by reviewing program outcomes every two years and regularly submitting a program assessment report to the university.

JUSTIFICATION

Rationale and Relation to Mission

The B.B.A in Human Resource Management aligns with the university's proposed strategic plan to "support existing and develop new programs that attract students and serve the needs of Wisconsin," as well as the COB's proposed strategic plan, which broadly addresses the goal to "maximize relevancy and impact of curriculum." Additionally, the new program will contribute to both the UW System's and the UW-Eau Claire's mission by

developing creative and critical thinking skills, analytical thinking, problem solving, and communication skills in students destined to solve problems in human resource management. These graduates contribute to the “common good” by advocating for the resource and support needs of all employees and providing strategic guidance regarding the impacts of decisions on the engagement and well-being of employees. Furthermore, the Human Resource Management program can directly assist students in building a knowledge base that will assist them in contributing to the action goals of: (a) living a commitment to equity, diversity, and inclusion and (b) being an innovator in human well-being.

The Human Resource Management program curriculum informs students of best practices for fostering a diverse and inclusive work environment as well as offering guidance for ensuring employee well-being through initiatives such as keeping the workplace safe, providing adequate healthcare, offering employee assistance programs, and supporting employee outplacement programs.

University Program Array

No program like human resource management exists within the UW-Eau Claire program array. The program contains a unique combination of broad principles of business via the business core requirement, coupled with specific courses exposing students to current best practices and critical thinking skills to advance the field of human resource management. Many of the programs in the COB are more quantitative in nature. The Human Resource Management program provides important interpersonal skills for students. Other majors in the college also offer human resource management as an elective within their discipline.

Other Programs in the University of Wisconsin System

Six UW System universities have Human Resource Management majors (UW-Madison, UW-Milwaukee, UW Oshkosh, UW-Platteville, UW-Stevens Point, and UW-Whitewater). Other campuses offer a concentration or emphasis in human resources, and all campuses are likely to at least have some available coursework in this area, as human resource management is a critical area of study for any well-rounded business student. The subsequent sections on this proposal highlight the strong demand for this major and the positive outlook for jobs in this field. One way the UW-Eau Claire Human Resource Management program has distinguished itself is through its success on external certification exams. UW-Eau Claire Human Resource Management students have consistently had a group pass rate of 80%, which is significantly higher than the national average (67%) as noted earlier.²

² <https://www.shrm.org/certification/about/shrm-exam-statistics>

Need as Suggested by Current Student Demand

As an existing emphasis of the management major in the COB, the Human Resource Management program has consistently shown the greatest demand. The program experienced significant growth in enrollment between 2013 and 2016 from 72 students to 113 students (see Table 3). The Human Resource Management program continues to steadily attract many students, as evidenced by an average of 103 enrollees in the most recent four-year period (2017-2020).³

Table 3: HR Emphasis Fall Enrollment 2013 - 2020

2013	2014	2015	2016	2017	2018	2019	2020
72	74	92	113	115	100	106	91

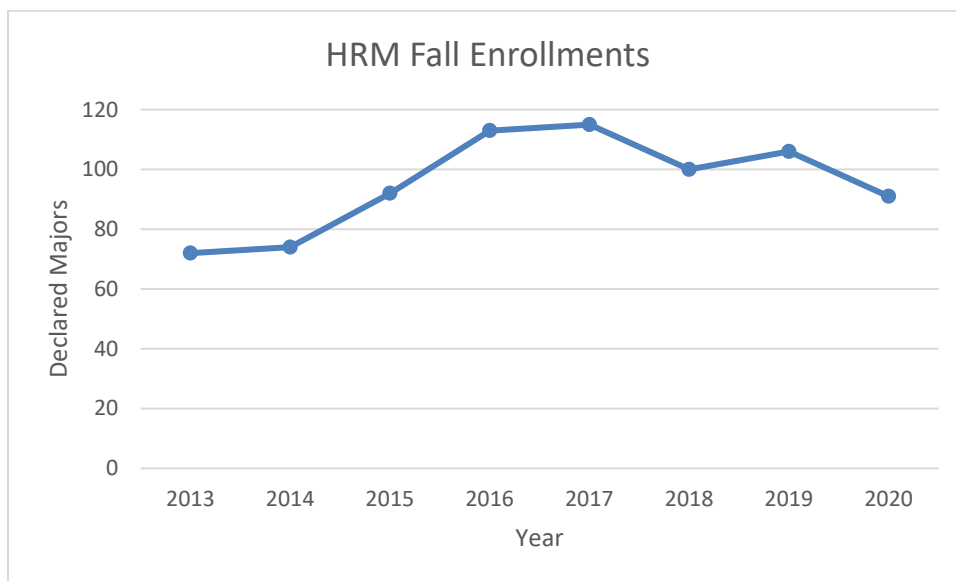


Figure 1. Human Resource Management Fall Enrollments 2013-2020

The COB anticipates this enrollment will grow further when the program is elevated from the level of emphasis to major. Currently, the emphasis status leads some prospective students to believe UW-Eau Claire does not provide the ability to major in this highly sought area of study. Elevating the program to a major would rectify that issue. Accordingly, this growth would be manifested in the form of incremental campus enrollment, as opposed to drawing existing enrollment away from other majors on campus.

³ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

Need as Suggested by Market Demand

The existing Human Resource Management program has had a consistently high placement rate, most recently reported as 100% in the 2018-2019 UW-Eau Claire Career Services First Destinations Survey. This figure reflects a knowledge rate (or survey response rate) of 85.2%.

Human Resource Management majors attain employment in a variety of managerial positions for which the U.S. Bureau of Labor Statistics reports Occupational Outlook statistics. A few of the relevant occupations reported are included in Table 4.

BLS Occupation	Job Outlook, 2019-29
Human Resource Manager	6% (Faster than average)
Human Resource Specialist	7% (Faster than average)
Training & Development Specialist	9% (Much faster than average)
Compensation & Benefits Specialist	8% (Much faster than average)

The demand for human resource professionals is strong. Recent world events reinforce above the job outlook numbers. With increased concerns regarding workplace safety protocols, talent management strategies, employee well-being, engagement,⁵ and the need to effectively manage a growing and potentially more permanent remote workforce,⁶ a promising job market for graduates of the Human Resource Management program exists.

Significant local and state demand supports the need for this program. Further support for market demand is proffered by a local business executive director. PESI Executive Director Mike Connor, who is an active member of the COB Management Advisory Board, provided the following comment:

I've read and understand your narrative and support the University's desire to designate Human Resource Management, Operations-Supply Chain Management and Entrepreneurship as Comprehensive Majors. My organization has employees in, and demand for, these skills. We continue to see return on investment from those who graduated and attained skills from UWEC classes/programs. Because PESI does not have many tangible products, we rely on our staff to understand and work within our industries, the HR program is vital to PESI.

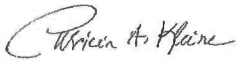

⁴ U.S. Bureau of Labor Statistics Occupational Outlook Handbook, <https://www.bls.gov/ooh/>. Accessed 1/7/2021.

⁵ <https://www.forbes.com/sites/tracybrower/2020/06/07/hrs-compelling-new-role-in-response-to-the-coronavirus/>. Accessed 4/28/2021.

⁶ <https://www.shrm.org/hr-today/news/hr-news/pages/hr-managers-rethink-their-work-coronavirus-pandemic.aspx>. Accessed 4/28/2021.

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program (Human Resource Management)						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	11	11	12	12
	Enrollment (Continuing Student) Headcount	0	93	97	100	104
	Enrollment (New Student) FTE	10	11	11	12	12
	Enrollment (Continuing Student) FTE	0	93	97	100	104
	Total Students FTE	10	104	108	112	116
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	60	60	60	60	60
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2	2	2	2	2
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	<i>From Tuition</i>	\$73,620	\$765,648	\$795,096	\$824,544	\$853,992
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$73,620	\$765,648	\$795,096	\$824,544	\$853,992
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$241,343	\$246,170	\$251,093	\$256,115	\$261,237
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$241,343	\$246,170	\$251,093	\$256,115	\$261,237
VI	Net Revenue	-\$167,723	\$519,478	\$544,003	\$568,429	\$592,755

Submit budget narrative in MS Word Format

Provost's Signature: 	Date: 5/4/21
Chief Business Officer's Signature: 	Date: 5/4/21

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-EAU CLAIRE
BACHELOR OF BUSINESS ADMINISTRATION
IN HUMAN RESOURCE MANAGEMENT**

Introduction

The proposed major in human resource management falls under the standard UW-Eau Claire tuition and fee structure and has no program-specific differential tuition or fees.

This proposal elevates the existing human resource management program, which currently exists as an emphasis of the management major at UW-Eau Claire, to a major. Rationale and supporting argument for doing so are presented in the "Request for Authorization" document.

Section I - Enrollment

Projected enrollment figures are based on anticipated interest by new students who will be drawn to UW-Eau Claire to pursue the program. Based on recent trends, it is expected that "New Student" headcount and FTE will increase at a rate of .5 students per year, which is shown as an increase of one every other year in the enrollment projections displayed in the budget spreadsheet and in the "Request for Authorization" document.

The existing human resource management emphasis also has a sizeable number of students who declare the major as sophomores and in some cases not until early in their junior year at UW-Eau Claire. Due to the intentional structure of the UW-Eau Claire College of Business curriculum, these students are still able to graduate in a traditional four-year total time to degree.¹ This source of new majors is reflected in the "Continuing Students" row of the enrollment projections. Note that these students would be reflected in the "Total Students" figures for 2-3 years on average (as declared majors in this program) even though they are following a full four-year degree plan.

Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 as they are expected to complete the degree at UW-Eau Claire regardless of the new program.

Additional rationale and support for the enrollment projections are presented in the "Request for Authorization" document.

¹ The first two years of the College of Business curriculum is essentially the same for all College of Business majors, allowing students time to explore alternative directions within the college without negatively impacting time to degree.

Section II – Credit Hours

The human resource management program is a 60-credit comprehensive major within the College of Business. This includes 29 credits of business core courses (required of all College of Business majors), and 31 credits of required and elective courses within the major itself. There are no new courses, or sections of courses required to establish human resource management as a major. As previously noted, the program already exists as an emphasis of the management major.

Section III – Faculty and Staff Appointments

The new major will utilize existing UW-Eau Claire instructional resources currently teaching in the emphasis. Approximately 2 faculty/IAS FTE are currently allocated to provide these course offerings. No new instructional resources will be needed to elevate the program to major status.

Section IV – Program Revenues

Tuition Revenues

Based on the student headcount and FTE figures discussed above, tuition revenues are as presented in the “Cost and Revenue Projections” spreadsheet. These calculations are based on standard campus tuition and fees of \$7,362 and \$1,508 per year (respectively). The projections assume “flat” standard in-state tuition and fees for all students, as most students enrolled in the program are either in-state or under Minnesota reciprocity. There are no program or course fees specific to this program.

General Program Revenue (GPR)

Tuition revenues corresponding to the student FTE projections are not assigned directly to the program or to the college. On the UW-Eau Claire campus, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs. The sizeable contribution margin indicated by the budget projections would suggest that this program is a net contributor to the overall university budget.

Section V – Program Expenses

There are no new costs to the university associated with elevating this program to major status.

Salary and Fringe Expenses

As noted above, 2 FTE can be attributed to the course offerings within this area. This includes 1 FTE of instructional academic staff and 1 FTE of tenured/tenure track faculty. All instructional staff and faculty within the program maintain AACSB accreditation “qualified” status. Current salary rates of \$65,000 and \$110,000 (respectively) result in \$175,000 salary expense in Year 1 of the projection. Using a 37.91% fringe rate yields \$66,343 in Year 1 fringe costs, for a total of \$241,343 salary plus fringes for Year 1.

Beyond Year 1 the cost projections assume a 2% annual growth rate in instructional costs. There are no other additional expenses directly attributable to this program.

Section VI – Net Revenue

In summary, the budget projections indicate positive net revenue ranging from \$519,478 in Year 2 (approximately 68% of total revenue) to \$592,755 in Year 5 (approximately 69% of total revenue). Though there appears to be a net revenue loss in Year 1, most expenses included on the spreadsheet will be used to provide instruction to students completing the existing emphasis (who are not accounted for in Year 1 tuition revenue).

As noted, all GPR funds are centrally managed by university administration. This positive net revenue remains a contribution toward campus overhead costs as well as other programs operating under less profitable circumstances.



University of Wisconsin-Eau Claire

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

April 29, 2021

Tommy Thompson, Interim President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Thompson:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Business Administration (B.B.A.) in Human Resource Management for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The proposed major is currently a well-enrolled emphasis within the management major. UW-Eau Claire's College of Business and Department of Management and Marketing are positioned to serve as the academic home for this major. The College of Business is accredited by AACSB (Association to Advance Collegiate Schools of Business) International, demonstrating adherence to the business accreditation standards through regular peer review. The business core in the B.B.A. provides students with 29 credits of rigorous background in all aspects of business including accounting, finance, management, marketing, information systems, and business communication. The remainder of coursework in the proposed major provides specialized learning that will prepare students for careers in staffing, training, development, labor relations, compensation and benefits, employee relations, and organizational change and diversity. All students are required to achieve a passing score on the Society for Human Resource Management (SHRM) certification examination. Students earning the B.B.A. also complete UW-Eau Claire's liberal education core, ensuring a firm foundation in the knowledge, skills, and responsibilities of a broadly educated person, and the ability to integrate and apply knowledge.

Students majoring in human resource management will participate in several high impact educational experiences. Most students will complete an internship in the field, and many courses will include applied learning experiences with either non-profit or for-profit organizations in the community. Additionally, prior to taking the SHRM certification exam each student is required to have 500 hours of human resources experience. UW-Eau Claire hosts a chapter of SHRM which gives students access to guest speakers, field trips, and networking opportunities. Students also participate in SHRM's Wisconsin Student Conference and HR Games competition. Technology is available to students through the College of Business laptop requirement program that utilizes negotiated educational pricing on computers. The college also provides a variety of collaborative learning and workspaces in Schneider Hall.

Excellence. Our measure, our motto, our goal.

Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
fax: 715-836-2902 • www.uwec.edu/acadaff

Tommy Thompson, Interim President
Page 2
April 29, 2021

Elevating the program in human resource management from an emphasis to a major will enable prospective students to identify human resources as an important and available area of study at UW-Eau Claire. This clarity will allow students to make an earlier and more informed decision about their program of study. It will also attract additional students to a field that is so important in an increasingly diverse, knowledge-based economy.

After reviewing the proposal, I am confident sufficient resources exist to sustain this program. Despite the financial impacts of the COVID-19 pandemic, UWEC's financial situation is such that there is no concern about launching these programs. Strategic one-time cost reductions and a lower enrollment loss than feared have allowed UWEC to maintain a solid financial footing throughout the pandemic. In addition, this program requires no additional resources over those already committed to other programs in the College of Business. All instructional resources are in place to deliver the curriculum.

The proposed major has been approved through the UW-Eau Claire shared governance program approval process (March 10, 2021). All programs at the University are subject to an in-depth review every seven years. Student retention, time-to-graduate, graduation rates, participation in high-impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual programs. Assessment of student learning in B.B.A. and program outcomes is conducted each year. Further, the College of Business undergoes accreditation review by AACSB every five years.

In closing, I enthusiastically support the proposal for a B.B.A in Human Resource Management and look forward to UW System Administration and UW System Board of Regents' granting UW-Eau Claire the authority to offer the major.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Patricia A. Kleine".

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN OPERATIONS AND
SUPPLY CHAIN MANAGEMENT, UW-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Business Administration in Operations and Supply Chain Management at the University of Wisconsin-Eau Claire.

Resolution C.4.: That, upon the recommendation of the Chancellor of UW-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Operations and Supply Chain Management program at the University of Wisconsin-Eau Claire.

SUMMARY

The B.B.A. in Operations and Supply Chain Management will contribute directly to the UW-Eau Claire's mission to promote excellence in teaching, scholarship and research, and service to the community. The proposed new program contributes directly to the university's strategic plan to "support existing and develop new programs that attract students and serve the needs of Wisconsin." The B.B.A. in Operations and Supply Chain Management program will participate in the Association to Advance Collegiate Schools of Business (AACSB) accreditation process as part of a suite of other UW-Eau Claire business programs. The 120-credit program will replace the existing Operations and Supply Chain emphasis and utilizes curriculum, faculty, and advising support already in place. There are multiple opportunities for enrolled students to meet most of their general education requirements through major and supporting coursework. The capstone requirement for the B.B.A. in Operations and Supply Chain Management culminates in a passing score on the external APICS Certified in Planning and Inventory Management (CPIM) exam. Graduates will be prepared to launch careers in production, distribution, and logistics across a wide array of industries. Multiple studies note a promising job market for graduates of operations and supply chain management programs.

Provost

- Patricia Kleine, Provost and Vice Chancellor, UW-Eau Claire

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF BUSINESS ADMINISTRATION IN
OPERATIONS AND SUPPLY CHAIN MANAGEMENT
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes a Bachelor of Business Administration (B.B.A.) in Operations and Supply Chain Management within the Department of Management and Marketing (College of Business). The new major supports the mission of the university, in particular the mission component addressing “strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education.” The university’s strategic plan (both current and new draft) addresses the ongoing concern of increasing university enrollment. This proposal addresses that concern by elevating the status of a successful emphasis to a full major. The proposed program utilizes existing curriculum, faculty, and advising.

The proposed program comprises 60 credits of the 120-credit degree. The program includes a required experiential learning course in which students complete an applied field project implementing lean process improvement methods. Although not a required component, virtually all students in this program complete one or more internships, due to high demand for talent in this area.

Full-time students will be able to complete all degree-required courses, including the liberal education requirements, within four years. Graduates will be prepared to launch careers in production and supply chain management across a variety of industries. Demand for these graduates has increased significantly with recent attention to the importance of production, distribution, and logistics, as well as general supply chain issues across a spectrum of industries resulting from the Covid-19 pandemic.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Eau Claire

Title of Proposed Academic Degree Program

Operations and Supply Chain Management

Degree Designation(s)

Bachelor of Business Administration

Mode of Delivery

Single university; Face-to-face delivery

Department or Functional Equivalent

Department of Management and Marketing

College, School, or Functional Equivalent

College of Business

Proposed Date of Implementation

August 2022

Projected Enrollments and Graduates by Year Five

Table 1 below presents enrollment and graduation projections for students entering the program over the next five years.

Based on recent trends “New Students” headcount is expected to increase at a rate of 0.5 students per year, which is shown as an increase of one every other year in the enrollment projections displayed below.

The existing Operations and Supply Chain Management emphasis also has a sizeable number of students who declare the major as sophomores and in some cases as late as early in their junior year at UW-Eau Claire. Due to the intentional structure of the UW-Eau Claire’s College of Business (COB) curriculum, these students are still able to graduate in a traditional four-year total time to degree.¹ Per instructions, this source of new majors is reflected in the “Continuing Students” row of the enrollment projections. Note that these students would be reflected in the “Total Students” figures for two to three years on average (as declared majors in this program) even though they are following a full four-year time-to-degree at the university.

Note also, given that this is an ongoing program, the “Continuing Students” figure in Year 1 includes a number of students already at various stages of degree completion within the program. These students are reflected in the number of students graduating in Years 1, 2, and 3.

¹ The first two years of the COB curriculum is essentially the same for all COB majors, allowing students time to explore alternative directions within the college without negatively impacting time to degree.

Over the five-year projection, it is expected that 106 students will have enrolled in the program (including those “pre-business” students declaring this major and included in the “Continuing Students” row), and that 90 students will have graduated from the program. As a growing program, it is expected the number of graduates will lag the rate of new-student entry during the same time period.

Student attrition is projected to average approximately one student per year (roughly a 98.6% retention rate) based on experience with the existing emphasis. Retention in this program is extremely high, partly because many students enter the program as sophomores or juniors, after being free to explore and confirm their interests. The Operations and Supply Chain emphasis is also aligned with the American Production and Inventory Control Society (APICS) student chapter on campus, which further contributes to the high retention rate.

Although the projections in Table 1 have built-in attrition of one student per year, this is not specifically identifiable as the “Continuing Students” row displays the *net* effect of attrition from the year before *and* students previously enrolled at UW-Eau Claire now changing their major to Operations and Supply Chain Management.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	5	5	6	6
Continuing Students	0	69	72	74	76
Total Enrollment	70	74	77	80	82
Graduating Students	0	17	18	19	20

* Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 as they are expected to complete the degree at UWEC regardless of the new program.

Tuition Structure

Standard tuition and segregated fee rates will apply for students enrolled in the B.B.A. in Operations and Supply Chain Management program. For the current academic year, residential tuition and fees total \$4,435 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,681 is attributable to tuition and \$754 is attributable to fees. Nonresident tuition and fees total \$8,573 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,819 is attributable to tuition and \$754 is attributable to fees. Tuition and segregated fees for a part-time student enrolled in 1-11 credits per semester is \$370 per credit. Of this amount, \$307 is attributable to tuition and \$63 is attributable to fees. Currently, most students in the program are Wisconsin residents or Minnesota residents paying a reciprocal tuition rate.

In addition, students must pay for the required Association for Supply Chain Management (ASCM) APICS certification exam (Certified in Production and Inventory Management-CPIM). The cost of the exam is currently \$495. Due to strong industry support for the program and demand for graduates in this proposed major, active members of the UW-Eau Claire APICS student organization will be able to receive \$150 from targeted donations to UW-Eau Claire Foundation to help offset this cost.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Operations and Supply Chain Management provides students with a solid foundation of knowledge to launch careers in operations and supply chain management, building on strong creative and critical thinking skills to navigate the challenges of the future.

Like other B.B.A. programs at UW-Eau Claire (UWEC), the Operations and Supply Chain Management would include 36-46 credits of a liberal education core, 14 credits of mathematics and economics (business proficiency courses), 29 credits of business core classes, 21 credits of required operations and supply change courses, and 10 credits of elective courses. (Some degree of overlap may exist between the liberal education core and the business courses or proficiency requirements. Students earning the minimum 36 credits in the liberal education core need to take additional elective courses and may elect to pursue a certificate program.)

Additionally, students would enroll in four professional development workshops required of all COB majors. These workshops are designed to provide students with professional skills including projecting a professional image, business etiquette, and networking skills. Students are also required to complete 30 hours of service-learning or civic engagement as part of the university-wide service-learning requirement.

The program includes a required experiential learning course in which students complete an applied field project implementing lean process improvement methods. As a capstone experience, the program additionally requires students to achieve a passing score on one of the APICS-CPIM examinations. Students who meet all the requirements for the major but fail to pass the CPIM exam are considered to have met the requirements of the general management major. (See the footnote below the detailed program curricular requirements presented below.)

Student Learning Outcomes and Program Objectives

Students in the proposed B.B.A. in Operations and Supply Chain Management will be assessed on their ability to demonstrate mastery of the following student learning

outcomes. Assessment results for these program outcomes are submitted to the university as part of the Higher Learning Commission's (HLC) assessment process:

- Students will critically evaluate the strategic implications of alternative process designs.
- Students will identify the purpose of each element of the production planning hierarchy.
- Students will apply optimization modeling and solution techniques to make supply chain management decisions.
- Students will compose appropriate production plans for all levels of the priority planning process including sales and operations, master scheduling, and materials requirements planning.
- Students will apply lean system concepts in an applied process improvement project.

Students in the Operations and Supply Chain Management program will also be assessed on their ability to demonstrate mastery of the following COB learning goals. Assessment results for these B.B.A. program outcomes comprise part of the Association to Advance Collegiate Schools of Business (AACSB) assurance of learning in the following areas:

- Written and Oral Communication: Students will be effective communicators.
- Teamwork: Students will be effective team members.
- Problem Solving: Students will be effective problem solvers.
- B.B.A. Common Body of Knowledge: Students will demonstrate discipline-specific knowledge (represented by the business core).

In addition, student proficiency and program currency are demonstrated through student performance on the required, external APICS-CPIM exam.

By meeting the program outcomes outlined above, students will be prepared to enter a variety of entry-level positions across the spectrum of operations and supply chain management. In particular, the APICS-CPIM exam requirement attests to industry recognition of the value and relevance of the academic preparation received by students in this program. As graduates of a comprehensive liberal education university, they are also well prepared for career advancement in unlimited directions.

Program Requirements and Curriculum

The B.B.A. in Operations and Supply Chain Management has no separate admission criteria beyond that required for admission to the university. Students admitted to the university may declare Operations and Supply Chain Management as their major and may continue in the program if they maintain "good standing" vis-à-vis university requirements. Table 2 illustrates the program curriculum for the proposed program.

Table 2: B.B.A. in Operations and Supply Chain Management Program Curriculum

Liberal education courses required for graduation:

Knowledge Outcome 1 (Natural Sciences)	6 credits
Knowledge Outcome 2 (Social Sciences)	6 credits
Knowledge Outcome 3 (Humanities)	6 credits
Knowledge Outcome 4 (Fine Arts)	3 credits
Skills Outcome 1 (Written and Oral Communication)	6 credits
Skills Outcome 2 (Mathematics)	3 credits
Skills Outcome 3 (Creativity)	3 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusivity)	6 credits
Responsibility Outcome 2 (Global Perspectives)	3 credits
Responsibility Outcome 3 (Civic and Environmental)	3 credits
Integration Outcome (Integration)	6 credits
Service-Learning/Civic Engagement	30 hours

Business program proficiency requirements: 14 credits

ECON 103: Principles of Microeconomics	3 credits
ECON 104: Principles of Macroeconomics	3 credits
MATH 109: Algebra for Calculus	4 credits
MATH 246: Elementary Statistics	4 credits

Academic degree program or major course requirements:

Business core: 29 credits

ACCT 201: Introduction to Accounting	3 credits
BCOM 206: Business Writing	2 credits
BCOM 207: Business Presentations	2 credits
IS 240: Information Systems in Business	3 credits
BSAD 300: Equity, Diversity, and Inclusion in Workplace	1 credit
BSAD 305: Legal and Regulatory Environment	3 credits
FIN 320: Principles of Finance	3 credits
MKTG 330: Principles of Marketing	3 credits
MGMT 340: Organizational Behavior	3 credits
MGMT 341: Operations Management	3 credits
MGMT 449: Strategic Management in Global Bus Env	3 credits

Required operations and supply chain management core courses: 21 credits

ACCT 312: Managerial Accounting	3 credits
MGMT 342: Quality Management	3 credits
MGMT 343: Supply Chain Management	3 credits
MGMT 344: Managerial Decision Modeling & Analysis	3 credits
MGMT 349: Human Resource Management	3 credits
MGMT 442: Production Planning and Control	3 credits

MGMT 461: Lean Manufacturing Systems and Concepts	3 credits
<i>Electives (from MGMT, BSAD, BCOM, IS, and MKTG)</i>	10 credits
<i>Additional credits to reach 120² for the B.B.A. degree</i>	Varies
<i>Required CPIM Certification Exam*</i>	

Total Credits	120 credits
----------------------	--------------------

*Students who meet all requirements except the certification exam are considered to have satisfied the requirements for the management major. Both majors share the same business core requirements. The required and elective courses for the operations and supply chain management major appear as electives or options in required course sets for the management major.

Assessment of Outcomes and Objectives

As indicated above in the Student Learning Outcomes and Program Objectives section, the B.B.A. in Operations and Supply Chain Management program participates in both HLC and AACSB accreditation. The program will participate in all established university assessment processes, as described below. The Operations and Supply Chain Management emphasis has maintained an ongoing program assessment plan, which is currently undergoing revision after the recently completed HLC accreditation cycle. The revised program assessment plan will be used for the proposed major, which involves gathering data on program outcomes, discussing results, identifying changes that can be made to enhance learning, and reporting those activities in an annual program assessment report. The program assessment plan will be reviewed by the University Assessment Committee. Annual reports will also be reviewed by the committee on a rotating basis. Because of the shared business core courses, assessment of outcomes and objectives for this program will build upon and benefit from similar assessment of established programs in the COB.

Similarly, for AACSB assessment purposes, a representative sample of operations and supply chain management student work will contribute assessment data for the COB learning goals/outcomes. The COB's Assurance of Learning Committee will review the assessment data and make recommendations to the COB's Curriculum Committee and the relevant program curriculum committees. The program curriculum committees will then discuss results and identify changes that can be made to enhance student learning.

Diversity

The B.B.A. in Operations and Supply Chain Management, as part of the College of Business and the UW-Eau Claire campus, is fully committed to advancing campus objectives related to equity, diversity, and inclusion.

² Credits as displayed sum to 125. Most students have room for additional credits needed to reach 120, due to overlap between the liberal education core courses and business proficiency as well as some business core courses.

The COB core curriculum (which is required for the Operations and Supply Chain Management program) includes a focused, one-credit course titled “Equity, Diversity, and Inclusion in the Workplace.” This course is designed to develop students’ awareness and sensitivity to issues of race, religion, culture, age, gender, sexual orientation, and disabilities in the workplace and society.

The Operations and Supply Chain Management program includes another required course in which teams of students complete an applied “lean systems improvement” project within a local business organization. These experiential learning settings expose students to working in a variety of environments with diverse populations. In addition, although an internship is not a formal requirement of the program, essentially 100% of the students in the program have at least one internship during their course of study. These internship experiences further expose students to working with populations different from themselves. Students also have access to the Peer Diversity Educators (PDE) program on campus.

All students at UW–Eau Claire have access to the Student Support Services (SSS) program, which provides access to a wide range of academic assistance if needed. Selected groups have access to additional support through (as applicable) the Office of Multicultural Affairs (OMA), Gender & Sexuality Resource Center, Services for Students with Disabilities office, as well as counseling services.

UW-Eau Claire faculty, staff, and administration actively engage in several initiatives to attract a diverse student and faculty body. Students of color comprised 13% of Operations and Supply Chain Management graduates in 2018-19, and 18% in 2019-20.³ These statistics exceed the overall university’s 11% students of color representation and support the viability and effectiveness of the program’s intentional efforts in student recruitment, retention, and degree completion.

A team of COB faculty recently completed a comprehensive study of attitudes toward teaching within a College of Business. The target population for this study was minority individuals who could potentially be candidates for professionally qualified instructional positions within the college. The college expects this research project to provide greater insight into how such individuals might be recruited into and retained in instructional positions. The project was also intended to raise the visibility of UW-Eau Claire’s instructional positions as a viable employment option among minority populations. UW-Eau Claire expects this effort to enhance inclusive excellence in any recruiting activity for an instructor in the entire college, including for the Operations and Supply Chain Management program.

³ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

The College of Business is also an active member of the PhD Project, an organization that supports Black, LatinX, and Native American individuals through their business doctorates and throughout their careers. The COB dean and chairs attend the PhD Project meetings and dinners held in conjunction with the major association conferences for the disciplines represented in the COB—the goals for which are to: (a) develop and strengthen relationships with PhD Project members and (b) solicit resumes for employment. Additionally, the dean works to connect diverse, qualified faculty to mentors within the PhD Project to expand the faculties' professional networks, even if the faculty members were not part of the PhD Project.

Projected Time to Degree

Traditional, full-time students can complete the program within four years. The degree program consists of 120 credits required for graduation, including 64 credits within the major. Of the 64 credits in the major, 10 credits are business electives, which provides scheduling flexibility. In addition, depending on the degree of overlap between the liberal education core and the requisite business course requirements, students may have from 10 to 28 non-specified credits of coursework outside the major in reaching the total 120 credits required for graduation.

Part-time students can complete the program at their own pace. While the program itself does not exist in a fully online format, nontraditional students are supported by each of the business core courses being regularly offered in an online, asynchronous format in addition to traditional face-to-face instruction.

Program Review

Because the College of Business is externally accredited by AACSB, the five-year AACSB review process substitutes for the standard seven-year program review process applied to most other programs on campus. The AACSB review involves a thorough evaluation of the currency and relevance of the college curriculum, effectiveness of assurance of learning (AOL) processes, faculty qualifications, and student engagement. The AACSB report is shared with the Academic Policies Committee (APC) in the year following the external AACSB review. APC then conducts an abbreviated internal review based on the AACSB report and provides additional comments or suggestions for program improvement beyond that provided by the AACSB review.

Accreditation

As noted above, the Operations and Supply Chain Management program will be housed in the College of Business, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the COB, as well as the B.B.A. option for the economics major in the College of Arts and Sciences. The Operations and Supply Chain Management program will also comply with HLC accreditation by reviewing program outcomes every two years and regularly submitting a program assessment report to the university.

JUSTIFICATION

Rationale and Relation to Mission

The proposed B.B.A in Operations and Supply Chain Management aligns with the mission of the university, particularly to provide “strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education.”

The current draft of the university’s new 2025 strategic plan⁴ calls for UW-Eau Claire to achieve national distinction in Health and Human Well-being. While initially the area of operations and supply chain management may seem far removed from this goal, recent experience with Covid-19 has demonstrated the extent to which health and human well-being can be highly dependent on proper and efficient functioning of supply chains.

Finally, the 2016-2020 university strategic plan⁵ includes strategic initiative 4.3 to “Increase enrollment.” The new 2025 (draft) strategic plan also targets an enrollment increase. The current proposal addresses this ongoing strategic priority, by placing the Operations and Supply Chain Management program in a position of greater visibility in the university’s student application systems. Operations and Supply Chain Management is clearly an area of study with increased demand. The university and UW System would be well served by increasing the program’s visibility among prospective students.

The program contains a unique combination of broad principles of business via the business core requirement, coupled with specific courses exposing students to current best practices and critical thinking skills to advance the state of the art in operations and supply chain management. Students in this program will have opportunities to study real world applications due to the university’s partnerships with the Mayo Clinic, JAMF, and Hewlett Packard Enterprise. For example, a faculty member in operations and supply chain management recently participated in a study for Mayo Clinic on how to prevent “patient no shows” in one of its departments.

University Program Array

No program like Operations and Supply Chain Management exists within the UW-Eau Claire program array. The current program complements the rest of the COB curriculum in that it contributes to the array of elective courses that can be beneficial to any well-rounded business major.

⁴ <https://www.uwec.edu/files/6752/Strat-Plan-Draft-2-25-21-Summary.pdf>

⁵ <https://www.uwec.edu/files/60/2016-Strategic-Plan-WEB-FINAL.pdf>

Other Programs in the University of Wisconsin System

Seven UW System universities have distinct majors in operations and supply chain management. Of these, only four are housed in AACSB-accredited colleges of business, which is an important criterion in many students' campus selection decision. Based on current knowledge, none of these programs require the highly regarded APICS-CPIM exam as a program requirement.

The UW-Eau Claire APICS student organization is one of just a small handful (six in 2019) APICS student organizations holding the "Platinum" student chapter status due to excellence in academic and professional engagement.⁶ The UW-Eau Claire Operations and Supply Chain Management students have gained distinction across the state by earning top honors in various case competitions involving many of the other UW System campuses. Despite the current "emphasis" status, the UW-Eau Claire Operations and Supply Chain Management program is one of the premier programs in the state in this area.

The program already operates on a scale (see below) to allow for efficiency and cost-effectiveness in course offerings. The course offerings required for this program would most likely remain in place as well-enrolled electives for other COB majors even if the separate major were not in place. As such the *incremental* cost of maintaining Operations and Supply Chain Management as a distinct major is minimal.

Need as Suggested by Current Student Demand

As an existing emphasis of the management major in the COB, the Operations and Supply Chain Management program has experienced growing enrollment as demonstrated below.

⁶ <https://uwecapics.webs.com/>

**Table 3: Operations and Supply Chain Management
Emphasis Fall Enrollment 2013 – 2020⁷**

2013	2014	2015	2016	2017	2018	2019	2020
42	55	60	69	73	67	57	74

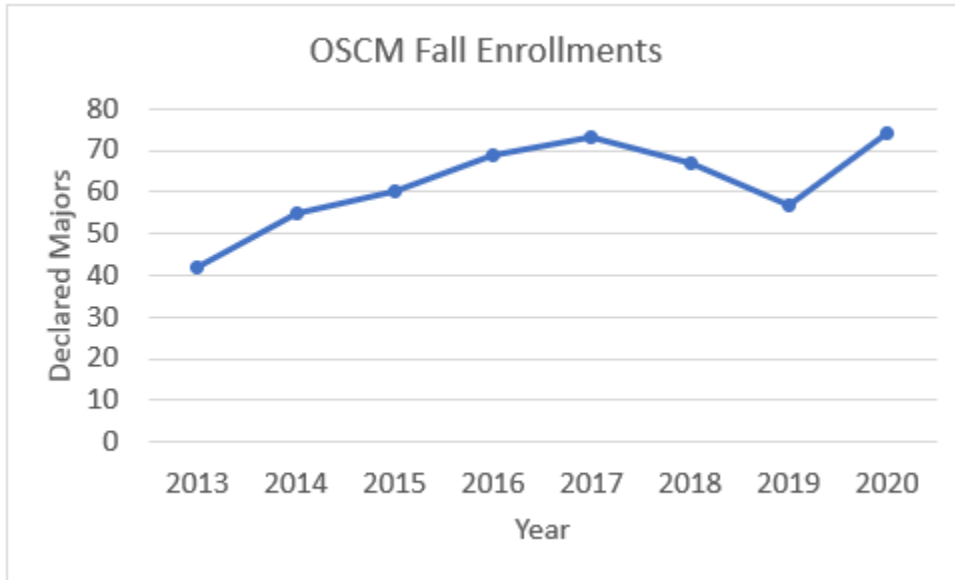


Figure 1. Operations and Supply Chain Management Fall Enrollments 2013-2020⁸

The College of Business anticipates this enrollment will grow further when the program is elevated from the level of emphasis to a major. Currently, the emphasis status leads some prospective students to believe UW-Eau Claire does not provide the ability to major in this highly sought area of study. Elevating the program to a major would rectify that problem. Accordingly, this growth would be manifested in the form of *incremental campus enrollment*, as opposed to drawing existing enrollment away from other majors on campus.

Need as Suggested by Market Demand

The existing Operations and Supply Chain Management emphasis has experienced a consistently high placement rate, most recently reported as 100% in both the 2018-19 and 2019-20 UWEC Career Services First Destinations Survey.⁹ This figure reflects a knowledge rate (or survey response rate) of 95.7% in the 2018-19 survey and 81.25% in the 2019-20 survey.

⁷ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

⁸ UWEC Institutional Research Academic Department Data dashboard (insider.uwec.edu)

⁹ UWEC Career Services First Destination Survey, UWEC Career Services Office. (Description of the annual survey is available at <https://www.uwec.edu/files/6667/2019-2020-First-Destination-Report.pdf>. Emphasis-level results were internally communicated).

Operations and Supply Chain Management majors attain employment in a variety of managerial positions for which the U.S. Bureau of Labor Statistics reports Occupational Outlook statistics. A few of the relevant occupations reported are included in Table 3.

Table 3: Market Demand for Operational and Supply Chain Management Graduates¹⁰	
Occupation	Job Outlook, 2019-2029
Logisticians	4% (average)
Management Analysts	11% (Much faster than average)
Operations Research Analysts	25% (Much faster than average)
Industrial Production Managers	1% (Slower than average)

Moreover, the COB expects that recent attention to the importance of production, distribution, and logistics for the purpose of COVID-19 vaccines, PPE, and ventilators, as well as general supply chain issues across a spectrum of industries resulting from Covid-19, could draw a wave of students into this area of study.^{11 12}

Further support for market demand is proffered by a local business executive director. PESI executive director Mike Connor, who is an active member of the COB Management Advisory Board, has commented as follows:

I've read and understand your narrative and support the University's desire to designate Human Resource Management, Operations-Supply Chain Management and Entrepreneurship as Comprehensive Majors. My organization has employees in, and demand for, these skills. Entrepreneurship has been the backbone of the success of our organization and we continue to see return on investment from those who graduated and attained skills from UWEC classes/programs related to this. Because PESI does not have many tangible products, we rely on our staff to understand and work within our industries, all three of these programs are vital to PESI.



¹⁰ U.S. Bureau of Labor Statistics Occupational Outlook Handbook, <https://www.bls.gov/ooh/>. Accessed 1/7/2021.

¹¹ *Supply Chain Lessons from Covid-19: Time to Refocus on Resilience*, <https://www.bain.com/insights/supply-chain-lessons-from-covid-19/>. Accessed 4/28/2021.

¹² *Managing the Impact of COVID-19: Supply Chain Workforce of the Future*, <https://www.ascm.org/about-ascm/coronavirus/>. Accessed 4/28/2021.

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program (OSCM)						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	4	5	5	6	6
	Enrollment (Continuing Student) Headcount	0	69	72	74	76
	Enrollment (New Student) FTE	4	5	5	6	6
	Enrollment (Continuing Student) FTE	0	69	72	74	76
	Total Students FTE	4	74	77	80	82
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	60	60	60	60	60
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2.5	2.5	2.5	2.5	2.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	<i>From Tuition</i>	\$29,448	\$544,788	\$566,874	\$588,960	\$603,684
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$29,448	\$544,788	\$566,874	\$588,960	\$603,684
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$317,193	\$323,537	\$330,008	\$336,608	\$343,340
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$317,193	\$323,537	\$330,008	\$336,608	\$343,340
VI	Net Revenue	-\$287,745	\$221,251	\$236,866	\$252,352	\$260,344

Submit budget narrative in MS Word Format

Provost's Signature: 	Date: 5/4/21
Chief Business Officer's Signature: 	Date: 5/4/21

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-EAU CLAIRE
BACHELOR OF BUSINESS ADMINISTRATION
IN OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

Introduction

The proposed major in operations and supply chain management falls under the standard UW-Eau Claire tuition and fee structure and has no program-specific differential tuition or fees.

This proposal elevates the operations and supply chain management program, which currently exists as an emphasis of the management major at UW-Eau Claire, to a major. Rationale and supporting argument for doing so are presented in the "Request for Authorization" document.

Section I - Enrollment

Projected enrollment figures are based on anticipated interest by new students who will be drawn to UW-Eau Claire to pursue the program. Based on recent trends, it is expected that "New Student" headcount and FTE will increase at a rate of 0.5 students per year, which is shown as an increase of one every other year in the enrollment projections displayed in the budget spreadsheet and in the "Request for Authorization" document.

The existing operations and supply chain management emphasis also has a sizeable number of students who declare the major as sophomores and in some cases as late as early in their junior year at UW-Eau Claire. Due to the intentional structure of the UW-Eau Claire College of Business curriculum, these students are still able to graduate in a traditional four-year total time to degree.¹ This source of new majors is reflected in the "Continuing Students" row of the enrollment projections. These students would be reflected in the "Total Students" figures for 2-3 years on average (as declared majors in this program) even though they are following a full four-year degree plan.

Although students will continue from the emphasis to the major, continuing students and graduating students are not counted in Year 1 in the Cost and Revenue Spreadsheet as they are expected to complete the degree at UW-Eau Claire regardless of the new program.

Additional rationale and support for the enrollment projections are presented in the "Request for Authorization" document.

¹ The first two years of the College of Business curriculum is essentially the same for all College of Business majors, allowing students time to explore alternative directions within the college without negatively impacting time to degree.

Section II – Credit Hours

The operations and supply chain management program is a 60-credit comprehensive major within the College of Business. This includes 29 credits of business core courses (required of all College of Business majors), and 31 credits of required and elective courses within the major itself.

There are no new courses or sections of courses required to establish operations and supply chain management as a major. As noted above, the program already exists as an emphasis of the management major.

Moreover, there is very little *incremental* cost to maintain these courses in the interest of maintaining the existing program. The courses in question (supply chain management, quality management, business analytics, etc.) would be considered “requisite” in any AACSB-accredited college of business. Maintaining a major in this area provides appropriately motivated students with the opportunity to concentrate their studies in this area. The courses are all well-enrolled as they serve both the major and the larger overall college course offering requirements.

Section III – Faculty and Staff Appointments

The new major will utilize existing UW-Eau Claire instructional resources currently teaching in the emphasis. Approximately 2.5 faculty/IAS FTE are currently allocated to the curriculum (outside of the required business core course in this area) to these course offerings. No new instructional resources will be needed to elevate the program to major status.

Section IV – Program Revenues

Tuition Revenues

Based on the student headcount and FTE figures discussed above, tuition revenues are as presented in the “Cost and Revenue Projections” spreadsheet. These calculations are based on standard campus tuition and fees of \$7,362 per semester and \$1,508 per year. The projections assume “flat” standard in-state tuition and fees for all students, as most students enrolled in the program are either in-state or under Minnesota reciprocity. There are no program or course fees specific to this program.

General Program Revenue (GPR)

Tuition revenues corresponding to the student FTE projections are not assigned directly to the program or to the college. On the UW-Eau Claire campus, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs. The sizeable contribution margin indicated by the budget projections would suggest this program is a net contributor to the overall university budget.

Section V – Program Expenses

There are no new costs to the university associated with this elevating this program to major status.

Salary and Fringe Expenses

As noted above, 2.5 FTE can be attributed to the (non-business-core) course offerings within this area. This includes 1 FTE of instructional academic staff and 1.5 FTE of tenured/tenure track faculty. All faculty and instructional staff within the program maintain AACSB accreditation “qualified” status. Current salary rates of \$65,000 for instructional academic staff and \$110,000 (per FTE) for the 1.5 FTE tenured/tenure track faculty result in \$230,000 salary expense in Year 1 of the projection. Using a 37.91% fringe rate yields \$87,193 in Year 1 fringe costs, for a total of \$317,913 salary plus fringes for Year 1. Beyond Year 1, the cost projections assume a 2% annual growth rate in instructional costs. There are no other additional expenses directly attributable to this program.

Section VI – Net Revenue

In summary, the budget projections indicate positive net revenue ranging from \$221,251 in Year 2 (approximately 41% of total revenue) to \$260,344 in Year 5 (approximately 43% of total revenue). Though there appears to be a net revenue loss in Year 1, most expenses included on the spreadsheet will be used to provide instruction to students completing the existing emphasis (who are not accounted for in Year 1 tuition revenue).

As noted above, all GPR funds are centrally managed by university administration. As such, this positive net revenue remains a contribution toward campus overhead costs as well as other programs operating under less profitable circumstances.



University of Wisconsin-Eau Claire

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

April 29, 2021

Tommy Thompson, Interim President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Thompson:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Business Administration (B.B.A) in Operations and Supply Chain Management for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The proposed major is currently a well-enrolled emphasis within the management major. UW-Eau Claire's College of Business and Department of Management and Marketing are positioned to serve as the academic home for this major. The College of Business is accredited by AACSB (Association to Advance Collegiate Schools of Business) International demonstrating adherence to the business accreditation standards through regular peer review. The business core in the B.B.A. provides students with 29 credits of rigorous background in all aspects of business including accounting, finance, management, marketing, information systems, and business communication. The remainder of coursework in the proposed major provides specialized learning that will prepare students for careers in production management and supply chain management. All students will be required to achieve a passing score on one Associate for Supply Chain Management APICS certification examination. Students earning the B.B.A also complete UW-Eau Claire's liberal education core, ensuring a firm foundation in the knowledge, skills, and responsibilities of a broadly educated person, and the ability to integrate and apply knowledge.

The operations and supply chain management program relies heavily on high-impact learning experiences including a course in which students complete an applied field project implementing lean process improvement methods. UW-Eau Claire students have a successful record in case competitions including the APICS Head of Class Competition and the APICS Great Lakes District Case Competition. The UW-Eau Claire chapter of APICS gives students access to guest speakers, alumni networking, and field trips. Technology is available to students through the College of Business laptop requirement program that utilizes negotiated educational pricing on computers. The college also provides a variety of collaborative learning and workspaces in Schneider Hall.

Excellence. Our measure, our motto, our goal.

Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
fax: 715-836-2902 • www.uwec.edu/acadaff

Tommy Thompson, Interim President

Page 2

April 29, 2021

Elevating the program in operations and supply chain management from an emphasis to a major will enable prospective students to identify operations and supply chain management as an important and available area of study at UW-Eau Claire. This clarity will allow students to make an earlier and more informed decision about their program of study. It will also attract more students to this growing field.


After reviewing the proposal, I am confident sufficient resources exist to sustain this program. Despite the financial impacts of the COVID-19 pandemic, UWEC's financial situation is such that there is no concern about launching these programs. Strategic one-time cost reductions and a lower enrollment loss than feared have allowed UWEC to maintain a solid financial footing throughout the pandemic. In addition, this program requires no additional resources over those already committed to other programs in the College of Business. All instructional resources are in place to deliver the curriculum.

The College of Business undergoes accreditation review by AACSB every five years. Further, the College of Business assessment of student learning on B.B.A. and program outcomes is conducted each year.

In closing, I enthusiastically support the proposal for a B.B.A. in Operations and Supply Chain Management and look forward to UW System Administration and UW System Board of Regents' granting UW-Eau Claire the authority to offer the major.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Patricia A. Kleine". The signature is written in black ink and is positioned above the printed name.

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN SPORTS LEADERSHIP,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Master of Science in Sports Leadership program at the University of Wisconsin-Madison.

Resolution C.5.: That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Sports Leadership program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Sports Leadership in the Department of Educational Leadership and Policy Analysis in the School of Education. The development of the M.S. in Sports Leadership responds to the need to train leaders to understand the demands associated with sports programs, a growing field within educational leadership. Key areas for sports leadership include athletic administration, coaching, justice in sport, and sports psychology. Graduates will be prepared for leadership positions within programs across levels of play, spanning K-12 and youth programs, colleges and universities, semi-professional, and professional teams. The coursework is fully online and will be comprised of 30 credits, which will include nine required courses and one elective course. All students will complete a field internship that includes a placement with a sports leadership professional. Most students will participate in an in-person placement near their home location, with a limited number of opportunities for virtual field placements. Coursework and supervision related to field internships will be virtual.

The M.S. in Sports Leadership permits students to explore multiple careers associated with sports leadership, thus encouraging students to carry forward the mission of UW-Madison's School of Education "to serve and stimulate society" and support attainment of the "highest potential" in others. The rapid growth of the sports industry, from youth leagues through college and professional sports, has created significant demand for

graduate training in sports leadership. Labor market projections indicate increased need for appropriately trained sports leaders in a number of professional categories. The M.S. in Sports Leadership will bring the University of Wisconsin-Madison into parity with other Big Ten institutions that already provide sports leadership programming, supporting the university's strategic commitment to strong graduate programs that serve adult and professional audiences seeking specialized education. Online service-based pricing will be set at a competitive market rate of \$900 per credit.

Provost

- Dr. John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter
- E) Letters of Support

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN SPORTS LEADERSHIP
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 Sports Leadership in the Department of Educational Leadership and Policy Analysis in the School of Education. The development of the M.S. in Sports Leadership responds to the need to train leaders to understand the demands associated with sports programs, a growing field within educational leadership. Key areas for sports leadership include athletic administration, coaching, justice in sport, and sports psychology. Graduates will be prepared for leadership positions within programs across levels of play, spanning K-12 and youth programs, colleges and universities, and semi-professional and professional teams. The coursework is fully online and will be comprised of 30 credits, which will include nine required courses and one elective course. All students will complete a field internship that includes a placement with a sports leadership professional. Most students will participate in an in-person placement near their home location, with a limited number of opportunities for virtual field placements. Coursework and supervision related to field internships will be virtual.

The M.S. in Sports Leadership permits students to explore multiple careers associated with sports leadership, thus encouraging students to carry forward the mission of UW-Madison's School of Education "to serve and stimulate society" and support attainment of the "highest potential" in others. The rapid growth of the sports industry, from youth leagues through college and professional sports, has created significant demand for graduate training in sports leadership. Labor market projections indicate increased need for appropriately trained sports leaders in several professional categories. The M.S. in Sports Leadership will bring the University of Wisconsin-Madison into parity with other Big Ten institutions that already provide sports leadership programming, supporting the university's strategic commitment to strong graduate programs that serve adult and professional audiences seeking specialized education. Online service-based pricing will be set at a competitive market rate of \$900 per credit.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Sports Leadership

Degree Designation(s)

Master of Science

Mode of Delivery

Single institution; 50% or more distance delivery (fully online)

Department or Functional Equivalent

Department of Educational Leadership and Policy Analysis

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

May 2022 (summer term)

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Students may complete the program as full-time students in approximately 15 months, including summer enrollment. Alternatively, students may complete the program on a part-time basis, as the program will appeal to working professionals interested in career advancement. By the end of Year 5, it is expected that 212 students will have enrolled in the program and 128 students will have graduated from the program. The average student retention rate is estimated at 90%, based on the UW-Madison Graduate School's average completion rate for master's degrees for the 2008-2016 entrance cohorts. These projections assume that full-time students will complete the program in 15 months and part-time students will complete the program in 27 months.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students – Full Time	20	25	27	27	32
New Students – Part Time	15	15	15	18	18
New Students Total	35	40	42	45	50
Continuing Students – Full Time		18	23	24	24
Continuing Students – Part Time		13	26	26	29
Continuing Students – Total		31	49	50	53
Total Enrollment	35	71	91	95	103
Graduating Students	-	18	36	37	37

Tuition Structure

Students enrolled in the M.S. in Sports Leadership will pay a market-based tuition rate of \$900 per credit hour consistent with the Online/Distance Program Tuition Rate specified by the UW System Tuition Policy (SYS 805) and UW System Policy for Programming for the Non-traditional Market (SYS 130). Total tuition cost to a student for the program is 30 credits x \$900 per credit = \$27,000.

The UW-Madison Division of Continuing Studies analyzed 24 similar programs throughout the state to determine the appropriate per-credit tuition amount. The cost per credit varied widely with an average of \$713 per credit. Similar programs housed in Big Ten, Division I institutions charge less than \$900 per credit, but require more time to complete the program. Students at UW-Madison can complete the M.S. in Sports Leadership in 30 credits and 15 months, offering efficiencies of time and cost. The \$900 per-credit tuition rate is also consistent with other programs in the Department of Educational Leadership and Policy Analysis (ELPA).

Students will not pay segregated fees. No other program fees are anticipated, and no tuition increases are expected within a three-year planning time frame. Required textbooks will be an additional student expense.

DESCRIPTION OF PROGRAM

Overview of the Program

The UW-Madison M.S. in Sports Leadership will prepare leaders for sports programs in elementary and secondary schools, and colleges and universities, as well as youth club teams and professional teams. Students will engage in curriculum designed to equip them to understand the particular leadership demands associated with sports programs, including athletic administration, coaching, leadership and justice in sport, and sports psychology. The program will be comprised of 30 credits, which will include nine required courses (27 credits, including a 3-credit field experience) and one elective course (3 credits) selected from a curated list. Students enrolled in a field experience will work with the M.S. in Sports Leadership program director to identify a placement with a sport leadership professional. Most students will participate in an in-person placement near their home location, with a limited number of opportunities for virtual field placements. Coursework and supervision related to field internships will be virtual. A memorandum of understanding will be completed and signed by the student, the M.S. in Sports Leadership program director, and the professional leader overseeing the field experience.

The sports industry has rapidly grown in recent years, creating an increased demand for high-quality coaches and leaders. From youth through professional levels, coaches and administrators demonstrate consistent impact on those they serve. Several examples illustrate these trends. Youth sports, which used to take shape in local little

leagues and informal volunteer organizations, is now a \$15.3 billion industry that has grown by over 50% during the past five years. Local leagues have been replaced by a professionalized youth sports culture that competes across regional, national, and even international boundaries. This rapid development is currently not accompanied by adequate opportunities for coaching/leadership growth and formation. The M.S. in Sports Leadership will provide a mechanism to address this new direction in sports leadership that represents a new educational niche for children, families, and leaders.

Similar growth and change can be seen at the college level, where Division I inter-collegiate athletic units like UW-Madison's now employ over 300 coaches, leaders, and staffers. The social, educational, and economic impact of these departments is greater than ever, creating a heightened need for learning and growth opportunities in the field of sports leadership.

Finally, the impact of professional sports on American society and Wisconsin communities is more evident than ever. The Bucks, Packers, and Brewers are longstanding community organizations. Additionally, up-and-coming teams like Forward Madison and multiple minor league baseball teams across the state demonstrate promising new areas for leadership impact. The M.S. in Sports Leadership will present leaders of professional organizations with rigorous opportunities to develop and propel their teams into the next generation of innovation and success.

The M.S. in Sports Leadership curriculum reflects ELPA's commitment to developing leaders for an integrated and multicultural society. M.S. in Sports Leadership courses include learning resources and learning outcomes that address matters of diversity and social justice. All M.S. in Sports Leadership students will be presented with semesterly opportunities to develop leadership skills for a multicultural society. Students will also have the opportunity to put ideas learned in coursework into practice when enrolled in the required field experience.

Student Learning Outcomes and Program Objectives

Upon completion of the M.S. in Sports Leadership program, students will:

1. Articulate, critique, or elaborate the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
2. Identify sources and assemble evidence pertaining to questions or challenges in the field of sports leadership.
3. Demonstrate understanding of sports leadership in a historical, social, or global context.
4. Identify and address social inequalities in educational opportunities and outcomes in sports leadership.
5. Select and/or utilize the most appropriate methodologies and practices.
6. Evaluate or synthesize information pertaining to questions or challenges in the field of sports leadership.

7. Communicate clearly in ways appropriate to the field of sports leadership.

The program is not associated with any industry-based exam.

Program Requirements and Curriculum

Students will apply through the UW-Madison Graduate School Application portal. Applicants must hold a bachelor’s degree (or equivalent) from an accredited institution of higher education conferred before beginning the program. Applicants may come from a variety of disciplines but must be able to explain their interest in and commitment to sports leadership. Applicants must also address their readiness for an advanced program of study and how they would contribute to ELPA’s commitment to diversity and social justice. Additionally, applicants are required to submit three letters of recommendation, their resume or CV, and a supporting document if their undergraduate GPA is below 3.00. Table 2 illustrates the program curriculum for the proposed program.

Table 2: Master of Science in Sports Leadership Program Curriculum

Core content courses (27 credits required)	
ELPA 700: Field Experience in Educational Leadership	3 credits
ELPA 710: Introduction to Intercollegiate Athletics Administration	3 credits
ELPA 750: Coaching Athletics 1: Everyday Practices of Top Leaders	3 credits
ELPA 751: Leadership and Justice in Sports	3 credits
ELPA 752: Coach as Teacher: Mastering Instructional Practice On and Off the Field	3 credits
ELPA 753: Psychology and Coaching in Sports	3 credits
ELPA 754: Running a Championship System: The Badger Sports Leadership Road Course	3 credits
ELPA 755: Coaching Athletics 2: The Bell Cow Way	3 credits
ELPA 777: Higher and Post-Secondary Education Capstone Seminar	3 credits
Elective Affiliated Content (3 credits required)	
KINES 325: Group Development and Behavior Management	3 credits
KINES 527: Principles of Strength and Conditioning	3 credits
KINES 555: Sports Science & Athletic Monitoring	3 credits
Other course as approved:	3 credits
Total Credits:	30 credits

Assessment of Outcomes and Objectives

For each of the program student learning outcomes and program objectives, the department will utilize both direct and indirect methods to assess student learning. The assessment plan will align to UW-Madison’s requirements that each program have learning outcomes and plans to conduct at least one assessment activity annually. In summary, the assessment plan specifies that master’s students’ capstone paper, course performance, and/or culminating portfolios will be assessed annually using a rubric. Every three years,

beginning in 2025, ELPA will conduct a short online survey examining alumni perceptions of the extent to which their M.S. in Sports Leadership experience contributes to each of the intended learning goals since their graduation.

The ELPA assessment coordinating committee will coordinate assessment efforts and provide updates to all ELPA faculty and staff members teaching and advising students. The assessment coordinating committee will produce a preliminary summary report of assessment activities that will be provided to faculty members at a regular faculty meeting. The committee will also prepare an annual assessment summary report and recommendations for improvement. Based on the recommendations included in the annual assessment summary report, the department chair and program committee will facilitate faculty members' implementation of report recommendations.

Diversity

The mission of the Department of Educational Leadership and Policy Analysis (ELPA) is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world. The M.S. in Sports Leadership curriculum supports the department's commitment to diversity. The required M.S. in Sports Leadership courses rely on the expertise of authors and contributors from diverse backgrounds, integrating discussions of diversity and social justice issues into the curriculum. ELPA 751: Leadership and Justice in Sports is wholly focused on increasing justice in and through sports. Thus, all M.S. in Sports Leadership students will be presented with opportunities to cultivate equitable teams and organizations on a semesterly basis. Students will also have the opportunity to put ideas learned in coursework into practice when enrolled in the required field experience.

In addition to the social justice orientation of the department and the M.S. in Sports Leadership, ELPA has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. Historically, students who have pursued ELPA's concentration in "sports administration" are among the unit's most diverse in terms of race, geography, and experience. ELPA anticipates and will actively recruit a similar, although expanded, diverse pool of students.

The M.S. in Sports Leadership staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams to develop marketing plans. These plans will be rooted in the extensive needs assessment conducted by the division. The needs assessment identified multiple interest groups to contact. For example, ELPA will bolster opportunities for African-American and indigenous leaders and coaches by creating marketing materials to stress the importance of diverse perspectives, skills, and talents in the sports industry. Marketing efforts will also focus on specific geographic locations, including greater Milwaukee, Madison, Beloit, Kenosha, and Racine.

The marketing plan for recruitment will include email campaigns, professional mailings, and social media posts to share with recognized school districts, club sports organizations, and community sports programs (for example, Wisconsin Playground, Wisconsin Elite, Let it Reign, and Running Rebels basketball clubs, the Southside Raiders football club, FC Wisconsin Soccer, Rush Wisconsin Soccer, the Milwaukee Youth Sports Association, and Milwaukee's Police Athletic League). Additional outreach strategies include phone calls, in-person visits, emails, social media efforts, and participation in graduate school recruitment fairs, such as the annual careers fair at the Kohl Center hosted by campus partners and Madison community groups. Further, M.S. in Sports Leadership staff will also reach out to organizations that support women and underrepresented minorities interested in coaching and sports leadership, such as the Milwaukee Coaches Association, the Wisconsin Basketball Coaches Association, and the Wisconsin Football Coaches Association.

The program will host online information sessions for admitted students. Current students and faculty will attend these sessions, providing opportunities for admitted students to speak with program participants. The M.S. in Sports Leadership program director will work directly with applicants before and after admission to share information about financial options and opportunities.

Special efforts will be made to develop community throughout the M.S. in Sports Leadership experience, including an online orientation for students to meet each other and faculty, and at least two signature learning experiences per semester. Special efforts will be made to include diverse speakers throughout these events and experiences.

One of ELPA's core values is to maintain: "A learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community."

As such, regarding faculty, staff, and student recruitment, the M.S. in Sports Leadership will make positive contributions to ELPA's culture. ELPA's current faculty reflects the department's active recruitment of diverse scholars who comprise the core instructional staff for the M.S. in Sports Leadership. In fact, the department has made strides in realizing this goal over the last decade and continues to actively embrace this objective with the opportunity to add to the department's instructional corps, whether full-time or part-time. As such, ELPA will seek to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. All new members of the M.S. in Sports Leadership learning community will be introduced to ELPA's mission and strategic focus on diversity and inclusion. At the start of each semester, all will take part in the opening M.S. in Sports Leadership seminar on leadership and engagement of diverse teams and communities. M.S. in Sports Leadership faculty and staff will actively

participate in creating and sustaining a positive, inclusive learning environment. Like all ELPA programs, M.S. in Sports Leadership faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

UW-Madison's Division of Diversity, Equity, and Educational Achievement also provides guidance to departments and programs. The ELPA department communicates about this division's opportunities that are available to faculty, staff, and students.

Additionally, as noted throughout this application, ELPA's mission and core values aim toward social justice, equity, and inclusion. The department promotes a diversity of perspectives in teaching, research, professional development, and community-building activities. ELPA's efforts are also informed and supported by the School of Education's Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity, and inclusion by reducing barriers to access; increasing the demographic diversity of its faculty, staff, and students; and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of our society.

Collaborative Nature of the Program

The M.S. in Sports Leadership is a UW-Madison offering developed by faculty and staff in the ELPA. During the development process, the department collaborated with the Department of Kinesiology and the Athletic Department. The M.S. in Sports Leadership will also draw on the expertise of professionals in the field of sports leadership to contribute course content.

Additionally, in response to feedback on the Notice of Intent, ELPA faculty are exploring opportunities to collaborate with faculty and staff in related programs at UW-Platteville and UW-Whitewater. For example, there may be opportunities to establish cross-campus practicum experiences for students across these institutions.

Projected Time to Degree

The program curriculum is designed to enable working adult learners to complete the program. Full-time students will complete the program in 15 months and part-time students with continuous enrollment will complete the program in 27 months. Time-to-completion may be shortened if students have previous coursework taken before enrollment in the program. Prior graduate coursework is subject to program approval, no more than nine credits of previous graduate coursework may be counted toward the degree.

Program Review

The M.S. in Sports Leadership program will be reviewed consistent with the policies of UW-Madison, the School of Education, and ELPA. An annual assessment report will be submitted to the Provost's Office. As for all new UW-Madison graduate programs, the program will undergo an informal review by the Graduate Faculty Executive Committee

three years after implementation to assess early progress to program goals. UW-Madison programs all undergo a formal program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at not more than 10-year intervals, following the UW-Madison guidelines.¹ To prepare for the five-year and subsequent program reviews, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries. This self-study is then subject to consideration by a review committee, the dean, and governance committees.

Accreditation

UW-Madison currently holds approval with the Higher Learning Commission (HLC) to offer the Master of Science degree. The M.S. in Sports Leadership will not be subject to the review of any additional outside accrediting body.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Sports Leadership program will complement the existing departmental programs available to students interested in the study of leadership. The department currently offers limited opportunity for sport leadership-related coursework as part of an emphasis in athletics administration for students pursuing the M.S. in Educational Leadership and Policy Analysis option in higher education. The proposed program responds to student interest for an academic degree program that includes a comprehensive and focused curriculum in sports leadership that spans sectors.

The M.S. in Sports Leadership will contribute directly to the mission of the UW System by providing students with “heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise” related to sports leadership. Moreover, as a leader in NCAA Division I sports for both men and women,² UW-Madison has considerable expertise—both academic and practical—in sports leadership. By leveraging the expertise of UW-Madison, this program will help to disseminate this knowledge beyond the boundaries of campus.

¹ <https://apir.wisc.edu/academic-planning/program-review/>

² Next College Student Athlete. (2020). Top NCAA D1 schools. *Best Colleges*. <https://www.ncsasports.org/best-colleges/best-division-1-colleges>. Niche.com. (2020) 2021 Best college athletics in America. *2021 Best Colleges*. <https://www.niche.com/colleges/search/best-college-athletics/?page=2>

The UW-Madison's mission³ states that it seeks to provide learning environments that permit students to “discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all.” The mission states, “[t]he university seeks to help students to develop an understanding and appreciation for the complex and physical worlds in which they live and to realize their highest potential of intellectual, physical, and human development.” The proposed M.S. in Sports Leadership program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge around sports leadership and by developing students who understand the complex nature of the athletic leadership and the role sports play in the quality of life for both participants and spectators.

The M.S. in Sports Leadership also supports each of the five major themes in UW-Madison's strategic plan.⁴ The M.S. in Sports Leadership directly relates to these strategic goals as it will provide a world-class experience in the study of sports leadership for students to pursue careers in the field, through high-quality online offerings. The M.S. in Sports Leadership will contribute to excellence in teaching and educational achievement as well as research and scholarship. The M.S. in Sports Leadership program connects to the Wisconsin Idea by providing a means to extend what is known and learned on campus about sports leadership to other colleges, schools, clubs, and teams within and beyond Wisconsin. By helping students understand the role sports play in the quality of life for individuals and the ways in which athletics builds community for an organization, the M.S. in Sports Leadership will contribute to building A Vibrant Campus Community. The M.S. in Sports Leadership program also contributes to the goal of a High-Performing Organization (HPO) by providing a revenue-generating program that serves the interests of students who wish to assume any of the important roles in sports leadership.

ELPA's departmental mission seeks “to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.”⁵ The M.S. in Sports Leadership will contribute to this mission by preparing students to lead athletic activities with a particular focus on how sports leadership relates to equitable opportunities and justice for students.⁶

³ Board of Regents of the University of Wisconsin System. (2020). *University of Wisconsin-Madison Mission*. <https://www.wisc.edu/about/mission/>

⁴ Board of Regents of the University of Wisconsin System. (2020). *UW-Madison Strategic Framework*. <https://strategicframework.wisc.edu/>

⁵ <https://elpa.education.wisc.edu/about/>

⁶ Pennamon, T. (2018, January 16). Building the athletics bridge. *Diverse: Issues in Higher Education*, 34(26), 10. <https://diverseeducation.com/?emerging-scholar=building-the-athletics-bridge>

Letters of support for the M.S. in Sports Leadership are attached to this proposal and indicate support from Barry Alvarez, Athletic Director for UW-Madison; Jeremy Schlitz, Athletic Director for Madison Metropolitan School District; and Mark Nelson, Boys Director, Wisconsin Academy Basketball Program.

University Program Array

ELPA consistently ranks among the best programs nationally for educational leadership and is currently named by US News and World Report as 4th in the nation for programs in educational administration and supervision.⁷ The M.S. in Sports Leadership builds on that expertise and will add a new degree to the complement of the named options in the M.S. in Educational Leadership and Policy Analysis, which include curricular strands focused on: K-12 Leadership, Higher Education Leadership, Educational Policy Analysis and Evaluation, Global Higher Education, a collaborative program with UW-Whitewater, and the Wisconsin Idea Principal Preparation program. Like all ELPA programs, an emphasis on equity, diversity, and social justice drives program design.

ELPA also offers a Ph.D. program with emphasis on K-12 Leadership, Higher Education, Educational Policy Analysis and Evaluation, and the Wisconsin Idea Executive PhD program. Students interested in doctoral study of sports leadership will continue to be served in existing ELPA programs.

Other Programs in the University of Wisconsin System

Master's degree programs related to sports leadership are currently offered at the University of Wisconsin-Whitewater (Master of Science in Higher Education Athletic Administration) and the University of Wisconsin-Parkside (Master of Science in Sport Management). UW-Platteville has indicated its intent to develop and request Board of Regents Authorization for an M.S. in Sport Administration. Like programs at other UW institutions, students will have opportunities to study college athletic administration.

The M.S. in Sports Leadership will complement and expand opportunities for those wishing to study sports leadership in Wisconsin in five distinct ways. First, students in the M.S. in Sports Leadership program will learn about policy and competitive matters in a Division I, Big Ten context. Second, the M.S. in Sports Leadership will offer students an opportunity to study coaching and will leverage the UW-Madison's status as an NCAA Division I institution to prepare coaches for the particular demands of Division I collegiate athletics. The program's classes will cover teaching and leadership methods used by coaches, as well as the role that coaches have in working in concert within their school or organization. Third, the M.S. in Sports Leadership examines coaching and leadership across school, university, and community settings. With the increasing presence of club sports in

⁷ U.S. News and World Report. (2020). Best educational administration programs. *Best Education Schools*. <https://www.usnews.com/best-graduate-schools/top-education-schools/education-administration-rankings>

Wisconsin's communities, the M.S. in Sports Leadership teaches how to successfully lead safe, productive sporting experiences. Fourth, the program incorporates a focus on social inequalities, opportunity, and justice in sport, aligned with the ELPA department's expertise. For example, in ELPA 751: Leadership and Justice in Sports, students examine race, poverty, and activism related to youth sports, college sports reform, and leadership. This emphasis on diversity, inclusion, and social justice is central to the M.S. in Sports Leadership's design. Finally, the program intends to recruit students who already have an association with UW-Madison, including former student athletes and undergraduates interested in sports leadership. For example, the M.S. in Sports Leadership will provide a new possible academic home for student athletes who have completed undergraduate degrees and have remaining NCAA eligibility.

Need as Suggested by Current Student Demand

ELPA has served students interested in athletic administration in the M.S. in Educational Leadership and Policy Analysis for decades. Many of these students are athletes or assistant coaches interested in academic study of sports leadership to support careers in club, K-12, collegiate, and professional sports. Student demand has been indicated by the popularity of the informal emphasis on sports leadership and consistently high enrollments in the athletics administration courses.

At the request of the department, the UW-Madison Division of Continuing Studies conducted a market analysis that found there is considerable student interest and the potential to attract large numbers of students to an M.S. in Sports Leadership program. Specifically, they found that similar programs conferred between 74 and 528 graduates in 2017.⁸ The majority of these programs deliver curriculum through in-person modalities of instruction. As such, the M.S. in Sports Leadership program is designed to deliver coursework virtually through high-quality online courses in order to serve a higher number of students. The online format broadens accessibility for working professionals, particularly those working in educational, fitness/wellness, and recreational settings.

The online format also serves students not currently living in Madison. Likely competitor programs at Michigan State University, the University of Minnesota, and Northwestern University are relatively small, suggesting that a program offered by UW-Madison would be attractive and fill a need for working professionals seeking additional training in athletics leadership and administration.⁹

⁸ Burning Glass: Labor Insights. (2018, November). *School of Education Sports Leadership Master's Program Analysis*.

⁹ Burning Glass: Labor Insights. (2018, November). *School of Education Sports Leadership Master's Program Analysis*.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics projects increased need for appropriately trained sports leaders in a number of professional categories. There are currently 292,000 coaches of amateur and professional athletes in the U.S., and the job outlook for coaches is expected to increase 12% by 2029, an increase of over 34,000 jobs over the decade.¹⁰ The outlook for athletics administrators in elementary, middle, and high schools similarly projects a 4% increase,¹¹ as does the need for leaders in postsecondary institutions.¹² The outlook for fitness trainers and instructors, which includes community sports and recreation leaders, is projected to grow 15% by 2029.¹³ The projected job growth for these sports leadership professions indicates sufficient demand to support the development of the M.S. in Sports Leadership at UW-Madison in addition to existing and developing programs among other UW System institutions.

The pandemic has had a significant impact on job opportunities in sports leadership, as it has for all industries challenged by social distancing, with job losses around 8-11%, depending on job category.¹⁴ However, market analysts continue to predict growth in the profession and suggest that the experience of the pandemic will create demand for better trained sports leaders adept at strategic thinking¹⁵ and committed to social justice.¹⁶ These trends position the M.S. in Sports Leadership to provide a program in demand post-pandemic, with the ability to effectively position graduates for success in their field.

Coupled with the expected increase in position postings, there is a higher concentration of sports leadership jobs in the Midwest, further bolstering the need for

¹⁰ U.S. Bureau of Labor Statistics. (2020, September 1). Coaches and scouts. *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>

¹¹ U.S. Bureau of Labor Statistics. (2020, September 1). Elementary, middle, and high school principals. *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm> [Note-the BLS includes athletics administrators in the category with school principals]

¹² U.S. Bureau of Labor Statistics. (2020, September 1). Postsecondary education administrators. *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm> [Note-the BLS includes athletics administrators in the category with other higher education administrators]

¹³ U.S. Bureau of Labor Statistics. (2020, September 1). Fitness Trainers and Instructors. *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>

¹⁴ Drape, J., Chen, D. W., & Hsu, T. (2020, December 13). 2020: The Year in Sports When Everybody Lost. *The New York Times*. <https://www.nytimes.com/interactive/2020/12/13/sports/coronavirus-sports-economy-wisconsin.html>

¹⁵ Global Sports Jobs. (2020, May 18). How COVID-19 Will Shape Future Careers in Sport. *Global Sports*. <https://intelligence.globalsportsjobs.com/how-covid-19-will-shape-future-careers-in-sport>

¹⁶ Khabbaz, R. (2021, January). Sports and Social Justice. *Harvard Business Review*. <https://hbr.org/2021/01/sports-and-social-justice>

additional sports leadership programming in the region.¹³ In addition, between 2015-2017, job postings related to athletics favored a master's degree when compared to all other job postings. About 8% of sports leadership roles required a master's degree compared to 5% of all other job postings.¹⁴


Schools, colleges, and universities, youth club sports, and semi-professional and professional sport groups all need strong leaders to manage their programs. The importance of and demand for inquiry and coursework on sport is widely recognized.¹⁵ The UW-Madison is one of only two Big Ten institutions that lack systematic academic programming in sports leadership and/or management. The UW-Madison M.S. in Sports Leadership will provide a high-quality online program that serves both full- and part-time students. The opportunity to participate in a field placement as part of the online program will allow students to leverage the advantages of online programming while gaining in-person mentorship experiences to support skill development and job placement.

¹³ Burning Glass: Labor Insights. (2018, November). *School of Education Sports Leadership Master's Program Analysis*.

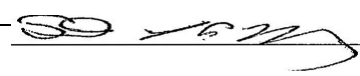
¹⁴ Burning Glass: Labor Insights. (2018, November). *School of Education Sports Leadership Master's Program Analysis*.

¹⁵ See notes 1-4.

University of Wisconsin - Madison						
Cost and Revenue Projections For MS-Sports Leadership						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	35	40	42	45	50
	Enrollment (Continuing Student) Headcount	0	31	49	50	53
	Enrollment (New Student) FTE	26.8	31.8	33.4	34.9	39.9
	Enrollment (Continuing Student) FTE	0	11	15.5	15.8	17.3
II	Total New Credit Hours (24 cr per FTE)	642	1026	1173	1215	1371
	Existing Credit Hours	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff:					
	FTE of Program Director	1.00	1.00	1.00	1.00	1.00
	FTE of Teaching Assistant	0.50	0.50	0.50	0.50	0.50
	FTE of Current Fac/IAS:					
	FTE of Faculty (for instruction)	0.875	0.875	0.875	0.875	0.875
	FTE of Adjunct faculty appointments	0.375	0.375	0.375	0.375	0.375
	FTE of Current Admin Staff					
FTE of ELPA Academic Administrative Assistant	0.25	0.25	0.25	0.25	0.25	
IV	Revenues					
	From Tuition (\$900 per credit)	\$577,800	\$923,400	\$1,055,700	\$1,093,500	\$1,233,900
	From Fees or Other Sources	\$0	\$0	\$0	\$0	\$0
	Reallocation from ELPA funds	\$88,259	\$0	\$0	\$0	\$0
	Total Revenue	\$666,059	\$923,400	\$1,055,700	\$1,093,500	\$1,233,900
V	Expenses					
	Salaries plus Fringes					
	Program Director	80,000	81,600	83,232	84,897	86,595
	Teaching Assistant	20,500	20,910	21,328	21,755	22,190
	Faculty for Instruction	96,250	98,175	100,139	102,141	104,184
	Adjunct Faculty	15,000	15,300	15,606	15,918	16,236
	ELPA Academic Administrative Assistant	10,000	10,200	10,404	10,612	10,824
	Fringe Benefits - Faculty and Academic Staff (33.6%)	74,508	75,998	77,518	79,068	80,650
	Fringe Benefits - TA (16.2%)	3321	3387	3455	3524	3595
	Total Salaries and Fringe Benefits	\$299,579	\$305,571	\$311,682	\$317,916	\$324,274
	Other Expenses					
	Initial course development	\$150,000				
	Ongoing course development and maintenance	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Marketing, recruiting and admissions and S&E	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140
	Scholarship allocation (10% of tuition)	\$57,780	\$92,340	\$105,570	\$109,350	\$123,390
SoED allocation (10% of tuition)	\$57,780	\$92,340	\$105,570	\$109,350	\$123,390	
Campus allocation (10% of tuition)	\$57,780	\$92,340	\$105,570	\$109,350	\$123,390	
Total Expenses	\$666,059	\$625,731	\$671,532	\$689,106	\$737,584	
VI	Net Revenue	\$0	\$297,669	\$384,168	\$404,394	\$496,316

Provost's Signature: John Karl Scholz, Provost 

Date:
3 19 2021

Chief Business Officer's Signature: David Murpy, Assoc Vice Chancellor, F 

Date:
3 15 2021

Table 1: Five-Year Academic Program Enrollment Projections*

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students – Full Time	20	25	27	27	32
New Students – Part Time	15	15	15	18	18
New Students Total	35	40	42	45	50
Continuing Students – Full Time	-	18	23	24	24
Continuing Students – Part Time	-	14	28	28	30
Continuing Students – Total	-	32	51	52	54
Total Enrollment	35	72	93	97	104
Graduating Students	-	18	37	38	38

New 0

Headcount	Year 1 Summer 2022	Fall 2022	Spring 2023	Year2 Summer 2023	Fall 2023	Spring 2024	Year3 Summer 2024	Fall 2025	Spring 2026	Year 4 Summer 2026	Fall 2026	Spring 2027	Year 5 Summer 2026	Fall 2026	Spring 2027				
2022 FT	20	20	18	18															
2022 PT	15	15	15	13	13	13	13												
2023 FT				25	25	23	23												
2023 PT				15	15	15	13	13	13	13									
2024 FT							27	27	24	24									
2024 PT							15	15	15	13	13	13	13						
2025 FT										27	27	24	24						
2025 PT										18	18	18	18						
2026 FT													16	16	16	16			
2026 PT													32	32	29	29			
New HC	35			40			42			45			50						
Continuing HC	0	0	0	31	13	13	49	13	13	50	13	13	53	66	63				
CREDITS NEW FT	120	180	162	150	225	207	162	243	216	162	243	216	192	288	261				
CREDITS NEW PT	90	45	45	90	45	45	90	45	45	108	54	54	108	54	54				
FTE NEW - term	8.75	9.375	8.625	10	11.25	10.5	10.5	12	10.875	11.25	12.375	11.25	12.5	14.25	13.125				
FTE NEW - year	26.8			31.8			33.4			34.9			39.9						
CREDITS CONT FT				108			138			144			144						
CREDITS CONT PT				78	39	39	156	39	39	156	39	39	174	48	48				
FTE CONT - term				7.75	1.625	1.625	12.25	1.625	1.625	12.5	1.625	1.625	13.25	2	2				
FTE CONT - year	0.0			11.0			15.5			15.8			17.3						
CREDITS per term																			
2022 FT	120	180	162	108															
2022 PT	90	45	45	78	39	39	78												
2023 FT				150	225	207	138												
2023 PT				90	45	45	78	39	39	78									
2024 FT							162	243	216	144									
2024 PT							90	45	45	78	39	39	78						
2025 FT										162	243	216	144						
2025 PT										108	54	54	96	48	48	96			
2026 FT													192	288	261	174			
2026 PT													108	54	54	96	48	48	96
Credits per Year	642			1026			1173			1215			1371						
FTE (FT+ PT/2) by term	37.5	37.5	35.5	57	39	37	70.5	41	38	73	42.5	39.5	79.5	49	46				
FTE by year	26.8			42.8			48.9			50.6			57.1						
Degrees by Year	0			18			36			37			37						

RED=Continuing and Graduating
BLUE = Continuing

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN SPORTS LEADERSHIP

Introduction

The University of Wisconsin-Madison proposes a fully online Master of Science degree in Sports Leadership (MSL) in the Department of Educational Leadership and Policy Analysis (ELPA), School of Education. The development of the MSL responds to the need to train leaders to understand the particular demands associated with sports programs, a growing field within educational leadership. Key areas for sports leadership include athletic administration, coaching, justice in sport, and sports psychology. Graduates will be prepared for leadership positions within sports programs across levels of play, spanning K-12 and youth programs, colleges and universities, and semi-professional and professional teams. This online tuition revenue program will be comprised of 30 credits, which will include nine required courses (27 credits, including a 3-credit field experience) and one elective course (3 credits) selected from a curated list. Students enrolled in the M.S. in Sports Leadership will pay a market-based tuition rate of \$900 per credit hour consistent with the Online/Distance Program Tuition Rate specified by the UW System Tuition Policy (SYS 805) and UW System Policy for Programming for the Non-traditional Market (SYS 130).

Section I – Enrollment

Students in the MSL may enroll as either full-time or part-time students. Full-time students are expected to complete the program in four terms and part-time students in seven terms. Students may begin the program at the beginning of any term, but to simplify the budget model students are presented as enrolling in the summer term, consistent with expectations for students to start the program. Enrollment will begin in summer 2022. The program seeks to enroll 20 new full-time and 15 new part-time students in Year 1, growing to 32 new full-time and 18 new part-time students by Year 5. The student retention rate is estimated at 90%, which is the UW-Madison Graduate School's average completion rate for master's degrees (based on 2008-2016 entrance cohorts). Students are counted as new in the first academic year of summer/fall/spring enrollment. Full-time students are counted as continuing in their fourth term, second summer, in which they will graduate. Part-time students are counted as continuing in the four subsequent terms after that first academic year. To simplify the budget model, the 90% rate is applied at the halfway point, which is after the first two terms for full-time students and after the first three terms (of seven) for part-time students. By the end of Year 5, it is expected that 212 students will have enrolled and 128 students will have graduated from the program.

Section II – Credit Hours

Students complete 30 credits across 10 courses. The credit load for the program is designed to accommodate the schedules of the target audience of sports professionals. Full-time students will complete 6 credits in the first summer, 9 credits in fall, 9 credits in

spring, and 6 credits in the second summer. For full-time students, graduation occurs in August of the second summer. A typical part-time student will enter in the summer, take 6 credits in summer, and 3 credits per semester during the academic year, completing the program in two years plus one summer (seven terms).

Headcount enrollment is based on the total unique individuals enrolled in the year and is based on summer when the sum of new and continuing students sets the highest level of enrollment. FTE enrollment is calculated based on the total credits for the year (in this case set as a summer/fall/spring year) divided by 24. A full-time student takes 24 credits in their first complete academic year. Thus, this standard of 24 credits for full-time enrollment is set as the standard for the FTE calculation.

Section III – Faculty and Staff Appointments

The program will be staffed by 0.875 Full Time Equivalent (FTE) faculty for instruction, one teaching assistant (0.5 FTE), and three sports leadership professionals who will be hired to teach one course each year. Staffing commitments also include a faculty director (0.125 FTE), a program director (0.25 FTE marketing support, 0.75 FTE student services, career, and advising support), and ELPA administrative support (0.25 FTE). Of the appointments above, new expenses include a full-time program director, a half-time teaching assistant, and three adjunct professors. Potential adjunct professors include the UW-Madison Athletic Director, the Director of the Wisconsin Academy Basketball Program, and the Athletic Director for the Madison Metropolitan School District.

Section IV – Program Revenues

Tuition Revenues

All program revenue will be generated through tuition. Anticipated tuition revenues are calculated by multiplying the tuition per credit (\$900) times total credit hours. The program is expected to produce \$577,800 in tuition revenue in the first year and \$1,233,900 annually by the fifth year.

Program Revenue (PR)

In the first year, funds will be reallocated from ELPA funds as an investment in the future of the program. The source for these funds is the investment margin from other ELPA service-based pricing programs. By the second year, the program is anticipated to be revenue positive. The program will be funded from tuition; GPR funds will not be used to offset program costs. There are no program/course fees, or grants/extramural funding.

Section V – Program Expenses

Salary and Fringe Expenses

The program faculty/staff support will be as follows. All salaries are computed assuming a 2% inflationary adjustment annually. Fringe benefits are calculated at a rate of 33.6% for faculty and academic staff, and 16.2% for teaching assistants.

A total of 0.875 FTE faculty will be committed for instruction. The FTE base salary is assumed at \$110,000 which is an average salary for ELPA faculty. These are existing commitments. (Based on School of Education load calculations, 0.125 FTE of faculty member's AY load is allocated per course so by this calculation 7 courses taught by faculty require 0.875 FTE. Remaining courses are taught by adjunct faculty members who are sports leadership professionals with support from teaching assistants.)

One teaching assistant (0.5 FTE; \$20,500 annual rate for 50% appointment) will support instruction. This is a new expense. Three sports leadership professionals who will teach one course each year at a rate of \$5,000/course for a total of \$15,000/year. To estimate an FTE rate, the 0.125 FTE rate set for ELPA faculty per course is used. These are new expenses. A program director will provide marketing support, student services support, and career and advising support (0.25 FTE marketing support, 0.75 FTE student services, career, and advising support; \$80,000 annual rate). This is a new expense. Academic administrative support will be provided by the ELPA student services coordinator (0.25 FTE; \$40,000 annual rate).

Other Expenses

Other program expenses include:

- \$150,000 for initial course and program development.
- \$36,000 per year for course maintenance and development.
- \$31,125 per year for the cost of Kinesiology elective course.
- \$6,120 per year for marketing and publicizing the program.
- \$1,020 per year for supplies.

As for other UW-Madison service-based funding programs, the structure includes a 10% allocation for scholarships, 10% allocation for the home school/college, and 10% allocation for campus for general services that support the program.


Section VI – Net Revenue

The program will realize a net revenue positive position by the second year and is forecast to generate more than \$368,875 in net revenue by the fourth year. The department plans to use program revenues to provide multi-year student funding packages for incoming Ph.D. students enrolled in other ELPA programs.



Date: 19 March 2021

To: Tommy G. Thompson, President, University of Wisconsin System
via email: apfa@uwsa.edu

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

Subject: Authorization Proposal: Master of Science (MS)-Sports Leadership

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new MS-Sports Leadership at 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 university’s select mission, overall academic plan, and academic degree program array. Students will be required to meet all the requirements and standards for an MS degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Educational Leadership and Policy Analysis), the dean and academic planning council of the program’s academic home (i.e., the School of Education), the university’s Graduate Faculty Executive Committee, and the University Academic Planning Council. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The School of Education is committed to the necessary financial and human resources required to continue the program. The proposal provides details on these commitments.

The proposal, including enrollment and budget considerations, have been reviewed in light of the COVID-19 disruption. We are confident there will be student demand for a program like this and that we will be able to support and deliver the program as proposed.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Fall 2021 with first enrollments in Summer 2022. We are requesting that this proposal be scheduled for consideration at the June 3–4, 2021, 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

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

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

Diana Hess, Dean, School of Education

Carolyn Kelley, Senior Associate Dean for Academic Programs, School of Education

Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System (via apei@uwsa.edu)

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System



UNIVERSITY OF WISCONSIN
BARRY ALVAREZ, DIRECTOR OF ATHLETICS

July 2020

Dear Committee Members,

I write to express my support for the Department of Educational Leadership and Policy Analysis's development of a graduate degree in Sports Leadership at the University of Wisconsin-Madison. Throughout my career as a coach and athletic director, I have seen the impact that sports can have on young people. Participating in athletics presents an array of opportunities to learn life lessons and to develop positive attributes that will benefit athletes throughout their lives, even beyond their time in sports competition.

Among the many benefits of participating in athletics is the exposure to great coaches and leaders. The adults who lead athletics programs – from youth levels on through professional levels – are some of the most important leaders in our communities. For good and, in some cases, for bad, these leaders have long-term influence on many people associated with their teams. I've seen great coaches change lives and, from first-hand experience, I know that the positive life changes that coaches can enact help influence widespread effects in families and communities.

I am very excited to know that the School of Education at UW is developing this new sports leadership degree opportunity. It is much needed. We have so many coaches in Wisconsin and beyond who are looking to grow and develop in their profession and there is no better place to do it than this institution.

When I used to recruit student-athletes to the university, I placed special emphasis on attracting and supporting the best and brightest from our state. I see this master's degree as an opportunity to do the same at the coaching level. We can attract the most promising young coaches and leaders here, where they will be exposed to exceptional professors, leaders, and learning experiences that can only be found here at the state's flagship university. I am eager to support this effort.

In summary, coaches are some of the most important leaders in our schools, universities, and communities. As a university we can provide an important service by preparing them well. If I can be of any support in your work in these months ahead, please let me know.

On Wisconsin!

A handwritten signature in black ink that reads "Barry Alvarez".

Barry Alvarez
Athletic Director
University of Wisconsin



James Madison Memorial High School Athletics | 201 S. Gammon Rd. | Madison, Wisconsin 53717 | 663.6079

Matt Hendrickson, Principal | jmm.mmsd.org/athletics-home-page

July 29, 2020

To Whom it May Concern:

I am writing to support the development of a degree in Sports Leadership in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. I serve as the athletic director at Madison Memorial High School and as the head athletic director for the Madison Metropolitan School District. I also served as the President of the Wisconsin Athletic Director's Association. I know firsthand of the important role that coaches and athletic directors have on schools and of the need for substantive opportunities for them to develop as leaders.

Over the years, I have met and worked with Professor Miller and he has regularly invited our coaches and leaders to sports leadership seminars and other events at the University. He has also presented to professional development sessions that I host for our district's coaches. I know that in developing this new graduate degree, UW-Madison can have a significant positive impact on our state. Just as the University prepares excellent teachers, principals, psychologists, counselors, and other leaders in our schools, it can help prepare outstanding coaches and sports leaders. UW-Madison is uniquely positioned in Wisconsin to build upon its top-rated education program and athletics program to more broadly serve and benefit schools and communities throughout the state. I am eager to continue working with Professor Miller and the Educational Leadership & Policy Analysis Department in these efforts. Finally as a UW alumnus I am envious of this program and would have definitely gravitated to it during my time as a Badger as I moved majors from business to education to be able to pursue my passion in high school athletics and this would have been a perfect fit for me and I am sure many others.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Schlitz". The signature is stylized and fluid, with a large loop at the end.

Jeremy Schlitz, CAA
Athletic Director, Madison Metropolitan Schools
Past President, Wisconsin Athletic Directors Association



July 28, 2020

To Whom it May Concern:

I serve as the boys director of Wisconsin Academy, one of the most prominent club basketball programs in the state. Each year, hundreds of kids throughout Wisconsin participate on our teams and in our clinics and summer programs. Our program is similar to the many other youth sports programs in the US in that families from diverse communities and backgrounds invest many hours with our teams. In fact, youth basketball programs have rapidly grown in our country. These teams are important places for young people to sharpen athletic skills, but even more, to develop life-long lessons on teamwork, resilience, and hard work.

Coaches are at the heart of our work. Wisconsin Academy's coaches spend countless hours on and off the court with young athletes and their families. I am an educator and I see these coaches as important leaders to whom we must devote considerable attention.

I am excited to learn that the University of Wisconsin-Madison is developing a master's degree in sports leadership because this can provide a valuable space for coaches and leaders to develop as positive forces in the youth sports world. I earned my doctorate from UW and I know that the quality of the faculty and students are excellent. I know that our state – including the coaches and leaders in the youth basketball world – can benefit tremendously from this program. Thus, I write to offer my support to this new sports leadership degree in the Department of Educational Leadership and Policy Analysis. Please feel free to contact me with any questions.

Sincerely,

Mark Nelson, Ph.D. UW Madison (ELPA)
Boys Director, Wisconsin Academy Basketball Program
Instructional Coach and Professional Development Coordinator, Madison East HS
608-332-7689, marknboys@gmail.com

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS: GENERAL BUSINESS,
UW-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Business Administration in Business: General Business program at the University of Wisconsin-Milwaukee.

Resolution C.6.: 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 Business Administration in Business: General Business program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Business Administration (B.B.A.) in Business: General Business. The major will tie into the mission of the university in that it discovers, disseminates, and extends knowledge by developing students' heightened intellectual, professional, and technological expertise. At the bachelor's level, the Lubar School of Business currently offers six majors. The addition of the B.B.A. in Business: General Business will allow students to gain a broad level of expertise and acquire a business degree without having to focus in any one specific business area, as provided by the other majors. The major will consist of 120 credits. High Impact Educational Practices (HIPs) opportunities available to students will include a first-year experience, common intellectual experiences, a diversity and global learning component, learning communities, and a capstone. At the completion of the major, students will be well equipped to work in a variety of business environments, including smaller firms, entrepreneurial ventures, and nonprofits. Data suggest that demand for a more general option is high with increasing employment opportunities. An analysis of job postings in the Milwaukee Metropolitan Area over the past year found strong demand for individuals with business administration and management skills. Standard tuition and fee rates will apply, as will a tuition differential fee and an online course fee where applicable.

Provost

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

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS: GENERAL BUSINESS
AT UNIVERSITY OF WISCONSIN-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin (UW)–Milwaukee proposes to establish a Bachelor of Business Administration (B.B.A.) in Business: General Business. The major will tie into the mission of the university in that it discovers, disseminates, and extends knowledge by developing students’ heightened intellectual, professional, and technological expertise. At the bachelor’s level, the Lubar School of Business currently offers six majors. The addition of the B.B.A. in Business: General Business will allow students to gain a broad level of expertise and acquire a business degree without having to focus in any one specific business area, as provided by the other majors. The major will consist of 120 credits. High Impact Educational Practices (HIPs) opportunities available to students will include a first-year experience, common intellectual experiences, a diversity and global learning component, learning communities, and a capstone. At the completion of the major, students will be well equipped to work in a variety of business environments, including smaller firms, entrepreneurial ventures, and nonprofits. Data suggest that demand for a more general option is high with increasing employment opportunities. An analysis of job postings in the Milwaukee Metropolitan Area over the past year found strong demand for individuals with business administration and management skills. Standard tuition and fee rates will apply, as will a tuition differential fee and an online course fee where applicable.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Milwaukee

Title

Business: General Business

Degree Designation

Bachelor of Business Administration

Mode of Delivery

Single university; Both face-to-face delivery and 50% or more distance delivery.

Department or Functional Equivalent

Lubar School of Business (non-departmentalized school)

College, School, or Functional Equivalent

Lubar School of Business

Proposed Date of Implementation

August 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. The average student retention rate is projected to be 77%, which is the same as other programs at the Lubar School of Business. In Year 1, continuing students are identified as students who were in other business majors or business undecided. These students will be able to complete the major in two years since the first two years of coursework for this major is the same as the first two years of coursework in other business majors. Beginning in Year 2, the continuing student enrollment projections include continuing new students as well as students who change from other majors or were previously undecided. It is expected that in Year 5, a total of 129 students will be enrolled in the program and that by the end of Year 5, a total of 75 students will have graduated.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	30	35	40	45
Continuing Students	10	28	46	65	84
Total Enrollment	35	58	81	105	129
Graduating Students	0	12	16	21	26

It is anticipated that of these students, 20% will be enrolled part-time and 80% will be enrolled full-time, and the retention rate will be 80%. It is also anticipated that enough courses will be taught online to allow a student to complete the major via distance delivery.

Tuition Structure

For students enrolled in the General Business major, standard tuition and fee rates will apply, per UW-Milwaukee undergraduate fee schedules. Based on spring 2021 tuition rates, residential tuition and segregated fees total \$4,814.71 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,045.56 is attributable to tuition and \$769.15 is attributable to segregated fees. Nonresident tuition and segregated fees total \$10,747.15 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$9,978 is attributable to tuition. For resident part-time students, current tuition is \$337.13 per credit plus segregated fees.

Additionally, each student enrolled in a business undergraduate course from the 200-600 level will be assessed a tuition differential equal to \$21.22 per credit. For online courses, distance education fees will apply, which will be \$30 per student credit hour of online enrollment.

DESCRIPTION OF PROGRAM

Overview of the Program

As with all majors in the Lubar School of Business, students are expected to complete 24 credits of general education requirements (GER), 21 credits of program prerequisite courses, and 75 credits of major program requirements for a total of 120 credits. There are no required internships, clinical, or other program components.

Of the 75 credits of major program requirements, 29 credits comprise business core course requirements that apply to all the majors in the B.B.A. degree, 24 credits comprise General Business major course requirements (6 credits of required courses and 18 credits of general business elective courses), and the remaining 22 credits comprise business and non-business electives. The two required courses unique to the General Business major are:

- Bus Adm 393 – Business Ethics, Social Responsibility and Sustainability
- Bus Adm 446 – Leadership and Team Building

The 18 credits of General Business major elective courses are organized into competency areas, focusing on business and related disciplines such as healthcare and economics. A minimum of 12 credits within Business Administration must be completed towards this major. Competency areas consist of: economics, entrepreneurship, finance, healthcare administration, human resource management, information technology management, marketing, international business, real estate, and supply chain and operations management. Each competency area has multiple courses. Students will select two or three competency areas with a minimum of two courses in each competency area. The remaining 22 credits in the major consist of 9 credits of business electives and 13 credits of non-business electives. The program will be offered with both in-person delivery and as a completely online option.

Students in the General Business major can take either online or face-to-face courses or a combination of both. While not all courses in each competency area will have an online offering, there will be enough online offerings for students to remain competitive in the workforce. General education requirements, Business Foundation courses, Business core courses, and Business and general electives can all be taken 100% online.

Offering this program both online and face-to-face will be attractive to a number of student populations, including:

- Local students who desire a general knowledge of business but prefer online instruction due to family, work, travel, health, or other reasons.
- Students from UW-Waukesha, UW-Washington County, and other two-year campuses in the UW System who do not want to move or commute to Milwaukee to build on their associate's degree to earn a bachelor's.
- Students from the Milwaukee Area Technical College and Waukesha County Technical Colleges (MATC and WCTC) who through recently initiated transfer agreements will be able to complete their business degree at UW-Milwaukee.
- Transfer students from other UW four-year campuses who have completed their GER and other non-business coursework and want a degree from UW-Milwaukee/Lubar but do not want to commute or move to Milwaukee.
- Students from out-of-state or abroad who could do their entire B.B.A. degree remotely using online GER and other necessary online classes.

Student Learning Outcomes and Program Objectives

The Lubar School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed major will be included in that accreditation review. Each of the B.B.A. undergraduate majors have program-level objectives that align to AACSB accreditation requirements. Student learning outcomes for the B.B.A. in Business: General Business are as follows:

- *Learning Outcome 1:* Students will be able to recognize an ethical dilemma, relevant stakeholders, and potential consequences.
- *Learning Outcome 2:* Students will demonstrate their knowledge about socially responsible business practices.
- *Learning Outcome 3:* Students will demonstrate their knowledge about effective leadership strategies.
- *Learning Outcome 4:* Students will have the ability to think innovatively using analytical and technical skills.
- *Learning Outcome 5:* Students will have the ability to analyze complex business problems that require performing a strategic audit on an entrepreneurial case to analyze a complex situation, identifying and choosing a superior competitive position, and creating the organizational context to make the chosen strategy succeed.

Students who complete the B.B.A. with the General Business major will be prepared for a wide variety of careers in business, including corporate, governmental, nonprofit, and entrepreneurial. As well, students will be prepared for further academic work in discipline-specific Master of Science degree programs or in the Master of Business Administration program.

Program Requirements and Curriculum

Admission to the General Business major will be the same as to any major within the B.B.A. Students are eligible to advance within the major when the following requirements have been met:

- Attain Junior standing of 56 credits.
- Satisfy Oral and Written Communication requirement (Part A) of English 102 - College Writing and Research or obtain a high enough score on the English Placement Test, ACT-English, or SAT-ERW.
- Satisfy Quantitative Literacy requirement of Math 105–Introduction to College Algebra, or Math 108-Algebraic Literacy II, or place high enough on the Math Placement Test.
- Complete the Business Foundation courses, with a cumulative GPA of 2.25 or above.
- Achieve a cumulative GPA of 2.50 or higher (including transfer work), and at least a UW-Milwaukee cumulative GPA of 2.00.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, of which 24 credits are general education courses, 21 credits are prerequisites or support courses, and 75 credits are academic degree program or major course requirements.

Table 2: General Business Major in the Lubar School of Business Bachelor of Business Administration Degree Program Curriculum

General Education Courses:	24 credits
English 205 (Oral and Written Communication Part B)	3 credits
Arts	3 credits
Humanities	6 credits
Social Sciences	6 credits
Natural Sciences	6 credits
Program prerequisites or support courses:	21 credits
Econ 103 Principles of Microeconomics.	3 credits
Econ 104 Principles of Macroeconomics	3 credits
Bus Adm 201 Principles of Financial Accounting	4 credits
Bus Adm 230 Introduction to Information Technology	4 credits
Math 208 or Math 211 Quantitative Models for Business or Survey in Calculus and Analytic Geometry (Quantitative Literacy Part B)	4 credits
Comm 103 or Comm 105 Public Speaking or Business and Professional Communication	3 credits
Academic degree program or major course requirements:	75 credits
Bus Adm 202 Managerial Accounting	3 credits
Bus Adm 210 Statistical Modeling in Business Analytics	4 credits
Bus Adm 300 Career and Professional Development	1 credit
Bus Adm 330 Organizations	3 credits

Bus Adm 350	Principles of Finance	3 credits
Bus Adm 360	Principles of Marketing	3 credits
Bus Adm 370	Introduction to Supply Chain Management	3 credits
Bus Adm 391	Business Law I	3 credits
Bus Adm 600	Management Analysis	3 credits
International Business Component		3 credits
Bus Adm 393	Business Ethics, Social Responsibility and Sustainability	3 credits
Bus Adm 446	Leadership and Team Building	3 credits
<hr/>		
General Business Major Electives		18 credits
<hr/>		
Business Electives		9 credits
Non-Business Electives		13 credits
<hr/>		
Total Credits		120 credits

Assessment of Outcomes and Objectives

The Lubar School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed B.B.A. in Business: General Business will be included in the next accreditation review. Each of the B.B.A. majors have program-level objectives of disciplinary competency including: (1) Students will gain a broad understanding of the business environment; (2) Students will learn about the major functional areas taught in the school; and (3) Students will be able to have a broad business knowledge that spans two or more business disciplines.

The student learning outcomes will be assessed using both direct measures (exam questions, case write-ups, presentations, etc.) and indirect measures (graduation rates, retention rates, exit surveys, etc.). The results from these assessment processes will be used to make continuous improvements to the major. Assessment results are analyzed by key leadership including the Director of Accreditation, the AACSB Committee, and the Lubar School of Business Undergraduate Program Committee. When results are not satisfactory, the leadership will work to implement curricular changes to bring about improvements in the next review cycle.

Diversity

The Lubar School strives to maintain diversity in all its programs. The fall 2020 undergraduate enrollment profile is illustrated in Table 3.

The General Business major includes inclusive and diverse content within its curriculum. The two required courses—Bus Adm 393 - Business Ethics, Social Responsibility and Sustainability and Bus Adm 446 - Leadership and Team Building—include content focused on diversity, equity, and inclusion. In the business ethics class, the focus is on employee rights, stereotyping, discrimination, justice, and fairness in ethics. The leadership class contains material on workplace diversity and working within a diverse team.

Additionally, local, regional, and international examples within specific courses, such as in the international business component, help towards this objective.

Table 3: Undergraduate Enrollment Profile Lubar School of Business

Student Group	Fall 2020 Enrollment	
	Headcount	Percentage
African American/Black	182	6.2%
American Indian/Alaska Native	4	0.1%
Hawaiian/Pacific Islander	3	0.1%
International	82	2.8%
Hispanic/Latino	113	3.9%
Other Asian	108	3.7%
Southeast Asian	72	2.5%
Two or More Race/Ethnicities	386	13.2%
Unknown	5	0.2%
White	1969	67.3%
First-Generation	1017	34.8%
Female	1101	37.7%
Male	1823	62.3%

UW-Milwaukee recruiters also look to maintain a diverse student body and are assisted in this process through the numerous diversity-based scholarship and grant opportunities available within the Lubar School. Several scholarship opportunities are available and are oriented to students of color or underrepresented populations. These include the Lorin Radtke Scholarship, Supply Chain & Operations Management Scholarship, Steven Tholl '81 and Diane Buckshnis Business Scholarship, Robert and Sylvia Wheeler Scholarship, Greater Milwaukee Foundation-William and Ardie A. Halyard Scholarship, Greater Milwaukee Foundation-Weiss Family Scholarship, Legacy Scholarship, Enterprise Rent-A-Car Scholarship, Church Mutual Scholarship, Ramzi Doany Memorial Scholarship, and the Finance and Investment Management Scholarship.

The Lubar School has also concluded recent agreements with MATC and WCTC to ensure students a smooth transition from their programs to UW-Milwaukee. Students in the technical colleges are more often from underrepresented communities with some level of financial constraint. The General Business major could be an attractive and more flexible option for these students.

The Lubar School also undertakes a number of strategic initiatives to improve diversity within its student body and maintain equity in access, retention, and degree completion. The school's Multicultural Mentoring Program (MMP) connects diverse business students with business professionals to help them gain from their knowledge and career experiences. Faculty and staff work with the Roberto Hernández Center, the Black

Student Cultural Center, the Southeast Asian American Student Cultural Center, and the American Indian Student Center to promote programs and attract diverse applicants, as well as with a number of external players to recruit a wide variety of students. The TRIO programs with Milwaukee Public Schools (MPS), the Junior Achievement program with MPS middle schools, the U-Visit Experience with MPS, and the Young Scholars program, focusing on the west coast, are all good examples of this process. These initiatives will all be part of the General Business major.

At present, no additional hires of faculty or staff are anticipated. However, as enrollments in the major grow, a few strategic hires may be needed. All efforts will be made to ensure equity in the hiring process. UW-Milwaukee's Guiding Values highlight the worth of diversity in all its definitions, and the university aims to support and value students, faculty and staff who are the heart of the university. Students will engage with a diverse faculty who embrace UW-Milwaukee 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 General Business major will be housed completely within the business school. At present, no collaborative plans with other units on campus have been developed. In the future, the delivery of this program at UW-Milwaukee's Waukesha and Washington County campuses will be explored. This will enable students from UW-Waukesha, UW-Washington County, and other two-year campuses in the UW System who do not want to move or commute to Milwaukee to build on their associate's degree to earn a bachelor's. Additionally, the Lubar School has initiated transfer agreements with MATC and WCTC to ensure students a smooth transition from associate degree programs to the proposed program.

Projected Time to Degree

The General Business major can be completed in eight semesters by full-time students completing an average of 15 credits per semester. Students, both full- and part-time, can access the major both face-to-face and online and complete the degree at their own pace.

Program Review

According to established policy, the major will undergo the standard UW-Milwaukee undergraduate program review process.¹ The initial review will be conducted in Year 5 based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years. The Academic Planning and Curriculum

¹ 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>

Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee. The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirements, student support resources, and financial stability.

Accreditation

The Lubar School is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed major will be included in the accreditation review by AACSB.

JUSTIFICATION

Rationale and Relation to Mission

The General Business major will contribute directly to the mission of the UW System by allowing students to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing students' heightened intellectual, professional, and technical expertise. It will be attractive to entrepreneurs, small business owners, and individuals in the nonprofit sector in addition to traditional business students. This ties into the Guiding Values of both UW-Milwaukee and the Lubar School of Business (LSB), which focus on serving local diverse populations and fostering innovation. The major also fulfills strategic initiatives developed by the LSB to increase enrollment and broaden the number of learning opportunities. The General Business major has received support from the Business Advisory Committee. The rationale for adding the B.B.A. in General Business is that it will allow students to gain a broad level of expertise and acquire a business degree without having to focus in any one specific business area, as provided by the other majors.

University Program Array

The General Business major will be an addition to the six B.B.A. major options currently offered within the Lubar School of Business. These include majors in Accounting, Finance, Human Resource Management, Information Technology Management, Marketing, and Supply Chain and Operations Management. It will leverage existing curricula and faculty in other business programs across the college. Its impact will be in increased enrollment and retention in the Lubar School. It will also provide an additional choice of major for undergraduate students, which can better align with their business interests and preferences. Finally, the proposed major will produce a number of graduates with general business skills, which will be of value to local and regional employers.

Other Programs in the University of Wisconsin System

In the classification of instructional program area of General Business and Commerce (CIP code 52.0101), only UW-Whitewater offers a B.B.A. in Business: General Business, which is offered face-to-face and via distance delivery. Several UW universities

offer bachelor's degrees in the instructional area of business administration and management, or other specialized areas in business. The proposed program is distinct in three ways. First, its content is different in that it requires two unique courses on business ethics, social responsibility, and sustainability as well as leadership and team building. The slate of competency areas, from which students can choose two or three, is also a unique feature. Second, as an urban institution in a major city, UW-Milwaukee will draw a more diverse student base. The UW-Milwaukee enrollment profile is distinctly different from other campuses. Access to the Milwaukee business community is a third distinct feature of the proposed program. Adult learners enrolled in the program will have the ability to work or intern at a Milwaukee business while continuing their studies.

Need as Suggested by Current Student Demand

Projections for student demand, enrollment, and graduation rates are based on numbers in the schools' other majors and new degree programs and certificates. Additionally, the demand is based on information gathered by advisors of 'undecided' students wanting a general option. Prior to the establishment of the Pathways Advising Office, LSB would have between 15-18% of its student population listed as "Business-Intended," which is not an actual major, but rather an intention that a student would like to major within LSB but does not have a specific major chosen. In the fall of 2020, this percentage was 10%, but there were also 168 students in Pathways Advising with the Business, Industry, & Applied Technology option selected, and another 358 students with no option selected. This shows there is a large group of students who have business in mind but are unsure of a specific path within business or a more general option path. Furthermore, it is expected that the transfer agreements with MATC and WCTC will create additional demand.

Need as Suggested by Market Demand

According to U.S. Bureau of Labor Statistics, "Employment in business and financial operations occupations is projected to grow by 5% from 2019 to 2029, faster than the average for all occupations, adding about 476,200 new jobs." Globalization, a growing economy, and a complex tax and regulatory environment are expected to result in greater job opportunities. In addition, increasing usage of data and market research to understand customers and product demand, and to evaluate marketing strategies, will lead to further employment options. The median annual wage for business and financial occupations was \$69,820 in May 2019, which was higher than the median annual wage for all occupations of \$39,810, and will lead to greater options for undergraduate students.²

² Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Business and Financial Occupations, located at <https://www.bls.gov/ooh/business-and-financial/home.htm>

The Wisconsin Department of Workforce Development also confirms that the projected number of workers needed in the professional and business services category is expected to increase by 3.1%.³ Compelling evidence exists which suggests that market demand remains strong for business-related degrees. According to a Burning Glass analysis, the Milwaukee-West Allis-Waukesha Metropolitan Statistical Area (MSA) has been experiencing high demand for business administration and business management degrees for the past 12 months (4,589 postings).⁴ Top occupations with generalist titles such as business/management analyst, business development/sales manager, and program manager are all projected to grow in demand between 11-16.8% within the next 10 years. Job postings which listed either business administration or business management in skill clusters numbered 4,685, while business administration/management degree conferrals numbered 2,393 in 2018 (1,018 were from UW-Milwaukee, a 42.5% market share). This suggests that there is an opportunity to nearly double the degree conferrals in the MSA to meet market demand. As the only public university in the MSA, the Lubar School of Business is well poised to control market share with the addition of a General Business major.

³ Wisconsin Department of Workforce Development, Job Center of Wisconsin, *WisConomy*, located at <http://wisconsinjobcenter.org/labormarketinfo>

⁴ For additional information see program competition and student demand data in Appendix A, located at https://panthers-my.sharepoint.com/:b:/g/personal/jhardy_uwm_edu/EWkSAiRYdLxDhOOSUyfOp-4BIGMjq2FFpvCc2oCLwQiGwA?e=S9iVyt and occupational data in Appendix B, located at https://panthers-my.sharepoint.com/:b:/g/personal/jhardy_uwm_edu/EaBQGNV25PBjMn6XLkGjITQBAYUZenBVvweCjvJB8vWAEg?e=3MJ6zC

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	30	35	40	45
	Enrollment (Continuing Student) Headcount	10	28	46	65	84
	Enrollment (New Student) FTE	22.5	27	31.5	36	40.5
	Enrollment (Continuing Student) FTE	9	25.2	41.4	58.5	75.6
II	Total New Credit Hours	338	405	473	540	608
	Existing Credit Hours	135	378	621	878	1134
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Faculty/Instructional Staff	1.25	2.5	3.75	5	6
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.4	0.6	0.6	1	2
IV	Revenues					
	<i>From Tuition</i>	\$159,294	\$263,973	\$368,652	\$477,882	\$587,112
	<i>From Fees Tuition Differential</i>	\$10,026	\$16,615	\$23,204	\$30,079	\$36,955
	<i>From Fees Distance Education</i>	\$2,835	\$4,698	\$6,561	\$8,505	\$10,449
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
Total New Revenue	\$172,155	\$285,286	\$398,417	\$516,466	\$634,516	
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$65,000	\$140,000	\$180,000	\$225,000	\$250,000
	<i>Other Staff</i>	\$28,000	\$42,000	\$42,000	\$70,000	\$140,000
	Other Expenses					
	<i>Facilities - classroom learning technology</i>	\$5,000	\$10,000	\$15,000	\$25,000	\$25,000
	<i>Equipment - IT (hardware and software)</i>	\$0	\$10,000	\$10,000	\$10,000	\$10,000
<i>Other Marketing</i>	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	
<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0	
Total Expenses	\$143,000	\$247,000	\$292,000	\$375,000	\$470,000	
VI	Net Revenue	\$29,155	\$38,286	\$106,417	\$141,466	\$164,516

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

05-05-2021

Chief Business Officer's Signature:



Date:

05-05-2021

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS: GENERAL BUSINESS**

Introduction

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Business Administration (B.B.A.) in Business: General Business. The major will tie into the mission of the university in that it discovers, disseminates, and extends knowledge by developing students' heightened intellectual, professional, and technological expertise. At the bachelor's level, the Lubar School of Business (LSB) offers six distinct majors: accounting, finance, human resource management, information technology management, marketing, and supply chain and operations management. The addition of a general business major will allow students the option to customize their major for those who are uncertain of the need for an in-depth learning experience in a specific business functional area, as provided by other majors. Allowing this program to be delivered both online and in-person fulfills a need that student base has long desired, and which exists at other universities regionally and nationally. Standard tuition and fee rates will apply, with the addition of a "tuition differential" fee and an "online course" fee (where applicable). Data suggests that demand for a more general option is high with increasing employment opportunities.

Section I - Enrollment

It is anticipated the general business major will attract 25 new students in Year 1 with an escalation of enrollment of five additional new students per year in the first five years. Of these 25 new students, five are expected to be transfer students. Continuing student enrollments include students who were in other business majors or business undecided. These students will be able to complete the major in two years since the first two years of coursework for this major is the same as the first two years of coursework in other business majors. Student FTE assumption is that 20% of students will enroll in the program part-time.

Section II Credit Hours

Credit hours are conservatively estimated using 15 credit hours per student FTE in the program (not accounting for general education and preparatory courses).

Section III - Faculty and Staff Appointments

Most courses for this major are courses that exist as part of other majors. Therefore, instruction in the general business major will be delivered by existing faculty as part of their normal course load. No additional hires of faculty or staff are anticipated. At present, there is enough existing capacity (empty seats) in classes or classes where the enrollment cap can be raised to accommodate the projected new students in the general business major without needing new sections or faculty. As the major grows, there may be

a need to increase course offerings. That increase will only be done when enrollment numbers support such increases.

Section IV – Program Revenues

Tuition Revenues

Tuition revenues were calculated based on the current undergraduate tuition rates for fall 2020 and spring 2021. For students enrolled in the general business major, standard tuition and fee rates will apply, per University of Wisconsin-Milwaukee undergraduate fee schedules. Residential tuition for a full-time student enrolled in 12-18 credits per semester is \$4,045.56. Nonresident tuition for a full-time student enrolled in 12-18 credits per semester is \$9,978.00. In the budget, tuition revenues are calculated at the per credit rate of \$337.13 per credit hours

Program/Course Fees

Additionally, each student enrolled in a Business undergraduate course from 200-600 level will be assess a “tuition differential” equal to \$21.22 per credit. For online courses, distance education fees will apply, which is equal to \$30 per student credit hour of online enrollment. No grant funding or non-tuition revenue is anticipated for this major.

Section V – Program Expenses

Only one new course will be created for the major: Bus Adm 446-Leadership and Team Building. As the general business major primarily utilizes existing courses, the cost to the university will be minimal. The LSB will make strategic investments into marketing campaigns.

Salary and Fringe Expenses

Instruction in the general business major will be delivered by existing faculty as part of their normal course load. No additional salary expenses are anticipated. Salary and fringe are based on existing course section instruction. The FTE time commitment will increase in line with enrollment.

Advising and recruitment in the general business major will be delivered by current student services staff; this includes both salary and fringes. As the program grows, so will FTE time commitment.

Other Expenses

Increased need for investments to classroom learning technology are anticipated as enrollments increase. Additional IT investments (hardware and software) may follow the increased number of classrooms needed to accommodate enrollment. The major will be marketed in conjunction with other major options, and expenses included are in line with normal promotional activities.

Section VI – Net Revenue

Net revenues will be distributed according to the UWM budget model. Any portion of net revenues above expenses credited to the LSB would be invested in strategic priorities for the unit.



Academic Affairs
Provost and Vice Chancellor

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<https://uwm.edu/academicaffairs/>

TO: Tommy Thompson, Interim President
 University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

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

DATE: May 4, 2021

RE: Authorization to Implement a Bachelor of Business Administration in General Business

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 Business Administration in General Business.

The program will be housed in the Lubar School of Business. The rationale for the addition of the B.B.A. in General Business is that it will allow students to gain a broad level of expertise and acquire a business degree without having to focus in any one specific business area, as provided by the other majors. The program supports the mission of UW-Milwaukee the mission of the university in that it discovers, disseminates, and extends knowledge by developing students' heightened intellectual, professional, and technological expertise. The program also would provide opportunities for transfer students from UW System 2-year branch campuses and the Wisconsin Technical College System.

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 UW-Milwaukee 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 will be included in the Lubar School's accreditation by AACSB.

The program does not require any additional budget allocations. The necessary financial and personnel resources to launch the program are already in place. Further, the budgetary issues due to the COVID-19 pandemic do not have any impact on delivering 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
 Dev Venugopalan, Vice Provost, UWM Academic Affairs

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

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Science in Neuroscience program at the University of Wisconsin-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 Science in Neuroscience program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Neuroscience. The program supports the mission of UW-Milwaukee to “develop high quality undergraduate programs appropriate for a major urban doctoral university” by filling a gaping need in UW-Milwaukee’s undergraduate science offerings and aligning its curriculum with those of other top-tier research universities. Students will have opportunities for instructor-guided and independent research, thus supporting the UW-Milwaukee strategic plan to engage more undergraduates in research.

The B.S. in Neuroscience will respond to occupational and research growth in the field of neuroscience and the corresponding increase in undergraduate demand for a coherent neuroscience major integrating the necessary interdisciplinary courses. The proposed major is a 120-credit program that will provide a cohesive, comprehensive, and contemporary neuroscience education. The curriculum includes general education and core course competencies and allows sufficient flexibility in elective coursework to permit specialization in the field. This includes neuroscience subdisciplines such as cognitive, cellular and molecular, or computational. Graduates will be positioned for success in graduate study or employment. Over the next decade, growth is expected in occupational areas such as clinical laboratory technicians and medical scientists. Graduates will be better equipped to compete in the job market and graduate school admissions with a curriculum

designed specifically for neuroscience. For students enrolled in the B.S. in Neuroscience, standard tuition and fee rates will apply.

Provost

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

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Neuroscience. The program supports the mission of UW-Milwaukee to “develop ... high quality undergraduate programs appropriate for a major urban doctoral university” by filling a gaping need in UW-Milwaukee’s undergraduate science offerings and aligning its curriculum with those of other top-tier research universities. Students will have opportunities for instructor-guided and independent research, thus supporting the UW-Milwaukee strategic plan to engage more undergraduates in research.

The B.S. in Neuroscience will respond to occupational and research growth in the field of neuroscience and the corresponding increase in undergraduate demand for a coherent neuroscience major integrating the necessary interdisciplinary courses. The proposed major is a 120-credit program that will provide a cohesive, comprehensive, and contemporary neuroscience education. The curriculum includes general education and core course competencies and allows sufficient flexibility in elective coursework to permit specialization in the field. This includes neuroscience subdisciplines such as cognitive, cellular and molecular, or computational. Graduates will be positioned for success in graduate study or employment. Over the next decade, growth is expected in occupational areas such as clinical laboratory technicians and medical scientists. Graduates will be better equipped to compete in the job market and graduate school admissions with a curriculum designed specifically for neuroscience. For students enrolled in the B.S. in Neuroscience, standard tuition and fee rates will apply.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program

Neuroscience

Degree Designation(s)

Bachelor of Science

Mode of Delivery

Single institution, predominantly face-to-face delivery with some distance delivery

Department or Functional Equivalent

Administered as an interdisciplinary major by faculty of the Department of Biological Sciences and the Department of Psychology.

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

September 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the major over the next five years. The continuing enrollment projections in Year 1 are conservatively derived from a Spring 2020 survey of 195 majors and minors in biological sciences and psychology at UW-Milwaukee. Minors were included in the survey to capture students bridging the two disciplines. Sixty-seven students seemed predisposed to transfer to a neuroscience major, if one existed. Forty-five students are estimated to move to the new major as continuing students. New student enrollment is estimated based on demand for neuroscience degrees at other institutions and the current profile of students at UW-Milwaukee. New enrollment includes new transfer students as well, in a ratio of 1:1 new freshmen and new transfers. This ratio is estimated to be somewhat higher than is typical at UW-Milwaukee, based on the attractiveness of the new major and the low number of UW System neuroscience degrees. The average student retention rate is projected to be at least 75%, based on current retention rates of declared Biological Sciences and Psychology majors. By Year 5, it is expected that 192 students will be enrolled in the program, and by the end of Year 5, it is expected that 78 students will have graduated.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	45	50	54	60	66
Continuing Students	45	68	90	108	126
Total Enrollment	90	118	144	168	192
Graduating Students	0	11	17	23	27

Tuition Structure

For students enrolled in the B.S. in Neuroscience, standard tuition and fee rates will apply. Based on the Spring 2021 tuition and fee schedule, residential tuition and segregated fees total \$4,814.71 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,045.56 is attributable to tuition and \$769.15 is attributable to segregated fees. Nonresident tuition and segregated fees total \$10,747.15

per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$9,978 is attributable to tuition and \$769.15 to segregated fees. For resident part-time students enrolled, currently tuition is \$337.13 per credit plus segregated fees. Based on the anticipated Fall 2021 fee schedule, an additional per credit Instructional Technology fee of \$30 will be assessed for any online or hybrid class, in addition to the tuition and fees from above.

DESCRIPTION OF PROGRAM

Overview of the Program

The program consists of 120 credits, which includes UW-Milwaukee general education and College of Letters and Science Breadth requirements of 21 total credits in distribution areas and 12 credits in competency areas (oral and written communication, and quantitative literacy). Three of the distribution credits must be in an approved cultural diversity course. Additional credits may be required to satisfy the foreign language requirement of the general education component. College of Letters and Science breadth requirements include an additional 18 credits, equally distributed among humanities, natural sciences, and social sciences.

Credits required for the major include 24 credits of preparatory course requirements, eight required courses in the major, and electives. Neuroscience is an interdisciplinary field, drawing from multiple parent disciplines including psychology, biology, chemistry, and physics. As such, the proposed B.S. in Neuroscience is designed to be interdisciplinary in nature, with most required and elective credits coming from the two primary departments involved in neuroscience at UW-Milwaukee, Biological Sciences and Psychology. Included in the required and elective coursework are abundant opportunities for experiential learning in instructor-led laboratories or independent research, including experimental design and data analysis. Already students in these courses present research results at local, regional, or national conferences. Such undergraduate research experiences and the collaborative work involved qualify as high-impact practices.

Student Learning Outcomes and Program Objectives

The B.S. in Neuroscience will provide students with an integrated curriculum in neuroscience and closely related disciplines that confer understanding of nervous system function from the cellular and molecular level to the systems and behavioral level. Graduates will be prepared for success in graduate study or entry-level scientific employment in a laboratory or research setting. By integrating courses from multiple scientific disciplines that inform the study of the brain within a single major, the B.S. in Neuroscience will: (1) provide a more comprehensive and cohesive educational experience in neuroscience than the current status quo and (2) better prepare students to be competitive for admission to graduate programs in neuroscience.

Upon completion of this program, students will be able to

1. Utilize a broad foundation of neuroscience and supporting disciplines.
2. Collect, analyze, and interpret data.
3. Demonstrate critical thinking skills by analyzing and evaluating neuroscience primary literature.
4. Communicate scientific information in written and oral formats clearly.

Program Requirements and Curriculum

To enter the program students must meet UW-Milwaukee admission requirements and complete Psychology 101 and Biological Sciences 150 successfully, with a C or better in both courses.

Table 2 illustrates the program curriculum for the proposed program, which requires a total of 120 credits. The general education requirements of UW-Milwaukee and the College of Letters and Science Bachelor of Science are: Oral and Written Communication Part A (grade C or better in English 102 or equivalent) and Part B (course designated as OWC-B), and Quantitative Literacy Part A (grade C or better in one of Math 102, 103, 105, 108, 111, 116, or equivalent course) and Part B (course designated as QL-B). In addition to the quantitative literacy requirement, students must complete a calculus course. The breath requirements of UW-Milwaukee and the College of Letters and Science are: 3 credits of Arts, 12 of Humanities, 12 of Natural Sciences (including one lab or field experience), and 12 of Social Sciences. The UW-Milwaukee foreign language requirement is completed through two years of a single foreign language in high school, or two semesters of a single foreign language in college. The UW-Milwaukee cultural diversity requirement is completed by taking one course from the Arts, Humanities, or Social Sciences that is designated as satisfying UW-Milwaukee’s cultural diversity requirement. Some general education requirements are satisfied by the preparatory and major course requirements.

Table 2: Bachelor of Science in Neuroscience Program Curriculum

General education and breath requirements (not covered by coursework listed below)	(approximately) 54 credits
Preparatory courses	24 credits
Chem 102 General Chemistry	5 credits
Chem 104 General Chemistry and Qualitative Analysis	5 credits
Chem 343 Organic Chemistry	3 credits
Chem 345 Organic Chemistry	3 credits
Physics 120 General Physics I	4 credits
Physics 122 General Physics II	4 credits
or Physics 209 Physics I (Calculus Treatment)	4 credits
and Physics 210 Physics II (Calculus Treatment)	4 credits

Required courses		23-24 credits
Bio Sci 150 Foundations of Biological Sciences I	4 credits	
Bio Sci 152 Foundations of Biological Sciences II	4 credits	
Bio Sci 315 Cell Biology	3 credits	
Bio Sci 455 Cellular, Molecular and Developmental Neurobiology	3 credits	
MthStat 215 Elementary Statistical Analysis	3 credits	
- or Bio Sci 465 Biostatistics	3 credits	
- or Psych 210 Psychological Statistics	4 credits	
Psych 101 introduction to Psychology	3 credits	
Psych 254 Physiological Psychology	3 credits	
Required research experience: (complete one of the following courses)		1-4 credits
Bio Sci 672 Undergraduate Seminar in Cell & Molecular Biology	1 credit	
Bio Sci 697 Independent Study in Cell and Molecular Biology	1-3 credits	
Bio Sci 699 Independent Study	1-3 credits	
Psych 654 Advanced Physiological Psychology	4 credits	
Psych 656 Psychophysiology	4 credits	
Elective courses: (complete from the following list)		11 credits
Bio Sci 203 Anatomy & Physiology II	3 credits	
Bio Sci 290 Independent Study and Research	1-3 credits	
Bio Sci 316 Laboratory in Genetics & Cell Biology	2 credits	
Bio Sci 325 Genetics	4 credits	
Bio Sci 356 Developmental Biology	3 credits	
Bio Sci 370 Mammalian Physiology	3 credits	
Bio Sci 372 Animal Physiology & Neurobiology Laboratory	1 credit	
Bio Sci 469 Genomic Data Analysis	3 credits	
Bio Sci 490 Molecular Genetics	3 credits	
Bio Sci 539 Laboratory Techniques in Molecular Biology	4 credits	
Bio Sci 542 Biological Electron Microscopy	3 credits	
Bio Sci 543 Scanning Electron Microscopy Laboratory	2 credits	
Bio Sci 544 Transmission Electron Microscopy Laboratory	3 credits	
Bio Sci 564 Endocrinology	3 credits	
Bio Sci 565 Gene Regulation in Stem Cells and Regeneration	3 credits	
Bio Sci 566 Cell Biology of Human Disease	3 credits	
Bio Sci 572 Functional Genomics	3 credits	
Bio Sci 597 RNA Structure, Function, and Metabolism	3 credits	
Bio Sci 672 Undergraduate Seminar in Cell & Molecular Biology	1 credit	
Bio Sci 697 Independent Study in Cell and Molecular Biology	1-3 credits	
BMS 610 Pharmacology	3 credits	
Chem 501 Biochemistry	3 credits	
Psych 214 Introduction to Conditioning and Learning	3 credits	

Psych 290 Undergraduate Research: Lower Division	1-3 credits
Psych 325 Research Methods in Psychology	4 credits
Psych 433 Neuropsychology	3 credits
Psych 454 Psychopharmacology & Addiction	3 credits
Psych 503 Perception	3 credits
Psych 510 Advanced Psychological Statistics	3 credits
Psych 514 Conditioning and Learning	4 credits
Psych 551 Learning and Motivation Theories	3 credits
Psych 610 Experimental Design	3 credits
Psych 611 Current topics (with a topic related to neuroscience)	3 credits
Psych 623 Perceptual Processes	4 credits
Psych 627 Cognitive Neuroscience	3 credits
Psych 645 Hormones and Behavior	3 credits
Psych 654 Advanced Physiological Psychology (if not taken above)	4 credits
Psych 656 Psychophysiology (if not taken above)	4 credits
Psych 657 Neurobiology of Learning and Memory	3 credits
Psych 682 The Aging Brain	3 credits
Psych 690 Undergraduate Research: Upper Division	1-3 credits
Elective credits in or outside of the major	To reach 120 total credits
Total Credits	120 credits

Assessment of Outcomes and Objectives

All majors at UW-Milwaukee have an annual assessment plan, which is part of the campus-coordinated assessment exercise required for Higher Learning Commission (HLC) accreditation. The learning outcomes listed above will be assessed in rotation, one outcome per year, through a major course assignment, in a course required of all majors. Assessment results will be reviewed by program faculty to identify areas for improvement. Action plans will be developed and implemented as needed. The program will review its success in meeting the needs and expectations of students through anonymous exit surveys. The program will also regularly assess its integration of diversity across the program and throughout cohorts of students. Enrollment statistics, student grades, student/graduate evaluations, Advisory Committee critique, and surveys of graduate success in future academic positions or employment will provide data to guide such adjustments. Courses, research opportunities, and seminars as well as recruitment and advising techniques will be adjusted to further the success of the major and its students.

Diversity

The interdisciplinary nature of the major will expose students to scientific thought from numerous fields, and students will be encouraged to think broadly about how scientists in each field can bring their expertise to bear on scientific questions. Many of the most seminal scientific breakthroughs are the result of interdisciplinary collaborations, so

students will be exposed to team science in nearly every major course. In their classroom and one-on-one research experiences, students will work closely with faculty, graduate students, and postdoctorates from different countries and backgrounds, and these interactions will provide students with the opportunity to widen both their scientific and personal perspectives. Nevertheless, with the historic lack of diversity in these disciplines, faculty are developing a program that offers a hands-on neuroscience workshop experience to underrepresented minority students as well as targeted advising to workshop participants.

Program faculty and staff will recruit new incoming students through outreach to TRIO and precollege programs like Upward Bound Math & Science, Future Success Program, and Knowledge is Power. Precollege students will be invited to participate in the above-mentioned workshop and other programs to spark interest in the field. For students already on campus, students will be recruited at the freshman or sophomore level through the UW-Milwaukee Office of Undergraduate Research, Black Student Cultural Center, Inclusive Excellence Center, LGBTQ+ Resource Center, Military and Veteran's Resource Center, Native American/Electa Quinney Institute, Roberto Hernández Center, Ronald E. McNair program, WiscAMP, and Women's Resource Center for a one-week neuroscience laboratory immersion course during the winter or summer session. As well, program faculty and staff will seek assistance from these programs in developing methods for student success, retention, and degree completion.

As faculty positions become available in the departments that contribute to the major, consideration of candidates from diverse backgrounds will be encouraged. In this regard, UW-Milwaukee has received a gift from the Greater Milwaukee Foundation to assist in the recruitment of a new molecular neuroscientist to support efforts at increasing faculty diversity in neuroscience.

Collaborative Nature of the Program

This major will be conducted entirely within UW-Milwaukee, so no collaborative partnerships or consortial arrangements are planned. However, neuroscience is an inherently collaborative discipline, and multiple collaborations across departments and schools at UW-Milwaukee currently exist. For example, neuroscience faculty within psychology and biological sciences already maintain collaborations with campus colleagues in chemistry, physics, and the schools of Engineering, Public Health, Health Sciences, and Freshwater Sciences, which provide undergraduate research students with multidisciplinary training and perspectives. It is imagined that these collaborations will be further enriched by the formalization of the B.S. in Neuroscience through interdisciplinary participation in capstone courses and research interactions with students.

Projected Time to Degree

Full-time students will be able to complete the B.S. in Neuroscience in approximately eight semesters with a course load of 15 credits per semester in the major

plus other university required credits. Part-time students will vary in their completion times but should complete within 14-20 semesters.

Program Review

According to established policy, the program will undergo the standard UW-Milwaukee undergraduate program review process.¹ 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 Program and Curriculum Committee reviews all undergraduate programs at UW-Milwaukee. The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirement, student support resources, and financial stability.

Accreditation

The Bachelor of Science in Neuroscience has no specialized accreditation.

JUSTIFICATION

Rationale and Relation to Mission

UW-Milwaukee currently supports a rich neuroscience community, with faculty and students conducting neuroscience research in psychology, biology, chemistry, physics, engineering, health sciences, and public health. A research program in neuroscience at UW-Milwaukee and a strong array of course offerings have existed for at least two decades and is comprised of core and affiliated faculty from numerous departments and colleges.² These faculty have already shown a commitment to the discipline through their attendance at weekly seminars by distinguished outside speakers and semiannual graduate and undergraduate research symposia. Undergraduate and graduate coursework is available to students pursuing degrees in the biological sciences or psychology. The proposed major will provide undergraduates with a curriculum designed specifically for neuroscience. Graduates will be better equipped to compete in the job market and graduate school admissions.

UW-Milwaukee's vision states that UW-Milwaukee "...will be a top-tier research university that is the best place to learn and work for students, faculty and staff, and that is a leading driver for sustainable prosperity." The proposed B.S. in Neuroscience supports the mission of UW-Milwaukee by filling a gaping need in UW-Milwaukee's undergraduate

¹ 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>

² Details regarding the Neuroscience program at UW-Milwaukee may be found at <https://uwm.edu/neuroscience/>

science offerings, thereby aligning curriculum with those of other top-tier research universities. In addition, the B.S. in Neuroscience will contribute directly to the mission of the UW System by disseminating knowledge and stimulating discovery in neuroscience and related disciplines through instruction and empirical research at the undergraduate level. The program will educate and train future generations of neuroscientists who can improve the human condition with new discoveries that could prevent or treat neurodevelopmental defects and disorders, psychiatric disorders, and neurodevelopmental disease. There are no majors in neuroscience at any UW System campus in southern or eastern Wisconsin, thereby providing an opportunity for students in these areas of the state to obtain an integrated neuroscience education close to home.

The UW-Milwaukee Select Mission Statement includes the following academic goals that this major will address: "(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university; (b) To engage in a sustained research effort which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence...; (d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; (e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; (f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels; (g) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs...."

The proposed B.S. in Neuroscience will address these goals in the following ways:

1. Provide a cohesive, comprehensive, and contemporary neuroscience education for undergraduate students, and position them for success in graduate study or other employment to advance in their current and/or future careers.
2. Engage students in empirical laboratory research to educate them in the scientific method, provide valuable hands-on experience, and allow them to contribute to new scientific discoveries.
3. Attract new high-achieving undergraduate students to UW-Milwaukee who currently enroll elsewhere due to lack of a B.S. in Neuroscience.
4. Make it easier for women, minority, part-time, and financially or educationally disadvantaged students to obtain an undergraduate education in neuroscience and provide opportunities for these students to conduct independent laboratory research, which would help diversify the scientific pipeline and lead to future diversification of the academy and other private and public employers.
5. Foster existing instructional and research collaborations with colleagues and programs at local institutions including the Medical College of Wisconsin, Marquette University, and Concordia University Wisconsin.

6. Student participation in local/regional scientific conferences, such as the UW System Undergraduate Research Symposium and Milwaukee Neuroscience Day, will expose others to the depth of research and educational abilities available at UW-Milwaukee.

University Program Array

The proposed program complements an array of programs at UW-Milwaukee in health-related areas. Currently, undergraduates with an interest in neuroscience double major in psychology and biological sciences, major in one department and minor in the other, or major in one and conduct research in the other. However, these approaches are problematic because they do not provide a cohesive neuroscience education from cells through behavior, and often require students more than four years to complete. An integrated B.S. in Neuroscience would directly address both issues.

Core and elective courses would come from offerings in the UW-Milwaukee's College of Letters and Science. Additional electives could come from the College of Engineering and Applied Science, the College of Health Sciences, and the Zilber School of Public Health.

Other Programs in the University of Wisconsin System

There are just two neuroscience undergraduate majors in the UW System, one at UW-Eau Claire and the other at UW-River Falls. UW-Madison offers a major in the closely related area of neurobiology. Of these campuses, none are in eastern Wisconsin. The proposed major would provide an opportunity for students in southeastern Wisconsin including the Metro Milwaukee area, northern Illinois, and Green Bay regions to obtain a B.S. in Neuroscience. Moreover, UW-Milwaukee is one of only two UW doctoral universities with very high research activity, with UW-Madison being the second. UW-Milwaukee can provide a higher degree of research opportunities to its students than UW-Eau Claire and UW-River Falls. Thus, the proposed major at UW-Milwaukee would not produce unnecessary program duplication, as neuroscience is an underrepresented major in the UW System.

Need as Suggested by Current Student Demand

Student interest in neuroscience at UW-Milwaukee is evidenced by consistently strong enrollments in neuroscience courses offered in psychology and biological sciences and by high student demand for research experiences in neuroscience faculty labs. Students with strong interest in neuroscience are likely to be double psychology/biology majors or to major in one discipline and minor in the other. In spring 2020, there were 8 double majors, 6 Biological Sciences majors/Psychology minors, and 1 Psychology major/Biological Sciences minor. Several of these students are also minoring in chemistry and biochemistry. Given the overlap between these majors and the proposed Neuroscience B.S. curriculum, it is expected that many of these students will be possible neuroscience majors. Growth in this major is expected to increase steeply. As an example,

Michigan State's Neuroscience major grew steadily from 241 students in 2013 to 871 in 2018.³

To quantify student interest, the departments of Psychology and Biological Sciences asked majors and minors to complete a short Qualtrics survey in April and May of 2020. A total of 195 students completed the survey, of which 132 (67.69%) were psychology majors, 36 (18.46%) were biological sciences majors, and 27 (13.85%) were other majors. Interest in the major was very strong. In response to the question, "How interested are you in a possible B.S. degree in Neuroscience?", 63% (129 out of 195) of respondents were "Definitely" or "Very" interested in the major. When asked how likely they would have been to enroll in a neuroscience major if it were available when they enrolled at UW-Milwaukee, 57% (111 out of 195) said they "Definitely" or "Very likely" would have. One graduating psychology major said: "I am very excited to hear about this! I wish this could have been offered sooner." Collectively, this survey of current students indicates substantial interest in, and enthusiasm for, a B.S. in Neuroscience.

Need as Suggested by Market Demand

Neuroscience majors have exploded in popularity in the past two decades and have become a standard offering at private and public institutions across the country.⁴ The number of institutions offering undergraduate neuroscience programs and the numbers of graduates from these programs skyrocketed from the late 1980's through the late 2000's, with numbers tripling from 1996-2006.⁵ The number of undergraduate neuroscience programs at colleges and universities increased from 111 in 2008-09⁶ to 157 in 2013-14⁷ to 221 in 2017-18.⁸

Interest in undergraduate neuroscience is further reflected in the rapid growth in the number of neuroscience Ph.D.s, which has greatly outpaced that of other life and

³ Society for Neuroscience webinar, 5/30/18, <https://neuronline.sfn.org/training/undergraduate-neuroscience-pedagogy-perspectives-from-different-institutions>

⁴ Pinard-Welyczko KM et al., (2017). Characterizing the Undergraduate Neuroscience Major in the U.S.: An Examination of Course Requirements and Institution-Program Associations, *The Journal of Undergraduate Neuroscience Education*, 16(1):A60-A67.

⁵ Ramos RL et al., (2011). Undergraduate Neuroscience Education in the U.S: An Analysis using Data from the National Center for Education Statistics, *The Journal of Undergraduate Neuroscience Education*, 9(2): A66-A70.

⁶ *Ibid.*

⁷ Ramos RL et al., (2016). Undergraduate neuroscience education in the U.S.: Quantitative comparisons of programs and graduates in the broader context of undergraduate life sciences education. *The Journal of Undergraduate Neuroscience Education*, 15: A1-A4.

⁸ Rochon C et al., (2019). Quantitative Indicators of Continued Growth in Undergraduate Neuroscience Education in the US. *The Journal of Undergraduate Neuroscience Education*, 18(1): A51-A56.

natural sciences.⁹ Between 2000 and 2013, the number of neuroscience Ph.D.s has almost doubled, and credentials granted were more than twice that of many scientific disciplines such as health sciences, engineering, physical sciences, and psychology. The burgeoning interest in neuroscience on the undergraduate and graduate levels is fueled by the need for a better understanding of brain function to prevent or treat numerous neurodevelopmental, psychiatric, and neurodegenerative disorders. In recognition of this critical need, the National Institutes of Health (NIH) has allocated hundreds of millions of dollars to the BRAIN Initiative, designed to improve tools for neuroscience research, as well as to NIH institutes that fund neuroscience research.

Graduates of the proposed B.S. in Neuroscience will be able to work in a variety of settings, including universities, hospitals/medical centers, private research foundations, government laboratories, regulatory agencies, science writing, K-12 education, and consulting, as well as pharmaceutical, biotech, chemical, and medical technology companies.¹⁰ For example, clinical laboratory technician is an example of an occupational category that requires at least a bachelor's degree. According to U.S. Bureau of Labor Statistics (BLS), occupational projections in the U.S. for the period 2019-2029, openings are expected to grow by 7% or 24,700 positions. The website for the U.S. Bureau of Labor Statistics Occupational Handbook includes neuroscientists in the category of medical scientists).¹¹ The national data for medical scientists shows that in 2020 median pay was \$91,510, the number of jobs in 2019 was 138,300, and the 2019-2029 job outlook is 6% (faster than average growth). In Wisconsin, 2019 median pay for medical scientists was \$70,740, the number of jobs in 2019 was 1,710, and job growth for 2018-2028 is projected to be 9%.¹² These data indicate that a B.S. in Neuroscience can lead to immediate employment as a clinical technician, or prepare a student for advanced studies, either of which means a career in a field with a positive job outlook in the state and the nation.

⁹ Akil H et al., (2016). Neuroscience training for the 21st Century, *Neuron*, 90:917-926

¹⁰ <https://www.petersons.com/blog/neuroscience-jobs-available-in-a-variety-of-industries/>

¹¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Scientists, at <https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm> (visited April 14, 2021).

¹² State of Wisconsin, Department of Workforce Development. (2021). Occupational Employment Statistics. Available online at <https://www.jobcenterofwisconsin.com/wisconomy/pub/oes.htm#Viz>

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Bachelor of Science in Neuroscience						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	45	50	54	60	66
	Enrollment (Continuing Student) Headcount	45	68	90	108	126
	Enrollment (New Student) FTE	37	41	45	49	54
	Enrollment (Continuing Student) FTE	37	56	74	89	104
II	Total New Credit Hours	557	613	674	741	815
	Existing Credit Hours	555	842	1114	1337	1559
III	FTE of New Faculty/Instructional Staff	0	1	0	1	0
	FTE of Current Fac/IAS	1	1	2	2	3
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff					
IV	Revenues					
	<i>From Tuition</i>	\$374,702	\$490,019	\$602,411	\$700,185	\$800,230
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
	Total New Revenue	\$374,702	\$490,019	\$602,411	\$700,185	\$800,230
V	Expenses					
	Salaries plus Fringe					
	<i>Faculty/Instructional Staff</i>	\$121,500	\$168,697	\$168,697	\$215,894	\$215,894
	<i>Other Staff (.5 Faculty for coordination/advising)</i>	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
	Other Expenses					
	<i>Facilities</i>					
	<i>Lab supplies</i>	\$2,965	\$3,878	\$4,767	\$5,541	\$6,332
	<i>Advertising/Student recruitment</i>	\$350	\$350	\$350	\$350	\$350
<i>Other (please list)</i>						
	Total Expenses	\$169,815	\$217,925	\$218,814	\$266,785	\$267,576
VI	Net Revenue	\$204,887	\$272,095	\$383,597	\$433,401	\$532,654

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

05-05-2021

Chief Business Officer's Signature:



Date:

05-05-2021

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

Introduction

The proposed Bachelor of Science (B.S.) in Neuroscience will formalize already existing coursework in biology and psychology (and other disciplines) into a cohesive and comprehensive major to improve student learning outcomes, student success in the job market, and student acceptance rates into graduate education in neuroscience programs. The degree consists of 120 credits. For students enrolled in the B.S. in Neuroscience, standard tuition and fee rates will apply.

Section I – Enrollment

Student headcount figures project that 45 existing students will transfer to the new program and that the overall attractiveness of neuroscience degrees nationally will produce a good number of new freshmen and new transfers. Student FTE projections reflect the profile of full-time versus part-time students at UW-Milwaukee, which overall is approximately 2 to 1, full-time versus part-time. Thus, the FTE figures are derived by this formula. For example, in Year 1, new student headcount is 45, yielding 30 full-time students and 15 part-time students that are assumed to be half-time, i.e., 7 FTE, when rounded. The FTE count for continuing students was derived similarly.

Section II – Credit Hours

Given the required preparatory courses for students in the major, as well as the program-specific requirements distributed across years in school, 15 credits are attributed per student FTE per each year, both new and continuing. This estimate seems appropriately conservative as few students will finish with exactly the 59-credit minimum for the program, given variable credit courses and the number of options in elective courses, which vary in credit levels. Total credit hours grow from an initial estimate of 1,112 credit hours in Year 1 to 2,374 credit hours in Year 5.

Section III – Faculty and Staff Appointments

Currently, the staffing and course availability are sufficient to accommodate the instructional needs of the students who join the program. However, by Year 3, there will be greater demands on all levels of coursework. While new lecture sections of required lower-division courses such as Bio Sci 150 or Psych Sci 254 will not be required, additional discussion sections and labs may be needed. On the upper level, as student numbers grow, additional sections of upper-division courses may be needed, or the frequency of offerings would need to be increased to avoid barriers to time to degree, e.g., a course now offered once per year might need to be offered once per semester. New faculty are not necessarily

envisioned as being needed, but faculty teaching in lower-division courses might have to be replaced by academic staff to free faculty to teach the upper-division courses. Additionally, highly qualified academic staff, already teaching in other upper-division courses, may be asked to assume additional teaching duties in required and elective courses in the major. In the uncertain world of higher education now, a likely scenario is hiring qualified academic staff to teach lower-division courses and ensure neuroscience faculty are available to mentor students and teach at the upper level. A single FTE is added in Year 2, and a second academic staff FTE in Year 4. A course release (0.5 FTE, Other Staff) appears in all years to free a faculty member for advising and coordination of the program.

Quantifying the effort of multiple faculty members teaching courses that serve multiple programs (psychology and biological sciences) in relation to a single degree program is complex. A single faculty FTE is included as current faculty/IAS here to represent the cumulative effort of the neuroscience faculty on campus directed toward teaching students in the program and mentoring them.

Section IV – Program Revenues

The B.S. in Neuroscience will count as revenue only tuition that is generated by the program requirements. Program requirements include both preparatory and program-required courses. Tuition revenue is calculated at \$337 per credit for the sum of new and existing credit hours each year.

Section V – Program Expenses

As noted above, a single faculty FTE is attributed as an expense across all five years. The assumed salary for that faculty member is \$90,000, an approximate average of the neuroscience faculty on campus. Fringe is calculated at the extramural rate of 35%. Total cost equals \$121,500. New instructional academic staff is added in Year 2 and Year 4. Salary at the “lecturer” title is \$34,961, with a fringe rate of 35%, for a total cost of \$47,197 for each FTE. Also noted above is a time release (0.5 FTE, Other Staff) to enable a faculty member to dedicate time to advising and coordination of the program.

Other program expenses will include lab supplies needed to accommodate new students in a difficult budget situation. Forty dollars per student per year will be allocated based on lab expenses for upper-division psychology courses, on top of existing supply and expense budgets. Advertising in the form of brochures is added to the expenses. Brochures are the only allocable advertising expense, as all other outreach is held in common at the school/college level.

Section VI – Net Revenue


A fair amount of net revenue is projected given anticipated tuition revenues and current student interest and enrollment projections. Tuition revenues will be distributed according to the UW-Milwaukee budget model.



Academic Affairs
Provost and Vice Chancellor

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 53201-0413
 414 229-4501 *phone*
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<https://uwm.edu/academicaffairs/>

TO: Tommy Thompson, Interim President
 University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor 

DATE: May 4, 2021

RE: Authorization to Implement a Bachelor of Science in Neuroscience

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

The program will be housed in the College of Letters and Science. The development of the program responds to occupational and research growth in the field of neuroscience and the corresponding increase in undergraduate demand for a coherent neuroscience major integrating the necessary interdisciplinary courses. The program supports the mission of UW-Milwaukee to “develop ... high quality undergraduate programs appropriate for a major urban doctoral university” by filling a gaping need in UW-Milwaukee’s undergraduate science offerings and aligning its curriculum with those of other top-tier research universities.

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 UW-Milwaukee 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. The courses are already in existence at UW-Milwaukee. The necessary financial and personnel resources to launch the program are already in place. Further, the budgetary issues due to the COVID-19 pandemic do not have any impact on delivering 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
 Dev Venugopalan, Vice Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN STRENGTH AND CONDITIONING,
UW OSHKOSH**

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Science in Strength and Conditioning program at the University of Wisconsin Oshkosh

Resolution C.8.: That, upon the recommendation of the Chancellor of UW Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Strength and Conditioning program at the University of Wisconsin Oshkosh.

SUMMARY

The University of Wisconsin Oshkosh proposes to establish a major in Strength and Conditioning. The major, if approved, will replace the current Strength and Conditioning emphasis in the Kinesiology major. This proposal is driven by the fact that the National Strength and Conditioning Association (NSCA) will require candidates for the Certified Strength and Conditioning exam to be prepared by an educationally accredited program. The Strength and Conditioning major will support the University of Wisconsin Oshkosh's mission to provide a wide array of quality educational opportunities to the people of northeastern Wisconsin. Additionally, the major will reinforce the strategic goal of promoting academic excellence. Students in this major will engage in high-impact practices in their clinical experience and their capstone internship experience. The program will be comprised of 120 credits. Required courses include both a 3-credit clinical experience as well as a 12-credit internship. Graduates will be employed in private training facilities, physical therapy and sports medicine clinics, high schools, and college/university settings. Employment growth in strength and conditioning is strong; the job growth for 2019-2029 as reported by the U.S. Bureau of Labor Statistics.

Provost

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

BACKGROUND

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

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN STRENGTH AND CONDITIONING
AT UNIVERSITY OF WISCONSIN OSHKOSH
PREPARED BY UW OSHKOSH**

ABSTRACT

The University of Wisconsin Oshkosh proposes to establish a Bachelor of Science (B.S.) in Strength and Conditioning. The major, if approved, will replace the current Strength and Conditioning emphasis in the Kinesiology major. This proposal is driven by the fact that the National Strength and Conditioning Association (NSCA) will require candidates for the Certified Strength and Conditioning exam to be prepared by an educationally accredited program. The Strength and Conditioning major will support the University of Wisconsin Oshkosh's mission to provide a wide array of quality educational opportunities to the people of northeastern Wisconsin. Additionally, the major will reinforce the strategic goal of promoting academic excellence. Students in this major will engage in high-impact practices in their clinical experience and their capstone internship experience. The program will be comprised of 120 credits. Required courses include both a 3-credit clinical experience as well as a 12-credit internship. Graduates will be employed in private training facilities, physical therapy and sports medicine clinics, high schools, and college/university settings. Employment growth in strength and conditioning is strong; the job growth for 2019-2029 as reported by the U.S. Bureau of Labor Statistics is 15% (much faster than average).

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin Oshkosh

Title of Proposed Program

Strength and Conditioning

Degree Designation

Bachelor of Science

Mode of Delivery

The single-institution program will be delivered on the Oshkosh campus, face-to-face with classroom, laboratory, and clinical instruction.

Department or Functional Equivalent

Department of Kinesiology

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

September 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. The model is based on the current enrollment in the Kinesiology major (approximately 330 students), admitting up to 18 full-time Strength and Conditioning students every year once the program is established. There may be limitations on total enrollments to ensure adequate quality clinical education sites for students. By the end of the fifth year, it is expected that approximately 69 students will have been enrolled in the program and 40 students will have graduated from the program. A 90% retention rate is used to calculate the numbers of continuing students each year; this reflects the retention rate of the Kinesiology major over the past four years. In the first year, the only students enrolled in the program will be three students currently enrolled in the Strength and Conditioning emphasis of the Kinesiology major. This is due to a secondary admissions process that all Kinesiology students complete after their freshman year; students who have begun taking prerequisite courses are not yet counted as majors in the program, even though they have begun taking prerequisite courses required for the program.

Table 1: Five-Year Projected Student Enrollments for the B.S. in Strength and Conditioning

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students Admitted	0	15	15	18	18
Continuing Students	3	3	14	24	27
Total Enrollment	3	18	29	42	45
Graduating Students	0	3	3	12	22

Tuition Structure

For students enrolled in the Bachelor of Science degree in Strength and Conditioning, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,858.35 per semester for a full-time student enrolled in 12-18 credits per semester (\$321.53 per credit). Of this amount, \$3,211.07 is attributable to tuition and \$647.28 is attributable to segregated fees. For part-time

students, resident tuition is \$321.53 per credit. Of this amount, \$267.59 is attributable to tuition and \$53.94 per credit is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,644.83 per semester for a full-time student enrolled in 12-18 credits (\$637.07 per credit). Of this amount, \$7,007.76 is attributable to tuition and \$647.28 is attributable to segregated fees.

Departmentally, some courses require additional course fees for various reasons such as the continual replenishing of supplies. In total, a student will pay a total of approximately \$215 in course fees if completing the entire program.

DESCRIPTION OF PROGRAM

Overview of the Program

As with all baccalaureate degree programs in the College of Letters and Science at UW Oshkosh, completion of at least 120 earned term credits with a passing grade is required.

At least 38 credits of the 120-credit total must be earned in general education coursework, and 17 additional credits are required for the Bachelor of Science degree requirements. Students will complete 64 credits for the Strength and Conditioning major, in categories of pre-admission courses and required courses. High-impact practices associated with the program include a 3-credit clinical experience as well as a 12-credit internship (both courses included within the 64 major credits), which will be required for successful completion of the Strength and Conditioning major. The remainder of the credits required to meet the minimum of 120 credits may be elective classes.

Student Learning Outcomes

Students graduating with a major in Strength and Conditioning will have the ability to:

1. Demonstrate the integration of content knowledge and evidence-based practice that will help them be successful in strength and conditioning and other exercise-based careers.
2. Demonstrate the application of practical and clinical skills that will help them be successful in strength and conditioning or exercise-based careers.
3. Demonstrate the written and oral communication skills necessary to communicate effectively in a variety of formats and settings.
4. Exhibit their critical and creative thinking through teamwork, leadership, and problem solving to demonstrate the appropriate professional skills.
5. Integrate the knowledge, skills, and abilities from throughout the curriculum to successfully obtain employment within the discipline.

Upon graduation, students will be prepared to pass the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS)

exam. (The NSCA does not indicate specific learning outcomes, but two of their main focal points are evidence-based practice and clinical/practical skills, both of which are included in the learning outcomes.) Graduates of the program will be employed in private training facilities, physical therapy and sports medicine clinics, high schools, and college/university settings.

Program Requirements and Curriculum

Students who graduate with a B.S. degree in Strength and Conditioning will complete the following coursework (for details, see Table 2 below):

- 38 credits in the University Studies Program (general education)
- 17 credits in additional B.S. degree requirements
- 64 credits for the major, consisting of 9 credits in pre-admission courses and 54 credits of required core courses
- A minimum total of 120 credits

Table 2: Bachelor of Science in Strength and Conditioning (course numbers of prerequisites, if any, are in parentheses after each course title)

General Education Courses Required for Graduation (38 credits):

Writing: Writing 188 or English 110	3 credits
Speech: Communication 111 or 112	3 credits
Explore: Nature	3 credits
Mathematics	3 credits
Laboratory Sciences	8 credits
Explore: Culture	9 credits
Explore: Society	9 credits
Ethnic Studies / Global Citizenship	
<i>(the 2 courses from Culture and Society can satisfy this requirement)</i>	
Connect: Advanced Writing	3 credits

(Some courses may count in more than one area.

A minimum of 38 credits in general education is required.)

Additional Requirements for the Bachelor of Science (17 credits):

Mathematics (Nature)	3 credits
Humanities (Culture)	3 credits
Social Science (Society)	3 credits
Natural Science (Nature)	8 credits

Pre-Admission to Strength and Conditioning Major (9 credits)

Kinesiology 121	Orientation to Kinesiology	1 credit
Kinesiology 122	Kinesiology Admissions Seminar	1 credit
Kinesiology 170	Medical Terminology	1 credit
Kinesiology 171	Prevention, Recognition & Treatment of Athletic Injuries	2 credits

Biology 211* Human Anatomy (26-105) 4 credits

Required Core Courses for Strength and Conditioning Major (55 credits)

Biology 212*	Human Physiology	4 credits
Kinesiology 104	AED, CPR, and First Aid	1 credit
Kinesiology 173	Applied Anatomy and Kinesiology	3 credits
Kinesiology 201	Strength Training Techniques	1 credit
Kinesiology 202	Advanced Strength Training Techniques (77-201)	1 credit
Kinesiology 340	Biomechanics (26-212)	3 credits
Kinesiology 331	Motor Learning	3 credits
Kinesiology 349	Behavioral Aspects of Kinesiology (Psych 101)	3 credits
Kinesiology 350	Physiology of Exercise (Bio 212)	3 credits
Kinesiology 351	Nutrition for Health & Performance (Bio 212)	3 credits
Kinesiology 352	Fitness Assessment Techniques (77-350)	3 credits
Kinesiology 370	Principles of Strength Training & Conditioning (77-350)	3 credits
Kinesiology 371	Strength & Conditioning Program Design (77-370)	3 credits
Kinesiology 447	Admin. & Facilities Mgmt in Kinesiology (77-350)	3 credits
Kinesiology 443	Progressive Training Techniques (77-370)	3 credits
Kinesiology 461	Clinical Experience in Str Tr & Cond (77-371)	3 credits
Kinesiology 480	Kinesiology Internship (Department Consent)	12 credits

*(Biology 211 and Biology 212 also count toward the general education and Bachelor of Science requirements, thereby potentially reducing the overall number of required credits in the major by 8. However, all students will be required to complete at least 120 credits for the B.S. degree.)

Assessment of Outcomes and Objectives

All programs at the University of Wisconsin Oshkosh are required to develop and implement program-level assessment plans that include both direct and indirect measures of student learning outcomes. The faculty teaching in the program will develop and implement the assessment plan, with leadership from the program director and the department chair. Every three years, a report on the methods, analysis, and results of the department's learning outcomes assessments is submitted to the Faculty Senate Assessment of Student Learning Committee, per university policy. Assessment results, including feedback from the Faculty Senate Committee, are used to inform continual improvement of the curriculum.

Students' integration of content knowledge and evidence-based practice will be measured through course assignments, evaluations by instructors, and exams. Communication, both written and verbal, will be assessed through student presentations and papers; clinical and internship supervisors will also assess leadership and problem-solving abilities in the field in addition to communication. Assessment of the clinical and internship experiences will be used to measure the application of practical and clinical

skills. Graduation rates, certification exam pass rates, and employment rates will be measured to assess the integration of knowledge, skills, and abilities throughout the curriculum. The assessment plan will continue to monitor student learning, program effectiveness, and quality of instruction annually.

The Council on Accreditation of Strength and Conditioning Education (CASCE) will also assess student and program outcomes, curriculum scope and sequence, graduate placement rates, retention and graduation rates, and CSCS exam success for graduates of the program.

Diversity

Guided by principles of Inclusive Excellence and the UW Oshkosh University Learning Outcomes on Intercultural Knowledge, the university and the Department of Kinesiology are committed to finding ways to expand the diversity of the campus community.

UW Oshkosh makes available to its faculty and staff a range of training opportunities for diversity awareness, including training on micro-aggressions, unconscious bias, cultural competency, and SAFE training for awareness of LGBTQ issues. The student union and the Division of Student Affairs also make available for students a range of events, training opportunities, and experiential opportunities (e.g., Alternative Spring Break) to raise awareness of diversity issues. The university houses and supports an LGBTQ resource center, a women's center, and a multicultural education center. In addition, students pursuing a B.S. in Strength and Conditioning will be eligible to pursue McNair Scholarships. This program provides undergraduate students from traditionally disadvantaged backgrounds opportunities to develop the skills necessary for acceptance to graduate school.

The anticipated student body of the proposed program will include in-state, out-of-state, and international students. The program will be advertised at the regional, national, and global levels. The marketing of the program will also be targeted to professional networks that reflect underrepresented populations. Program faculty will examine transfer paths and articulation agreements with Wisconsin Technical College System institutions, which have historically served a more diverse student population.

The Strength and Conditioning major contains a clinical experience and an internship that will provide opportunities for students to gain a greater understanding of diversity outside of the classroom. Students will work with student-athletes in various local high school and college settings during their clinical experience. The internship experience allows students to gain clinical experience throughout the country. In the past, students have interned in Texas, Florida, Kentucky, Iowa, and California. Students will gain experience and learn from those of different backgrounds and cultures throughout these experiences.

When new faculty or staff are hired in the department, the university ensures equity in recruitment and hiring by adhering to the goals of increasing equity and diversity already established at UW Oshkosh. The Office of Equal Opportunity, Equity, and Affirmative Action (EOEAA) oversees all recruitments and advises all hiring committees on methods and strategies for attracting and recruiting a diverse workforce. As stated on the EOEAA home page, "UW Oshkosh is committed to building an inclusive and supportive institutional environment and is actively trying to increase equity, diversity, and inclusion across every level of the University."¹

Collaborative Nature of the Program

It is not anticipated that the new major will include collaborations with other UW institutions. The Department of Kinesiology has the faculty, curriculum, instructional resources, and facilities already in place to support this program. The program does require two courses from the Biology Department; the chair of that department has signed off on this proposal, indicating that the Biology Department has the resources and is willing to provide the necessary number of seats in those courses.

UW Oshkosh is committed to building and maintaining efficient and transparent transfer pathways to students who begin their higher education career at other colleges and universities. Program faculty will particularly examine transfer paths and articulation agreements with Wisconsin Technical College System institutions.

Projected Time to Degree

A full-time student who enters UW Oshkosh as a Strength and Conditioning major will be able to complete all degree requirements in eight semesters, assuming the student earns the grades required in all classes. A student transferring from another university or with an associate degree will likely require a minimum of 5-7 semesters, depending on their previous coursework. A student attending part-time would probably need to attend at least an additional year. However, given the scheduling of the clinical instruction and experiences in the program, it is expected that virtually all the students will be full-time, as is the case with the current Strength and Conditioning emphasis and in similar programs.

Program Review

Each program at the University of Wisconsin Oshkosh is required to conduct a self-study as part of a program review every seven years, according to established policy in the Faculty and Academic Staff Handbook. The review includes an analysis of curriculum, assessment, resources, enrollment, alumni feedback and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and additional information, usually including interviews conducted during an institutional visit. The self-study and program review are then reviewed by a college

¹ uwosh.edu/equity

committee, the dean of the college, the faculty senate, and the provost. Each level of review provides its own comments and suggestions. University of Wisconsin Oshkosh administration members also review the program for adherence with university policy and standards. The Council on Accreditation of Strength and Conditioning Education (CASCE) will have an ongoing, formal program assessment process that will determine the extent to which the program meets its stated outcomes. The assessment process will include student and program outcomes, instruction, graduate placement rates and certification exam success, among other components.

Accreditation

The Strength and Conditioning major will be accredited by CASCE. This is a new accreditation, and it is expected that this program will be one of the first to be accredited under this new regime. UW Oshkosh will complete a self-study in the 2021-22 academic year, host a site visit in the spring of 2023, and hopes to receive accreditation that summer. Students who graduate before then will still be eligible for the CSCS examination, as the requirement will not have started yet.

JUSTIFICATION

Rationale and Relation to Mission

The proposed major will provide a structured educational opportunity for those interested in pursuing strength and conditioning as a profession. In addition, individuals who would like to become a Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association (the field's governing body) will need to attain their education through an accredited program. The new major will enhance the mission for students who are interested in this career path.

The bachelor's degree in Strength and Conditioning will ensure that all strength and conditioning professionals are entering the field with similar baseline levels of knowledge, skills, and abilities, or in other words, have met the professional standards to be called a CSCS. The NSCA feels the need to respond to professional demands and ensure certified Strength and Conditioning Specialists meet professional standards. As an example, several professional and collegiate associations/leagues—Major League Baseball (MLB), the National Basketball Association (NBA), and National Collegiate Athletic Association (NCAA) have continued to call for higher-level recommendations for the health and safety of their collegiate and professional athletes. This includes the recommendation for increased requirements for certified professionals. This new process will allow the NSCA to continue to be the gold standard for the profession. Educational accreditation will be the primary avenue by which the NSCA differentiates itself from other certifying organizations and directly meets the needs of the employers that hire NSCA-certified professionals.

Graduates will be employed in private training facilities, physical therapy and sports

medicine clinics, health clubs, high schools, the military, colleges, and professional team settings. Many facilities require their staff to be CSCS certified. Colleges, private training facilities, and sports medicine clinics employ professionals with the CSCS credential. The National Collegiate Athletic Association also requires strength and conditioning coaches to be certified when working with their student-athletes. Soon, individuals who want to be employed as a CSCS will need to be educated through an accredited program.

One of the strategic priorities of the University of Wisconsin Oshkosh is [promoting academic excellence](#). The proposed Strength and Conditioning major will reinforce this priority with a strong scientific base that will facilitate learning opportunities in the class/laboratory and experiential settings. By adding to the existing array of programs and providing new opportunities for students to prepare for professional success, the program will support the UW Oshkosh mission to provide “a high-quality liberal education to all of its students in order to prepare them to become successful leaders....”

The UW Oshkosh mission is to “provide a wide array of quality educational opportunities to the people of northeastern Wisconsin.” The Department of Kinesiology is proposing to broaden the array of programs with a new B.S. in Strength and Conditioning.

The proposed program will also support the department’s mission, which states: “The members of the Department of Kinesiology at the University of Wisconsin Oshkosh are dedicated to educating students in the areas of exercise & fitness, strength & conditioning, and athletic training, along with students interested in other exercise and healthcare related fields.” Providing a Strength and Conditioning major will solidify this mission by providing a structured educational program for those pursuing a degree in strength and conditioning.

University Program Array

The proposed B.S. in Strength and Conditioning will share much of its curriculum with the Kinesiology major, but the Strength and Conditioning major will prepare students specifically to sit for the NSCA’s Certified Strength and Conditioning Specialist exam. This major will provide opportunities for interprofessional education and experiences, which will enhance curriculum breadth and depth. The two majors will each offer students a strong science-based understanding of human movement, with the goal of helping to improve others’ lives. In total, the majors will share eight classes. Both majors will also serve as preparation for the M.S. in Athletic Training program for students who wish to pursue that degree.

Other Programs in the University of Wisconsin System

There are currently no undergraduate Strength and Conditioning majors in the UW System. Several UW System institutions offer undergraduate programs with the same CIP code (31.0505) proposed for the new program, but none are Strength and Conditioning majors.

For example, UW-Eau Claire, UW-Madison, UW-Milwaukee, and UW Oshkosh offer majors in Kinesiology. UW-Whitewater offers a major in Human Performance. UW-Eau Claire, UW-Parkside, and UW-La Crosse offer an Exercise Science major. All of these programs share the same CIP code. While the Strength and Conditioning discipline has its own accreditation agency, which requires programs to cover a specific set of skills and knowledge, there is no available CIP code to distinguish it from these more general programs in Kinesiology and Exercise Science.

Need as Suggested by Current Student Demand

Over the past five years, the average number of graduates for the Strength and Conditioning emphasis has been approximately 25 students per academic year. Most of these students gained employment in strength and conditioning settings that required the CSCS designation. In the future, students who wish to attain the CSCS credential and gain employment in strength and conditioning will need the Strength and Conditioning major to do so.

Need as Suggested by Market Demand

Employment growth in strength and conditioning is strong; the projected job growth for 2019-2029 as reported by the U.S. Bureau of Labor Statistics is 12% (much faster than average).² (The strength and conditioning occupation is listed under Coaches and Scouts in the Occupational Outlook Handbook.) O*Net Resource Center (onetonline.org) indicates that the profession is projected to grow much faster than average (8% or higher) compared to other employment opportunities (2019-2029) in Wisconsin.³ In 2018, The National Strength and Conditioning Association conducted a salary survey, and respondents in Wisconsin averaged \$46,700 per year.⁴ Graduates will be employed in private training facilities, physical therapy and sports medical clinics, health clubs, high schools, the military, colleges, and professional team settings.

As the field of strength and conditioning continues to grow and develop, there is a need for more consistent educational programs that teach the knowledge, skills, and abilities that young professionals in the field need to be successful. A major in Strength and Conditioning will meet the accreditation criteria and prepare students for the CSCS credential.

² U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>, (accessed October of 2020).

³ O*Net OnLine, <https://www.onetonline.org/link/summary/39-9031.00>, (accessed October of 2020).

⁴ National Strength and Conditioning Association, <https://www.nasca.com/contentassets/d101681d8bfa4f8d8c33b04e99ad9529/2018-nsca-coaches-salary-survey--complete-report.pdf>, (accessed October of 2020).

This link is only accessible by NSCA members. A pdf of the file can be submitted upon request.

University of Wisconsin Oshkosh						
Cost and Revenue Projections for Strength and Conditioning Program						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	0	15	15	18	18
	Enrollment (Continuing Student) Headcount	3	3	14	24	27
	Enrollment (New Student) FTE	0	15	15	18	18
	Enrollment (Continuing Student) FTE	3	3	14	24	27
II	Total New Credit Hours	0	240	240	288	288
	Existing Credit Hours	48	48	224	384	432
III	FTE of New Faculty/Instructional Staff	0.25	0.25	0.5	0.75	0.75
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0.1	0.1	0.1
IV	Revenues					
	<i>From Tuition</i>	\$ -	\$77,167	\$149,190	\$216,068	\$231,502
	<i>From Fees</i>	\$ -				
	<i>Program Revenue (Grants)</i>	\$ -	\$ -	\$ -	\$ -	\$ -
	<i>Program Revenue - Other</i>	\$ -	\$ -	\$ -	\$ -	\$ -
	<i>GPR (re)allocation</i>	\$16,275	\$ -	\$ -	\$ -	\$ -
	Total New Revenue	\$16,275	\$77,167	\$149,190	\$216,068	\$231,502
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$16,275	\$16,275	\$32,550	\$48,825	\$48,825
	<i>Admin Staff</i>	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment & Supplies</i> <i>Other (please list)</i> <i>Other (please list)</i>					
Total Expenses	\$16,275	\$16,275	\$32,550	\$48,825	\$48,825	
VI	Net Revenue	\$-	\$60,892	\$116,640	\$167,243	\$182,677

Submit budget narrative in MS Word Format

Provost's Signa 	Date: 04/09/2021
Chief Business Officer's Signature: 	Date: 04/09/2021

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN OSHKOSH
BACHELOR OF SCIENCE IN STRENGTH AND CONDITIONING**

Introduction

The University of Wisconsin Oshkosh is proposing a new undergraduate major in Strength and Conditioning. The major, if approved, will replace the current Strength and Conditioning emphasis in the Kinesiology major. The proposed major will prepare students to sit for the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. This proposal is driven by the fact that the NSCA will require CSCS exam candidates to be prepared by an educationally accredited program. All the courses required to support the proposed major in Strength and Conditioning are currently being taught.

Section I - Enrollment

For the first year, the only students enrolled in the program will be students currently enrolled in the Strength and Conditioning emphasis of the Kinesiology major. Most students will remain in their current programs since they have already completed some of its requirements, but it is anticipated that a small number will switch to the new major when it is available.

All projected enrollments are based on current and historical data of Kinesiology majors with a Strength and Conditioning emphasis. In addition, marketing efforts, both internally (especially to the UW Oshkosh student-athletes) and throughout the region will drive enrollment. The projections are based on the past two years, in which an average of 17 students were admitted to the Strength and Conditioning emphasis each year. Virtually all the students in the Strength and Conditioning emphasis are full-time students, so Headcount and FTE are expected to be equivalent numbers in the new major.

Section II - Credit Hours

Credit hours were calculated by multiplying projected enrollment for new and existing students by 16 credits, which reflects the average number of credits per academic year that Strength and Conditioning majors will take in courses specific to the major and its required courses. This reflects current experience with students in the existing Strength and Conditioning emphasis.

Section III - Faculty and Staff Appointments

Based on the Council on Accreditation of Strength and Conditioning Education (CASCE) Professional Standards and Guidelines, a program director and field experience coordinator must be identified. The Department of Kinesiology anticipates needing 0.25 FTE to fulfill these requirements. Currently, one continuing academic staff member has a 0.25 FTE appointment dedicated to coordinating and managing the Kinesiology internship

course and Strength and Conditioning field experience course. Due to accreditation standards, an additional 0.25 FTE will be required for administrative release as a program director.

Starting in the third year of the program, UW Oshkosh anticipates dedicating an additional 0.25 FTE of current faculty and/or instructional academic staff time to teaching courses in the program. Beginning in Year 4, another 0.25 FTE will likely be added to cover lab or discussion sections. At that point, it is anticipated that a new instructional academic staff member will be recruited and hired to cover these sections and other courses in other programs within the Kinesiology department.

Administrative support required for the program will be minimal, but it is anticipated that 0.10 FTE of administrative staff time within the department will be re-assigned, beginning in Year 3, due to the increase in student enrollment.

Section IV – Program Revenues

Tuition Revenues

Tuition revenue was calculated for each year of the program by multiplying the sum of the total new and existing credit hours by the current tuition rate of \$321.53 per credit. While some of the anticipated students in the program will be out-of-state students, only the in-state tuition rate was used to create a conservative estimate of revenue. Tuition from the Continuing Students in the first and second year is not included in the calculation, since these students would be enrolled and paying tuition if the new major was not offered; they would just be enrolled in a different program. No new students are listed in Year 1 because of a secondary admissions process that all Kinesiology students complete after their freshman year; students will have begun taking prerequisite courses as advised but would not yet be officially counted as majors in the program.

General Program Revenue (GPR)

The department will re-assign \$16,275 of its GPR budget in the initial year to cover the expense of the 0.25 program director. There are no program/course fees or grants/ extramural funding applicable to this program.

Section V – Program Expenses

Salary and Fringe Expenses

Based on the Council on Accreditation of Strength and Conditioning Education Professional Standards and Guidelines (CASCE), a program director and field experience coordinator must be identified at a minimum of 0.25 FTE. The Department of Kinesiology will meet this requirement by reassigning 0.25 FTE of an existing academic staff member.

All salary and fringe expenses for Instructional Academic Staff (IAS) were calculated by multiplying the average IAS salary of \$42,000 by the indicated increase in FTE each year, then multiplying the result by a factor of 1.55 to also include fringes.

Section VI – Net Revenue

The net revenue in the spreadsheet was calculated by subtracting the total projected expenses from the projected revenue each year. Net revenue will be used by the college and university to develop new programs and to respond to departmental requests to replace equipment and update facilities as needed.

April 1, 2021



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

Dear President Thompson,

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

The proposed program will align well with the strategic plan and mission of the University by expanding options for professional preparation for Wisconsin. The proposed major will serve as an excellent preparation for students to enter the profession or to continue their education in our Master of Science in Athletic Training program. The proposed new program will allow students to pursue career opportunities in private training facilities, physical therapy and sports medicine clinics, high schools, and college/university settings.

The College of Letters and Science, the Academic Policies Committee and the Faculty Senate have all approved the development and implementation of the new program. The College has the resources, faculty, and courses in place to implement this program. Given the very low overhead of the program and the potential for future growth, we are confident that it will be financially sustainable. The financial projections submitted with the proposal have been reviewed in the context of COVID impacts to the university's budget, and we are confident that these impacts will not affect the program's financial viability.

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

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

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

John Koker
Provost and Vice Chancellor

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

OFFICE OF THE PROVOST AND VICE CHANCELLOR

800 Algoma Blvd. | Oshkosh, WI 54901

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

**ANNUAL REQUEST FOR FUNDING FROM THE VILAS TRUST FUND
FOR UW-MADISON AND UW-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.9., approving the annual request from the Trustees of the William F. Vilas Trust Estate, as follows: \$6,692,797 million for UW-Madison in net income and unallocated funds, and \$118,269 for UW-Milwaukee in net income.

Resolution C.9.: That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the total funding request of \$6,811,066 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2021 to June 30, 2022, 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, 2021 to June 30, 2022, 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.9., constitute that warrant.

Discussion

On April 20, 2021, President Thompson received notice from the Vilas Trustees of the funding available from the Vilas Trust for both UW-Madison and UW-Milwaukee for the 2021-2022 fiscal year. On May 7, 2021, President Thompson transmitted correspondence to UW-Madison Chancellor Rebecca Blank, seeking the UW-Madison annual request for funding from the Vilas Trust Fund.

On May 13, 2021, President Thompson 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 May 12, 2021, President Thompson received 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 2021-2022 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 2021-2022 fiscal year is provided in Attachments C and D. These total amounts are listed below:

(1) UW-Madison Total Allocation: \$6,692,797

- a. Continuation of Existing Programs: \$3,575,234
- b. One-time Program Allocations: \$3,117,563

(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 2021-2022 fiscal year.

ATTACHMENTS

- A) Letter dated May 7, 2021 from President Thompson to UW-Madison Chancellor Rebecca Blank.
- B) Letter dated May 7, 2021 from President Thompson to UW-Milwaukee Chancellor Mark Mone.
- C) Letter dated May 13, 2021 from UW-Madison Chancellor Rebecca Blank, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2021 to June 30, 2022 for the University of Wisconsin-Madison.
- D) Letter dated May 12, 2021 from UW-Milwaukee Provost, Johannes Britz, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2021 to June 30, 2022 for the University of Wisconsin-Milwaukee, with attached letter dated May 11, 2021, requesting funds for the Department of Music, Peck School of the Arts.



Office of the President

1700 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
608-262-2321
tthompson@uwsa.edu
www.wisconsin.edu

May 7, 2021

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 2021-22 year. The Trust has indicated that net income available for allocation is \$6.7 million. 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 2021-22 academic year.
3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2021-22 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, 2021 and kindly copy Dr. Laura Dunek (ldunek@uwsa.edu).

Sincerely,

A handwritten signature in black ink that reads 'Tommy Thompson'.

Tommy Thompson
President



Office of the President

1700 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
608-262-2321
tthompson@uwsa.edu
www.wisconsin.edu

May 7, 2021

Via Electronic Mail

Chancellor Mark A. Mone
University of Wisconsin-Milwaukee
Chapman Hall, Room 202
Milwaukee, WI 53201

Dear Chancellor Mone:

The time has come once again to ask for your request to the Vilas Trust Estate for the 2021-22 year. The Trust would like the request to be categorized as follows:

1. The annual award for a Vilas Research Professor will be \$10,000 in salary and \$50,000 in auxiliary allowance.
2. Obtain from the Chairperson of the Music Department the program and request for the 2021-22 academic year, which may not exceed \$58,269.

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, 2021 and kindly copy Dr. Laura Dunek (ldunek@uwsa.edu).

Sincerely,

A handwritten signature in black ink that reads 'Tommy Thompson'.

Tommy Thompson
President



May 13, 2021

Interim President Tommy G. Thompson
University of Wisconsin System
1720 Van Hise Hall

Dear President Thompson:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2021 to June 30, 2022 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2021-22 is: \$6,692,797.

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	<u>7,500</u>	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	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for seven (7) Vilas Professors: Bethea, Brock, Cronon, Hauser, Hermand, Keisler, and Kung at \$2,500 each		17,500
7.	14 Vilas Associates in the Arts and Humanities		646,961
8.	12 Vilas Associates in the Social Sciences		372,770

9.	15 Vilas Associates in the Physical Sciences	655,455
10.	11 Vilas Associates in the Biological Sciences	316,672
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	29,376
12.	Vilas Life Cycle Professorships	300,000
<u>Total Continuation Request:</u>		\$ 3,575,234

B. ONE-TIME PROGRAM ALLOCATIONS

1.	15 Vilas Distinguished Achievement Professorships at \$50,000 each	750,000
2.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two or three-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers (“Vilas Faculty Young Investigator”); or timely research boost when retaining best faculty in mid-career (“Vilas Faculty Mid-Career Investigator”).	1,260,000
3.	Additional Vilas Life Cycle Professorship Program support	250,000
4.	Continuation of 1998 and 2002 Expansion of Approved Programs:	20,000
	a. 50 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	
	b. additional graduate fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	20,000
	c. graduate student travel grants @ 1,500 each	<u>90,000</u>
		130,000
5.	Vilas Research Professor Supplemental Grants	
	a. Vilas Research Professor Vernon Barger’s request for research support to establish the existence of Hidden Astrophysics Sources of High Energy Neutrinos	150,000
	b. Vilas Research Professor Richard Davidson’s request will support research on Emotional Well-being in relation to the COVID pandemic	200,000
	c. Vilas Research Professor Sam Gellman’s request for a new fluorescence plate reader	68,000
	d. Vilas Research Professor Jo Handelsman’s request toward a mass spectrometer	100,000
	e. Vilas Research Professor Judith Kimble’s request for Thermo Scientific Fiberlite & Therman Cyclers	13,850
	f. Vilas Research Professor Gregg Mitman’s request for research travel to the Mount Nimba region	30,000

g. Vilas Research Professor Ohnuki-Tierney's request to make modifications to her book for English and Japanese language readers	25,000
h. Vilas Professor Monica Turner's request for information technology equipment and field equipment	20,425
i. Vilas Research Professor Sau Lan Wu's request for research assistance	120,288

Total of One-time Part B. Program Allocations: **\$3,117,563**

Total of Part A and Part B: **\$6,692,797**

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 M. Blank
Chancellor

xc: Provost and Vice Chancellor for Academic Affairs John Karl Scholz
Vice Chancellor for Finance and Administration Laurent Heller
Vice Provost Beth Meyerand
Assistant Vice Chancellor Jennifer Klippel
Angie Johnson, RSP
Eden Inoway-Ronnie, Office of the Provost

Attachment to UW-Madison Vilas Budget Request 2021-22

Vilas Research Professors

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

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

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

Two Vilas Research Professors to be named imminently
One Vilas Research Professor to be named by December 30, 2021

Vilas Distinguished Achievement Professors, 2015-16 Cohort

Elaine Alarid – Oncology, School of Medicine and Public Health

Lawrence Berger – Social Work, College of Letters and Science

John Booske – Biomedical Engineering, College of Engineering

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

Leslie Bow - English, College of Letters and Science

Mark Eriksson - Physics, College of Letters and Science

Dorothy Farrar-Edwards - Kinesiology, School of Education

Stephen Gammie - Zoology, College of Letters and Science

Padma Gopalan - Materials Science & Engineering, College of Engineering

Jeffrey Johnson - School of Pharmacy, Pharmacy

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

Leonora Neville – History, College of Letters and Science

Jon Pevehouse – Political Science, College of Letters and Science

Kenneth Raffa – Entomology, College of Agricultural and Life Sciences

James Rawlings – Chemical and Biological Engineering, College of Engineering

David Shaffer – Educational Psychology, School of Education

John Yin – Chemical and Biological Engineering, College of Engineering

Jin-Wen Yu – Dance, School of Education

Ellen Zweibel – Astronomy, College of Letters and Science

Mikko Lipasti – Engineering, Electrical & Computer Engineering

Vilas Distinguished Achievement Professors, 2016-17 Cohort

Martha Alibali, College of Letters and Science, Psychology

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

Katherine Bowie, College of Letters and Science, Anthropology

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

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

Lea Jacobs, College of Letters and Science, Communication Arts
Richard Lindroth, College of Agricultural and Life Sciences, Entomology
Kristyn Masters, College of Engineering, Biomedical Engineering
Patricia McManus, College of Agricultural and Life Sciences, Plant Pathology
Stephen Meyers, College of Letters and Science, Geoscience
Barton Miller, College of Letters and Science, Computer Science
Bin Ran, College of Engineering, Civil and Environmental Engineering
Jennifer Ratner-Rosenhagen, College of Letters and Science, History

Vilas Distinguished Achievement Professors, 2017-18 Cohort

Amy Quan Barry, College of Letters and Science, English
Richard Hsung, School of Pharmacy, Pharmacy
Ullrich Langer, College of Letters and Science, French & Italian
Katherine Magnuson, College of Letters and Science, Social Work
Anne Pringle, College of Letters and Science, Botany
Parmesh Ramanathan, Engineering, Electrical and Computer Engineering
Lones Smith, College of Letters and Science, Economics
Scott Straus, College of Letters and Science, Political Science

Vilas Distinguished Achievement Professors, 2018-19 Cohort

David F. Anderson, College of Letters & Science, Mathematics
Stefania Buccini, College of Letters & Science, French and Italian
Pupa Gilbert, College of Letters & Science, Physics
Francine Hirsch, College of Letters & Science, History
Alfonso Morales, College of Letters & Science, Planning and Landscape Architecture
Mitchell Nathan, School of Education, Educational Psychology
Adam Nelson, School of Education, Educational Policy Studies
Christine Schwartz, College of Letters & Science, Sociology
Eric Shusta, College of Engineering, Chemical & Biological Engineering

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

Vilas Distinguished Achievement Professors, 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




Academic Affairs

Johannes Britz
Provost and Vice Chancellor

Chapman Hall, Office 213
P.O. Box 413
Milwaukee, WI
53201-0413

May 12, 2021

TO: Tommy Thompson, Interim President
The University of Wisconsin System

FROM: Johannes Britz 
Provost and Vice Chancellor

RE: UW-Milwaukee 2021-22 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2021-22 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: Mark Mone, 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



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
Devarajan Venugolalan, Associate Vice Chancellor

FROM: Kevin Hartman, Chair
Department of Music

DATE: May 11, 2021

RE: **2021-2022 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 will assist the department in carrying forward its mission of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and southeastern Wisconsin. Additionally, the Vilas grant will assist us in recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus. The 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. Please see the attached document for specific details.

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. 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 faculty of 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 our appeal to young musicians and enhancing 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

René Izquierdo
Chair, Vilas Committee
Department of Music
University of Wisconsin-Milwaukee

William F. Vilas Trust Proposal for 2021-2022
Peck School of the Arts
Department of Music

UWM Concert Band Festival	Climer/Corley	Bands	\$2,769.00
Real Men Sing!	Durlam	Choirs	\$1,000.00
Choir run-outs and recruitment	Durlam	Choirs	\$1,750.00
UWM Vocal Festival	Durlam	Choirs	\$2,250.00
Composition Fifth-House Ensemble Residency	Sink	Comp/Tech	\$5,000.00
Chamber Music Milwaukee	Clippert	Dept	\$9,000.00
Guitar in Chamber Music Perf/class	Izquierdo	Guitar	\$4,000.00
Angie Swan classes	Forbes/Sterner Miller	Musicology	\$1,500.00
Manty Ellis performance/lecture	Forbes/Sterner Miller	Musicology	\$1,500.00
Mason Her lecture/demo	Forbes/Rodger/TSM	Musicology	\$500.00
Mariachi Monarcas lecture/performance	Forbes/Rodger/TSM	Musicology	\$1,000.00
Orchestra run-outs/guests	Kim	Orch	
Piano Guest Master Class/Recitals	Abend	Piano	\$300.00
Piano Festival	Otwell	Piano	\$1,000.00
Antony Cooke Residency	Kartman	Strings	\$1,700.00
Viola Master Classes	Lasareff-Mironoff	Strings	\$300.00
UWM Violin Festival/Day	Zinck	Strings	\$1,000.00
Hope and Healing Commission/Recital	Brooks	Voice	\$2,000.00
Opera Theater Production	Hoffman	Voice	\$9,000.00
Double Reed Events/Outreach	Clippert	WBP	\$1,500.00
Flute Day	Clippert	WBP	
Flute Day/guests	Clippert	WBP	\$2,000.00
Paul Cohen/Anna Keiserman perf/class	Roman	WBP	\$700.00
Percussion Guest Artists	Wier	WBP	\$2,500.00
Brass Recruitment and Outreach	Hartman	WBP	\$1,500.00
Saxophone Guest Artists	Roman	WBP	
Alexa Tarantino Residency	Roman/Winkle	WBP/Jazz	\$3,000.00
Jim Pugh Residency	Hoelscher/Winkle	WBP/Jazz	\$1,500.00
		Total	\$58,269.00

**FIRST READING OF REVISED MISSION STATEMENT,
UW-WHITEWATER**

REQUESTED ACTION

No action at this time.

SUMMARY

The University of Wisconsin-Whitewater proposes a revised mission statement that represents an innovative and transformative institution of higher education. The revised statement has been approved by shared governance bodies at the institution as well as by the Provost and Chancellor. The new mission statement defines the various student populations that the institution serves, lists the levels of academic programs offered, and lists areas of academic programming. Additionally, the revised mission statement highlights the long-standing mission of the institution to serve students with disabilities. The revised mission statement underscores the institution's commitment to be an inclusive community with a commitment to access. The institution recognizes its role in educating global citizens in this revision. After the first reading of the revised mission statement by the Board at the June 3-4, 2021 meeting, the institution will hold a public hearing on the mission statement to solicit community feedback. After that process is complete, the Board will do a review of the revised mission.

Provost

- Dr. Greg Cook, Provost and Vice Chancellor for Academic Affairs, UW-Whitewater

BACKGROUND

Section 36.09 (1)(b), Wis. Stats., requires the UW System Board of Regents to establish a mission statement for each UW System institution. Section 36.09(1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the UW System.

Any changes to a select mission statement must be approved by the Board of Regents, following a public hearing at the institution.

Related Policies

- Regent Policy Document 1-1: Mission Statements
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Revised Mission Statement
- B) Tracked Changes Copy of Mission Statement Revisions
- C) Current Mission Statement
- D) Provost Memo

University of Wisconsin-Whitewater Newly Proposed Mission Statement

The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff, and alumni. We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities. We have a longstanding special mission to serve students with disabilities. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation, and to the world.

Our academic programs serve undergraduate and graduate students, including online learners, and span the disciplines, from the theoretical to the applied, and encompassing study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. High-quality programs are offered at the associate, bachelor, master, and doctoral levels. These programs prepare students to become lifelong learners who lead successful lives and enjoy productive careers.

University of Wisconsin-Whitewater **Newly Proposed Mission Statement**

The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff, and alumni. We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities. We have a longstanding special mission to serve students with disabilities. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation, and to the world.

Our academic programs serve undergraduate and graduate students, including online learners, and span the disciplines, from the theoretical to the applied, and encompassing study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. High-quality programs are offered at the associate, bachelor, master, and doctoral levels. These programs prepare students to become lifelong learners who lead successful lives and enjoy productive careers.

University of Wisconsin-Whitewater **Current Mission Statement**

~~The University of Wisconsin-Whitewater is committed to the development of the individual, the growth of personal and professional integrity and respect for diversity and global perspectives. These are met by providing academic and cocurricular programs that emphasize the pursuit of knowledge and understanding and a commitment to service.~~

~~The mission of the University of Wisconsin-Whitewater is:~~

- ~~1. To provide a range of undergraduate programs and degrees in letters, sciences, the arts, and professional specializations, including interdisciplinary programs.~~

- ~~2. To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.~~
- ~~3. To engage in scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.~~
- ~~4. To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.~~
- ~~5. To serve as a regional cultural and economic resource center through its service initiatives.~~
- ~~6. To provide continuing education and outreach programs as integrated institutional activities.~~
- ~~7. To provide a variety of co-curricular activities to enhance out-of-class learning opportunities.~~
- ~~8. To encourage and maintain a high level of personal and professional integrity in all University life and activities.~~

University of Wisconsin-Whitewater Current Mission Statement

The University of Wisconsin-Whitewater is committed to the development of the individual, the growth of personal and professional integrity and respect for diversity and global perspectives. These are met by providing academic and cocurricular programs that emphasize the pursuit of knowledge and understanding and a commitment to service.

The mission of the University of Wisconsin-Whitewater is:

1. To provide a range of undergraduate programs and degrees in letters, sciences, the arts, and professional specializations, including interdisciplinary programs.
2. To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.
3. To engage in scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.
4. To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.
5. To serve as a regional cultural and economic resource center through its service initiatives.
6. To provide continuing education and outreach programs as integrated institutional activities.
7. To provide a variety of co-curricular activities to enhance out-of-class learning opportunities.
8. To encourage and maintain a high level of personal and professional integrity in all University life and activities.



Office of the Provost

To: UW System Board of Regents

From: Greg Cook *Greg Cook*
Interim Provost and Executive Vice Chancellor for Academic Affairs

Re: UW-Whitewater Revised Mission Statement

Date: May 18, 2021

The revised mission statement was developed as part of the process for creating and implementing the 2017-2022 UW-Whitewater Strategic Plan. The revision was guided by the Strategic Planning and Budget Committee, a university-wide committee that includes representatives from all governance groups, divisions, and major areas of the university. The revision was shared in a variety of university stakeholder groups and open listening sessions, and feedback was received and incorporated as appropriate. A university-wide online survey was also used.

The four governance groups at UW-Whitewater approved the revision as follows:

- University Staff Council: September 6, 2018.
- Academic Staff Assembly: September 21, 2018.
- Whitewater Student Government: September 24, 2018.
- Faculty Senate: October 9, 2018.

The statement was also approved by the Chancellor's Cabinet and the University of Wisconsin-Whitewater Foundation Board and shared with the greater Whitewater community.

The Chancellor, Cabinet, and governance groups also approved the minor revisions that were suggested recently by the UWSA office, to be consistent with state and System guidelines.

We intended to submit a revision in 2017, but the restructuring of the UW College campuses occurred during that time. We needed to step back, revise again, and re-approve our revision so it captured the important access mission of our newly-acquired Rock County 2-year campus. We are proud to present this more-inclusive mission statement.

**UNIVERSITY OF WISCONSIN SYSTEM
2021 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS,
AND OTHER CHANGES OF STATUS**

REQUESTED ACTION

Adoption of Resolution E., approving the 2021 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 2021 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The 2021 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 2020-21 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 2020 Report was issued are also included in the 2021 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) 2021 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

June 3, 2021

**UW SYSTEM OFFICE OF EDUCATIONAL OPPORTUNITY—OVERVIEW
OF RESPONSIBILITIES, PROCESS FOR EVALUATING CHARTER
SCHOOLS, AND STATE FORMULA FOR CHARTER SCHOOL FUNDING**

REQUESTED ACTION

None.

SUMMARY

UW System’s Vice President for Academic and Student Affairs will (1) report on the assignment of the Office of Educational Opportunity (OEO) within the Office of Academic and Student Affairs and how it will support future innovation and (2) introduce OEO Director Vanessa Moran who will share updates on the OEO including: authorized school update and revised standard operating procedures and practices. In addition, Bob Soldner, Assistant State Superintendent at the Wisconsin Department of Public Instruction, will present information related to charter school funding in Wisconsin.

Presenters

- Dr. Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
- Vanessa Moran, Director, Office of Educational Opportunity, UW System
- Bob Soldner, Assistant State Superintendent for the Division of Finance and Management, Wisconsin Department of Public Instruction

BACKGROUND

History

The Office of Educational Opportunity (OEO) was created by the Wisconsin Legislature in 2015 as part of the biannual budget Act 55 and amended in 2017 to allow for statewide chartering. Wisconsin Statutes s. 36.64 and s. 118.40(2x) define the OEO’s scope and authority.

Mission

The Office of Educational Opportunity (OEO) exists to expand access to high-quality innovative educational opportunities for students, families, and communities across Wisconsin by authorizing and overseeing public charter schools that meet local needs, interests, and demands. As part of the University of Wisconsin System, OEO lives the Wisconsin Idea by incubating new educational opportunities in order to support efforts to close both opportunity and achievement gaps.

Leadership

Vanessa Moran serves as the OEO Director and leads the efforts to evaluate proposals for charter school contracts and monitors pupil academic performance and the overall operations of authorized charter schools. A 9-member Advisory Council composed of both standing and appointed members made up of university faculty and students, school leaders, and designers from diverse educational, professional and cultural backgrounds, serves in an advisory capacity to the OEO Director. This group reads and evaluates applications, participates in capacity interviews, and collectively provides recommendations to the OEO Director regarding authorization and renewal decisions.

Redesign

The OEO has undertaken an intensive evaluation and redesign of its practices surrounding application and authorization. This process is intently focused on ensuring that charter schools in the OEO portfolio are truly high-performing public entities that provide innovative opportunities for students. The attached OEO Application & Authorizing Standard Operating Practices (SOP) document outlines these processes and procedures.

ATTACHMENT

- A) UW System Office of Educational Opportunity Standard Operating Practices



Application & Authorization Standard Operating Practices

MISSION:

The Office of Educational Opportunity (OEO) exists to expand access to high-quality innovative educational opportunities for students, families, and communities across Wisconsin by authorizing and overseeing public charter schools that meet local needs, interests, and demands. As part of the University of Wisconsin System, we live out the Wisconsin Idea by incubating new educational opportunities in order to support efforts to close both opportunity and achievement gaps.

PURPOSE:

The purpose of this document is to outline the operating practices and procedures of the Office of Educational Opportunity when evaluating and authorizing new charter schools. The process is intended to be both rigorous and relevant and is divided into 5 distinct phases; typically to be completed sequentially over a 2-year timeline.

Office of Educational Opportunity
1564 Van Hise Hall, 1220 Linden Drive
Madison, WI 53706

608-265-5917 | wisconsin.edu



PROCESS SUMMARY

Phase I	Phase II	Phase III	Phase IV	Phase V
Initial Application	Secondary Application	Capacity Interview	Contract Execution	School Opening
Initial Review and Engagement of Stakeholders	OEO Advisory Council Application Review and Feedback	Capacity Interview and Notifications	Contract Negotiations and Execution	Leadership Team Prepares for School Opening

PHASE PROCESS STEPS

<p style="text-align: center;">Phase I: Initial Application</p> <p style="text-align: center;">Initial Review and Engagement of Stakeholders</p>	<p>Step 1:</p> <ul style="list-style-type: none"> • Phase I Application must be submitted by the <i>Design Team</i> representing the candidate school to the <i>OEO</i> by July 1st • <i>OEO Director</i> sends written correspondence acknowledging receipt of the Phase I Application to the <i>Design Team Leader</i> within 14 days of submission • <i>OEO Director</i> reviews application based on the Phase I Consideration Criteria and meets with <i>Design Team Leader</i> to discuss the proposal and ask any necessary clarifying questions before making a determination as to whether the proposal holds merit • Within 30 days of Phase I Application submission, the <i>OEO Director</i> sends written correspondence to the <i>Design Team Leader</i> regarding application approval/denial decision • If approved, the <i>Design Team</i> will be invited by the <i>OEO Director</i> to proceed to the next steps <p>Step 2:</p> <ul style="list-style-type: none"> • <i>OEO Director</i> informs <i>traditional public school district</i> Administration and School Board by written communication that a Phase I Application has been approved for a charter school within their community <p>Step 3:</p> <ul style="list-style-type: none"> • <i>OEO Director</i> notices a <i>Town Hall Meeting</i> to gather community and stakeholder feedback regarding the proposed charter school <ul style="list-style-type: none"> ○ Public notices should be sent to <i>Design Team, traditional public school district</i> Administration, School Board, <i>OEO Advisory Council</i>, local teacher union and disseminated via local news media, community, and other public interest groups at least 14 days prior to the meeting
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	<ul style="list-style-type: none"> • <i>OEO Director</i> will discuss the community and stakeholder feedback with the <i>Design Team</i> within 7 days following the <i>Town Hall Meeting</i>
<p>Phase II: Secondary Application</p> <p>OEO Advisory Council Application Review and Feedback</p>	<p><u>Step 1:</u></p> <ul style="list-style-type: none"> • Phase II Application must be submitted to the <i>OEO Director</i> by November 1st • <i>OEO Director</i> sends written correspondence acknowledging receipt of the Phase II Application to the <i>Design Team Leader</i> within 14 days of submission • <i>OEO Advisory Council</i> reviews Phase II Application and evaluates related responses based on the Phase II Consideration Criteria within 30 days of submission <p><u>Step 2:</u></p> <ul style="list-style-type: none"> • <i>OEO Director</i> shares feedback from the <i>OEO Advisory Council</i> with the <i>Design Team Leader</i> and, if necessary, requests revisions, additional information, and supporting documents, which must be remitted to the <i>OEO Director</i> within 14 days • <i>OEO Director</i> independently reviews any newly provided application materials based on the Phase II Consideration Criteria and sends written correspondence to <i>Design Team Leader</i> regarding approval/denial decision within 14 days • If approved, the <i>Design Team</i> will be invited by the <i>OEO Director</i> to proceed to the next steps
<p>Phase III: Capacity Interview</p> <p>Capacity Interview and Notifications</p>	<p><u>Step 1:</u></p> <ul style="list-style-type: none"> • <i>OEO Advisory Council</i> hosts a <i>Capacity Interview</i> with the <i>Design Team</i> • <i>OEO Director</i> evaluates feedback from <i>OEO Advisory Council</i> regarding the <i>Capacity Interview</i> and sends written correspondence to <i>Design Team Leader</i> regarding approval/denial decision within 14 days • If approved, the <i>Design Team</i> will be invited by the <i>OEO Director</i> to proceed to the next steps <p><u>Step 2:</u></p> <ul style="list-style-type: none"> • <i>OEO Director</i> provides the official <i>Notification Letter</i>, as required by Wis. Stat. s.118.40(2x), to the <i>DPI</i> no later than February 1st of the calendar year the school is expected to open <p><u>Step 3:</u></p> <ul style="list-style-type: none"> • <i>UW System Board of Regents</i> is notified that a <i>Design Team</i> has successfully completed all necessary components of the Phase I, II, and III review process, and that the <i>OEO</i> has provided a <i>Notification Letter to the DPI</i> and/or intends to enter into <i>Contract</i> negotiations

<p>Phase IV: Contract Execution</p> <p>Contract Negotiations and Execution</p>	<p><u>Step 1:</u></p> <ul style="list-style-type: none"> • Within 30 days of a successful <i>Capacity Interview</i>, the <i>OEO</i> moves forward with the <i>Design Team</i> and enters into <i>Contract</i> negotiations • <i>OEO</i> will submit a draft <i>Contract</i> to the <i>DPI</i> for <i>DPI Charter Contract Benchmark Review</i> by April 1st <p><u>Step 2:</u></p> <ul style="list-style-type: none"> • The <i>Contract</i> will be executed by the <i>OEO Director</i> by July 1st, upon completion of the <i>DPI Contract Benchmark Review</i> • Within 14 days, the <i>OEO Director</i> sends written notification to the <i>traditional public school district</i> Administration and School Board sharing expected enrollment information; • And, the <i>OEO Director</i> notifies the <i>UW System Board of Regents</i> that a new charter school <i>Contract</i> has been executed
<p>Phase V: School Opening</p> <p>Leadership Team Prepares for School Opening</p>	<p><u>Step 1:</u></p> <ul style="list-style-type: none"> • Ongoing assessment of school progress and performance review conducted as necessary <p><u>Step 2:</u></p> <ul style="list-style-type: none"> • Charter school opens its doors to students

APPENDIX A – Definitions

- Capacity Interview: A capacity interview is used to conduct a final evaluation of the proposed charter school and allow school leadership to demonstrate their ability to run a successful school, not just their ability to craft an application that meets the outlined criteria.
- Contract: The binding document between the charter school and the Office of Educational Opportunity outlining the required reporting and assessment measures for ongoing review and oversight.
- Department of Public Instruction: The Department of Public Instruction (DPI) is the state agency that advances public education in Wisconsin with the goal of ensuring that every child graduates ready for further education and the workplace.
- Design Team: The Design Team is the group of individuals who come together representing the desired charter school seeking authorization to propose a new learning opportunity for students and are working through the application process in an effort to gain approval for their proposed charter school.
- Design Team Leader: The Design Team Leader leads the Design Team and is the main point of contact with the Office of Educational Opportunity Director.
- DPI Charter Contract Benchmark Review: The DPI Contract Benchmark Review is a process reviewing charter school contracts in order to ensure they contain all the required state and federal provisions necessary to maintain DPI school code(s) and achieve the requirements necessary to continuing to receive federal Charter Schools Program Grant Funds.
- Federal Charter School Programs Grant: The Federal Charter School Programs (CSP) Grant was awarded to Wisconsin, as well as 8 other states, by the U.S. Department of Education in 2017 and is administered by DPI. This five-year, \$95 million grant was intended to support the opening of new quality charter schools as well as the expansion of high-quality charters throughout the state.
- Letter of Intent to Authorize: The Letter of Intent to Authorize is a required component of the Federal Charter School Program Grant, and indicates the OEO's preliminary approval and intent to continue working with a charter applicant with the goal of final contracting and authorization.

- Notification Letter: The Notification Letter is statutorily required by Wis. Stat. s.118.40(2x) to be remitted to the DPI by February 1st of the calendar year the school is expected to open.
- Office of Education Opportunity: The Office of Educational Opportunity (OEO) was created by the Wisconsin Legislature in 2015 as part of the biannual budget Act 55 and amended in 2017 to allow for statewide chartering. Wisconsin s. 36.54 and s. 118.40(2x) define the OEO's scope and authority.
- OEO Advisory Council: The 9-member OEO Advisory Council is composed of a mix of both standing and appointed members made up of university faculty and students, school leaders, and designers from diverse educational, professional and cultural backgrounds, and serves in an advisory capacity to the OEO Director. This group reads and evaluates applications, participates in capacity interviews, and collectively provides recommendations to the OEO Director regarding authorization and renewal decisions.
- OEO Director: The OEO Director leads the efforts to evaluate proposals for charter school contracts under s. 118.40 (2x), monitor pupil academic performance at charter schools authorized under s. 118.40 (2x), and monitor the overall operations of charter schools authorized under s. 118.40 (2x).
- Planning Year: A Planning Year is a one-year period during which the Design Team conducts all the necessary planning and preparation to ensure a successful school opening.
- Traditional Public School District: The traditional public school district is the local school district in the geographical boundaries of which the proposed charter school will be located.
- Town Hall Meeting: A community-based meeting organized and noticed by the OEO, intended to garner public input at the beginning stages of the application process. The format of this meeting should include an introduction from the OEO Director informing attendees about the role of an independent authorizer, a presentation by the Design Team Leader, and a public comment period. Records from this meeting will be kept by the OEO. The Design Team will be responsible for summarizing and responding to the public input as part of the Phase II Application.
- UW System Board of Regents: The Board of Regents of the University of Wisconsin System is responsible for establishing policies and rules for governing the System.

**STUDENTS AT THE CENTER—PLANNING FOR A RADICALLY WELCOMING
CAMPUS**

REQUESTED ACTION

For information only.

SUMMARY

The University of Wisconsin-Milwaukee (UWM) presentation will focus on the student-focused components of the University's 2030 campus planning initiative, which serves as a road map of proactive innovation that will position UWM for decades of continued success. Student-centric initiatives include the Moonshot for Equity regional consortium, general education reform, reducing financial barriers for students in need, and wrap-around student support services. The presentation will also address the impact of the pandemic on UWM as we undertake key 2030 initiatives, encompassing the student perspective and UWM's response and future growth as a caring community.

Presenters

- Johannes Britz, Provost, UW-Milwaukee
- Kelly Haag, Senior Student Affairs Officer, UW-Milwaukee
- Kay Eilers, Associate Vice Chancellor-Enrollment Management, UW-Milwaukee
- David Clark, Vice Provost for Student Success, UW-Milwaukee
- Amilia Heredia, Student Association President, UW-Milwaukee

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

REQUESTED ACTION

No action required. For information only.

SUMMARY

The Vice President for Academic and Student Affairs will provide an update on the UW System's Expanding Online Education Initiative, following the discussion of the initiative at the April 3, 2021 meeting.

The Vice President will also provide an update on UW System's Prison Education Initiative. In follow-up to the announcement of the Prison Education Initiative at the December 10, 2020 meeting, the Vice President will describe the action steps taken toward implementation of the initiative. Actions include funding proposals, the formation of working groups in collaboration with the Wisconsin Department of Corrections, and additional potential external and internal stakeholder partnerships.

Presenter

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

FRESHWATER COLLABORATIVE OF WISCONSIN

REQUESTED ACTION

For information only.

SUMMARY

This presentation will provide an update on the status of planning for the Freshwater Collaborative of Wisconsin (FCW). This initiative builds upon the collective assets of all 13 four-year institutions to collaborate on freshwater research, training, innovation and economic development.

Presenter

- 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 universities;
- Attract local, regional and global talent to Wisconsin, securing Wisconsin's role as the "Silicon Valley of Water;"
- Fill the global, regional, and local demand for a water workforce through explicit structuring of curriculum, training, and workplace experience;
- Solve local, regional, and global water resource problems through collaborative research across the natural science, agriculture, engineering, social science, economics and policy arenas; and
- Solidify Wisconsin's world leadership in freshwater science, technology, entrepreneurship, and economic growth.

Previous Action or Discussion

- At its June 6, 2019 meeting, the Board of Regents requested periodic updates on the Freshwater Collaborative. This presentation is the eighth in a series of such updates.