BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee
December 9, 2021
8:45 a.m. – 10:15 a.m.

Gordon Dining & Event Center
Concerto Room 2nd floor, 770 W. Dayton Street
Madison, Wisconsin and Via Webex
Videoconference

A. Calling of the Roll

B. Declaration of Conflicts

C. Proposed Consent Agenda
　1. Approval of the Minutes of the October 7, 2021 Meeting of the Education Committee
　2. UW-Milwaukee: Approval of Bachelor of Fine Arts in Design and Visual Communication
　3. UW Oshkosh: Approval of Bachelor of Arts and Bachelor of Science in Advertising
　4. UW-Stevens Point: Approval of Bachelor of Science in Community Sustainability
　5. UW-River Falls: Approval of Bachelor of Science in International Food Operations Management

D. Approval of Extension of Temporary Suspension of ACT/SAT Requirements in Regent Policy Document 7-3, "UW System Freshman Admissions Policy"

E. Approval of Amendments to Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination"

F. Approval of a Program Discontinuance and Faculty Layoff at UW-Platteville pursuant to Regent Policy Document 20-24

G. University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program Fiscal Year 2020 Annual Report

H. UW System Developmental Education Report

I. UW System Math Initiative Update

J. UW System Disability Services Annual Report

K. Discussion of Campus Mental Health Challenges and Strategies

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF FINE ARTS IN
DESIGN AND VISUAL COMMUNICATION
UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Fine Arts in Design and Visual Communication program at the University of Wisconsin-Milwaukee.

Resolution C.2.:   That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Fine Arts in Design and Visual Communication program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Fine Arts (B.F.A.) in Design and Visual Communication within the Department of Art & Design in the Peck School of the Arts. Currently, the Design and Visual Communication is an area of concentration within the B.F.A. in Art. The development of the separate program responds to historically and consistently high enrollments within the concentration and the specific curricular needs of the program because it must be responsive to the needs and standards of the design profession. Elevating the concentration to a separate program responds to recommendations made by representatives of the National Association of Schools of Art and Design (NASAD), the professional accrediting body for design programs, who encouraged the university to create a separate B.F.A. program. The B.F.A. in Design and Visual Communication will support the UW-Milwaukee mission to serve people from across the state and region by offering a comprehensive program in which students will engage in community collaboration and professional partnerships. The curriculum will include a 123-credit degree including 45 credits of general education and electives, a 30 credits Art & Design Core, and 48 credits of major courses. The program prepares students for employment as design professionals in design studios, advertising, and marketing companies, or within large corporations with in-house design departments, as well as design entrepreneurs and freelance designers. Occupational data indicate 7% growth in all

design-related sectors and 15% growth in design sectors that are targeted toward digital and web design and development.

Presenter

- 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 FINE ARTS IN
DESIGN AND VISUAL COMMUNICATION
AT UNIVERSITY OF WISCONSIN-MILWAUKEE
PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Fine Arts (B.F.A.) in Design and Visual Communication (DVC) within the Department of Art & Design in the Peck School of the Arts. Currently, the DVC is an area of concentration within the B.F.A. in Art. The development of the separate program responds to historically and consistently high enrollments within concentration and the specific curricular needs of the program because it must be responsive to the needs and standards of the design profession. Elevating the concentration to a separate program responds to recommendations made by representatives of the National Association of Schools of Art and Design (NASAD), the professional accrediting body for design programs, who encouraged the university to create a separate B.F.A. program. The B.F.A. in DVC will support the UWM mission to serve people from across the state and region by offering a comprehensive program in which students will engage in community collaboration and professional partnerships. The curriculum will include a 123-credit degree including 45 credits of general education and electives, 30 credits in an Art & Design Core, and 48 credits of major courses. The program prepares students for employment as design professionals in design studios, advertising, and marketing companies, or within large corporations with in-house design departments, as well as design entrepreneurs and freelance designers. Occupational data indicate 7% growth in all design-related sectors and 15% growth in design sectors that are targeted toward digital and web design and development.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Milwaukee

Title of Proposed Academic Program
Design and Visual Communication

Degree Designation
Bachelor of Fine Arts

Mode of Delivery
Single Institution, Face-to-face

Department or Functional Equivalent
Department of Art and Design

College, School or Functional Equivalent
Peck School of the Arts

Proposed Date of Implementation
January 2022

Enrollment/Projected Enrollments and Graduates by Year Five
　　　　Enrollment in the DVC area of concentration in the B.F.A. in Art has remained relatively consistent over the past 10 years, enrolling between 180-210 students each year. Historically, these enrollment have been the highest-enrollment program in the Department of Art and Design. Table 1 contains enrollment and degrees granted for students in the DVC concentration over the past five years. Graduating students reflect those who participated in the capstone B.F.A. Exhibition in Design.

Table 1: Five-Year Degree Program Enrollment History

Students/Year	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20
Total Enrollment	197	197	180	187	201
Graduating Students	31	42	31	24	38

　　　　Table 2 includes projected enrollments and the projected number of degrees for the next five years. Once the B.F.A. in Digital and Visual Communication is offered as a stand-alone B.F.A., it has the potential for stronger recruitment to a dedicated design B.F.A. degree with more professionally-tailored requirements than the current program as a sub-plan within a larger studio-based B.F.A. degree. By the end of Year 5, it is expected that 270 new students and 138 continuing students will have enrolled in the B.F.A. in DVC and 203 students will have graduated. On average, retention of enrolled students who do not graduate is anticipated to be 92% from year to year.

Table 2: Five-Year Projected Enrollment

Students/Year	2022	2023	2024	2025	2026
	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	45	50	55	60	60
Continuing Students	138	138	143	148	150
Total Enrollment	183	188	198	208	210
Graduating Students	33	35	40	45	50

Tuition Structure

For students enrolled in the B.F.A. in DVC, standard tuition and fee rates will apply, per UWM undergraduate fee schedules. For the current academic year (2021-22), residential tuition and segregated fees total $4,804.86 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 $759.30 is attributed to student segregated fees. Nonresident tuition and segregated fees total $10,737.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $9,978.00 is attributable to tuition and $759.30 is attributed to student segregated fees.

Additionally, each student enrolled in an undergraduate course in the Peck School of the Arts will be assessed a "tuition differential" equal to $21.80 per credit, with exception of eight 100 level GER courses in the Peck School. For online courses, distance education fees will apply, which is equal to $30 per student credit hour of online enrollment.

DESCRIPTION OF PROGRAM

Overview of the Program

The program is a 123-credit Bachelor of Fine Arts degree. The breakdown of credits is 78 credits of Art & Design coursework including 30 credit Art & Design core, and 45 credits of general education and electives. The curriculum includes coursework in typography, design strategy and problem diagnosis, design methodologies, portfolio development, web and multimedia design, composition, and real-world internships in local and regional businesses. The curriculum includes a 3-credit capstone course for all students. The curriculum and student learning outcomes reflect basic competency standards and specialization standards required by NASAD for undergraduate degree programs in art and design.

Student Learning Outcomes and Program Objectives

The objectives of the B.F.A. in Design and Visual Commination are to prepare students for diverse professional opportunities in the field of Design and Visual Communication and provide foundational knowledge of design history and contemporary practice. The program and curriculum will address issues of diversity, sustainability and "design for good" within the discipline; embed designers within local and regional communities; encourage curiosity, inventiveness and exploration; foster an environment of support and collaboration; emphasize the ability to become proactive life-long learners and innovators; and model professionalism and foster business partnerships. Students enrolled in the program will:
1. Apply expertise in a range of design-focused software (including but not limited to the Adobe Creative Suite, digital fabrication prototyping software, motion graphics software, web and interaction design platforms and technologies).
2. Explain and discuss the history of typography and describe its role in contemporary design.
3. Plan and carry out primary and secondary source research.

4. Apply design thinking to design problems.
5. Engage in problem-identification and problem-solving.
6. Collaborate and co-create within a framework of design and related disciplinary activities.
7. Engage local and regional communities and organizations in project development.
8. Apply story-telling expertise.
9. Apply sustainable practices within contemporary design.
10. Engage in business strategy development, market assessment and brand development.
11. Plan and create design prototypes and engage in user testing.
12. Apply public speaking and presentation skills.
13. Create a high-quality professional portfolio.

Program Requirements and Curriculum

Table 3 outlines the requirements within the University Core (45 credits), Art & Design Core (30 credits) and Degree Program (48 Credits) for 123 credits total for the B.F.A. in DVC.

Table 3: B.F.A. in Design and Visual Communication Program Curriculum

General Education and Electives	45 credits
Social Science	6 cr.
Natural Science	6 cr.
Humanities	
Art Hist 101	3 cr.
Art Hist 102	3 cr.
Academic Electives outside PSOA	12 cr.
Art & Design History	
Art 124 Design Survey	3 cr.
PSOA Distribution Requirements	
ART 309 Issues in Contemporary Art (CD)	3 cr.
PSOA electives outside Art & Design	9 cr.
Art and Design Program Core	**30 credits**
First Year Program	
Art 101 Beginning Drawing	3 cr.
Art 106 Art Survey	3 cr.
Art 108 2D Concepts	3 cr.
Art 109 3D Concepts	3 cr.
Art 118 Digital Arts: Culture, Theory, Practice	3 cr.
200-level Studio Requirements	
Art 221 Introduction to Design	3 cr.
Art 223 Introduction to Typography	3 cr.
200-level Studio Electives (choose 3 credits from courses below)	3 cr.
Art 218 Moving Images & Sound	
Art 253 Introduction to Photography	
Art 277 Design for Digital Fabrication	
200-level Studio Electives (choose 3 credits from courses below)	3 cr.
Art 201 Drawing II	

Art 212 Intro to Creative Technologies
Art 218 Moving Images & Sound
Art 243 Introduction to Painting
Art 253 Introduction to Photography
Art 261 Introduction to Sculpture
Art 271 Intro to Jewelry & Metalsmithing
Art 277 Design for Digital Fabrication
Art 278 Introduction to Industrial Craft
Art 291 Intro to Print & Narrative Forms

<u>Critical Thinking</u>

Art 509 Art & Design Seminar (OWC-B)	3 cr.

DVC Major Curriculum	**48 credits**

<u>Required Core Sequence</u>

Art 321 DVC I	3 cr.
Art 323 Typography II	3 cr.
Art 421 DVC II	3 cr.
Art 422 Design Methodologies (QL-B)	3 cr.

<u>Required Interaction Design Course</u>

Art 324 Web Design	3 cr.
<u>Interaction Design Electives (choose 3 credits from courses below)</u>	3 cr.

Art 325 Web Design II
Art 424 Topics in Web, Interaction, Screen

<u>Required Professional Practice (choose 3 credits from courses below)</u>	3 cr.

Art 524 Professional Practice in Design
Art 608 Art & Design Internship
Art 408 Nonprofit Information Technology

<u>DVC Electives (choose 12 credits not already taken from courses below)</u>	12 cr.

Art 325 Web Design II
Art 329 Package Design
Art 378 Industrial Processes & Fabrication
Art 405 Product Realization
Art 408 Nonprofit Information Technology
Art 424 Topics in Web, Interaction & Screen
Art 423 Experimental Typography
Art 426 Motion Graphics
Art 427 Advanced Design Workshop
Art 478 Digital Fabrication & Craft
Art 524 Professional Practice in Design
Art 526 Research in Universal Design
Art 578 Research in Digital Fab & Craft
Art 608 Art & Design Internship
Art 391 Int. Print & Narrative Forms: Book Arts & Letterpress **OR**
Art 396 Int. Print & Narrative Forms: Screenprinting
Art 350 Int. Photography & Digital Imaging **OR**
Art 357 Int. Studio Lighting **OR**
Art 458 Photo Materials & Processes **OR**
Art 313 Programming for Artists & Designers **OR**
Art 327 Digital Media Workshop

<u>Capstone Course</u>
   Art 529 DVC III Capstone & Exhibition   3 cr.
<u>Art & Design Electives</u>   12 cr.
DVC students should consider taking any courses listed in Degree Curriculum not
already taken, or courses in other studio media that augment their research interests,
as part of the Art & Design Elective credits.

Total Degree Credits   **123 credits**

<u>45-credit General Education and Electives</u>

       The general education and electives category includes the following distribution requirements for UWM students (6 credits Social Science, 6 credits Natural Science, 6 credits Humanities). DVC students are required to take Art History 101 and 102 as their Humanities distribution credits. The University Core also includes the PSOA Core: 3 credits Art & Design History (Art 124 Design Survey), 3 credits Cultural Diversity (Art 309 Issues in Contemporary Art), 9 credits of electives within PSOA but outside of Art & Design, and 12 credits Academic Electives outside of PSOA.

<u>30-credit Art & Design Core</u>

       The Art & Design Core includes 15 credits of First Year Program coursework, 12 credits of 200-level Introductory Studio courses, and 3 credits Writing and Critical Thinking (which also fulfills the OWC-B requirement).

<u>48-credit Major Curriculum</u>

       The Major Curriculum includes 12 credits of Required Core Sequence coursework, 6 credits Required Interaction Design coursework, 3 credits Required Professional Practice coursework, 12 credits Required Core Choice Electives, 3 credits Capstone Experience, and 12 credits Art & Design Electives

<u>Curricular Sequence</u>

       Students enrolled in the B.F.A. in Design and Visual communications will complete the art and design core and major course requirements in a four-year sequence. Year 1 will include completion of a set of 15 first-year 100-level courses. In Year 2 students will complete Introductory Studio requirements (200-level) and pass Portfolio Review. In Year 3 students will begin the Design and Visual Communication major coursework requirements at 300+ level. In year 4 students will complete all required coursework and will participate in Capstone/B.F.A. Exhibition in Design

<u>Required Portfolio Review</u>

       After completing Art 124 Design Survey, Art 221 Introduction to Design and Art 223 Introduction to Typography, DVC-intended students must apply to the annual Portfolio Review. The submission includes all project work from Art 221 and Art 223, drawings from Art 101 (First Year Program), optional studio projects from other studio courses, and a statement of intent. This Portfolio Review has been in place for nearly 15 years and has been a very

successful method of assessing student achievement and preparedness, and curricular relevance.

Assessment of Outcomes and Objectives

Assessment routines for the proposed program will be guided by those required in the Peck's School of Art, the university, and NASAD. Assessment of learning outcomes and objectives will be a continuous process and findings will inform needed changes to curriculum or learning activities. Specifically, the assessment plan for the B.F.A. in Design and Visual Communication will involve the following activities:

- Evaluation of Intro Design/Intro Type work during the Portfolio Review (spring, sophomore year)
- Evaluation of student work during the Department of Art & Design Scholarship competitions (held every spring for Sophomores and Juniors)
- Evaluation of entrepreneurial projects exhibited at the Design Entrepreneur Showcase (Fall, senior year)
- Evaluation of capstone work exhibited at the B.F.A. Exhibition in Design (spring, senior year)
- Student Entrepreneurial Project Pitch Competition with area design professionals (fall, senior year)
- Student Mock Interviews with area design professionals (ongoing)
- AIGA (national design professional organization) Portfolio Reviews (Milwaukee chapter)
- Ongoing dialog with regional design professionals about needs of Design profession

Diversity

UW-Milwaukee guiding values emphasize several elements that support diversity and inclusion and to integrate these values into all aspects of university programming and operation. Implementation of the proposed program will reflect these values. As a long-standing concentration within the B.F.A. in Studio Art), DVC has a long and strong history of engagement in the diverse communities of Milwaukee. This will continue with the implementation of the proposed B.F.A. in DVC. Program recruitment engages students from high schools across Milwaukee and southeastern Wisconsin. Recruitment efforts focus on engaging a diversity of students within the city of Milwaukee, including students of different racial, cultural and socioeconomic groups, as well as returning students, veterans and non-traditional students.

There are many financial barriers to student success, and the DVC faculty and staff are working with the Peck School of the Arts Development Office to engage alumni and area design professionals in programs of mentorship, internships, potential philanthropic giving to build scholarship opportunities, and other outreach that will help recruit and retain a diversity of students to the DVC program.

The proposed program will include several components that will offer students opportunities and learning activities to engage in diversity within and across the curriculum. As with the current concentration, the program will continue with its existing community embedded projects and community partnerships that promote design as a tool for creating and fostering equity across diverse populations in the region. Furthermore, principles of equity and inclusion are embedded into the ongoing design students' collaborative capstone research, which begins with the prompt: "What can Milwaukee be through equity-centered design?" Examples of past project concepts have included:

- Accessible Art Avenue—Non-profit dedicated to providing resources to individuals of various cultural and ethnic groups who have an interest in the creative arts.
- Hire Standard—Organization developed to assist women in underserved communities develop skills and acquire tools necessary to succeed in the workforce through professional mentorship.
- Ride On—Campaign to encourage new ridership on public transportation
- Slingshot—Concept for design studio dedicated to fostering small business success in local communities, particularly those businesses at risk from gentrification and displacement by large chains.

Students enrolled in the B.F.A. in Design and Visual Communication also will engage in a semester of entrepreneurial exploration—an opportunity to develop and showcase innovative product and service concepts to serve the needs of local and regional communities. Each year's projects focus around a theme; themes in the past few years have included "Healthy Cities," "Healthy Minds," "Water, Energy, Ecology."

In current and future hiring procedures, the Department of Art and Design is committed to attracting the most diverse pool of candidates possible and uses the language of position descriptions to make explicit the desire of the university to recruit and retain faculty and staff who can further the mission of diversity and inclusion.

Collaborative Nature of the Program
Currently, there are no plans to develop partnerships between the B.F.A. in DVC and other UW universities or organizations. There are, however, several programs in place that address issues of institutional collaboration at the department level.

There are articulation agreements between the Department of Art and Design and both Milwaukee Area Technical College (MATC) and Waukesha County Technical College (WCTC) for the Department's Design Studies track that is part of the B.A. in Art. Students from MATC and WCTC who enter the B.A. degree work closely with the Design and Visual Communication faculty and staff as part of their B.A. experience. These agreements will serve as a transfer pathway for student to enter the B.A. program and then the option to apply to the B.F.A. in Design and Visual Communication if they decide they would like to take their design education one step farther.

The Design and Visual Communication program also has ongoing relationships with the Wisconsin Chapter of the American Institute of Graphic Arts (AIGA). As part of the professional development curriculum, collaboration with AIGA has resulted in many events for students, such as professional portfolio reviews, visiting designers, and attendance at AIGA professional events and conferences.

Projected Time to Degree

The B.F.A. in Design and Visual Communication can be completed in four years as a full-time student. At 123 credits total, students would need to take 15 credits per semester for 7 semesters, and 18 credits in one semester, to complete the degree requirements in 8 semesters (4 years). The DVC Required Core Sequence takes 4 semesters to complete, beginning the fall after students pass the Spring Portfolio Review.

Program Review

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

All programs within the Department of Art and Design are currently accredited by the National Association of Schools of Art and Design (NASAD) and undergo required reviews every 10 years.

JUSTIFICATION

Rationale and Relation to Mission

Design and Visual Communication has always been the largest of the Studio Art B.F.A. subplans. For the past decade, enrollment in the subplan has ranged between 180 and 220 students consistently. Because of the program's size and the demands of the professional field of design, the course requirements for students choosing the Design and Visual Communication program have diverged significantly from the rest of the studio disciplines within the current B.F.A. It is to the significant benefit of both the studio and the design programs that Design and Visual Communication become its own B.F.A. degree within the department, rather than remain a subplan.

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[1] Details regarding the undergraduate program review process may be found at https://UW-Milwaukee.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf

During the process of NASAD accreditation and in subsequent conversations with representatives of NASAD, the Department of Art & Design has been encouraged to create a separate B.F.A. degree for DVC. Their reasons hinge on the large student enrollment, the specificity of the curriculum to the field of design, and the necessity for the program to be responsive to the needs of the profession.

The proposed new program fits well with UWM's "Select Mission Statement."[2] In particular, the development of this program supports the mission to "develop and maintain high quality undergraduate…programs," "attract highly qualified students," "further academic and professional opportunities for women, minority, part-time, and financially or educationally disadvantaged students," and "provide educational leadership in meeting future social, cultural, and technological challenges."

As a stand-alone B.F.A. within the Department of Art & Design, the DVC program will continue (as it has done) to serve students from across Wisconsin and the region who wish to enter the competitive field of design. The program serves as a design laboratory, focusing on design research, design process and design entrepreneurship. The curriculum includes coursework in typography, design strategy and problem diagnosis, design methodologies, portfolio development, web and multimedia design, composition, and real-world internships in local design firms. Students in the program are engaged in community collaborations and professional partnerships to a significant degree. This is consistent with the missions of the department, school and university.

The program is embedded in the urban community of Milwaukee and draws from the larger Chicago region in terms of the professional field. The Wisconsin chapter of AIGA, the national professional design organization, is headquartered in Milwaukee, and UWM has its own student chapter (AIGA-UWM). Additionally, United Adworkers, Wisconsin's professional organization dedicated to marketing and advertising, is in Milwaukee. DVC students at UWM are actively engaged with the professional programming and community that these two organizations put forward in Southeast Wisconsin.

Institutional Program Array
The proposed separate B.F.A. in Design and Visual Communication does not significantly change the program array within the Department of Art & Design, Peck School of the Arts or UWM. It is simply a matter of detaching the current DVC subplan from a broad studio B.F.A. degree and re-structuring the program within its own specific B.F.A. DVC has been a subplan within the B.F.A. since 1985.

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[2] https://www4.uwm.edu/discover/mission.cfm

Other Programs in the University of Wisconsin System

The proposed program will fall into the Curricular Instructional Program area of DVC. Only one UW System university offers a program in this same curricular area, UW-Green Bay offers a B.A. in Design Arts. Three UW institutions offer a bachelors in Graphic Design. UW-Parkside offers a B.A. in Graphic Design, UW- Stevens Point offers a B.F.A. in Graphic Design, and UW-Stout offers a B.F.A. in Graphic Design and interactive media. UW-Whitewater offers a B.A. and B.S. in Media Arts and Game Development. Several other UW institutions offer a related submajors, a minor or concentration. This is unsurprising, as the design field is very much in demand, and the UWM design-focused subplan (formerly Graphic Design, currently Design and Visual Communication) of the Studio Art B.F.A. has been part of this mix for over 35 years.

The proposed B.F.A. in DVC and UWM would not change the program array of the UW System in any significant way. While the UW System has an assortment of different degrees in design-related fields, and two stand-alone B.F.A. degrees in Graphic Design (UW-Stout and UW-Stevens Point), these programs serve distinctly different regions and student populations, and their programs focus on different aspects of a very broad professional and creative field of endeavor. Design and Visual Communication at UWM is embedded in the largest urban area of the state, and the program is in every way a reflection of the diversity of this urban environment within the State of Wisconsin.

Need as Suggested by Current Student Demand

DVC is historically the program with the highest enrollment within the Department of Art and Design for over 30 years. For the past 5 years, student enrollment has been consistently between 180 and 200 students. Even with demographic downturns and other factors which have impacted enrollment, student interest in DVC has remained strong. Students continue to be attracted by the discipline and the significant potential for design-related employment, freelance and entrepreneurial opportunities within the field.

Need as Suggested by Market Demand

The field of DVC encompasses many potential jobs or positions. These include, but are not limited to, positions as design professionals in design studios, advertising and marketing companies, or within large corporations with in-house design departments. Students with degrees in DVC can also start their own entrepreneurial activities or businesses or do freelance work. Designers employed in studios or companies can work in production design positions or work in supervisory roles such as Art Directors.

Some of the potential jobs students could hold include "graphic designer", "user experience designer," "user interface designer," "packaging designer," "product designer," "web designer," "motion graphics designer," "logo designer," among many others.

Because of the wide range of design-related positions, students with a design degree have many potential jobs to choose from, which builds in some resiliency in terms of market demand for designers.[3,4]

Several sources of position listings and occupation projections for the design sectors indicate anticipated growth and position vacancies in the industry. The Big Shoes Network, which compiles job listings in many marketing and design-oriented fields throughout the upper Midwest (including Chicago, Milwaukee, Madison, the Twin Cities), posted approximately 50 job openings within the week of the 17th-24th September.[5] Career Explorer estimates there are approximately 266,300 designers in the US, and that the job market is expected to grow at about 4.2% between 2016 and 2026.

Graduates will be well positioned to take advantage of existing opportunities within the field of design and emerging fields identified by the foremost organization for design professionals, AIGA. The Design Futures research conducted by AIGA concludes that the U.S. Bureau of Labor Statistics predicts growth in all design-related sectors at 7%, but that target sectors, such as web design and web development, will grow by 15%.[6] The curriculum of the proposed program takes into consideration the future of design. AIGA Design Futures identifies the following trends:[7]

- Complex Problems
- Aggregation and Curation
- Bridging Digital and Physical Experiences
- Core Values Matter

- Resilient Organizations
- Making Sense in the Data Economy
- Accountability for Anticipating Design Outcomes

With an eye towards the design futures identified by AIGA, the DVC program at UWM incorporates the following ideals in its programming:

- Intellectual curiosity
- Inventiveness
- Dedication
- Collaboration
- Design thinking

- Strategic positioning of design
- Problem identification
- Business partnership
- Sustainable practice

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[3] "Top 25 Design Job Titles," *Ongig.com*, https://blog.ongig.com/job-titles/design-job-titles/
[4] "Design and Visual Communication Major Best Jobs," *Zippia.com*, https://www.zippia.com/design-and-visual-communication-major/
[5] *Big Shoes Network* https://www.bigshoesnetwork.com/find-job
[6] *Career Explorer* https://www.careerexplorer.com/careers/graphic-designer/job-market/
[7] *AIGA, the Professional Association for Design* https://www.aiga.org/sites/default/files/2021-02/introduction-to-design-futures.pdf

	University of Wisconsin - Milwaukee				
	Cost and Revenue Projections for B.F.A. in Design and Visual Communication				
	Items	Projections			
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	45	50	55	60	60
	Enrollment (Continuing Student) Headcount	138	138	143	148	150
	Enrollment (New Student) FTE	45	50	55	60	60
	Enrollment (Continuing Student) FTE	138	138	143	148	150
II	**Total New Credit Hours**	0	97	195	292	292
	Existing Credit Hours	2691	2788	2983	3178	3217
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	7.25	7.25	7.25	7.25	7.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.6	0.6	0.6	0.6	0.6
IV	**Revenues**					
	From Tuition	$0	$26,162	$52,593	$78,755	$78,755
	From Fees (Tuition Differential)	$0	$2,115	$4,251	$6,366	$6,366
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$0	$28,276	$56,844	$85,121	$85,121
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff					
	Other Staff					
	Other Expenses					
	Facilities	$0	$1,165	$2,330	$3,495	$3,495
	Equipment	$0	$1,000	$2,000	$3,000	$3,000
	Other (please list)					
	Other (please list)					
	Total Expenses	$0	$2,165	$4,330	$6,495	$6,495
VI	**Net Revenue**	$0	$26,111	$52,514	$78,626	$78,626

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:**
 	10/15/2021
Chief Business Officer's Signature:	**Date:**
 	10/15/2021

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
BACHELOR OF FINE ARTS IN
DESIGN AND VISUAL COMMUNICATION

Introduction

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Fine Arts (B.F.A.) in Design and Visual Communication (DVC) within the Department of Art & Design in the Peck School of the Arts. Currently, the DVC curriculum is an area of concentration within the B.F.A. degree in Art. As a standalone major, a very modest increase in enrollment is forecast in the next five years. It is anticipated that there will be no need for additional sections of classes to accommodate the small increase in enrollment. Implementation of this program will not increase the need for additional personnel. A modest amount of additional expenses is included for facilities and equipment to accommodate the increased enrollment.

Section I – Enrollment

It is projected that the program will enroll 45-60 new students per year for the next five years, with enrollment anticipated as full-time for each student. Table 1 distinguishes between the new students to the program and new students to UW-Milwaukee. The total number of new students to UW-Milwaukee as a result of implementing this program will be any new students above the current 45 new students entering the submajor each year. Based on enrollment history in the submajor, nearly all students are enrolled full-time.

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

	2022	2023	2024	2025	2026
	Year 1	Year 2	Year 3	Year 4	Year 5
New student headcount in the program	45	50	55	60	60
Continuing Student headcount in the program	138	138	143	148	150
New student headcount in UW-Milwaukee	0	5	10	15	15

Section II – Credit Hours

Each student will be required to take 78 credits in the core and major requirements. This averages to 19.5 credits per year per student. Table 2 calculates the new credit hours using the new student headcount in the program less 45 students, which is the average annual student enrollment in the existing submajor.

Table 2: Five-Year New and Existing Credit Hour Program Projections

	2022	2023	2024	2025	2026
	Year 1	Year 2	Year 3	Year 4	Year 5
Total New Credit Hours	0	97	195	292	292
Existing Credit Hours	2691	2788	2983	3178	3217

Section III – Faculty and Staff Appointments

No new personnel needs are identified. Currently, the submajor is supported by four faculty appointments and 3.25 FTE of instructional staff. They will continue to deliver the courses for the new program.

Section IV – Program Revenues

Tuition Revenues

Assuming full-time students enroll for 15 credits per semester, the in-state tuition per credit is $269.71 (=$4,045.56/15). The new tuition revenues are calculated using the new credit hour calculated in Section II by this amount. New tuition revenues only include enrollments above the anticipated number of students that would have enrolled in the submajor.

Program/Course Fees

Courses in the Peck School of the Arts have a differential tuition of $21.80 per credit. The new revenues in this category are calculated using the new credit hours in Section II.

Section V – Program Expenses

Since this program does not need additional personnel, there are no salary or fringe costs. The facilities cost in the Art program averages about $233 per student per year. Equipment and supplies costs average about $200 per student per year. The additional expenses due to the modest increase are enrollment is calculated for the new students to the institution.

Section VI – Net Revenue

Based on the projections, the program will generate a modest amount of net revenue. These will be distributed using the UW-Milwaukee budget model to support the program as well as other university operations including instruction in general education courses.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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

TO: Tommy Thompson, Interim President
            University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: November 1, 2021

RE: Authorization to Implement a Bachelor of Fine Arts in Design and Visual
            Communication

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 Fine Arts (B.F.A.) in Design and
Visual Communication degree.

The program will be housed in the Peck School of the Arts. Design and Visual Communication has been
an area of concentration within the B.F.A. in Arts degree. The development of the program responds to
historically and consistently high enrollment within concentration, and the specific curricular needs of the
program because it must be responsive to the needs and standards of the design profession. The program
supports the mission of UW-Milwaukee to serve people from across the state and region by offering a
comprehensive program in which students will engage in community collaboration and professional
partnerships.

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 next accreditation review by the
National Association of Schools of Art (NASAD).

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 ARTS AND BACHELOR OF SCIENCE
IN ADVERTISING,
UW OSHKOSH

REQUESTED ACTION

Adoption of Resolution C.3, authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Advertising programs at the University of Wisconsin Oshkosh.

Resolution C.3.:   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 and Bachelor of Arts in Advertising programs at the University of Wisconsin Oshkosh.

SUMMARY

The University of Wisconsin Oshkosh proposes to establish a Bachelor of Arts and Bachelor of Science in Advertising. The advertising major aligns with the university's mission of providing "a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society." In support of the university's strategic plan, the major positions students for modern careers, employment, and quality of life through community-based professional learning and a focus on technological and experiential learning in advertising design and digital media. Currently, while several UW System institutions offer degree programs that include some advertising courses or emphases, none offers an individually authorized advertising major. Given a high level of interest on the part of our current students in pursuing advertising as a career and given the demand for skilled professionals in the field, the faculty are proposing to expand our current Advertising emphasis into an undergraduate major. The institution requires a total of 120 credits for the baccalaureate degree of which 51 credits will be specific to the major. The proposed curriculum has been approved by the national accrediting organization for the Department of Journalism, the Accrediting Council in Education for Journalism and Mass Communication (ACEJMC). Graduates of the program will be qualified to work as advertising directors, editors, and specialists in print and digital media for advertising and promotional communication. Advertising is a growing field, with

above-average growth expected nationally through 2026, according to the U.S. Bureau of Labor Statistics (BLS), and throughout the state, according to the State of Wisconsin Department of Workforce Development. For example, the BLS Statistics predicts 10% growth in the fields of Advertising, Promotions, and Marketing Managers from 2016 to 2026.

Presenter

- John Koker, Provost and Vice Chancellor, 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 Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE AND BACHELOR OF ARTS IN ADVERTISING AT UNIVERSITY OF WISCONSIN OSHKOSH, PREPARED BY UW OSHKOSH

ABSTRACT

The University of Wisconsin Oshkosh proposes to establish a Bachelor of Arts and Bachelor of Science in Advertising. The advertising major aligns with the university's mission of providing "a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society." In support of the university's strategic plan, the major positions students for modern careers, employment, and quality of life through community-based professional learning and a focus on technological and experiential learning in advertising design and digital media. Currently, while several UW System institutions offer degree programs that include some advertising courses or emphases, none offers an individually authorized advertising major. Given a high level of interest on the part of our current students in pursuing advertising as a career and given the demand for skilled professionals in the field, the faculty are proposing to expand our current Advertising emphasis into an undergraduate major. The institution requires a total of 120 credits for the baccalaureate degree of which 51 credits will be specific to the major. The proposed curriculum has been approved by the national accrediting organization for the Department of Journalism, the Accrediting Council in Education for Journalism and Mass Communication (ACEJMC). Graduates of the program will be qualified to work as advertising directors, editors, and specialists in print and digital media for advertising and promotional communication. Advertising is a growing field, with above-average growth expected nationally through 2026, according to the U.S. Bureau of Labor Statistics (BLS), and throughout the state, according to the State of Wisconsin Department of Workforce Development. For example, the BLS Statistics predicts 10% growth in the fields of Advertising, Promotions, and Marketing Managers from 2016 to 2026.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin Oshkosh

Title of Proposed Academic Degree Program
Advertising

Degree Designations
Bachelor of Arts
Bachelor of Science

Mode of Delivery
Single university; Face-to-face delivery.

Department or Functional Equivalent
Department of Journalism

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

Proposed Date of Implementation
September 2022

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 80%, based on an average of the current retention rates within the Department of Journalism as reported to the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Students Transitioning from Advertising Emphasis	12	7	7	7	7
New Students	0	1	3	5	8
Continuing Students	0	10	14	16	16
Total Enrollment	12	18	24	28	31
Graduating Students	0	0	4	8	8

Currently, 69 students are enrolled in the Public Relations major. Since the Public Relations major was initiated (elevated from an emphasis to a major), it has averaged

about 66 enrolled students despite university-wide enrollment declines. National program reviewers have cited the shift from emphasis to major as a factor in the Public Relations major's visibility and strong enrollment. The department is optimistic that elevating the Advertising program from an emphasis to a major will similarly result in increased enrollment in the Advertising program.

Currently, 23 students are enrolled in the Advertising emphasis of the Journalism major. It is projected that 12 students will switch from the emphasis into the new Advertising major, and that these will constitute the "new" students in Year 1. In later years, 7 students projected to enter the major will be students who would have otherwise been enrolled in the emphasis, along with new students who will be attracted to the major but would not have enrolled in the emphasis. Having the program moved to the level of a major will attract students who would not have been interested in a Journalism major but will be interested in an Advertising major.

In total, 57 students are projected to enroll in the program over the initial 5-year period, and 20 of these students will have graduated from the program by the end of those 5 years. While these enrollment numbers are modest, they reflect a historically stable interest in the program and allow the efficient use of existing faculty capacity. In addition, elevating the emphasis to a major will provide a more marketable credential to students who graduate from the program.

Tuition Structure

Standard tuition and fee rates will apply to this proposed program. For the current academic year, the residential tuition and segregated fees totals $3,866.72 per semester for full-time students enrolled in 12-18 credits per term. Of this amount, $655.65 is attributable to segregated fees, and $3,211.07 is attributable to course tuition.

Non-resident tuition and segregated fees totals $7,653.20 per semester for full-time students enrolled in 12-18 credits per term. Of this amount, $655.65 is attributable to segregated fees, and $6,997.55 is attributable to course tuition.

For students enrolled part-time in the program, the residential cost of tuition and segregated fees is $322.23 per credit, of which $54.64 is attributable to segregated fees, and $267.59 is attributable to course tuition. Non-resident tuition is $637.77 per credit, of which $54.64 is attributable to segregated fees, and $583.3 is attributable to course tuition.

None of the courses required for the proposed program require course fees or lab fees beyond the university's standard undergraduate tuition and segregated fees.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed degree program will require 120 total credits (the minimum for all baccalaureate programs at UW Oshkosh), which includes: 51 credits within the major; 38 credits in the UW Oshkosh University Studies Program for general education; and 17 credits for the Bachelor of Science degree requirements or 12-16 additional credits for the Bachelor of Arts degree requirements. Any additional credits to meet the 120-credit minimum can be taken as electives.

Major requirements also include the compilation of a portfolio of materials reflecting course (and internship, if applicable) outcomes. The Department of Journalism requires a pass/fail Culminating Experience (JOURN 499) during each senior's final semester, which requires a presentation of portfolio materials connected to the ACEJMC's values and competencies.

While an internship is not required for the program, the Department of Journalism offers support in the form of an internship coordinator and the opportunity for a three credit internship course that provides help to students in creating job application materials (resume, cover letter, and portfolio). Additionally, students can elect to take JOURN 424 Strategic Campaigns in Advertising (3 credits), which provides students with experience in planning and executing creative campaigns on behalf of a real client.

Student Learning Outcomes and Program Objectives

Graduates of the Advertising major will demonstrate the professional values and competencies established by the ACEJMC adhered to by the Journalism Department. Below are several tables outlining the learning outcomes for the program.

Table 2 reflects the professional values and competencies of the ACEJMC. Graduates from the department demonstrate an understanding of these values and competencies across all majors.

Table 2: Professional Values and Competencies of the ACEJMC

ACEJMC V/C1	The principles and laws of freedom of speech	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

ACEJMC V/C2	History and role of professionals	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
ACEJMC V/C3	Gender, race, ethnicity, sexual orientation	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
ACEJMC V/C4	Diversity of peoples and cultures	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
ACEJMC V/C5	Presentation	Understand concepts and apply theories in the use and presentation of images and information
ACEJMC V/C6	Ethical principles	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity
ACEJMC V/C7	Critical thinking	Think critically, creatively, and independently
ACEJMC V/C8	Research and evaluate	Conduct research and evaluate information by methods appropriate to the communications professions in which they work; apply basic numerical and statistical concepts
ACEJMC V/C9	Written communication	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve
ACEJMC V/C10	Critical self-evaluation	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness
ACEJMC V/C11	Statistical analysis	Apply basic numerical and statistical concepts
ACEJMC V/C12	Tools and technologies	Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

In addition, Advertising majors will demonstrate the specific learning outcomes emphasized by the American Advertising Federation (AAF). Many of the key learning outcomes identified by AAF share values and competencies with those identified by the ACEJMC. In addition to demonstrating the basic competencies identified by ACEJMC, advertising majors will understand how those values and competencies apply specifically to advertising and marketing communications. Graduates of the program will be qualified to work as advertising directors, editors, and specialists in print and digital media for advertising and promotional communication.

Program Requirements and Curriculum

Students must meet with a faculty adviser in the Department of Journalism to be enrolled in most journalism classes. Students must have completed Journalism 141 to be admitted to any 300- or 400-level journalism classes. A minimum grade point average of 2.5, based on transcripts from all accredited colleges attended, is required while progressing through the degree. Students transferring to the University of Wisconsin Oshkosh will be evaluated for grade point average on the same basis as University of Wisconsin Oshkosh continuing students. Students must receive at least a "C" in all prerequisite journalism courses.

Students who graduate with a B.A. or B.S. degree in Advertising will complete the following coursework (for details, see Table 4 below):

- 51 credits for the major, consisting of
    - 24 credits in Journalism core courses
    - 9 credits of electives from the Advertising core
    - 6 credits from general Journalism department electives
    - 12 credits of non-journalism courses: Computer Science 125 (Worldwide Web Site Development), History 202 (Modern United States History Since 1877), Political Science 105 (American Government and Politics), and one applied math/statistics course
    - A 0-credit pass/fail culminating experience
- 38 credits in the University Studies Program (general education)
- 17 credits in satisfaction of B.S. degree requirements, or 12-16 credits in satisfaction of the BA degree requirements (students can choose either degree)
- A minimum total of 120 credits

Table 3: Bachelor of Science/Bachelor of Arts in Advertising Program Curriculum

General education courses required for graduation:	
Writing: Writing 188 or English 110	3 credits
Speech: Communication 111 or 112	3 credits
Explore: Nature	
Mathematics	3 credits
Laboratory Sciences	8 credits
Explore: Culture	9 credits
Explore: Society	9 credits
Ethnic Studies / Global Citizenship	
(The 2 courses from Culture and Society can satisfy this requirement.)	
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:	
Mathematics (Nature)	3 credits

Humanities (Culture)	3 credits
Social Science (Society)	3 credits
Natural Science (Nature)	<u>8 credits</u>
	17 credits

Additional Requirements for the Bachelor of Arts:

Global Languages	**12-16 credits**

Program prerequisites or support courses:

Computer Science 125 – Worldwide Website Development	3 credits
History 202 – Modern U.S. History Since 1877	3 credits
Political Science 105 – American Government and Policies	3 credits
Math 189 – PBIS Statistics **OR** Math 201 – Applied Statistics **OR** Psychology 203 – Elementary Psychological Statistics **OR** Sociology 281 – Social Statistics	<u>3 credits</u>
	12 credits

Major course requirements:

141 – Intro to Media: News, Public Relations and Advertising	3 credits
221 – Writing for the Media	3 credits
251 – Foundations of Multimedia Storytelling	3 credits
324 – Editing	3 credits
412 – Law of Mass Communication	3 credits
499 – Culminating Experience	0 credits
250 – Principles of Advertising	3 credits
351 – Advertising Copy, Layout & Production	3 credits
353 – Advertising Media	<u>3 credits</u>
	24 credits

DIRECTED ELECTIVES (SELECT 3)   **9 credits**
- 211 – Principles of Public Relations
- 331 – Visual Media Design OR 452 – Special Topics in Visual Journalism*
- 340 – New & Emerging Media
- 424 – Strategic Campaigns in Advertising
- 440 – Application of New & Emerging Media OR 457 – Media Organization and Management
- 472 – Research in Strategic Communication

DEPARTMENTAL ELECTIVES (SELECT 2)

Two (2) electives between 61-001 and 61-498, Not including 427, 429, 452	**6 credits**

Total Credits = 101 to 106. (Additional coursework to meet the 120-credit minimum may be taken in electives.)

Assessment of Outcomes and Objectives

The department has a standing Assessment Committee that is responsible for developing and updating an assessment plan that describes the use of quantitative and qualitative tools to provide the department with feedback on issues of achieving the department's learning outcomes. The Committee is responsible for overseeing the collection and analysis of data. At least once a year, the Assessment Committee schedules a meeting of all faculty, at which it provides a report based on the results of any assessment instruments that have been fielded over the previous 12 months. The department uses both direct measures (*e.g.*, in-class exams, an internship report, and a portfolio that students develop as a culminating experience) and indirect measures (an alumni survey and contests) to assess learning outcomes.

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.

Diversity

The new Advertising major will be housed in the Department of Journalism, as is the current Advertising emphasis. The department's Journalism major is one of two journalism and mass communication programs in Wisconsin accredited by ACEJMC. This is relevant because ACEJMC has emphasized the importance of diversity, global understanding, and assessment during the last three accreditation reviews (evident in Standard 2. Curriculum and Instruction, Standard 3. Diversity and Inclusiveness, and Standard 9. Assessment of Learning Outcomes). The Department of Journalism faces a reaccreditation challenge by the nature of the university's student body and ability to draw a diverse range of faculty members to Oshkosh. Yet, the department has been compliant on diversity for at least the last two reaccreditation reviews.

The department's success in diversity comes largely from classroom activities that encourage engagement in a better understanding of diversity, inclusiveness, and globalization. Efforts are made to weave diversity and inclusivity throughout the advertising curriculum. Some recent examples include class projects exploring mis-/under-representation in advertising and discussions on how diversity is integrated into advertising campaigns. Additionally, current students and future students are welcome to attend presentations made by minority speakers on different topics at the annual Northeast Wisconsin Scholastic Press Association (NEWSPA) conference, which is sponsored by the Department of Journalism. The department also supports a journalism scholarship focused on recruiting students from diverse backgrounds.

In 2016, UW Oshkosh completed a year-long strategic planning process that resulted in several strategic goals. One is to "increase equity, diversity and inclusion across every level of the University." The plan states four "Focus Areas" under this goal:

1. Increase the recruitment and retention of historically underrepresented students, faculty, and staff.
2. Close the student achievement gap for historically underrepresented students.
3. Develop an enrollment management plan that reflects a commitment to increased access and student success**.**
4. Coordinate collaborations around, and support for, increasing the culture of inclusivity and respect on campus.

Students will be actively recruited from underrepresented groups, as they are now, building on university-wide, undergraduate recruitment efforts at UW Oshkosh to seek a more diverse student body. This will include Preview Days, the Academic Open Houses, and meetings with prospective students.

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

The department operates under a diversity and inclusivity policy, which it reviews each year. Annually the department discusses diversity and inclusion efforts, including classroom activities across all programs toward this effort, which are documented for discussion and accreditation. The policy includes the following language:

> *The Department of Journalism is committed to diversity and inclusivity in its student population and faculty and to the creation of a learning environment that exposes students to a broad spectrum of voices and views. The Department believes that the Fault Lines approach of the late Robert C. Maynard provides a valuable framework for this effort and agrees with his analysis that race, class, gender, generation, and geography are the key forces shaping our society and need to be recognized more explicitly in the classroom. The Department further believes that diversity is a core journalistic value that is essential to achieving fairness and accuracy.*
>
> *The Department pursues its goals of diversity and inclusivity in these areas: faculty, administration, student population, student employment, curriculum, and campus activities.*

Remaining sections of the Policy also cover the importance of diversity and inclusivity regarding Faculty, Administration, Student Population, Student Employment, Campus Activities and Implementation.

Collaborative Nature of the Program

It is not anticipated that the new major will include collaborations with other UW institutions. The UW Oshkosh Department of Journalism Advertising program has the faculty, curriculum, institutional resources, and facilities (computer labs and a reading room) already in place to support this program. The program does require some prerequisite courses from other departments at UW Oshkosh. The chairs of these departments have examined the requirements and approved the on-campus proposal form, indicating that they have the resources and are willing to provide the necessary number of seats in these courses. No external collaborations are being considered at this time.

Projected Time to Degree

The completion of a bachelor's degree is expected to take four academic years, or eight semesters, of full-time student enrollment, with an average of 15 credits per semester. The proposed major is constructed so that students can complete all major requirements within five semesters while simultaneously completing their degree requirements and electives. Transfer credits, CAPP credits, or other previously earned credits that can apply to the non-major courses could lower the total time to graduation by anywhere from one to two semesters. Moving to a part-time status would likely stretch the degree an additional year or more, based on requirements outside of the major and the sequential nature of the courses germane to completing the major itself.

Program Review

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

Accreditation

The Department of Journalism is currently accredited by the ACEJMC. No additional external accreditation will be sought. HLC review is not required for launching this program.

JUSTIFICATION

Rationale and Relation to Mission

The Department of Journalism views the establishment of an Advertising major as an important addition to its current degree programs aligned with its strategic plan. Within the department, students can currently complete an emphasis in Advertising within their multimedia journalism degree, but an Advertising major is more attractive and visible to both potential students and employers. Converting the emphasis into a major will not require additional classes or new faculty members unless there is significant enrollment growth. The Department of Journalism views the transition from emphasis to major as an essential, logical next step to differentiate the department from competitors while offering more robust degree offerings.

The broad-based nature of the proposed new major will help the University of Wisconsin Oshkosh provide "a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society," as stated in the university's mission. The proposed program will also grow on past success in Priority A-Goal 3 of the university's current strategic plan: "Prepare students for today's careers, future employment, and high quality of life."

The new major will provide "community-based professional learning experiences" (as mentioned in the Strategic Plan) by connecting students with area media professionals, community organizations, and businesses. The major will also "foster students' understanding of their career goal" (another sub-goal of the Strategic Plan) because students will be exposed to the opportunities in advertising, and students will have additional opportunities to focus their career choice with career-related assignments and internships.

The major will help accomplish Priority B-Goal 1 of the university's Strategic Plan: "Enhance student learning through innovative teaching and learning experiences that utilize technology, global and experiential learning, interdisciplinary approaches, and capstone experiences." Students will continue to apply technology in advertising design and digital media, analyze data from technology applications, receive feedback from faculty with professional media experience, and complete capstone experiences.

The proposed program will also allow the Department of Journalism to expand its efforts toward Priority C-Goal 1 of the Strategic Plan, "Drive economic development and entrepreneurship," by helping to "drive economic development," "create mutually-beneficial relationships between the University and our community partners and industry," predict and respond to industry changes in the state and region through further curricular innovation and course offerings, and "create a talent pool that is responsive to industry needs."

University Program Array

The Department of Journalism currently offers B.A. and B.S. degrees in Multimedia Journalism with an Advertising emphasis. The major is accredited, along with the other program areas in the department. The proposed Advertising major would exist alongside the Multimedia Journalism major and Public Relations major, creating three clear routes to degree in the department. All department majors combine critical thinking with a professionally oriented education.

Two other departments on campus offer advertising-related courses. The Department of Marketing in Business offers a B.B.A. degree with courses in marketing principles, planning, and analysis. In contrast, Journalism's Advertising emphasis is oriented toward the application of advertising, such as writing and designing advertisements. To simplify the differences between the marketing and advertising fields, marketing can be seen as the business-side planning (*e.g.*, identifying markets, demographics of shoppers) and advertising as the creative media activities and planning for media placements in digital and traditional formats for advertising campaigns. This Marketing major has a different accrediting body than Journalism's.

The Department of Radio-Television-Film (RTF) offers the B.A. and B.S with a focus on production. RTF offers an advertising course related to its particular media. However, it does not have an advertising program, and the course is rarely offered due to funding. RTF does offer a class, RTF 349 Audience Research, that is not in conflict with Journalism's offerings but could add to learning in the field. RTF's course offerings have similarities and differences to Journalism's multimedia courses, but this is not a factor in creating an Advertising major. The Department of Journalism remains in communication with both departments to avoid unnecessary overlap. This relationship will enable future communications to steer students to the major that best fits them.

Other Programs in the University of Wisconsin System

UW-Milwaukee offers a combined major in Journalism, Advertising, and Media Studies. UW-River Falls offers a Marketing Communications major, which "integrates advertising, public relations, sales promotion, cyber marketing, direct marketing, personal selling and social media marketing."[1] The proposed degree program would be the only undergraduate major focusing solely on Advertising in the UW System.

Need as Suggested by Current Student Demand

Current students were invited to express their opinions regarding the change from an Advertising emphasis to Advertising major through focus groups of current and potential students with an Advertising emphasis and a request distributed via Facebook for them to share comments.

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[1] https://www.uwrf.edu/Academics/Undergraduate/Marketing-Communications-Degree.cfm

Students demonstrated a strong interest in a stand-alone major, as opposed to the current model of an Advertising emphasis within the Multimedia Journalism major. Students noted that upgrading the program to a major would make the program more visible to potential students, increase students' opportunities to select courses more germane to their career track, and offer a more robust overall experience. The path through the Department of Journalism would allow students to garner the advertising-creative and media-planning elements, along with the growing digital emphasis in the advertising industry, that would benefit them as they pursue a variety of job opportunities. The students also noted that they have stayed away from other majors that provided somewhat similar opportunities due to the heavy load of non-essential prerequisite courses for that department or college. The students engaged in journalism already have noted the desire to work in the advertising field without these encumbrances.

Need as Suggested by Market Demand

Increased use of social media and the Internet is expected to increase employment growth for advertising professionals. Although the newspaper industry is declining, advertising professionals are expected to see growth in other industries because of the rise of the Internet, where AdAge notes half of U.S. ad spending is made.[2] Advertising professionals will be needed to manage digital campaigns that target consumers on websites, social media, and other media. The types of jobs in the industry are also changing as many companies develop and adopt content-driven digital campaigns as a core strategy. Rather than creating traditional persuasive advertisements, many companies have shifted their focus to create compelling content. This can be short forms of content including social media posts, email campaigns, digital ads, and rich brand images as well as much longer forms of content such as blogs, podcasts, industry white papers, and a wide array of video-based content. Further, there is an added focus on storytelling as companies seek to build long-term relationships with an audience and not just persuade them to buy. Increased demand for content is changing the industry and driving the growth of new jobs. In addition, with the shift to digital marketing and advertising, companies have an abundance of data they can use to target messaging and audiences more selectively. Today's jobs in advertising require a different skill set than jobs in the industry even 10 to 20 years ago. The department's goal is to create a major, based on its successes with the emphasis that prepares students for the jobs in the industry today and motivates them to continue to learn the new tools, methods, and skills that will be required as this industry rapidly evolves with technology.

Advertising, promotions, and marketing managers are highly sought after and often recruited by other managers and experienced professionals. In addition to job growth, opportunities will also come from the need to replace advertising managers and marketing managers who retire or leave the occupation. Market research overwhelmingly indicates a

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[2] https://adage.com/article/datacenter/new-milestone-internet-will-account-half-ad-spending-2020/2223511

growth in employment both at the national and state level. According to a 2019 *IBISWorld* report, the advertising agency industry alone experienced a 4.2% growth over the past five years to reach an annual revenue of $54 billion. The number of advertising agencies has increased 2.0%, employing more than 264,000 employees nationally (1.8% growth over the past five years).

The BLS predicts 10% growth in the fields of Advertising, Promotions, and Marketing Managers from 2016 to 2026, which is faster than average growth.[3] Employment of art directors is expected to grow 5% from 2016 to 2026, or as fast as the average for all occupations.

As organizations continue to seek out new marketing and promotional campaigns to increase market share, in digital and traditional media, they will seek the help of advertising professionals. Therefore, an increased amount of advertising professionals will be needed to plan, direct, and coordinate advertising campaigns. Advertising and marketing professionals will also be essential in the process of introducing new products to the marketplace.

Table 4. Advertising and Promotions Managers: Projected Employment Change 2018-2028[4]

	Employment 2018	Projected Employment 2028	Change 2018-2028 Percent	Change 2018-2028 Number
Advertising and promotions managers	27,600	28,400	3%	900

State Level Demand

As of May 2018, the BLS stated that advertising and related fields employed 11,340 workers across the state. Table 5 depicts the May 2018 estimates of total employment by advertising-related occupations for Wisconsin.

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[3] https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2018-28 Edition, Advertising, Promotions, and Marketing Managers. Retrieved from: https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm

Table 5. Advertising Occupations in Wisconsin, May 2018[5]

Occupation (SOC code)	Employment	Hourly mean wage	Annual mean wage
Advertising and Promotions Managers (112011)	80	$54.34	$113,020
Art Directors (271011)	560	$37.94	$78,920
Media and Communication Workers (all other; 273099)	90	$25.01	$52,030
Editors	1,580	$23.38	$48,630
Graphic Designers	5,780	$23.07	$47,980
Writers and Authors	560	$28.54	$59,360
TOTAL	11,340		

Employment at the state level is expected to grow. Table 6 indicates the projected ten-year growth in advertising-related occupations within the state of Wisconsin. For all related advertising fields, the ten-year projection demonstrates an estimated 8.5% growth with an average of 218.57 openings per year.

As further evidence of the market's need, the department's Journalism Advisory Board, made up of media professionals in journalism, public relations, and advertising, endorsed the concept of an advertising major enthusiastically at its May 2019 meeting.

Table 6. Advertising Occupations in Wisconsin, Projected Employment Change 2018-2028[6]
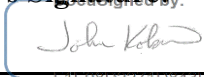
Occupation	Base	Projected	Change	Change (%)	Avg. annual openings
Advertising and Promotions	320	350	30	9.4	40

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[5] Source: Bureau of Labor Statistics: Occupational Labor Statistics Query System. Retrieved from: https://data.bls.gov/oes/#/home

[6] The Projections Managing Partnership (PMP) Long Term Occupational Projections (2018-2028) - http://www.projectionscentral.com/Projections/LongTerm and WisConomy, the State of Wisconsin Department of Workforce Development -- https://jobcenterofwisconsin.com/wisconomy/

Managers					
Art Directors	1,190	1,280	90	7.6	110
Media and Communication Workers (all other)	120	150	30	25	10
Editors	2,010	1,910	-100	-5.0	180
Graphic Designers	6,010	6,440	430	7.2	610
Writers and Authors	1,920	2,230	310	16.1	210
TOTAL	15,150	16,440	1,290	8.5	218.57

Since the 1990s, the Department of Journalism has produced high-performing alumni working at national ad agencies and brands in the U.S. (*e.g.*, Amazon, Capital One, Facebook, Leo Burnett, Publicis, Starbucks) as well as local agencies and organizations in the state (*e.g.*, Discover Wisconsin, Green Bay Packers, Hoffman York, Kohl's, Kohler Co.). In that time, students in the advertising emphasis have placed nationally and at the district level for the American Advertising Federation's National Student Advertising Competition. The proposed program will use current resources to provide a more visible major to better connect students with degree paths and support growth for the university and serve the marketplace.

	University of Wisconsin Oshkosh					
	Cost and Revenue Projections for B.A./B.S. in Advertising					
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Students Transitioning from Advertising Emphasis (HC)**	12	7	7	7	7
	Enrollment (New Student) Headcount	0	1	3	5	8
	Enrollment (Continuing Student) Headcount	0	10	14	16	16
	Students Transitioning from Advertising Emphasis (FTE)	12	7	7	7	7
	Enrollment (New Student) FTE	0	1	3	5	8
	Enrollment (Continuing Student) FTE	0	10	14	16	16
II	**Total New Credit Hours**	0	18	54	90	144
	Existing Credit Hours	216	306	378	414	414
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	0	0	0	0.125	0.375
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0.05	0.05
IV	**Revenues**					
	From Tuition From Fees	0	6,422	25,688	51,376	96,330
	Program Revenue (Grants) Program Revenue - Other GPR	$0	$0	$0	$0	$0
	(re)allocation	$0	$0	$0	$0	$0
	Total New Revenue Expenses	$0	$0	$0	$0	$0
	Salaries plus Fringes	$0	$0	$0	$0	$0
	Faculty/Instructional Staff (Dept. of Journalism) Faculty/Instructional Staff (other courses)	$0	$6,422	$25,688	$51,376	$96,330
V	*Other Staff*					
	Other Expenses *Facilities Equipment*					
	Other (please list) Other (please list)	$0	$0	$0	$12,495	$37,485
	Total Expenses	$0	$0	$0	$0	$0
		$0	$0	$0	$3,416	$3,416
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$15,911	$40,901
VI	**Net Revenue**	$0	$6,422	$25,688	$35,465	$55,429

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:**
[signature: John Kober]	9/17/2021 | 4:46 PM CDT
Chief Business Officer's Signature:	**Date:** 9/15/2021 | 3:56 PM CDT

DocuSigned by:
[signature: James Fletcher]
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COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN OSHKOSH
BACHELOR OF ARTS / BACHELOR OF SCIENCE IN ADVERTISING

Introduction

The proposed Advertising Major is an elevation of an emphasis into a new major in the Department of Journalism. All the courses required to support the proposed program are currently being taught for the Advertising emphasis and other programs.

Section I – Enrollment

For the first year, the students in the new major will be students who were enrolled in, or would otherwise enroll in, the Advertising emphasis. In subsequent years, it is predicted that seven of the "new" students enrolling in the major will be students enrolled in, or who would otherwise have enrolled in, the existing Advertising emphasis. In the second year, it is anticipated that the availability of the program as a major, rather than an emphasis, will attract at least one new student, with that number steadily increasing over the rest of the projected period.

The annual total headcount in the major, including continuing students, new students, and those who would otherwise have been enrolled in the emphasis, is projected at 12, 18, 24, 28, and 31 over the course of the 5-year projection. Following current trends in the undergraduate curriculum in the Journalism department, virtually all students are expected to be full-time students. Therefore, the FTE should be equal to the headcount for both new and continuing students.

Section II – Credit Hours

Credit hours were calculated by multiplying projected enrollment for new and existing students by 18 credits, which reflects the recommended 9 credits per semester of major requirements for students in the Department of Journalism. Current capacity in the program can accommodate projections for the first three years in the spreadsheet without adding any additional sections. Two higher-level lab courses (Advertising Layout, Copy and Production; Ad Media) may need an additional section if enrollment grows as projected for the fourth and fifth year.

Section III – Faculty and Staff Appointments

The number of faculty/staff FTE appointments to sustain the program are made up of current faculty/staff teaching in the Department of Journalism. With projected enrollment growth in the fourth and fifth year, more students may necessitate additional sections of some courses for those years. To accommodate these sections, an estimate was made for additional current Fac/IAS of .125 FTE for Year 4 and .375 for Year 5, if needed.

Administration duties for the program will be negligible—for all practical purposes, non-existent, for the first three years. If enrollments grow as predicted and new sections need to be scheduled starting in Year 4, then the additional administrative workload can be covered by redirecting .05 FTE from current administrative staff. This can be accomplished without hiring additional staff.

Section IV – Program Revenues

Tuition Revenues

The estimated tuition revenue is based on projected enrollment for new student FTE and for current student FTE, not including current students who would otherwise be expected to enroll in the current emphasis. These two numbers were summed for each year, then multiplied by $6,422. The amount of $6,422 is based on the resident fulltime tuition rate of $3,211 per semester, which does not include segregated fees. There are no program/course fees, program revenue, grants/extramural funding, or general program revenues allocated from other units.

Section V – Program Expenses

Since students in the first three years will be enrolled in course sections that are currently planned, and the numbers of new students are small, there are no projected costs for the first three years. Starting in Year 4, the instructional costs for additional course sections and administrative support have been added based on current salaries within the department. Any additional costs beyond the 5-year projection should be more than offset by additional tuition revenue.

Salary and Fringe Expenses

For instructional staff expenses related to major courses, in Years 4 and 5, a potential need for increased Fac/IAS is estimated at .125 FTE and .375 FTE, respectively. Data from the UW Oshkosh College of Letters and Science was used to calculate the expense of the potential FTE increase. Based on the average base faculty salary of $71,400 in the Department of Journalism, the cost of .125 FTE to teach one three-credit course is $8,925 plus a 40% fringe of $3,570 ($8,925 x .40) for a total of $12,495 in Year 4. In Year 5, with a projected .375 FTE to teach three three-credit courses, the calculation of that expense is $37,485 ($12,495 x 3).

Data from the UW Oshkosh College of Letters and Science was used to calculate the expense of the potential administrative cost. The expense factors in the current associate's annualized base pay of $46,176, plus fringe of 48% for that base pay. For .05 projected FTE, the expense is calculated by adding $2,308 (.05 x base pay of $46,176) plus $1,108 ($2,308 x 48% fringe) for a total of $3,416. No other expenses are anticipated.

Section VI – Net Revenue

      The net revenue in the spreadsheet is calculated by subtracting the total projected expenses from the projected tuition 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.

UW∪O | UNIVERSITY OF WISCONSIN
OSHKOSH

September 8, 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/Bachelor of Arts degree program in Advertising. 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 our programming while utilizing our current faculty and academic staff expertise. The proposed program will be the first undergraduate major focusing solely on Advertising in the University of Wisconsin system. The development of this program is supported by current students, alumni, and the Department of Journalism Advisory Board. The program will provide new professional opportunities to the university's students and support the workforce needs of the region and the state.

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

Finally, the new Advertising major 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.

John Koker

John Koker
Provost and Vice Chancellor

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

OFFICE OF THE PROVOST AND VICE CHANCELLOR
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OSHKOSH | FOND DU LAC | FOX CITIES

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN COMMUNITY SUSTAINABILITY, UW-STEVENS POINT

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Science in Community Sustainability program at the University of Wisconsin-Stevens Point.

Resolution C.4.:   That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to the Bachelor of Science in Community Sustainability program at the University of Wisconsin-Stevens Point.

SUMMARY

The B.S. in Community Sustainability program reflects the sustainability principles embedded in the UW-UW-Stevens Point mission, strategic plan, and its General Education Program (GEP). In response to the local, national, and international demand to improve community and corporate sustainability efforts, the new program will be the first baccalaureate program in the UW System with an emphasis on sustainable community development. Students moving through the 120 credit, face-to-face, program will complete all but nine credits of the GEP with courses in the major and have the option of pursuing one of two career-oriented tracks in resilient policy and planning or environmental justice and leadership. Students who elect the latter will also earn a Certificate in Environmental Ethics through the Department of Philosophy. Standard tuition and fee rates will apply to students enrolled in the B.S. in Community Sustainability program. Program graduates will be prepared for careers in sustainable community planning, corporate responsibility, sustainable organization leadership, social and environmental activism, and education. Moreover, program graduates enter fastest growing sector in post-secondary Interdisciplinary Environmental and Sustainability (IES) education.

Presenter

- Marty Loy, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

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 COMMUNITY SUSTAINABILITY
AT THE UNIVERSITY OF WISCONSIN-STEVENS POINT
PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point College of Letters and Science proposes to establish a Bachelor of Science (B.S.) in Community Sustainability. Increased attention to community sustainability, corporate sustainability, and Environmental, Social and Governance (ESG) investing and reporting as driven by consumer demand, as well as greater awareness of the United Nations Sustainable Development Goals, propels this academic discipline. Moreover, according to a 2020 National Academies of Sciences report, colleges and universities should embrace sustainability education as a vital field that requires tailored educational experiences delivered through courses, majors, minors, and research and graduate degrees.[1] To meet this growing national demand, the proposed B.S. in Community Sustainability will be the first baccalaureate program in the UW System with an emphasis on sustainable community development. The proposed academic program specifically aligns with the UW-Stevens Point mission to provide a broad-based education, foster community engagement and prepare students for success in a diverse and sustainable world.[2] The B.S. in Community Sustainability speaks directly to a major goal of the UW-Stevens Point Plan for Strategic Action,[3] which is to " increase our unique cross-disciplinary work to leverage (or promote) our strengths in sustainability, global awareness and diversity, equity and inclusion, for prospective students at all credential and continuing education levels."

The 120 credit program includes general education and core coursework in natural, environmental, social and sustainability sciences (60 credits). While the General Education Program requires 37 credits, B.S. in Community Sustainability majors will fulfill all but nine (9) of these credits through major-specific coursework. Students will specialize in the major by selecting one of two 21-credit tracks focused eitheron resilient urban systems and policy, or environmental justice and community leadership. Students choose the remaining credits (39) for a degree from among elective options. Students in the program will also

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[1] National Academies of Sciences, Engineering, and Medicine 2020. Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels. Washington, DC: The National Academies Press. https://doi.org/10.17226/25821

[2] https://www.uwsp.edu/about/Pages/missionStatement.aspx

[3] Purpose Made Possible: Determination to lead the way—A plan for strategic action for the University of Wisconsin-Stevens Point https://www.uwsp.edu/strategic-planning/Pages/Plan-for-straegic-action.aspx

complete a sophomore-level, community-based practicum and a senior-level capstone that applies the knowledge, skills and dispositions gained through their course of study. Graduates of the program will be prepared for public and private sectors careers in sustainable community planning, corporate responsibility, sustainable organization leadership, social and environmental activism, and education.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Program
Bachelor of Science in Community Sustainability
Degree/Major Designations
Bachelor of Science

Mode of Delivery
Single institution; Face-to-face delivery

Department or Functional Equivalent
Department of Geography and Geology

College, School, or Functional Equivalent
College of Letters and Science, School of Behavioral and Social Sciences

Proposed Date of Implementation
January, 2022

Projected Enrollments and Graduates by Year Five
      Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 170 students will have enrolled in the program and 54 students will have graduated. The average student retention rate is projected to be 96% and is based on the average retention rate of other programs in the College of Letters and Science.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	16	24	34	46	50
Continuing	0	15	37	68	85
Total Enrollment	16	39	71	114	135
Graduating	0	0	0	24	30

Tuition Structure

Standard tuition and fee rates will apply to students enrolled in the B.S. in Community Sustainability. For the current academic year, the residential tuition and segregated fees total $8,331.44 per academic year for a full-time resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $6,698.16 is attributable to tuition and the remaining $1,633.28 is attributable to segregated fees ($1,503.20) and text rental ($130.08). In adherence to Regent Policy 32-7, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $6,298.16 of the stated tuition amount is applied to the revenue calculations because $200/semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

In accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses have additional course fees. These include those for online materials, transportation and admission costs associated with course required field trips, or project materials that result in tangible products retained by the students. Students enrolled in any 100%-online course sections will incur a $50 per credit distance education service fee.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Community Sustainability will provide students with the needed foundational knowledge, skills, and frameworks from across multiple disciplines in the natural sciences, social sciences, and humanities so they understand social-environmental systems and can address intergenerational sustainability challenges. Students may pursue one of two career-oriented tracks in resilient policy and planning or environmental justice and leadership. All students enrolled in the B.S. in Community Sustainability will complete introductory coursework on the fundamentals of sustainability theory, an integrative sophomore practicum in community sustainability, and a senior capstone project focused on solving sustainability challenges.

The B.S. in Community Sustainability requires 72 credits. While this is a relatively high-credit major, it is consistent with other science majors and natural resource programs on campus. Moreover, a student who enrolls in the program in their first semester will fulfill the entirety of their general education requirements except for introductory and sophomore written communication and a course in the arts. Students who elect the environmental justice and leadership option will also earn a Certificate in Environmental Ethics through the Department of Philosophy.

Student Learning Outcomes and Program Objectives

      Students in the B.S. in Community Sustainability will develop key competencies in creating resilient communities, advocating for social and environmental justice, promoting environmental policy, and fostering sustainable economies. Graduates will be prepared for careers in multiple job sectors where critical and systems thinking helps employers, communities, businesses, and stakeholders create more environmentally and socially responsible technologies or services. Students with this degree will be qualified for positions in non-profit organizations, community development agencies, municipalities, and private firms. Upon the successful completion of this degree, students will:

1. Recognize and identify the social contexts of environmental issues.
2. Describe the relevant scientific concepts necessary for developing sustainability solutions.
3. Explain the links between human and natural systems at local, regional, and global scales.
4. Appraise their roles as citizens and future sustainability professionals in an interconnected world.
5. Communicate to diverse audiences complex concepts and data relevant to social-environmental issues.
6. Create solutions to environmental and sustainability challenges.

Program Requirements and Curriculum

      There are no prerequisites for entry into the B.S. in Community Sustainability program. Students will be allowed to chose this major upon matriculating to UW-Stevens Point either as a first-year or transfer student.

      Table 2 illustrates the curriculum for the B.S. in Community Sustainability. UW-Stevens Point students completing a baccalaureate degree are required to complete a 37-credit General Education Program (GEP). However, due to the interdisciplinary nature of the proposed program, students will also fulfill all general education requirements except freshman and sophomore written communication and a course in the arts. As such, only nine of 37 credits of general education are enumerated in Table 2 because the category requirements are also fulfilled through specific major program coursework. Additionally, some students may require fewer GEP credits depending on testing placement and credits earned before matriculation.

      The core curriculum of the proposed B.S. in Community Sustainability consists of 72 credits drawn almost entirely from existing courses. As listed in Table 2, these program credits are derived from coursework in the following content categories: introduction to sustainability (6 credits); natural sciences (9 credits); environmental; climate and earth sciences (6 credits); analytical skills (6 credits); foundational sustainability studies (18 credits); integrative sophomore experience (3 credits); senior capstone experience (3

credits); and the choice of either the environmental justice and leadership or resilient urban systems and policy option (21 credits).

Table 2: B.S. in Community Sustainability Program Curriculum

General education courses required for graduation (9 credits):[4]		
ENGL 101	Written Communication Requirement (Freshman English)	3 credits
ENGL 202	Written Communication Requirement (Sophomore English)	3 credits
Various	Arts Requirement	3 credits
Various	Critical Thinking Requirement	0 credits*
Various	Quantitative Literacy Requirement	0 credits*
Various	Wellness Requirement	0 credits*
Various	Humanities Requirement	0 credits*
Various	Historical Perspectives Requirement	0 credits*
Various	Social Sciences Requirement	0 credits*
Various	Natural Sciences Requirement	0 credits*
Various	Global Awareness Requirement	0 credits*
Various	U.S. Diversity Requirement	0 credits*
Various	Environmental Responsibility Requirement	0 credits*
Academic program course requirements – Introduction to Sustainability (6 credits):		
SUST 100	Sustainability as a Discipline	3 credits
NRES 200	Introduction to Community Sustainability Science	3 credits
Academic program course requirements – Natural Sciences (9 credits):		
BIOL 100	Biological Principles and Human Environment	3 credits
CHEM 100	Chemistry for the Citizen	3 credits
PHYS 100	Energy and Today's World	3 credits
Academic program course requirements – Environmental, Climate, and Earth Sciences **Students choose two of the following (6 credits):**		
GEOG 100	Human Impacts on the Physical Environment	3 credits
GEOG 105	The Dynamic Earth	3 credits
GEOG 208	Weather and Climate	3 credits
GEOG 303	Processes of Environmental Degradation	3 credits
GEOG 308	Climate: Past, present, future	3 credits
NRES 150	People, Resources and the Biosphere	3 credits

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[4] Only nine (9) of the 37 required General Education Program (GEP) are enumerated in Table 2 because the other category requirements, indicated with an *, are fulfilled through specific major program coursework.

NRES 220	Global Climate Change & Water Resources, 10th Century to present	3 credits

Academic program course requirements – Analytical Skills (6 credits):

GEOG 341	Geographic Information Systems I	3 credits
MATH 255	Introduction to Statistics	3 credits

Academic program course requirements – Foundational Sustainability Studies (18 credits):

ECON 111	Principles of Microeconomics	3 credits
GEOG 230	Introduction to Regional Planning and Geodesign	3 credits
PHIL 380	Environmental Ethics	3 credits
POLI 304	Environmental Politics and Policy	3 credits
GEOG 115	World Regional Geography **or**	3 credits
GEOG 120	Human Geography	
HIST 279	Environmental Justice **or**	3 credits
HIST 280	American Environmental History	

Academic program course requirements – Integrative Sophomore Experience (3 credits):

SUST 250	Sustainability and Community Engagement	3 credits

Academic program course requirements – Capstone in the Major (3 credits):

SUST 400	Integrative Senior Experience in Sustainability	3 credits

Academic program course requirements – Students choose an option (21 credits):

Option 1: Environmental Justice and Leadership		
ENG 347	Grant and Proposal Writing	3 credits
HIST 380	U.S. Environmental Politics	3 credits
PHIL 381	American Indian Environmental Philosophy	3 credits
PHIL 480	Advanced Environmental Ethics	3 credits
POLI 338	Environmental Law and Regulation	3 credits
BUS 320	Principles of Management **or**	3 credits
BUS 325	Organizational Behavior **or**	
NRES 383	Organizational Leadership	
SOC 327	Social Inequality **or**	3 credits
SOC 355	Environmental Sociology **or**	

SOC 370	Sociology of Globalization	
Option 2: Resilient Urban Systems and Policy		
GEOG 330	Urban and Regional Planning Analysis	3 credits
GEOG 433	GIS and Geodesign for Sustainability and Resiliency	3 credits
HIST 277	Designing the America Dream	3 credits
NRES 394	Ecological Basis for Planning and Design	3 credits
POLI 202	Introduction to Policy Analysis	3 credits
POLI 389	Public Policy for Sustainable Communities	3 credits
ECON 311	Public Economics **or**	3 credits
ECON 362	Economic Development	
Electives		
XXXXXX	Remaining courses from across the institution	39 credits
Total Credits		120 credits

Assessment of Outcomes and Objectives

Student learning outcomes and program objectives will be assessed with performance measures such as tests, quizzes, reports, oral presentations, projects, exercises, demonstrations, and essays within courses. The institutional protocol for program is assessment is described in the *University Handbook* (Chapter 7, Section 2),[5] and additional information and resources are available on the Academic Affairs Assessment of Program Learning Outcomes website.[6,7] At UW-Stevens Point, the assessment of student learning provides the foundation for all academic planning and decision-making and ensures the continuous improvement of student learning by refining the courses, programs, and policies that make student learning possible. For each major, an annual assessment report is required for at least one program learning outcome (PLO) that describes assessment methods, results, and actions taken to enhance student achievement. The department develops an assessment plan that describes when each program learning outcome will be assessed and reported within the five-year cycle. Assessment reporting is designed to emphasize improvement in instruction, curriculum, and assessment procedures as well as "closing the loop" to ensure an evidenced-based approach to program management by its faculty.

Diversity

The population of central and northern Wisconsin, upon which UW-Stevens Point has historically drawn, represents some of the least racially diverse counties in the state.

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[5] https://catalog.uwsp.edu/content.php?catoid=21&navoid=989#section-2-assessment
[6] https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx
[7] https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx

The campus recognizes this and is implementing the strategic plan, *Purpose Made Possible,*[8] that embodies goals to increase student diversity. Among them:

- We will increase and expand access by enhancing strategic partnerships with high schools and other educational institutions that support college-bound student success, college completion, and enrollment growth for a diverse student body.
- We will develop and implement internal systems and structures to better serve diverse prospective students in our market.
- We will build and enhance a community that values inclusion, equity and diversity.
- In our internal and external collaborations, we will focus on our commitment to be more inclusive and promote equity and diversity.

Individual Colleges and Schools at UW-Stevens Point are initiating their own agendas to improve student diversity. The School of Behavioral and Social Science with the College of Letters and Science, where the B.S. in Community Sustainability will be housed, just established a Student Engagement and Recruitment Committee to coordinate program recruitment efforts. Faculty from the Department of Geography and Geology, that will administer the B.S. in Community Sustainability, will serve on the committee.

While still in their infancy, campus initiatives have increased underrepresented minorities enrollments by 7% and second-year retention by 10% since 2018. Part of this success comes from housing student diversity resources under an umbrella Diversity and College Access (DCA) office, the mission of which is to "improve the retention and graduation rates for African American, Asian American and Pacific Islander, Latinx, Native American and LGBTQ+ students. DCA connects these students to on and off campus resources and supports pre-college programs for low-income, first generation and academically at-risk high school students."[9] The office provides focused advising and communicates with professors to help students succeed. The new Leadership, Empowerment and Discovery (LEAD) summer bridge program at UW-Stevens Point helps students from historically underrepresented ethnic/racial groups, the LGBTQIAA+ community, first-generation college students, and socioeconomically challenged backgrounds, transition from high school to college.

The new B.S. in Community Sustainability, with an emphasis on improving the communities from which many of the LEAD students originate, will be encouraging incoming students to enroll in the LEAD program or serve as mentors as part of their integrative sophomore practicum in community sustainability. The B.S. in community Sustainability will be developing a strong partnership with the Academic and Career Advising Center (ACAC). The ACAC directly supports academic programs and will be

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[8] https://www.uwsp.edu/strategic-planning/Documents/PurposeMadePossible-6-2021.pdf
[9] https://www.uwsp.edu/dca/Pages/default.aspx

advising students early in the B.S. in community Sustainability program. ACAC staff help students navigate any issues that may arise and help faculty identify and remedy problems and students at risk. While many potential students will be interested in the community-focus of the sustainability curriculum as it applies to smaller municipalities, the resilient community option that focuses on sustainable urban design, will attract students from urban environments that may not otherwise be interested in UW-Stevens Point. Recently, UW-Stevens Point has made a stronger effort at recruiting in Milwaukee, particularly from the Ronald Reagan International Baccalaureate (IB) High School. In discussing the proposed major with staff there, the College of Letters and Sciences found that the program would be attractive and well-suited to their students. Prior to the pandemic UW-Stevens Point hosted the Ronald Reagan IB Environmental Science student research competition and will resume doing so in the future.

Roughly 10% of UW-Stevens Point faculty and academic staff identify as non-white, versus 16% of students.[10] These data suggest that the campus as a whole needs to address the issue of diversity with recruiting practices, but this is especially true of faculty and academic staff. Budgetary constraints coupled with the COVID pandemic have made faculty hiring an impossibility across most instructional sectors at UW-Stevens Point at the moment, but should the opportunity arise, care must be taken to ensure wide and inclusive dissemination of the position announcement. Organizations such as Association for the Advancement of Sustainability in Higher Education (AASHE) reach a large and diverse audience. In addition to working with campus HR, search and screen committee members must complete the mandatory Ethical and Equitable Search Training. Augmented writing tools can also be used to strengthen the inclusivity of position-announcement vocabulary.[11] The support and retention of diverse faculty, as well as the incorporation of equity and inclusivity in the curriculum is bolstered by the Center for Inclusive Teaching and Learning (CITL). In addition to instructional support, CITL provides training in inclusive pedagogy and a resource library on diversity and inclusivity. UW-Stevens Point is reviving, post-pandemic, an Inclusive Teaching Fellows program that recruits 9-month instructional staff from underrepresented groups and intentionally provides mentoring in the creation of learning environments characterized by the pursuit of equity, diversity, and inclusive excellence.[12] The goal is to hire ITFs after the two-year duration.

The B.S. in Community Sustainability will be administered by the new School of Behavioral and Social Sciences (SBSS). The SBSS mission statement explicitly values "utilizing empirical methods and critical thinking skills, applying the knowledge of science to help address individual and societal problems, and fostering inclusivity and valuing diversity in our teaching, research, and service." Toward that end, the B.S. in Community

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[10] UW-Stevens Point Office of Institutional Research and Effectiveness
https://www.uwsp.edu/oire/Pages/default.aspx
[11] https://blog.ongig.com/writing-job-descriptions/augmented-writing-tools/
[12] https://www.uwsp.edu/citl/Pages/InclusiveTeachingFellows.aspx

Sustainability emphasizes the social context of environmental issues and is therefore well situated to make inclusivity a primary tenet of both the learning outcomes and curriculum.

The curriculum intentionally integrates intercultural competence throughout the course of study. The learning outcomes build on one another to construct a nuanced understanding of diversity. The major's first learning outcome requires students to recognize the social contexts of environmental issues. For example, students will learn in an environmental justice course that the histories of urban housing policies, cultural racism, and industrial pollution tended to result in disproportionate harm African Americans in U.S. cities, as compared to residents of suburban areas. Students' understanding of such complexity continues to build in the third learning outcome, which asks them to explain the links between people and natural systems at multiple scales: local, regional, and global. Here, the student will zoom in on the ways neighborhoods develop, but also zoom out to see how the global economy, climate change, and other macro trends shape the possibilities of life at the local and regional level. Understanding how scales overlap will provide clarity for how students can appraise their own roles as citizens and future sustainability professionals, our fourth learning outcome. Whether they find themselves advocating for a local community, advising on state policies, or working within a multinational corporation, they will know how the scale in which they work intersects with other scales. In all cases, graduates of the program will know how to communicate complex socio-environmental concepts and data to diverse audiences.

Collaborative Nature of the Program

While not designed as a collaborative program, initial feedback from sister UW institutions brought to light potential synergies with the UW-Extended Campus-coordinated Bachelor of Science in Sustainable Management. The UW-Stevens Point sustainability-affiliated faculty welcome the opportunity to potentially join the collaborative B.S. in Sustainable Management program. There are several topical elements of the program that would benefit B.S. in Community Sustainability students, particularly those aimed at developing sustainable business practices. Because the B.S. in Sustainable Management is designed as a degree completion program, and not a stand-alone major, full collaboration may not be possible.

Projected Time to Degree

Full-time students may complete the proposed B.S. in Community Sustainability in four years. All required courses will be regularly offered. Many of the foundational courses within the program are also general education program classes taken by students from across campus. It is assumed that students transferring into the major in the sophomore or junior year will have already fulfilled a large subset of the degree requirements. Consistent with UW-Stevens Point's advising policy, transfer students will be advised by professional advisors in the Academic and Career Advising Center. Transfer students declaring the B.S. in Community Sustainability program will be evaluated for remaining

general education requirments and advised on courses to fulfill these remaining requirements.

Program Review

The proposed B.S. in Community Sustainability program will be reviewed annually by the College of Letter and Science to assure the program is financially sustainable and providing value to students. The proposed program will also be reviewed by UW-Stevens Point governance structures, including two subcommittees of the Academic Affairs Committee: 1) Department Review; and 2) Assessment. These committees oversee program quality and the processes by which students' acquisition of the learning outcomes are measured. The Department Review Subcommittee requires a complete self-study for all aspects of every degree program within a department every five years. The Assessment Subcommittee requires annual reports from all academic programs of at least one learning outcome per year, and all learning outcomes are measured and reported on a five-year cycle.

Accreditation

There are no discipline-specific accrediting bodies for community sustainability. The Bachelor of Science is a degree type which the Higher Learning Commission has approved for UW-Stevens Point.

JUSTIFICATION

Rationale and Relation to Mission

The UW System Mission calls each institution to be commited to public service and the improvement of the human condition.[13] Additionally, the UW-Stevens Point Mission Statement,[14] the UW-Stevens Point Strategic Plan,[15] and the UW-Stevens Point General Education Program (GEP)[16] each explicitly articulate a dedication to sustainability principles. The UW-Stevens Point Strategic Plan—*Purpose Made Possible*—embraces sustainability as a core component, and the UW-Stevens Point Mission Statement links the importance of a liberal education in the quest for a global sustainable society with its statement, "Through the discovery and dissemination of knowledge, the University of Wisconsin-Stevens Point stimulates intellectual growth, provides a liberal education, and prepares students for a

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[13] University of Wisconsin System Mission Statement. Available at: https://www.wisconsin.edu/regents/download/policy_attachment/All-Mission-Statements.pdf
[14] University of Wisconsin-Stevens Point Mission Statement. Available at: https://www.uwsp.edu/about/Pages/missionStatement.aspx
[15] University of Wisconsin-Stevens Point Strategic Plan – *Purpose Made Possible*. Available at: https://www.uwsp.edu/strategic-planning/Pages/Plan-for-straegic-action.aspx
[16] University of Wisconsin-Stevens Point General Education Program Mission. Available at: https://www.uwsp.edu/gep/Pages/mission.aspx

diverse and sustainable world."[17] The B.S. in Community Sustainability will contribute directly to this mission by giving students the skills to create resilient communities, advocate for environmental justice, promote environmental integrity, and foster sustainable economies. All program majors are required to complete introductory coursework on the fundamentals of sustainability theory, an integrative sophomore practicum in community sustainability and senior capstone project applying their education and skills set in teams to solve sustainability challenges. In the sophomore and senior-level courses, students will interact with diverse communities facing environmental problems. Moreover, students may elect an option that specifically focus on sustainable community development and design.

Institutional Program Array

UW-Stevens Point is regarded as a state and national leader in environmental education and natural resource management. The B.S. in Community Sustainability will be a viable strategy for creating a cross-disciplinary pathway that leverages existing strengths in natural resources as well as other institutional programs in educational sustainability (Ed.D.), Sustainable and Resilient Food Systems (M.S.), and aquaponics (a minor), but also reaches a broader student audience. The well-known College of Natural Resources (CNR) prepares its students for jobs in natural resource management, forestry, conservation law enforcement, soils and waste resources, and environmental education. A new option in sustainability is now part of the CNR's B.S. in Resource Management program, but this and other CNR majors are in excess of 100 credits and do not accommodate students wishing greater breadth, multiple majors, or a social science and humanities focus in their course of study. It is also difficult for non-natural resource majors to gain access to many of the CNR courses due to pre-requisites and capacity.

The aim of the proposed B.S. in Community Sustainability program is to complement these existing programs with a sustainability major that is career-focused, but less credit-intense and not specifically aimed at natural resource applications. Nevertheless, students in the B.S. in Community Sustainability program will be able to take nine credits of upper-level coursework at the graduate level as credit towards the existing Master of Natural Resources (M.N.R.) or the Master of Science (M.S.) in Natural Resources. The Ed.D. in Educational Sustainability is the first of its kind in the U.S. and brings campus and national attention to academic sustainability, but it is only available to students already possessing a master's degree. A potential long-range plan is to create a "4+1" option with the new major to grant both a bachelor's and master's degree and prepare students for entry into the Ed.D. in Educational Sustainability.

Other Programs in the University of Wisconsin System

At the baccalaureate level, only three existing programs in the UW System share a CIP code (30.3301) with the proposed B.S. in Community Sustainability. These include the

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[17] https://www.uwsp.edu/about/Pages/missionStatement.aspx

UW Extended Campus collaborative B.S. in Sustainable Management, the B.S. in Sustainable and Renewable Energy Systems at UW-Platteville, and a B.S. in Global Health at UW-Madison. The collaborative B.S. in Sustainable Management is jointly offered by UW-Parkside, UW-River Falls, and UW-Superior. Additionally, a collaborative M.S. in Sustainable Management is offered through UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior. The online degrees and certificates are aimed at teaching sustainable business practices for those wishing to augment their management careers. The undergraduate degree is designed as a degree-completion program, and not a standalone major. The skillsets offered through the proposed B.S. in Community Sustainability are distinct from those of those in sustainable management. The same is true when comparing the UW-Platteville B.S. in Sustainability and Renewable Energy Systems through their College of Engineering, Mathematics and Science, which "addresses the concerns of world resources, including energy and renewable energy, and their social, economic, and environmental impacts."[18] Similarly, the B.S. in Global Health at UW-Madison distinctly focuses on health issues at a global level and not sustainability at a community level.

Need as Suggested by Current Student Demand

According to a 2019 Princeton Review survey of nearly 12,000 college applicants, approximately 64% consider a school's environmental commitment when deciding where to attend.[19] This is consistent with a 2017 survey of 550 UW-Stevens Point students conducted by the Student Government Association's Environmental and Sustainability Affairs Committee that concluded only 36% of students did not consider a commitment to sustainability an important factor in selecting UWSP.[20]

Many students are attracted to UW-Stevens Point because of the well-regarded CNR and begin their academic career in resource management. A substantial minority of these students discover the high number of credits required for natural resource majors and the strong emphasis in the natural sciences, is more of a commitment than they are ready to assume. These students often transfer into geography, geoscience, and a few social science and humanities programs that feature environmental and sustainability coursework. Program prioritization and restructuring has resulted in the recent loss of the geoscience and a reformulation of the geography majors, leaving fewer options for students seeking an applied environmental science degree with a focus on sustainability. The new B.S. in Community Sustainability program will expand the existing array of environmental and sustainability degree options that are not specifically oriented to resource management. This will increase the institution's overall visibility as a "green" destination campus where

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[18] https://www.uwplatt.edu/department/sustainability-and-renewable-energy-systems
[19] The Princeton Review Guide to Green Colleges, 2019. Available at https://www.princetonreview.com/college-rankings/green-guide
[20] UW-Stevens Point Student Government Association, 2017. Sustainability Literacy Assessment. Available at https://www.uwsp.edu/sustainability/Pages/Student-Initiatives.aspx

students may select from a roster of majors across colleges that have a focus on the environment and community sustainability.

Need as Suggested by Market Demand

The sustainability challenges facing communities locally and around the world underscore the need for interdisciplinary sustainability education that enables students to become informed citizens, engaged professionals, and effective problem solvers. Projections for the U.S. suggest up to 9% growth in the existing sustainability labor market through 2024.[21] In 2019 there was a 10% increase in sustainability job postings on LinkedIn and 7.5% increase in members identifiying as sustainability professionals.[22] The Bureau of Labor Statistics predicts an 8% increase in green jobs for those with baccalaureate degrees between 2019 and 2026.[23]

According to the National Council on Science Education (NCSE), degrees in sustainable community development and in sustainable design represent the fastest growing sector in post-secondary Interdisciplinary Environmental and Sustainability (IES) education.[24] The NCSE has tracked the growth and trends in post-secondary IES programs and degrees since the early 2000's. The academic IES field, by their definition, focuses on the interfaces and interactions of coupled human-nature systems with the goal of preparing students to be sustainability-oriented problem solvers.[25,26] In their 2014 report, Vincent et al. find that overall, "Colleges and universities across the U.S. are faced with declining enrollments, flat or declining revenues, and pressure from trustees, legislators, and the public to reduce costs while improving quality and incorporating new approaches and technologies. In contrast to declining enrollments at the institutional level, IES programs continue to attract rising numbers of students.[27]

[21] Johnson E., Edwards D., Simon J., 2019. The Falk School of sustainability and environment. Chatham University, Pittsburgh

[22] John Davies, VP and Senior Analyst, GreenBiz Group, State of the Profession, 2020

[23] Elka Torpey, 2018. Green growth: Employment projections in environmentally focused occupations," Career Outlook, U.S. Bureau of Labor Statistics.

[24] Vincent, S., Rao, S., Fu, Q., Gu, K., Huang, X., Lindaman, K., Mittleman, E., Nguyen, K., Rosenstein, R., Suh, Y., 2017. Scope of Interdisciplinary Environmental, Sustainability, and Energy Baccalaureate and Graduate Education in the United States. National Council for Science and the Environment: Washington DC. 46 p.

[25] Vincent, S. and Focht, W., 2009, US higher education environmental program managers' perspectives on curriculum design and core competencies: Implications for sustainability as a guiding framework. International Journal of Sustainability in Higher Education 10 (2), p. 164-183.

[26] Vincent, S. and Focht, W., 2010. Environmental reviews and case studies: In search of common ground: Exploring identity and core competencies for interdisciplinary environmental programs. Environmental Practice 12 (1), p. 76-86.

[27] Vincent, S., Dutton, K., Santos, R., and Sloane, L., 2014. Interdisciplinary Environmental and Sustainability Education and Research: Leadership and Administrative Structures. Center for Environmental Education Research, National Council for Science and the Environment for the Council of Environmental Deans and Directors, p. 129

Between 2008 and 2012, the number of schools offering IES programs increased by 29%, the number of academic units by 37%, and the number of degree programs by 57%. Matriculation in IES baccalaureate programs also increased over that four-year period by 64% and the average number of students enrolled in IES programs increased by 49% for undergraduate programs.[28] In the NSCE 2016 census, the number of IES four-year, baccalaureate-granting institutions had increased 40% since 2012. The highest level of growth was found in IES degree programs focusing on sustainability—89% between 2012 and 2016.[29]

More recently, the National Academies of Sciences convened a committee on strengthening sustainability programs and curricula at the undergraduate and graduate levels. Their report calls for: 1) strengthening sustainability educational programs at undergraduate and graduate levels; 2) building the academic environment for sustainability in higher education institutions; and 3) developing a sustainability workforce to understand and address current and future sustainability challenges.[30] The proposed B.S. in Community Sustainability responds to these market needs and will provide students with foundational knowledge, skills, and frameworks from across multiple disciplines in the natural sciences, social sciences and humanities needed to understand social-environmental systems and to address intergenerational sustainability challenges.

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[28] Vincent, S., Dutton, K., Santos, R., and Sloane, L., 2014. Interdisciplinary Environmental and Sustainability Education and Research: Leadership and Administrative Structures. Center for Environmental Education Research, National Council for Science and the Environment for the Council of Environmental Deans and Directors, 129 p.

[29] Vincent, S., Rao, S., Fu, Q., Gu, K., Huang, X., Lindaman, K., Mittleman, E., Nguyen, K., Rosenstein, R., Suh, Y., 2017. Scope of Interdisciplinary Environmental, Sustainability, and Energy Baccalaureate and Graduate Education in the United States. National Council for Science and the Environment: Washington DC. 46 p.

[30] National Academies of Sciences, Engineering, and Medicine 2020. Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels. Washington, DC: The National Academies Press. https://doi.org/10.17226/25821

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University of Wisconsin-Stevens Point
Cost and Revenue Projections for the B.S. in Community Sustainability

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	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	16	24	34	46	50
	Enrollment (Continuing Student) Headcount	0	15	37	68	85
	Enrollment (New Student) FTE	16	24	33	45	49
	Enrollment (Continuing Student) FTE	0	15	36	67	84
II	Total New Credit Hours					
	Existing Credit Hours	8.0	23.4	39.0	57.4	71.9
III	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	0.33	0.97	1.62	2.39	3.00
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.125	0.125	0.125	0.125	0.125
IV	**Revenues**					
	From Tuition	$57,522	$168,157	$289,708	$424,695	$536,170
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$57,522	$168,157	$289,708	$424,695	$536,170
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$28,909	$88,457	$153,421	$235,217	$306,388
	Other Staff	$5,453	$5,676	$5,907	$6,144	$6,389
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Supplies & Expenses	$7,000	$9,000	$12,000	$14,000	$14,000
	Other - Campus Overhead	$374	$903	$1,442	$2,085	$2,597
	Total Expenses	$41,735	$104,037	$172,770	$257,447	$329,374
VI	**Net Revenue**	$15,787	$64,120	$116,938	$167,248	$206,796

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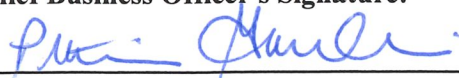
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(signature)	8/26/2021
Chief Business Officer's Signature:	**Date:**
(signature)	8/26/2021

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-STEVENS POINT
BACHELOR OF SCIENCE IN COMMUNITY SUSTAINABILITY

Introduction

The proposed B.S. in Community Sustainability is a new degree program designed to provide students with foundational knowledge, skills, and frameworks from across multiple disciplines in the natural sciences, social sciences, and humanities to understand social-environmental systems and to address intergenerational sustainability challenges. The proposed program will be the first baccalaureate program in the UW System with an emphasis on sustainable community development. The College of Letters and Science has developed conservative five-year enrollment projections. The proposed B.S. in Community Sustainability will provide enrolled students with increased skills to successfully achieve goals in their sustainability-focused careers. After implementation, it is predicted that increased program visibility will result in a modest increased demand for the B.S. in Community Sustainability program. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. Positive annual net revenues are generated for the B.S. in Community Sustainability program, even when a fiscally conservative approach in the financial forecast is reflected through the new student headcount modestly increasing from 16 (in Year 1) to 50 (in Year 5).

While the proposed B.S. in Community Sustainability may result in a change to a given faculty member's schedule, faculty staffing changes will not be required for program implementation. Program delivery modes, utilizing primarily face-to-face and hybrid classes, and administrative support are also not expected to change significantly due to the implementation of the proposed B.S. in Community Sustainability.

Section I – Enrollment

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers for programs in the College of Letters and Science. The B.S. in Community Sustainability will provide students with foundational knowledge, skills, and frameworks from across multiple disciplines to address intergenerational sustainability challenges.

In Year 1 of the major program, 16 new incoming students are projected to enroll in the new program. Table 1 assumes low levels of attrition (approximately 4% per year) and is based on actual attrition rates from other programs in the College of Letters and Science. Approximately 35% of continuing students are assumed to graduate each year, which is also consistent with historical graduation percentages for students enrolled in the College of Letters and Science.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	16	24	34	46	50
Enrollment (Continuing Student) Headcount	0	15	37	68	85
Total Enrollment	16	39	71	114	135
Enrollment (New Student) FTE	16	24	33	45	49
Graduating	0	0	0	24	30
Attrition	1	2	3	5	5

Section II – Credit Hours

Table 2 below represents credit hour projections for the next five years. These projections are based on the predicted student enrollment and curriculum of the new program. Required courses in the proposed program will be offered consistently. The proposed B.S. in Community Sustainability may result in a change to a given faculty member's schedule relative to the existing emphasis. However, faculty staffing changes are not required for implementation of the proposed B.S. in Community Sustainability.

Table 2 Five-Year Credit Hours

Credit Hours					
Total New Credit Hours (# new sections x credits per section)	Year 1	Year 2	Year 3	Year 4	Year 5
Existing Credit Hours	8.0	23.4	39.0	57.4	71.9

Section III – Faculty and Staff Appointments

Table 3 represents faculty and staff appointments relevant to the proposed B.S. in Community Sustainability for the next five years. The projections in Year 1 through Year 5 reflect a transition of existing faculty and staff currently allocated to College of Letters and Science programs. Faculty staffing and administrative support changes are not required for implementation of the proposed B.S. in Community Sustainability. No new faculty or staff are required for the major.

Table 3 Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Fac/IAS	0.33	0.97	1.62	2.39	3.00
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.125	0.125	0.125	0.125	0.125

Section IV – Program Revenues

Table 4 projects revenues for the proposed program for the next five years. The projections in Years 1 through 5 reflect the contributions of tuition revenue from both continuing and newly enrolled students.

Table 4 Program Revenues

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
From Tuition	$57,522	$168,157	$289,708	$424,695	$536,170
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
Reallocation					
Total Revenue	$57,522	$168,157	$289,708	$424,695	$536,170

The calculated annual tuition revenue amount generated by the proposed academic program is based on the student FTE, the annual base resident tuition rate, and the percentage of credits required for the major compared to the total credits required for the degree. Due to the conservative nature of the budget, tuition rates and other sources of program revenue are held constant over the next five years.

For students enrolled in the B.S. in Community Sustainability, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total $8,331.44 per academic year for a full-time resident undergraduate student who is enrolled in 12-18 credits per term. Of this amount, $1,633.28 is attributable to segregated fees plus textbook fees ($1,503.20 + $130.08) and $6,698.16 to tuition. In adherence to Regent Policy 32-7, differential tuition is included in the tuition rate. However, for the purpose of budget calculations in the associated budget template and narrative for this proposal, only $6,298.16 of the above-stated tuition amount is applied to the revenue calculations because $200/semester per full-time student is attributable to differential tuition, and represents revenue that is specifically directed to advising, financial aid, and high-demand courses as approved by the Student Government Association.

The tuition revenue projection for the B.S. in Community Sustainability for Year 1 of the program is $57,522. Due to annual increases in student FTE and student credit hour

generation, after Year 1 the projected tuition revenue continues to increase in each subsequent year of the program and the revenue projected for Year 5 of the program is $536,170.

While this program will be delivered primarily through face-to-face classes, some courses will be available in hybrid and 100% online modalities. As previously approved by UW System, to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a $50/credit distance education fee for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees. These include access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and for materials for projects that result in tangible products retained by the students in a course. No additional grants, extramural funding, program revenue, or repurposed GPR are planned or budgeted.

Section V – Program Expenses

Table 5 shows expenses related to the proposed B.S. in Community Sustainability for the next five years. The projected expenses in Year 1 reflect very few new costs. The new B.S. in Community Sustainability will be taught with existing faculty and staff and will use existing facilities and supplies. The primary expenses in the budget are those directly associated with instruction. However, internal review of the overall costs of academic programs also considers indirect costs (such as facilities, student support services, and administrative costs) that are necessary to support the academic programs. These indirect costs are not reflected. Instructional and support staff salaries are budgeted with increases due to possible pay plan increases (at 2% per year). Additionally, a 3% per annum increase is budgeted for the university personnel fringe rate.

The budgeted supplies and other expenses include instructional and miscellaneous supplies related to programming and instruction.

Table 5 Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries plus Fringes					
Faculty/Instructional Staff	$28,909	$88,457	$153,421	$235,217	$306,388
Other Staff	$5,453	$5,676	$5,907	$6,144	$6,389
Other Expenses					
Facilities	$0	$0	$0	$0	$0
Equipment	$0	$0	$0	$0	$0
Supplies & Expenses	$7,000	$9,000	$12,000	$14,000	$14,000
Other: Campus Overhead	$374	$903	$1,442	$2,085	$2,597
Total Expenses	$41,735	$104,037	$172,770	$257,447	$329,374

Section VI – Net Revenue

  The B.S. in Community Sustainability program will provide students with foundational knowledge, skills, and frameworks to address sustainability challenges. Expected increased program visibility will result in modest increased enrollment for the B.S. in Community Sustainability. Table 6 shows net revenues derived from the proposed B.S. in Community Sustainability for the next five years. The projections reflect the tuition revenue contributions of both continuing and newly enrolled students. Net positive revenues are projected to be generated from the program each year.

Table 6 Net Revenue

Net Revenue	$15,787	$64,120	$116,938	$167,248	$206,796

University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

To: Tommy Thompson, Interim President, University of Wisconsin System
From: Marty Loy, Interim Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: B.S. in Community Sustainability
Date: November 4, 2021

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed B.S. in Community Sustainability for which we are presently seeking authorization. As noted in the authorization documents, the proposed program specifically aligns with the UW-Stevens Point mission to provide a broad-based education, foster community engagement and prepare students for success in a diverse and sustainable world. It was also developed to align with a major goal of the UW-Stevens Point Strategic Plan – *Purpose Made Possible* - to "increase our unique cross-disciplinary work to leverage (or promote) our strengths in sustainability, global awareness and diversity, equity and inclusion, for prospective students at all credential and continuing education levels."

The B.S. in Community Sustainability has been designed to provide students with the needed foundational knowledge, skills, and frameworks from across multiple disciplines in the natural sciences, social sciences, and humanities so they understand social-environmental systems and can address intergenerational sustainability challenges. Students in the B.S. in Community Sustainability will develop key competencies in creating resilient communities, advocating for social and environmental justice, promoting environmental policy, and fostering sustainable economies. Graduates will be prepared for careers in multiple job sectors where critical and systems thinking helps employers, communities, businesses, and stakeholders create more environmentally and socially responsible technologies or services. The new B.S. in Community Sustainability will be managed through the College of Letters and Science, which takes an interdisciplinary approach to education and emphasizes internships and applied learning experiences that will prepare our community sustainability students to thrive and contribute in their local, state, and global communities.

The proposed program will also augment the existing array of environmental and sustainability degree options at UW-Stevens Point. Specifically, the new program will complement the Ed.D. in Educational Sustainability and the sustainability emphasis in the B.S. in Resource Management. This will increase our institution's overall visibility as a "green" destination campus where students may select from a roster of majors across colleges that have a focus on the environment and community sustainability.

Finally, the proposed B.S. in Community Sustainability will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN INTERNATIONAL FOOD OPERATIONS MANAGEMENT DUAL DEGREE UW-RIVER FALLS

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in International Food Operations Management dual degree program at the University of Wisconsin-River Falls.

Resolution C.5.: That, upon the recommendation of the Chancellor of UW-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in International Food Operations Management dual degree program at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin-River Falls (UWRF) proposes to establish a Bachelor of Science in International Food Operations Management (BS-IFOM). The program is proposed as a dual degree with Aeres University of Applied Sciences in the Netherlands with students receiving degrees from both institutions. Through the Pathway to Distinction strategic plan, UWRF dedicated itself to pursuing three goals: 1) Distinctive Academic Excellence; 2) Global Education and Engagement; and 3) Innovation and Partnerships. The proposed program will further each of these strategic goals. The development of this program responds to the heightened demand for food business professionals trained to address the reorganization of inputs and supply chain management, including the reduction of food waste. Full-time students will be able to complete all coursework in the 120-credit program within four years. Experiential learning is a required part of the curriculum, and includes internship, work placement, and independent study courses. In addition, a year-long study abroad component will provide an extensive international experience. Establishing the unique program will provide students with expertise and experience in the principles of food processing technology and operations management from both international production and marketing perspectives. Graduates will be equipped to address the logistical challenges being driven by changing domestic shopping patterns as well as changing world

diets and infrastructure improvements that are driving disintermediation of supply chains in emerging food systems. They will also be well equipped for graduate school and advanced degrees. Demand for graduates of this program is expected to be strong, with an anticipated 10-year growth rate of 11.5% for food business-related jobs in Wisconsin, and annual increases of 5.4% in Business and Financial Operations jobs, and 17.3% in Food Scientist and Technologist jobs.

Presenters

- David Travis, Provost and Vice Chancellor for Academic Affairs, UW-River Falls
- Dale Gallenberg, Dean of the College of Agriculture, Food, and Environmental Sciences, UW-River Falls

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 Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A DUAL DEGREE BACHELOR OF SCIENCE IN INTERNATIONAL FOOD OPERATIONS MANAGEMENT AT UNIVERSITY OF WISCONSIN-RIVER FALLS, PREPARED BY UW-River Falls

ABSTRACT

The University of Wisconsin-River Falls (UWRF) proposes to establish a Bachelor of Science in International Food Operations Management (BS-IFOM). The program is proposed as a dual degree with Aeres University of Applied Sciences in the Netherlands (Aeres) with students receiving degrees from both institutions. Through the Pathway to Distinction strategic plan, UWRF dedicated itself to pursuing three goals: 1) Distinctive Academic Excellence; 2) Global Education and Engagement; and 3) Innovation and Partnerships. The proposed program will further each of these strategic goals. The development of this program responds to the heightened demand for food business professionals trained to address the reorganization of inputs and supply chain management, including the reduction of food waste. Full-time students will be able to complete all coursework in the 120-credit program within four years. Experiential learning is a required part of the curriculum, and includes internship, work placement, and independent study courses. In addition, a year-long study abroad component will provide an extensive international experience. Establishing the unique program will provide students with expertise and experience in the principles of food processing technology and operations management from both international production and marketing perspectives. Graduates will be equipped to address the logistical challenges being driven by changing domestic shopping patterns as well as changing world diets and infrastructure improvements that are driving disintermediation of supply chains in emerging food systems. They will also be well equipped for graduate school and advanced degrees. Demand for graduates of this program is expected to be strong, with an anticipated 10-year growth rate of 11.5% for food business-related jobs in Wisconsin, and annual increases of 5.4% in Business and Financial Operations jobs, and 17.3% in Food Scientist and Technologist jobs.[1]

PROGRAM IDENTIFICATION

University Name

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[1] State of Wisconsin Department of Workforce Development. (2021). *Table: Wisconsin Long Term Occupation Employment Projection 2018-2028.* Retrieved August 10, 2021, From https://jobcenterofwisconsin.com/wisconomy/query

University of Wisconsin-River Falls

Title of Proposed Academic Degree Program
International Food Operations Management (Dual Degree)

Degree Designation(s)
Bachelor of Science

Mode of Delivery
Dual Degree with Aeres University of Applied Sciences, Netherlands
Face-to-face

Department or Functional Equivalent
Department of Agricultural Economics

College, School, or Functional Equivalent
College of Agriculture, Food and Environmental Sciences

Proposed Date of Implementation
August 2022

Projected Enrollments and Graduates by Year Five
　　　Table 1 represents UWRF student enrollment and graduation projections. By the end of Year 4, it is expected that 65 students will have enrolled in the program and eight students will have graduated. The projected enrollment numbers reflect students (both from UWRF and Aeres University) enrolled at UWRF for each indicated academic year—anticipating equal numbers of Aeres students and UWRF students will enter the program. Graduation rates reflect the graduation of students for whom UWRF is the home campus. The enrollment data reflect an estimated 80% retention rate between Years 1 and 2. This rate is conservatively based on the average retention rates for new freshmen enrolled in agricultural business (85%) and food science and technology (92%) at UWRF over the last three years.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New Students	10	15	20	20	20	20
Continuing Students	0	16	24	40	44	48
Total Enrollment	10	31	44	60	64	68
Graduating Students	0	0	0	8	12	16

Tuition Structure

The program will be a dual degree program and each partner school will collect tuition revenue from its own students to support their own program costs. Tuition revenues for UWRF will be generated from new and continuing UWRF students. Tuition from UWRF students attending Aeres University will be retained by UWRF, and vice-versa. Standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,044.09 per semester for a full-time student enrolled in 12-18 credits per semester or $454.13 per credit. Of this amount, $267.85 is attributable to tuition and $186.28 is attributable to segregated fees. Nonresident tuition and segregated fees total $7,830.57 per semester for a full-time student enrolled in 12-18 credits per semester or $769.67 per credit. Of this amount, $583.39 is attributable to tuition and $186.28 is attributable to segregated fees. UWRF students studying at Aeres University during their third year will incur several additional costs, along with current estimates, including a: $500 education-abroad fee; $40 education-abroad application fee; $125 mandatory insurance; and related expenses such as textbooks, room and board, travel expenses, passport costs, and communication expenses that will vary by year.

DESCRIPTION OF PROGRAM

Overview of the Program

This is a dual degree program with Aeres. Upon completion of the program, students will earn degrees from both institutions. The program will utilize a cohort model in which each cohort is composed of students from both universities. The structure of the shared curriculum and the planned international travel informed the decision to adopt a cohort model. Students will enroll in a home institution with the expectation that each institution will recruit primarily in their home countries. Students will spend three years at their home institution and one year at the partner institution. Specifically, students choosing UWRF as their home institution will study at Aeres for one year, and students choosing Aeres as their home institution will study at UWRF for one year. The curricula at the two institutions will work in concert. For example, while at UWRF during their second year, students from Aeres will take the same courses as their UWRF counterparts. Similarly, while at Aeres during their third year, students from UWRF will take the same courses as their Aeres counterparts.

The program requirements consist of 120 credits including 6 credits of university requirements, 35 credits of general education, 3-6 credits of college requirements, 25 credits of agricultural business courses,16 credits of food science courses, 13-23 credits of experiential learning courses, 15 credits of directed electives, 3 credits of supporting courses, and general electives, if needed. All General Education and University Requirements will be met by both UWRF and Aeres students. The program also includes a requirement that students will study at the partner institution for one year.

The second year of the curriculum provided by UWRF will focus on food processing, food safety and quality assurance. The third year of the curriculum provided by Aeres will focus on marketing, supply chain, operations management, and planning. The Experiential Learning components included in Years 2-4 consist of domestic internships, international work placement credits, and independent study on specific product development.

The proposed program is intended primarily for traditional undergraduate students and will be offered face-to-face, utilizing existing classroom and laboratory settings on the UWRF campus as well as incorporating a full academic year abroad at Aeres. This study abroad program will comply with the policies and procedures set forth in SYS 810 (Study Abroad & Study Away Programs | UW Policies (wisconsin.edu)) and SYS 145 (Development and Operation of Off-Campus International and Study Away Educational Programs for University of Wisconsin System Students | UW Policies), and other policies that align with the delivery of study abroad programs.

Student Learning Outcomes and Program Objectives

Learning outcomes for students in the international food operations management program will align with many already in the agricultural business, animal science, dairy science and food science and technology programs as well as other programs in the College of Agriculture, Food, and Environment Sciences. Specifically, the new program will incorporate expertise and experience in the principles of food processing technology and operations management from an international production and marketing perspective. The proposed outcomes include:

1. Develop a current understanding of the international agribusiness food industry.
2. Develop a vision and strategy for working within the industry.
3. Develop entrepreneurial and innovative skills in the industry.
4. Design and implement applied business research.
5. Analyze the management of organizations, processes, projects, and people.
6. Cooperate and communicate in a multi-disciplinary, intercultural environment.
7. Monitor management and development of one's own professional and personal attitude and skills (competencies).
8. Advise on financial aspects of business management.
9. Optimize logistics and monitoring quality.
10. Strategically market products and services in a global market.

Program Requirements and Curriculum

Students are expected to enter the program as freshmen. Transfers into the program would be atypical due to the required pre-requisites and international experience. Table 2 illustrates the program curriculum for the proposed program. With prudent advising, planning, and course selection, students will be able to complete the program in 120 credits. The program requirements consist of 6 credits of university requirements, 35 credits of general education, 3-6 credits of college requirements, 25 credits of agricultural

business courses,16 credits of food science courses, 13-23 credits of experiential learning courses, 15 credits of directed electives, 3 credits of supporting courses, and general electives, if needed, to reach 120 credits. Standard UWRF admissions requirements apply, and a separate schedule for course equivalencies will be developed for UWRF and Aeres courses.

Table 2: B.S. in International Food Operations Management Curriculum
University Requirements (6 credits)

American Cultural Diversity	3 credits
Global Perspectives	3 credits

General Education (35 credits)

Communicate Effectively	9 credits
Social and Behavioral Sciences	6 credits
Humanities and Fine Arts	6 credits
Mathematics	3 credits
Science	7 credits
Ethical Citizenship and Health and Wellness	4 credits

College Requirements (3-6 credits)

AGEC 101-Economics and Management in Agriculture	3 credits
FDSC 101-Intro to Food Science (counts in General Education)	0-3 credits

International Food Operation Management Requirements (69-79 credits)
Agricultural Business Courses (25 credits)

IFOM 101-Introduction to Operations Management	1 credit
AGEC 230-Agricultural Economics I	3 credits
AGEC 255-Agri-food Logistics and Supply Chains	3 credits
MARC 200-Introduction to Marketing Communications	3 credits
IFOM 9000-Marketing Management	3 credits
IFOM 9001-Purchase Management, Transportation and Storage	3 credits
IFOM 9002-Advanced Operations Management and Business Planning	3 credits
IFOM 9003-Financial Management	3 credits
IFOM 9004-Leadership and Human Resource Management	3 credits

Food Science Courses (16 credits)

FDSC 113-Introduction to Food Science Laboratory	1 credit
FDSC 202-Dairy Manufacturing I or ANSC 238-Meat Products	3 credits
FDSC 302-Dairy Manufacturing II or ANSC 240-Meat Processing	3 credits
FDSC 235-Agricultural Microbiology	3 credits
FDSC 220-Food Law and Regulation	2 credits
FDSC 422-Food Product Development	4 credits

Experiential Learning Requirements (13-23 credits)

AGEC/FDSC/IFOM 270-Internship I or IFOM 292-Experiential Learning	1-4 credits
IFOM 9005-European Work Placement	6 credits
AGEC/FDSC/IFOM 370-Intership II	1-4 credits
Special Problems, Special Topics, or Experiential Learning	3 credits

FDSC/IFOM 490-Independent Study	1-3 credits
AGEC 490-Independent Study	1-3 credits

Directed Electives (15 credits)

Coursework in technical areas of agriculture, food, or business	15 credits

Required Supporting Course (0-4 credits)

MATH 164- College Algebra or math placement equivalent	0-4 credits

General Electives (0-3 credits)

General Electives as needed to reach 120 credits	0-4 credits

Total number of credits	120 credits

Assessment of Outcomes and Objectives

UWRF expects that departments perform both course level and annual program level assessments of student learning. The Faculty Senate provides departments with rubrics addressing specific program level assessment requirements. Thus, assessment of the program will be performed by the Department of Agricultural Economics on an annual basis. In addition, a comprehensive review using university assessment processes and formats will be performed every three years, summarizing all data for a program improvement review. This requires that the deans certify that departments are engaged in appropriate assessment activities. For each program, the department submits an assessment report and an assessment plan to the Faculty Senate's Assessment Committee. This committee uses the rubrics to assess the program's assessment activities. In addition, every sixth year an institutional Program Audit Review (PAR) is completed that includes, but is not limited to, evaluations of assessment activities, faculty qualifications, program placement rates and associated activities, enrollment data including retention and graduation goals, and faculty productivity

- Integrative direct assessments. As part of its direct assessment, the program will electronically maintain performance data to assess the student outcomes. Student outcomes defined in cooperation with Aeres will be assessed through different measure depending on the outcomes. These assessments range from course exams, targeted assignments, research reports, and measures of both teamwork effectiveness and the application of student learning. Aggregate trend data associated with each learning outcome will be included in assessment reports.
  - *Course exams and selected homework sets:* Selected exams and homework problems will be used to assess the extent to which students can solve business and food science problems.
  - *Laboratory reports and presentations*: Students' ability to communicate with a range of technical and non-technical audiences will be assessed through formal written project reports and oral presentations.
  - *Research projects*: Independent student research will be used to assess the extent to which students complete open-ended agri-food project designs

where cost, food safety, supply chain management or other factors play a significant role.
- o *Placement into jobs, graduate school, and professional programs*: Preparation of students for employment and for graduate and professional programs will be monitored by the acceptance of students into these jobs and programs, and successful completion of the programs.
- Indirect assessment. The program will obtain feedback on curriculum relevance, the appropriateness of the program educational objectives, and the effectiveness of the learning experiences from both internal and external stakeholders. To obtain the feedback, the program will use:
  - o *Program educational outcomes feedback survey:* Student evaluations and surveys will obtain an annual snapshot of how effectively graduating students perceive the program's educational objectives to be in shaping them to have the knowledge, skills, and abilities they will need post-graduation
  - o *Professional community survey*: Every other year the program will host an Industry Advisory Board (comprising industry representatives and alumni) meeting to attain feedback on the program curriculum and on the program's educational objectives.

Process for Assessment:

The program will assess its student outcomes annually. Those annual assessments will then be submitted to the campus consistent with its current 3-year cycle of review. The department is responsible for reviewing assessment data and ensuring that it informs potential revisions to the program, with oversight provided by the college dean.

Diversity

The proposed curriculum and learning outcomes for International Food Operations Management will apply and be meaningful to the broad pool of students who will be attracted to the program. The curriculum relies heavily on group activities and projects that will bring students together to discuss topics relevant to the program and its broader role in the world. A paramount goal of the BS-IFOM is to train students to become working agri-food professionals who consider and recognize professional and ethical responsibilities in a global, cultural, social, environmental, and economic context. As such, a diverse student body will help to foster better understanding of these factors throughout the student body. The department will create an environment allowing students to share differing points of view and to function effectively and collaboratively as team members. UWRF, the College of Agriculture, Food, and Environmental Sciences, and the Agricultural Economics Department are committed to diversity, equity, and inclusion. Working with the Office of Human Resources both the College and Department ensure that the practices for defining, advertising, screening, and hiring faculty and staff positions foster these goals.

In addition, the required year of study-abroad will help develop intercultural competencies. Co-curricular activities such as involvement in student clubs will increase interactions in group settings as well as provide additional opportunities for discussion of relevant topics and issues.

Several internships and work experiences, such as AGEC 270, AGEC 370, IFOM 9005, will rely heavily on involvement with external stakeholders, including identification of senior design topics. Faculty in the program will help students develop connections with a broad and diverse group of industry and employer representatives.

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

Faculty involved in the Agricultural Economics Department are already actively involved in Women in Economics, the Association of Women in Agriculture, and in other diversity enhancement programs. Within the Agricultural Economics Department faculty, at present, four of the eight the faculty are minorities and three are female.

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

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

Collaborative Nature of the Program
The Department of Agricultural Economics, through its three programs in agricultural business, agricultural studies, and marketing communication with an agricultural emphasis, works collaboratively with other departments and their programs at UWRF including those in the College of Agriculture, Food and Environmental Science (CAFES). These departments include Plant and Earth Science, Animal and Food Science, Agricultural Engineering Technology, and Agricultural Education. In addition, the

department works collaboratively through programs in the College of Arts and Sciences (CAS), including marketing communication, biology, chemistry, mathematics, and others.

In addition, UWRF and Aeres already have a working student exchange agreement.[2] Students in any program at either institution can study at the partner institution generally for one semester. Prior to COVID-19, an average of four Aeres students were attending UWRF and UWRF students had just begun attending Aeres as exchange students annually when COVID began (i.e., two in Fall 2019).

Given the complexity of the curriculum and associated arrangements with Aeres, at this time UWRF has no plans for collaboration with additional institutions. UWRF would welcome conversations about such collaboration opportunities in the future after the program is established.

Projected Time to Degree

The program is designed for completion by full-time students in a 4-year plan of study. With prudent advising, planning, and course selection, full-time students can average 15 credits per semester to complete the 120-credit degree. There are also summer and January-term options to assist students in course and credit completion.

Program Review

Institutional processes for review include an internal program improvement process defined in collaboration with shared governance. Each university program is reviewed through this process every three years. This includes departmental assessment activities, resulting in assessment plans and reports, which are subsequently reviewed by the faculty senate's assessment committee, and are considered during annual budget processes. In addition, every six years all university programs complete a full program audit and review. This includes reviews of faculty qualifications, and examinations of both enrollment and financial factors. It is supplemented by additional components that address Higher Learning Commission requirements such as how the program serves the general public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals. Each program prepares a written report that is reviewed by the PAR Committee consisting of the provost, associate provost, deans, the chair of the faculty senate's assessment committee, and faculty members appointed by the faculty senate. This is supplemented with a formal presentation by the department and a formal critique by the PAR committee, which

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[2] UWRF. (2018). *Memorandum of Agreement 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024.* Retrieved October 8, 2021, From https://www.uwrf.edu/Catalog/upload/NETHERLANDS-Aeres-University-MOA.pdf

subsequently helps to inform annual reporting to UW System. Disciplinary accreditation for this program is not required.

JUSTIFICATION

Rationale and Relation to Mission

The program is proposed as a dual degree with Aeres. The university was selected for several reasons. UWRF has a general student exchange agreement with Aeres open to all students. Aeres also has a program array that overlaps with and complements the programs in the College of Agriculture, Food, and Environmental Sciences. Many programs and courses, including those needed for the proposed program, are offered in English at Aeres, making participation by UWRF students seamless. The proposed program also represents a unique opportunity for both UWRF and Aeres students to incorporate a significant international experience into the study of food processing technology and operations management.

The UWRF focused mission statement indicates, "Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."[3] In support of this mission there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships.[4]

This program aligns with the strategic direction of the University's emphasis on international engagement of students, faculty, and staff, and responds to student and employer interest and need in northwest Wisconsin in the international aspects of food processing technology and operations management. The creation of this program is a natural extension of the programming and partnerships available through the UWRF College of Agriculture, Food and Environmental Sciences, including the already established programs in agricultural business, animal science, dairy science and food science and technology.

The new program will be grounded in the liberal education core and supporting courses drawn from high quality programs across campus. The proposed curriculum can be completed in 120 credit hours, inclusive of all program, college, and university requirements.

The impetus for the BS-IFOM degree started in 2012 with the UWRF Pathway to Distinction Strategic Plan. The plan's strategic goals include enhancing and building program's with "Distinctive Academic Excellence." Initiating the unique BS-IFOM degree is a

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[3] https://www.uwrf.edu/AboutUs/vision.cfm
[4] https://www.uwrf.edu/PathwayToDistinction/Goals.cfm

step toward that goal. A second goal is "Innovation and Partnerships," and the program's curriculum involves partnerships with an international university as well as domestic and international external stakeholders. In addition, it is envisioned that the program and faculty will use the creation of this program to expand partnership opportunities as it becomes established.

The proposed BS-IFOM will support the institutional mission and the strategic plan by providing an education focused on developing critical skills and knowledge through innovative science and business pedagogy while educating the whole person. The curriculum is developed according to Higher Learning Commission's accreditation standards that will ensure quality and continued development and relevance. UWRF's vision is to "distinguish itself" by developing "distinctive, innovational, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation."[5] The first goal in the strategic plan is to "build distinctive academic programs."[6] The Agricultural Economics Department also has an active network of industry partnerships contributing directly and indirectly to the breadth and depth of student experiences in its programs, such as student placements with Ellsworth Cooperative Creamery, Compeer Financial, and Sailor's Meat Market and Food Processing. UWRF's location in Northwest Wisconsin and proximity to the Twin Cities metro area provides additional opportunities for engagement with industry, agencies, and other employers in agri-food business. These are also key parts of goal three of the strategic plan and connected to the focused mission and vision statements.

Furthermore, the program will collaborate with the UWRF International Education Office to provide excellent study-abroad opportunities. The faculty in the Agricultural Economics Department are active in developing and facilitating such opportunities for students, activities that are consistent with both the university's focused mission (e.g., "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective," and the strategic plan's second goal, which emphasizes "global learning and comprehensive internationalization)."

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

University Program Array
The proposed program aligns with and leverages the strengths of several programs in the College of Agriculture, Food and Environmental Sciences, most notably programs in

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[5] https://www.uwrf.edu/AboutUs/vision.cfm
[6] https://www.uwrf.edu/PathwayToDistinction/Goals.cfm

agricultural business and food science and technology. This program will help advance the current UWRF emphasis on expanding international experiences for students. The direct impacts of offering the proposed program at UWRF will include increased enrollment of new students, greater awareness of and increased enrollments in current programs, and participation in the study-abroad components of the program. Not only will UWRF students receive a significant experience during their year spent at Aeres, the experiences for students, faculty, and staff at UWRF will be enriched through the cohort of Aeres students during their time at UWRF.

Other Programs in the University of Wisconsin System

Although other programs have an emphasis on the individual components included in this proposal, no other program exists in the UW System with the combined emphases on food processing technology, operations management, and international production and marketing. UW-Madison has a program in Agricultural Business Management with the same CIP Code. While this code remains the best fit among those available for the proposed BS-IFOM program, the UW-Madison program differs significantly in its lack of combined focus on business and food operations management in an international context. The one-year education abroad component of the proposed BS-IFOM also makes it unique. The Hanover Research study done for UWRF indicated they were not able to identify any competitor programs regionally.[7]

Need as Suggested by Current Student Demand

A Hanover Research study was commissioned by UWRF in 2018 to ascertain market demand. The study indicated strong student interest in the areas of food science and international trade. Anecdotally, the program has been discussed with potential as well as current students over the last four years and there has been consistent interest in a program with these combined components.

Need as Suggested by Market Demand

The Hanover Research study also indicated that industry trends showed generally favorable conditions for international food business, with particular needs for product development, marketing, and supply chain management skills. Emphases in the proposed program on food science fundamentals and an overall international focus would be most beneficial. The study projected a 10-year growth rate of 11.5% for food business-related jobs in Wisconsin. The study also indicated that graduates of the UWRF program would experience favorable employment prospects.

The Wisconsin Department of Workforce Development projected that for the 2018-2028 period there would be annual increases of 5.4% in Business and Financial Operations

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[7] Hanover Research. (2018). *Market Analysis: Bachelor's in International Food Business*. Prepared for the University of Wisconsin-River Falls. February. Hanover Research.

jobs, and 17.3% in Food Scientist and Technologist jobs.[8] For the 2020-2030 period, the Bureau of Labor Statistics projects an increase of 14% for business consultants/management analysts positions,[9] an increase of 9% for business unit managers/administrative services and facilities managers,[10] and an increase of 9% for agricultural and food scientists.[11]

The United States Department of Agriculture's National Institute of Food and Agriculture projected an increase of 2.6% overall in jobs related to food, agriculture, and related sciences during the 2020-2025 period, with employer demand exceeding the availability of graduates. Within the broad group of jobs, 42% will be in business and management and 31% in science and engineering.[12]

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[8] State of Wisconsin Department of Workforce Development. (2021). *Table: Wisconsin Long Term Occupation Employment Projection 2018-2028.* Retrieved August 10, 2021, From https://jobcenterofwisconsin.com/wisconomy/query

[9] United States Bureau of Labor Statistics (2021). *Occupational Outlook Handbook.* Retrieved October 8, 2021, From https://www.bls.gov/ooh/business-and-financial/management-analysts.htm

[10] United States Bureau of Labor Statistics (2021). *Occupational Outlook Handbook.* Retrieved October 8, 2021, From https://www.bls.gov/ooh/management/administrative-services-managers.htm

[11] United States Bureau of Labor Statistics (2021). *Occupational Outlook Handbook.* Retrieved October 8, 2021, From https://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm

[12] United States Department of Agriculture National Institute of Food and Agriculture. (2021). *Employment Outlook is Promising for New College Graduates in Agriculture,* Retrieved August 10, 2021, From https://nifa.usda.gov/press-release/employment-outlook-promising-new-college-graduates-agriculture

University of Wisconsin-River Falls
Cost and Revenue Projections for B.S. in International Food Operations
Management

	Items	Projections					
		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I	**Enrollment (New Student) Headcount**	10	15	20	20	20	20
	Enrollment (Continuing Student) Headcount	0	16	24	40	44	48
	Enrollment (New Student) FTE	10	15	20	20	20	20
	Enrollment (Continuing Student) FTE	0	16	24	40	44	48
II	**Total New Credit Hours**	40	60	80	80	80	80
	Existing Credit Hours	60	394	576	824	872	920
III	**FTE of New Faculty/Instructional Staff**	0	0	1	0	0	0
	FTE of Current Fac/IAS	0.2	1	0	1.5	1.75	1.75
	FTE of New Admin Staff	0	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1	0.1
IV	**Revenues**						
	From Tuition	$26,785	$80,891	$159,639	$228,208	$263,564	$276,421
	From Fees	$0	$0	$0	$0	$0	$0
	Program Revenue (Grants)						
	Program Revenue - Other						
	GPR (re)allocation from Agricultural Economics	$9,385	$52,509				
	Total New Revenue	$36,170	$133,400	$159,639	$228,208	$263,564	$276,421
V	**Expenses**						
	Salaries plus Fringes						
	Faculty/Instructional Staff	$23,970	$119,850	$119,850	$179,775	$209,738	$209,738
	Other Staff	$5,600	$5,600	$5,600	$5,600	$5,600	$5,600
	Other Expenses						
	Other: GPR payback to Agricultural Economics			$20,639	$23,683	$17,572	
	Other: Faculty travel to Aeres University	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
	Other: Travel, Experiential Learning Coordination				$5,000	$5,000	$5,000
	Other: Supplies, Research/Experiential Learning	$600	$1,200	$1,800	$2,400	$2,400	$2,400
	Other: Sensory Software		$750	$750	$750	$750	$750
	Other: Professional Development				$5,000	$5,000	$5,000
	Other						
	Total Expenses	$36,170	$133,400	$159,639	$228,208	$252,060	$234,488
VI	**Net Revenue**	$0	$0	$0	$0	$11,505	$41,934

Submit budget narrative in MS Word Format

Provost's Signature: **Date:**
8.11.21

Chief Business Officer's Signature: **Date:**
Elizabeth A. Frueh   8.11.21

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-RIVER FALLS
BACHELOR OF SCIENCE IN INTERNATIONAL FOOD OPERATIONS
MANAGEMENT DUAL DEGREE

Introduction

The University of Wisconsin-River Falls (UWRF) proposes to establish a Bachelor of Science (B.S.) in International Food Operations Management (BS-IFOM). The program is proposed as a dual degree with Aeres University of Applied Sciences in the Netherlands (Aeres), with students receiving degrees from both institutions.

The development of this program responds to the demand for food business professionals trained to address the reorganization of inputs and supply chain management, including the reduction of food waste. Establishing the unique program will provide students with expertise and experience in the principles of food processing technology and operations management from both international production and marketing perspectives. A year-long study abroad requirement will provide an extensive international experience. With prudent advising, planning, and course selection, full-time students will be able to complete all coursework in the 120-credit program within four years. The program requirements consist of 6credits of university requirements, 35 credits of general education, 3-6 credits of college requirements, 25 credits of agricultural business courses,16 credits of food science courses, 13-23 credits of experiential learning courses, 15 credits of directed electives, 3 credits of supporting courses, and general electives, if needed, to reach 120 credits. Standard UWRF admissions requirements apply, and a separate schedule for course equivalencies will be developed for UWRF and Aeres University courses. Experiential learning is a required part of the curriculum, and includes internship, work placement, and independent study courses.

Graduates will be equipped to address the logistical challenges being driven by changing domestic shopping patterns as well as changing world diets and infrastructure improvements that are driving disintermediation of supply chains in emerging food systems. They will also be well equipped for graduate school and advanced degrees.

The program will be a dual degree program and each partner school will collect tuition revenue from its own students to support their own program costs. During the second year of each cohort, Aeres students will attend UWRF while paying tuition to Aeres. Similarly, during the third year of each cohort, UWRF will attend Aeres while paying tuition to UWRF. Cohorts from each partner school will be balanced.

The Provost, the Dean of the College of Agriculture, Food, and Environmental Sciences, and the Associate Provost met on Friday, August 6 and discussed the potential

impacts of COVID-19 on the BS-IFOM proposal. Their assessment indicated that the anticipated start date of Fall 2022 remains appropriate. In addition, because this program is multi-disciplinary, relying on an array of courses from across the university; and because it is also building on existing programs in agriculture, UWRF is confident that proceeding with this proposal as originally envisioned will not create undue financial costs that would undermine its implementation. The CBO has been consulted and concurs with this assessment.

Section I – Enrollment

Ten full-time UWRF students are projected to be enrolled in the BS-IFOM major during the first year; 15 in the second; and 20 each year thereafter. BS-IFOM students will progress through the program in cohorts.

The enrollment data project an 80% retention rate between Years 1 and 2. This rate is conservatively based on the average retention rates for new freshmen enrolled in agricultural business (85%) and food science and technology (92%) at UWRF over the last three years. The overall number of students in Year 2 and subsequent years reflect both UWRF and Aeres students studying at UWRF.

It would be difficult for students to complete the program on a part-time basis; therefore all students are expected to be full-time students (1.0 FTE). The proposal assumes that all UWRF students in the program are residents for purpose of tuition revenue calculations, but this unique program will also likely attract some non-resident students who will pay higher tuition rates.

Section II – Credit Hours

Students starting the first year the program is offered (*i.e.*, Fall 2022) are referred to as Cohort 1; those who start the second year the program is offered (*i.e.*, Fall 2023) are referred to as Cohort 2. Students in each cohort will complete the program together. Students pay tuition to their respective universities, with each institution retaining those revenues to support their programming. The calculations below reflect this arrangement.

The 10 UWRF Cohort 1 students starting in the fall of 2022 will complete a total of 32 credits in their first year, with 10 credits applying toward the requirements of the BS-IFOM major. The remaining 22 credits will meet general education, college, and/or university requirements. Four of the 10 BS-IFOM credits taken in Year 1 will be from new courses (*i.e.*, 4*10=40 new credit hours). The six remaining BS-IFOM credits will be from classes that already exist to support other programs (*i.e.*, 6*10=60 existing credit hours for Year 1).

During the second year, the 15 UWRF students in Cohort 2 will enroll in four of the new credits created for the program (*i.e.*, 15 times 4 new credits, or 60 new credit hours). Regarding existing credit hours, the 15 UWRF Cohort 2 students will complete six existing

credits (*i.e.*, 15*6=90 existing credit hours). The continuing eight UWRF Cohort 1 students will take an additional 32 credits at UWRF, with 19 credits from existing courses counting toward the requirements in the BS-IFOM major (*i.e.*, 8*19=152 existing credit hours). There will also be eight Aeres Cohort 1 students attending UWRF taking the same BS-IFOM classes toward the major as the UWRF Cohort 1 students. Overall, the number of existing credit hours taken in Year 2 will be 394 (*i.e.*, 90 from UWRF Cohort 1, another 152 by UWRF Cohort 2, and 152 by Aeres Cohort 1).

In Year 3, all continuing UWRF and Aeres students who began in Year 1 will take 30 credits at Aeres University in the Netherlands. Twenty UWRF will begin the program in 2024 (Cohort 3), and 12 UWRF students will be retained from Cohort 2. New credit hours for Year 3 of the program consist of the four new credits taken by the 20 new UWRF Cohort 3 students, or 80 credit hours. The existing credit hours consist of the six credits taken in Year 1 by the 20 UWRF Cohort 3 students, the 19 credits taken by the 16 continuing students in UWRF Cohort 2, and the 19 credits taken in Year 2 by the 12 continuing Aeres Cohort 2 students, or a total of 576 credit hours (*i.e.*, 6*20, 19*12, and19*12, or 120+228+228=576 existing credit hours).

The new credit hours for Year 4 and beyond are calculated by multiplying the 20 new UWRF students in each cohort by the four new credits, or 80 new credit hours.

Also in Year 4, the 8 UWRF Cohort 1 students returning to UWRF from Aeres will complete an additional 27 credits, with 12 of those credits applying toward the BS-IFOM major. These 12 credits can be taken from existing classes that also service other programs. Year 4 existing credit hours consist of 6 credits taken by the 20 new UWRF cohort 4 students, 19 credits taken by the 16 continuing Aeres cohort 3 students, 19 credits taken by the 16 continuing UWRF cohort 3 students, and 12 credits taken by the 8 continuing UWRF cohort 1 students (*i.e.*, 6*20, 16*19, 16*19, and 8*12, or 120+304+304+96=824 existing credit hours). At the end of Year 4, the 8 Cohort 1 students are expected to have graduated.

Year 5 existing credit hours include six credits taken by the 20 new UWRF cohort 5 students, 19 credits taken by the 16 continuing UWRF cohort 4 students, 19 credits taken by the 16 continuing Aeres cohort 4 students, and 12 credits taken by the 12 continuing UWRF cohort 2 students, or a total of 872 existing credits (*i.e.*, 6*20, 16*19, 16*19, and 12*12, or 120+304+304+144=872).

Year 6 existing credit hours include 6 credits taken by the 20 new UWRF cohort 6 students, 19 credits taken by the 16 continuing UWRF cohort 5 students, 19 credits by the 16 continuing Aeres cohort 5 students, and 12 credits taken by the 16 continuing UWRF cohort 5 students, or a total of 920 existing credits (*i.e.*, 6*20, 16*19, 16*19, and 16*12, or 120+304+304+192=920). This pattern will continue in Years 7 and beyond.

Section III – Faculty and Staff Appointments

In Year 1, 10 BS-IFOM credits will be taught to UWRF students. Only four of these are new credits. Internal evaluations demonstrate that seat capacity is available in most existing courses to teach this cohort, and a small investment of additional staff will be required of 0.1667 FTE, rounded to 0.20 FTE (*i.e.*, with a faculty member teaching 24 credits per year, 4/24=0.1667 FTE, rounded to 0.20 FTE).

In the second year, program faculty will teach the four new credits identified above, and the additional 19 existing credits. Capacity is available in existing courses to absorb the eight continuing UWRF Cohort 1 students. In addition, eight Aeres cohort 1 students will be attending UWRF and 15 new UWRF Cohort 2 students will begin, bringing the total number of students to 31. Some courses will require additional sections to accommodate the increased enrollments. Subsequently, faculty FTE is required to cover the 19 existing credits and the four new credits required in Year 2, or a total of 23 faculty load credits (*i.e.*, 23/24=.9583, rounded to 1.0 FTE).

In Year 3, the number of students taking coursework at UWRF will increase to 44, and it is anticipated that most existing seat availability will be exhausted. At this time a new 1.0 FTE faculty member will be hired to support the BS-IFOM major.

In Year 4, the program will see an increase to 60 students and while efficiencies with other programs are anticipated, some additional sections will need to be added. This will result in an allocation of 1.50 current FTE to the program. Year 5 enrollments at UWRF will increase to 64. In Year 6, enrollments will stabilize at 68 annually. These increases will require the FTE devoted to the program to increase to 1.75 to accommodate the full 41 credits taught by BS-IFOM faculty throughout the entire program.

No new administrative staff will be hired as part of this program. Approximately 10% of the time currently provided by the administrative support staff member supporting the agricultural business program will be reallocated to the BS-IFOM major.

Section IV – Program Revenues

Tuition Revenues

Each partner school will collect tuition revenues from its own students and use them to support their own program costs. Tuition revenues for UWRF will be generated from new and continuing UWRF students. Standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,044.09 per semester for a full-time student enrolled in 12-18 credits per semester or $454.13 per credit. Of this amount, $267.85 is attributable to tuition and $186.28 is attributable to segregated fees. Nonresident tuition and segregated fees total $7,830.57 per semester for a full-time

student enrolled in 12-18 credits per semester or $769.67 per credit. Of this amount, $583.39 is attributable to tuition and $186.28 is attributable to segregated fees.

The program is expected to increase new student enrollments through Year 3, and by Year 6 the enrollment numbers between Aeres and UWRF will balance.

To determine the tuition revenue generated by UWRF students, the number of credits taken by each cohort toward the BS-IFOM major is multiplied by the in-state tuition rate of $267.85. This same tuition rate is assumed for Years 1 through 6 calculations. Year 1 students will complete 10 credits toward the major (*i.e.*, 10 * $267.85/credit= $26,785).

In Year 2, tuition revenue is generated from the eight continuing UWRF Cohort 1 students completing 19 credits and the 15 new UWRF Cohort 2 students completing 10 credits (*i.e.*, 8*19*$267.85 and 15*10*$267.85, or $80,891). Although no revenue from the Aeres students taking classes at UWRF is generated in Year 2, the estimates include the costs to teach them.

In Year 3, tuition revenue is generated from the eight continuing UWRF Cohort 1 students completing 21 credits at Aeres, the 12 continuing UWRF Cohort 2 students taking 19 credits, and the 20 new UWRF Cohort 3 students taking 10 credits (*i.e.*, 8*21*$267.85, 12*19*$267.85, and 20*10*$267.85, or $159,639). No costs occur to UWRF for the credits taken by Cohort 1 at Aeres, and this continues for each UWRF cohort attending Aeres annually.

In Year 4, tuition revenue is generated from the eight continuing UWRF Cohort 1 students taking 12 BS-IFOM credits, 12 continuing UWRF Cohort 2 students who are completing 21 credits for the major at Aeres, 16 continuing UWRF Cohort 3 students completing 19 credits, and 20 new UWRF Cohort 4 students completing 10 credits. The tuition generated in Year 4 is $228,208 (*i.e.*, 8*12*$267.85, 12*21*$267.85, 16*19*$267.85, and 20*10*$267.85, or $228,208).

In Year 5, tuition revenue is generated from the 12 continuing UWRF Cohort 2 students taking 12 BS-IFOM credits, 16 continuing UWRF Cohort 2 students at Aeres completing 21 BS-IFOM credits, 16 continuing UWRF Cohort 3 students completing 19 credits, and 20 new UWRF Cohort 4 students taking 10 credits. The tuition generated in Year 4 is $263,564 (*i.e.*, 12*12*$267.85, 16*21*$267.85, 16*19*$267.85, and 20*10*$267.85, or $263,564).

In Year 6 tuition revenue will be from the 16 continuing UWRF Cohort 3 students taking 12 BS-IFOM credits, 16 continuing UWRF cohort 4 students taking 21 credits at Aeres, 16 continuing UWRF Cohort 5 students taking 19 credits, and 20 new UWRF Cohort 6

students taking 10 credits. In Year 6, tuition generated revenue will equal $276,421 (*i.e.*, 16*21*$267.85, 16*21*$267.85, 16*19*$267.85, and 20*10*$267.85, or $276,421).

The revenue pattern established in Year 6 will continue in subsequent years. There are no grants, extramural funding, or other program revenue sources.

Program/Course Fees

BS-IFOM special course fees may be charged in accordance with UW System Administrative Policy 825 Special Course Fees when appropriate and if necessary.

General Program Revenue (GPR)

A GPR reallocation from Agricultural Business will be needed until sufficient students are in the program. This reallocation will occur in Years 1 and 2.

Section V – Program Expenses

Salary and Fringe Expenses

New tenure-track faculty in the agricultural economics department earn approximately $85,000. This rate is used for the faculty salaries for Years 1 through 6. The fringe rate for UWRF is 41%. The faculty/instructional costs for Year 1 are calculated as $85,000 times 1.41 times 0.20 FTE, or $23,970. The same method is used to calculate salaries plus fringe costs for subsequent years.

The staff salaries assume 10% of an administrative assistant's pay rate of $35,000 per year, with a fringe benefit charge of 60%, or $5,600.

Other Expenses

Starting in the first year, annual travel for UWRF faculty to collaborate with Aeres faculty is estimated to cost $6,000. Also starting in Year 1, the program will require a supplies and expense budget that will increase as enrollments grow. As students begin to enroll in higher-level food science courses, this allocation will also help pay for ingredient supplies for those classes.

Starting in the second year, sensory software is required for food science classes and the associated education license costs $750 per year.

Participation by staff in workshops and conferences for professional development is estimated to be $5,000 annually, beginning in Year 3. The GPR reallocation of $61,894 will be paid back to the agricultural economics department during Years 3 through 5.

Starting in Year 4, annual travel for UWRF faculty to collaborate with industry representatives who are providing work experience and internship opportunities is estimated to cost $5,000.

By Year 5, the program will be able to generate additional revenues beyond expenses, which will be available to the UWRF central budget. This is anticipated to continue annually after Year 5.

International Education
UWRF students studying at Aeres during their third year will incur several additional costs, along with current estimates. These include a $500 education-abroad fee, $40 education-abroad application fee, $125 mandatory insurance, and related expenses such as textbooks, room and board, travel expenses, passport costs, and communication expenses that will vary by year. Information about these costs will be shared with both prospective and new students, and the financial aid calculations for each student will include them. However, they are not included in the spreadsheet because they are either collected separately as education-abroad fees or paid directly by the students.

Similarly, Aeres students studying at UWRF during their second year will incur an education-abroad fee, travel, living, insurance, and related expenses, such as segregated fees and special course fees that will vary by year. However, they are not included in the spreadsheet because they are either collected separately as education-abroad fees or paid directly by the Aeres students.

Section VI – Net Revenue
The BS-IFOM program is operating with a positive net revenue in Year 3 of $20,639, which will be used to pay back the allocation of start-up money from the agricultural economics department. By the end of Year 5, the start-up money will be fully repaid and $11,505 will be available to the UWRF central budget. In Year 6 this will increase to $41,934 and is anticipated to continue annually.

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

August 31, 2021

Tommy Thompson, President
1720 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

Dear President Thompson:

The proposed BS degree in International Food Operations Management meets the University of Wisconsin – River Falls' definition and standards of quality and will make a meaningful contribution to the institution's select mission, overall academic plan, and academic degree program array. It will be housed in the Agricultural Economics Department. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific entitlement for a BS in International Food Operations Management.

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

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

The Provost; Dean of the College of Agriculture, Food and Environmental Sciences; and the Associate Provost met on Friday, August 6; and discussed the potential impacts of COVID-19 on the BS-IFOM proposal. Their assessment indicated that the anticipated start date of Fall 2022 remains appropriate. In addition, because this program is multi-disciplinary, relying on an array of courses from across the university; and because it is also building on existing programs in agriculture, UW-River Falls is confident that proceeding with this proposal as originally envisioned will not create undue financial costs that would undermine its implementation. The CBO has been consulted and concurs with this assessment.

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

Sincerely,

David Travis
Provost and Vice Chancellor for Academic Affairs

Copies: UW System Vice President Anny Morrobel-Sosa
                 Chancellor Maria Gallo
                 Dean Dale Gallenberg
                 Associate Provost Wes Chapin
University of Wisconsin - River Falls • 410 S. Third Street • River Falls, WI 54022 • USA

CONTINUED SUSPENSION OF ACT/SAT REQUIREMENTS IN REGENT POLICY DOCUMENT 7-3, "UW SYSTEM FRESHMAN ADMISSIONS POLICY"

REQUESTED ACTION

Adoption of Resolution D., extending the temporary suspension of Sections I. C. and II. B. in Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy," requiring the provision of an ACT or SAT score by freshman applicants.

Resolution D.	That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents extends the temporary suspension of the requirement for freshman applicants to provide an ACT or SAT score as part of their application referenced in Regent Policy Document 7-3, Sections I. C. and II. B. This action extends the suspension for all UW System campuses through the 2024-25 academic year. The last term that students would be able to opt out of submitting an ACT/SAT score would be spring 2025 unless the Board takes additional action regarding test score requirements before that time.

SUMMARY

The University of Wisconsin System suspended the ACT/SAT requirements in response to the inability of applicants to take the ACT or SAT and submit scores as a result of the COVID-19 crisis in May of 2020, exempting the UW-Madison. The suspension was expanded to include UW-Madison in July of 2020, and further extended to include 2022-23 applicants at all campuses. The initial and ongoing suspension of the ACT/SAT has become an increasingly common practice within higher education.

The UW System now seeks to extend ACT/SAT suspension through 2024-25 for all campuses, including UW-Madison. The Board of Regents is being asked to extend the temporary suspension of Regent Policy Document 7-3, Sections I. C. and II. B., that requires the submission of ACT/SAT test scores by freshman applicants. This will provide certainty for current high school juniors, who represent the incoming class of 2023 and are currently considering whether to take the ACT or SAT during Spring 2022 test dates. An extended

suspension will also allow both a robust understanding of the impact of the suspension of testing requirements and reflect the growing market trend within higher education.

This policy action will give prospective freshman students another two years to apply to UW System institutions without having to submit their ACT/SAT test scores. Consistent with current practice, students whose applications do not include a standardized test will not be disadvantaged in any way during the application review process due to the inability to take and submit test scores for reasons including but not limited to cancellations or significant delays in testing from the testing agencies themselves during the stated time period. As required by Regent Policy 7-3, students will continue to be evaluated holistically based on other required application materials submitted.

Since the extension of ACT/SAT waiver has been in effect, UW System's Office of Academic and Student Affairs has engaged in a formal three-year research study guided by several core objectives: 1) to determine the degree to which the ACT/SAT score accurately predicts the academic achievement of UW students; 2) to evaluate the long-term consequences of permanently suspending the standardized test score requirement or going test-optional; 3) to identify if there are other means of measuring a student's academic readiness for college that could be used in place of a standardized test score; and 4) to understand national trends and context among other universities, many of whom have adopted test-optional admissions, while others have removed the use of standardized test scores from their admissions processes.[1] Some of this work has begun in collaboration of the Student Success Through Applied Research (SSTAR) Lab at UW-Madison. Preliminary findings of this study and related policy recommendations shall be provided to the Board of Regents no later than April 1, 2022. A final report shall be provided to the Board of Regents no later than April 1, 2024.

Presenter

- John Achter, Ph. D, Interim Associate Vice President for Student Success, UW System Administration

BACKGROUND

Regent Policy Document 7-3, "UW System Freshman Admissions Policy" was created by the Board on February 9, 2007, with the adoption of Resolution 9290.

Resolution 11430, adopted by the Board on May 7, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to ACT/SAT testing requirements for all freshman

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[1] As of November 3, 2021, more than 1,795 4-year colleges and universities have ACT/SAT optional policies. *See* https://fairtest.org/university/optional

applications to UW campuses, except UW-Madison, for the 2020-21 and 2021-22 academic years.

On July 27, 2020, the UW System President approved a temporary waiver to Regent Policy Document 7-3 suspending provisions related to ACT/SAT testing requirements for all freshman applications to UW-Madison, through December 31, 2020.

Resolution 11489, adopted by the Board on August 8, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to the ACT/SAT testing requirements for all freshman applications to UW-Madison for the 2021-22 and 2022-23 academic years.

Resolution 11591, Adopted by the Board on February 5, 2021, extended the temporary suspension of ACT/SAT Requirements in Regent Policy Document 7-3, for all institutions, exempting UW-Madison through the 2022-23 academic year.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy"
- Wis. Stat. § 36.11(3a), Admission of Applicants
- Interim Regent Policy Document Waiver #05, UW System Freshman Admissions Policy ACT/SAT Requirements Waiver for UW-Madison (expired December 31, 2020)

REGENT POLICY DOCUMENT REVIEW:
RPD 20-24, "PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION"

REQUESTED ACTION

Adoption of Resolution E., approving amendments to Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination."

Resolution E.	That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents approves amendments to Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination." Further, the Board authorizes the UW System President and the Chancellors of the University of Wisconsin institutions to formulate operating policies and procedures related to teach out provisions for discontinued programs to ensure that current students enrolled in the programs targeted for discontinuance are able to complete their program.

SUMMARY

The University of Wisconsin System institutions may have occasion to discontinue an academic program through an institution's program review process. If a decision is made to discontinue an academic program which still has students enrolled in the program, the institution should create a teach out plan to ensure that students currently enrolled are able to complete the program or to transition to a comparable program to complete their academic degrees. This requirement is articulated in FDCR.B.10.010 for the Provisional Plans and Teach Outs provisions of the institutional accreditor, the Higher Learning Commission. Current UW System policy does not reflect the recent changes adopted by the accrediting body and the UW System policy should be updated to align with accreditation requirements. The proposed changes to Regent Policy Document 20-24 are included in Attachment A.

Presenter

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

BACKGROUND

Chapter 36, Wis. Stats., gives the Board of Regents the authority to "ensure the diversity of quality undergraduate programs." In fulfilling this statutory role, the Board has oversight over UW System Administration and UW institutions to ensure that these entities meet their respective roles and responsibilities as designated below. As a steward of the UW System's human and financial resources, the Board is also responsible for balancing access to education with cost-effectiveness in the development and maintenance of academic programs. RPD 4-12 authorizes the UW System Administration to be responsible for managing the UW System's academic program array. Management of the academic program array entails: consulting with UW institutions in the planning of new academic programs; and monitoring and analyzing the current program array, including degree productivity. UW institutions are responsible for: developing and maintaining high-quality academic programs through efficient and effective use of available resources in support of their missions and workforce and societal needs; and determining the quality of new and existing programs, including through regular assessment and review, and periodic accreditation, as appropriate. SYS 102, Academic Program Planning Review and Array Management, section 3.5 Eliminating and Academic Degree Program, addresses the need for an institution to create a teach out plan when eliminating a program.

Previous Action or Discussion

Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination" was created by the Board on March 10, 2016, with the adoption of Resolution 10645.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

- FDCR.B.10.010 of the Higher Learning Commission Provisional Plans and Teach Outs
- Chapter 36, Wis. Stats. 36.09, "Responsibilities"
- Chapters UWS 3, Wis. Admin. Code, "Faculty Appointments"

- UWS 5, Wis. Admin. Code, "Layoff and Termination for Reasons of Financial Emergency"
- Regent Policy Document 20-23, "Faculty Tenure"

See Also:

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

ATTACHMENT

A) Proposed Amendments to Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination"

Regent Policy Document 20-24, Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination (Proposed Amendment)

Scope

This policy applies to all University of Wisconsin System institutions and faculty.

Purpose

The purpose of this policy is to establish procedures for University of Wisconsin System institutions in the event that a financial emergency or program discontinuance requires faculty layoffs.

Policy Statement

Tenure is the keystone for academic freedom and excellence and is awarded for academic and professional merit. Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching and service meet the highest standards and are congruent with the needs of the university. It is therefore expressly recognized that the awarding and continued enjoyment of faculty tenure is of vital importance to the protection of academic freedom and to the overall academic quality of the University of Wisconsin System institutions.

Accordingly, faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered. Additionally, faculty layoff shall not be based on conduct, expressions, or beliefs on the faculty member's part that are constitutionally protected or protected by the principles of academic freedom.

As provided in Wis. Stat. s. 36.21 and Wis. Stat. s. 36.22, and Chapter UWS 5 of the Wisconsin Administrative Code, the Board of Regents of the University of Wisconsin System (Board) has authority, with appropriate notice, to terminate through layoff a faculty appointment when necessary in the event of a financial emergency, or a program decision resulting in program discontinuance. The Board is permitted by Wis. Stat. s. 36.21 to adopt procedures relating to faculty layoff. Consistent with Chapter UWS 5 and Wis. Stat. s. 36.22, this Board policy sets forth those procedures. Faculty layoffs at University of Wisconsin System institutions may be undertaken only in accordance with this policy, Chapter UWS 5, Wis. Stat. s. 36.21, and Wis. Stat. s. 36.22.

Definitions

A. For the purposes of this policy, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the UW institution. Programs cannot be defined ad hoc, at any size, but should be recognized academic units. Programs shall not be defined to single out individual faculty members for layoff. For the UW System's cooperative extension and continuing education functions, the term "program" also shall include the substantial equivalent of an academic department that may or may not provide credit-bearing credentials.

B. For the purposes of this policy, "program discontinuance" as described in Wis. Stat. ss. 36.21 and 36.22 shall mean formal program elimination or closure.

C. For the purposes of this policy, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code.

D. For the purposes of this policy, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.

E. For the purposes of this policy, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System. Wis. Stat. s. 36.22(1)(a). A laid off faculty member retains the rights specified in Wis. Stat. ss. 36.22(11) to 36.22(15).

F. For the purposes of this policy, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System. Wis. Stat. s. 36.22(1)(c). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. ss. 36.22(13) and (14).

I. Faculty Layoff for Reasons of Financial Emergency

A. Notwithstanding RPD 20-23 (Regent Policy Document on Faculty Tenure), a tenured faculty member, or a probationary faculty member prior to the end of his or her appointment, may be laid off in the event of a financial emergency. Layoff for reasons of financial emergency may occur only in accordance with this policy, UWS 5.01 through UWS 5.07 of Chapter UWS 5 of the Wisconsin Administrative Code, and Wis. Stat. s. 36.22. A nonrenewal, regardless of reasons, is not a layoff or termination under this policy.

B. The faculty of each UW System institution shall designate or create a faculty committee to consult with the chancellor as described in s. UWS 5.04 in the event a declaration of financial emergency is being considered. The faculty committee shall participate in the decision at the institutional level regarding whether to recommend to the Board that a financial emergency be declared. The chancellor shall provide the faculty committee with access to information and data relevant to the proposed declaration of financial emergency. The chancellor shall consult with and take into serious consideration advice from the faculty committee at least three months before making any recommendation to the Board as described in s. UWS 5.05(1).

C. It shall be the responsibility of the faculty committee to recommend criteria to be used by the faculty committee and the chancellor to determine program evaluations and priorities as described in s. UWS 5.05(2). It also shall be the responsibility of the faculty committee to recommend to the chancellor and Board of Regents those areas within the overall academic program where layoffs may occur. The faculty committee shall prepare a report regarding the proposed declaration of financial emergency that shall be shared with the faculty senate, the chancellor and the Board, as described in s. UWS 5.05(1m). A decision to declare a financial emergency shall be made in accordance with the best interests of students and the overall ability of the institution to fulfill its mission.

D. If a chancellor decides to recommend that the Board declare a financial emergency for the chancellor's institution, as described in s. UWS 5.06, the chancellor shall provide his or her recommendation to the System president and the Board, accompanied by a report that shall include data demonstrating the need to declare a financial emergency; identification of the programs in which faculty reductions will be made, with data supporting those choices; any report created by the faculty committee; and a report of any action of the faculty senate on the matter.

E. The Board may declare a financial emergency for a UW System institution if the Board determines the existence of the conditions set forth in s. UWS 5.02, Wisconsin Administrative Code. It is recognized that the Board should exercise its authority adversely to the faculty recommendation with respect to declaration of financial emergency only for compelling reasons which should be stated in detail.

F. If the Board declares a financial emergency for the institution, the tenured faculty in the affected departments and programs shall have responsibility for recommending which faculty will be laid off. These recommendations shall follow seniority unless a convincing case is made that program or budget needs dictate other considerations. Additionally, the faculty at each institution shall determine the form of seniority that is to be used as described in Wis. Stat. s. 36.22(3).

G. A faculty member whose position is recommended for layoff shall receive the notification provided in Wis. Stat. s. 36.22(4) and shall be entitled to the notification period provided in Wis. Stat. s. 36.22(5). The faculty member also shall be entitled to the due process hearing and appeal procedures, reappointment rights, and other rights and protections in Wis. Stat. s. 36.22. As provided in Wis. Stat. s. 36.22(12), institutions shall devote their best efforts to securing alternative appointments for faculty laid off under this section, and also shall provide financial assistance for readaptation of faculty laid off under this section where readaptation is feasible.

II. Faculty Layoff for Reasons of Program Discontinuance

A. The maintenance of tenure-track and tenured faculty, and of essential instructional and supporting services, remains the highest priority of the university. To promote and maintain high-quality programs, the institutions of the UW System may over time develop new programs and discontinue existing programs. Accordingly, and notwithstanding RPD 20-23 (Regent Policy Document on Faculty Tenure), a tenured faculty member, or a probationary faculty member prior to the end of his or her appointment, may be laid off in the event that educational considerations relating to a program require program discontinuance. Educational considerations may include strategic institutional planning considerations such as long-term student and market demand and societal needs. Layoff for reasons of program discontinuance may be made only in accordance with this policy and Wis. Stat. s. 36.22. A nonrenewal, regardless of reasons, is not a layoff or termination under this policy.

B. Program review and adjustment to the curriculum according to professional and educational standards and accreditation requirements is part of routine institutional planning. Educational considerations are related in part to regular program review, and reflect a long-range judgment that the educational mission of the institution as a whole will be enhanced by program discontinuance. This includes the reallocation of resources to other programs with higher priority based on educational considerations. Such long-range judgments generally will involve the analysis of financial resources and the needs, value and quality of the program and any related college or school.

C. A proposal to discontinue a program due to educational considerations that will result in faculty layoff may be initiated by faculty in the program, faculty in the college or school that contains the program, the faculty senate, the dean, the provost, or the chancellor. The proposal shall be in writing and shall contain appropriate information and analysis regarding the educational considerations, including programmatic and financial considerations, supporting the proposed program discontinuance. The proposal shall be provided for review to the faculty in the affected program, to the faculty senate, to the academic staff shared-governance body, to the university staff

shared-governance body, and other governance bodies at the institution, and to the chancellor. A proposal to discontinue a program that will not result in faculty layoff shall follow the standard program review process in place at each institution, and shall not be required to follow the process outlined in this policy.

D. A designated faculty committee shall review and evaluate any proposal to discontinue a program that will lead to faculty layoff. The committee's review and evaluation may be based on the following considerations, where relevant:

1. The centrality of the program to the institution's mission;

2. The academic strength and quality of the program, and of its faculty in terms of national ratings if applicable;

3. Whether the work done in the program complements that done in another essential program;

4. Whether the work done in the program duplicates academic instruction and course content delivered in other programs at the institution;

5. Student and market demand and projected enrollment in the subject matter taught in the program;

6. Current and predicted comparative cost analysis/effectiveness of the program; and

7. Other relevant factors that the committee deems appropriate.

E. The faculty committee shall request and review comments and recommendations on the proposed program discontinuance from faculty and academic and university staff in the program, faculty and academic and university staff in the affected college or school, students in the program, and other appropriate institutional bodies or individuals. Based on this review and evaluation, the faculty committee shall prepare a recommendation and report regarding the proposed program discontinuation that shall be shared with the faculty in the program, the faculty senate, the college dean, the provost and the chancellor. The faculty committee shall provide its recommendation and report to the chancellor within three months of the date of the faculty senate's receipt of the program discontinuance proposal.

F. The chancellor shall consult with the faculty committee and the faculty senate before making any recommendation to the Board. It is recognized that the chancellor should make a recommendation adverse to the faculty recommendation with respect to discontinuance of an academic program only for compelling reasons which should be stated in writing and in detail.

G. If the chancellor decides to recommend that the Board approve discontinuance of a program that will result in the layoff of faculty, the chancellor shall provide his or her

recommendation to the System president and the Board, accompanied by a report that shall include information demonstrating the educational considerations supporting program discontinuance, any recommendation and report created by the faculty committee, and a report of any action of the faculty senate on the matter. The chancellor shall provide any such recommendation to the System president and the Board within four months of the date of the faculty senate's receipt of the program discontinuance proposal.

H.   The System president shall provide the Board with his or her recommendation on the program discontinuance proposal. After reviewing the System president's and the chancellor's recommendations and related report, the Board shall make the final decision on whether the program is to be discontinued, resulting in faculty layoffs. It is recognized that the Board should exercise its authority adversely to the faculty recommendation with respect to program discontinuance only for compelling reasons which should be stated in detail.

I.   If the Board approves discontinuance of a program resulting in faculty layoffs at a UW System institution under this policy, the tenured faculty at that institution shall have responsibility for recommending which faculty will be laid off. These recommendations shall follow seniority unless a clear and convincing case is made that program needs dictate other considerations, as described in Wis. Stat. s. 36.22(3)(a). Additionally, the faculty at each institution shall determine the form of seniority that is to be used, as described in Wis. Stat. s. 36.22(3)(b).

J.   A faculty member whose position is recommended for layoff shall receive the notification provided in Wis. Stat. s. 36.22(4), and shall be entitled to the notification period provided in Wis. Stat. s. 36.22(5). The faculty member also shall be entitled to the due process hearing and appeal procedures, reappointment rights and other rights and protections in Wis. Stat. s. 36.22. As provided in Wis. Stat. s. 36.22 (12), institutions shall devote their best efforts to securing alternative appointments for faculty laid off under this section, and also shall provide financial assistance for readaptation of faculty laid off under this section where readaptation is feasible.

III. Safeguards for Students

UW System institutions will make every effort to accommodate students adversely affected by discontinuance of an academic program for reasons of financial emergency or because of educational considerations. Discontinuance of a program should be phased in over a reasonable time period to provide students with the opportunity to complete the program or transfer to another program. Program discontinuance guidance is articulated in UW System policy as well as the teach out requirements from the Higher Learning Commission. ~~Completion of a program or transfer to another program cannot be guaranteed by the university.~~

Oversight, Roles and Responsibilities

UW System institutions shall submit to the Board of Regents for approval any institutional policy developed in accordance with this Regent policy. The chancellor at each institution, with the advice and counsel of the faculty, shall be responsible for implementation of this Regent policy.

Related Regent Policies and Applicable Laws

Chapter 36, Wis. Stats.

Chapters UWS 3 and 5, Wis. Admin. Code

Regent Policy Document 20-23

PROGRAM DISCONTINUANCE AND FACUTLY LAYOFF AT UW-PLATTEVILLE PURSUANT TO
REGENT POLICY DOCUMENT 20-24,
PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION

REQUESTED ACTION

Adoption of Resolution F, approving a program discontinuance and faculty layoff for the Early Childhood program at UW-Platteville per Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination."

Resolution F.   That, upon the recommendation of the Chancellor of UW-Platteville and the President of the University of Wisconsin System, the UW System Board of Regents approves discontinuance of the Birth-3rd Grade Early Childhood licensure program at UW-Platteville, and the termination of a faculty member per Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination" and authorizes the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin Platteville to formulate operating policies and procedures related to teach out provisions for the discontinued Early Childhood programs to ensure that current students enrolled in the program targeted for discontinuance are able to complete their program.

SUMMARY

The University of Wisconsin System institutions may have occasion to discontinue an academic program through an institution's program review process. UW-Platteville reached a decision to discontinue the Early Childhood (Birth-3rd Grade) program which resulted in the termination of a faculty member due to program discontinuance. The decision to discontinue the Early Childhood program, which still has students enrolled in the program,

requires that the institution should create a teach out plan to ensure that students currently enrolled are able to complete the program or to transition to a comparable program to complete their academic degrees. This requirement is articulated in FDCR.B.10.010 for the Provisional Plans and Teach Outs provisions of the institutional accreditor, the Higher Learning Commission. At the time of the discontinuation decision, UW System policy did not reflect the recent changes adopted by the accrediting body and the UW System policy will be updated to align with accreditation requirements. The Chancellor's letter summarizing the program discontinuance and the faculty termination are included in Attachment A.

Presenter

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

BACKGROUND

Chapter 36, Wis. Stats., gives the Board of Regents the authority to "ensure the diversity of quality undergraduate programs." In fulfilling this statutory role, the Board has oversight over UW System Administration and UW institutions to ensure that these entities meet their respective roles and responsibilities related to program review and array management. Management of the academic program array entails: consulting with UW institutions in the planning of new academic programs; monitoring and analyzing the current program array, including degree productivity. UW institutions are responsible for: developing and maintaining high-quality academic programs through efficient and effective use of available resources in support of their missions and workforce and societal needs; determining the quality of new and existing programs, including through regular assessment and review, and periodic accreditation, as appropriate. RPD 20-24 outlines the responsibilities and procedures for program discontinuance and faculty layoff and termination. SYS 102, Academic Program Planning Review and Array Management, section 3.5 Eliminating and Academic Degree Program, addresses the need for an institution to create a teach out plan when eliminating a program.

Previous Action or Discussion

Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination" was created by the Board on March 10, 2016, with the adoption of Resolution 10645.

Related Policies
- FDCR.B.10.010 of the Higher Learning Commission Provisional Plans and Teach Outs

- Chapter 36.09 Wis. Stats. "Responsibilities"
- Chapter UWS 3, Wis. Admn. Code, "Faculty Appointments"
- Chapter UWS 5, Wis. Admin. Code, "Layoff and Termination for Reasons of Financial Emergency"
- Regent Policy Document 20-23, "Faculty Tenure"
- SYS 102, Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

A) Chancellor's Letter Regarding Program Discontinuance
B) Program Discontinuance Timeline Memorandum
C) Faculty Senate meeting Minutes

UNIVERSITY OF WISCONSIN PLATTEVILLE

Opportunity from the start

To: President Tommy Thompson
        University of Wisconsin System Board of Regents

From: Chancellor Dennis Shields
        University of Wisconsin-Platteville

Re: Layoff of tenured Faculty due to Program Curtailment.

Consider this my report.

I am recommending the layoff of an associate professor in the School of Education as part of a program discontinuance request. Provost Evetovich's office has consulted with Regent Policy Document 20-24, *Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination* (https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination).

Dr. Jennifer Collins, Director of the School of Education, presented the program deactivation and resulting faculty layoff to the various university governance committees as well as Faculty Senate governance to ensure an objective evaluation of the program discontinuance and subsequent layoff of a tenured faculty member (please see attached memo outlining governance timeline).

In 2018 the Department of Public Instruction (DPI) changed requirements in regard to licensure and split the existing bands into B-3rd grade and K-9th grade. After discussion in several School of Education faculty meetings, the faculty voted not to continue the Early Childhood program (what would have become the B-3rd grade) and to proceed solely with the K-9 licensure program. Pending completion of the program discontinuance process, starting in fall 2021 our Early Childhood licensure program will cease to exist resulting in the absence of available program and curriculum for a single faculty member.

Dr. Collins has made a good faith effort to find a position for the faculty member that aligns with their skillset and offered the faculty member the opportunity to envision and supervise a new non-licensable AAS Early Childhood degree as well as a BA Early Childhood degree at the Richland campus. In an email, dated December 11, 2020, the faculty member indicated that they 'did not accept the proposal'. As a result of the decision to reject this alternative employment opportunity, I recommend that we move forward with the layoff process effective May 2022.

UNIVERSITY OF WISCONSIN
PLATTEVILLE
Opportunity from the start

MEMO

TO: Melissa Gormley

FROM: Jen Collins, Director, School of Education

DATE: June 28, 2021

RE: Early Childhood Discontinuation

As you are aware, in 2018 DPI changed requirements in regards to licensure and updated existing licensure grade bands. Instead of having three grade bands of B-3rd grade, B-6th grade, and 1st-8th grade, they developed the K-9th grade license. After discussion in several School of Education faculty meetings, the faculty voted not to continue the Early Childhood program and to proceed solely with the K-9 licensure program. I am reaching out to inform you that we have completed the University program discontinuance process. As we proceeded through university governance, I was clear in my presentation that the loss of this program would mean the loss of a faculty member. At no time during the process was this an issue for members of the various groups.

Below are the dates and meetings

November 18, 2019	School of Education Faculty approve moving forward with singular licensure track, K-9. (B-3rd was not approved as an additional option)
February 16, 2021	LAE Curriculum Committee – motion to deactivate Birth -Age 11 Early Childhood Minor passes
February 17, 2021	University Undergraduate Curriculum Committee - motion to deactivate Birth -Age 11 Early Childhood Minor (Document 20-158) passes
February 22, 2021	University Budget Committee - motion to deactivate Birth -Age 11 Early Childhood Minor passes
March 10, 2021	Academic Planning Council - motion to deactivate Birth -Age 11 Early Childhood Minor passes
March 23, 2021	Faculty Senate - motion to deactivate Birth -Age 11 Early Childhood Minor passes

UNIVERSITY OF WISCONSIN PLATTEVILLE

Faculty Senate Meeting Minutes

UW-Platteville| UW-Platteville Richland | UW-Platteville Baraboo/Sauk County
Tuesday, March 23, 2021 | 4:00 p.m. | Held Virtually via ZOOM
Faculty Senate Officers - Irfan Ulhaq, chair| Jeff Huebschman, vice chair| Lynnette Dornak, secretary

Elected:

BILSA | **Sharon Klavins** ☒ 2021 | **Jeff Huebschman** ☒ 2022| **John Peterson** ☒ 2023 **EMS** | **Irfan Ulhaq** ☒ 2021| **Barb Barnet** ☒ 2022| **Kristina Fields** ☒ 2023 **LAE** | **Shane Drefcinski** ☒ 2021| **Leigh Monhardt** ☒ 2022 |**Amanda Tucker** ☒ 2023 ☐ **Academic Staff** | **Open** ☐ BILSA A. Staff, 2021| **Lea Ljumanovic** ☒ EMS Ac. Staff, 2022 | **Nathanial Forrest** ☒ LAE Ac. Staff, 2021 **At-large** | BILSA: **Richard Dhyanchand** ☒ 2023| EMS: **Andrew Pawl** ☒ 2021| **Hynek Boril** ☐ 2022| LAE**: Shan Sappleton** ☒ 2021| **Lynnette Dornak** ☒ 2022| **Ann Farrelly** ☒ 2023 **Baraboo Sauk Co.** | **Marc Seals** ☒ 2021| **Kayle Hertz** ☒ Ac. Staff, 2021 **Richland** |**Gail Hoffman** ☒ 2021| **Eric Brewer** ☐ 2021 **Library** | **John Leonard Berg** ☒ 2023

Non-Voting:

Ex Officio | **Tammy Evetovich** ☒ Provost | **Dennis Shields** ☐ Chancellor **Parliamentarian** | **Barb Barnet** ☐ **Senate Liaisons** | **Tara Rucker/Brenda Gomez Solis**☐ Academic Staff Senate ☐ | **Zachary Verden** ☒ Student Senate **Recording Secretary** | **Lisa Merkes-Kress** ☐ Governance Office

Guests: Pete Lammers, Charles Cornett, Jennifer Collins, Melissa Gormley, Wayne Weber, Daniel Piotrowski, Laura Anderson, Afzal Upal, Jodi Prosise, Brandon Fetterly, Kaju Lee, Sarah Vosberg, Valerie Stackman, Molly Gribb

I. **Chair Ulhaq called the meeting to order at 4:02 p.m.**
II. **It was moved, seconded, and carried to approve the minutes from Tuesday, March 9, 2021.**
III. **Reports and announcements**
    a) **Provost Office Updates** | Tammy Evetovich
    - Higher Learning Commission (HLC) visits this fall, to gather student opinions HLC will be issuing a student survey around April 15th; survey is anonymous.
    - There have been 783 faculty and staff vaccinated with our onsite vaccination clinics: working on providing more onsite clinics.
    - Evetovich is working with Finance regarding the data requested for non-academic operations.
    b) **Faculty Representative Report** | Charles Cornett
    - By May 1st the faculty section of the new Governance webpage will be finalized, and the full site will be finalized by June. Goal is to complete prior to the restart of the president search this summer.
    - Regional health departments will play a role in what the fall will look like at each campus; they may all look slight variations.
    - Bulk of the meeting discussed distance education and UW System initiatives and concerns surrounding them.
    - Coming forward may be efforts to legislative repeal Chapter 36.31: Coordination with other educational agencies.
    c) **Chair Updates** | Irfan Ulhaq
    - APC will be coming to the next meeting to report on program efficiencies.
    - If there is specific data you would like to see, please let chair Ulhaq know.
IV. **Unfinished Business** | No unfinished business brought to the table for discussion
V. **New business**
    a) **New Program Proposal** | Barb Barnet | Data Science

UNIVERSITY OF WISCONSIN PLATTEVILLE

Faculty Senate Meeting Minutes

UW-Platteville| UW-Platteville Richland | UW-Platteville Baraboo/Sauk County
Tuesday, March 23, 2021 | 4:00 p.m. | Held Virtually via ZOOM
Faculty Senate Officers - Irfan Ulhaq, chair| Jeff Huebschman, vice chair| Lynnette Dornak, secretary

https://catalog-next.uwplatt.edu/programadmin/?key=369

Since the creation of the Data Science Major, there has been many folks who have expressed interest in the development of a minor as well. No new courses are needed for the minor and will help enrollments in the new Data Science courses: DATASCI 2510 (3 cr.) Data Science II DATASCI 3010 (3 cr.) Ethics

MOTION: It was moved, seconded, and carried to approve the minor.

b) **New Program Proposal** | Jodi Prosise | Mechanical Engineering with Manufacturing and Design Emphasis, B.S. | https://catalog-next.uwplatt.edu/programadmin/?key=360

Many mechanical engineering graduates work in the industry with job functions requiring designs and manufacturing. The courses in manufacturing and design emphasis are intended to provide deeper academic experience that would prepare students to take up challenges in those areas in the industry.

MOTION: It was moved, seconded, and carried to approve.

c) **Program Deactivation** | Afzal Upal
- Computer Science Major, B.S. Computer Information Systems Emphasis
  https://catalog-next.uwplatt.edu/programadmin/?key=123
- Computer Science Major, B.S. Computer Technology Emphasis
  https://catalog-next.uwplatt.edu/programadmin/?key=122

Eliminating these emphases to pursue the new CS+X model see (d) below

MOTION: It was moved, seconded, and carried to approve the two emphases.

d) **New Program Proposal** | Afzal Upal
- Computer Science Major, B.S. Business Emphasis
  https://catalog-next.uwplatt.edu/programadmin/?key=374
  Emphasis will allow students to acquire technical computing skills and also acquire a strong grounding in business management, accounting, and economics. Students pursuing this emphasis may not pursue the Business Administration minor within the School of Business.
- Computer Science Major, B.S. Supply Chain Management Emphasis
  https://catalog-next.uwplatt.edu/programadmin/?key=371
  Program allows students to learn how to optimize supply chain operations, processes, and information flows using computing tools and technologies.

MOTION: It was moved, seconded, and carried to approve the two CS+ emphases.

e) **Program Deactivation** | Jen Collins | They will be losing a faculty member due to the deactivations.
- Early Childhood Minor–Birth-Age 11
  https://catalog-next.uwplatt.edu/programadmin/?key=261
- STEM Middle Childhood-Early Adolescence - Ages 6-12/13
  https://catalog-next.uwplatt.edu/programadmin/?key=264

MOTION: It was moved, seconded, and carried to deactivate the two programs.

f) **Program Deactivation** | David Gillota | ~~File~~ Film Studies Minor

https://catalog-next.uwplatt.edu/programadmin/?key=225

Faculty Senate Meeting Minutes

UW-Platteville| UW-Platteville Richland | UW-Platteville Baraboo/Sauk County
Tuesday, March 23, 2021 | 4:00 p.m. | Held Virtually via ZOOM
Faculty Senate Officers - Irfan Ulhaq, chair| Jeff Huebschman, vice chair| Lynnette Dornak, secretary

Film studies courses for Gen Ed credit still being offered but can no longer offer the minor due to low enrollment.

MOTION: It was moved, seconded, and carried to deactivate Film Studies Minor.

g) **Program Deactivation** | Andy Pawl
- Microsystems and Nanotechnology Minor | due to budget and low enrollments
https://catalog-next.uwplatt.edu/programadmin/?key=273
- Physics Minor | Low enrollments, and Wisconsin Department of Public Instruction is eliminating physics as a separate teaching license area so the minor can no longer serve prospective teachers.
https://catalog-next.uwplatt.edu/programadmin/?key=133

MOTION: It was moved, seconded, and carried to approve deactivation of the two minors.

VI. **Other | Open Floor**
VII. **The meeting adjourned at 4:32 p.m. The next meeting is Tuesday, April 13, 2021**

Minutes submitted by Lisa Merkes-Kress, recording secretary

UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC HEALTH: THE WISCONSIN PARTNERSHIP PROGRAM FISCAL YEAR 2021 ANNUAL REPORT

REQUESTED ACTION

For information only.

SUMMARY

The FY 2021 Annual Report of the Wisconsin Partnership Program (WPP), covering the activities and expenditures from July 1, 2020 through June 30, 2021 is presented to the UW System Board of Regents.

The Wisconsin Partnership Program at the UW School of Medicine and Public Health (SMPH) is committed to improving health and health care and advancing health equity in Wisconsin through investments in research, education and community partnerships. WPP's mission and work are strongly aligned with SMPH's mission to advance health through innovative research, outstanding education and service to communities.

The annual report covers how WPP continues to advance its mission to improve health and advance health equity through innovation and collaboration that promotes scientific discovery, builds healthcare capacity and leadership and strengthens the health of communities throughout the state. It also highlights how WPP has expanded its response to the COVID-19 pandemic and continues to support initiatives that address the impact of racism and other social determinants on health outcomes.

FY 2021 In Brief
In FY 2021 the Wisconsin Partnership Program awarded 11 new grants totaling $9.2 million. This amount is lower than in past fiscal years primarily due to adjustments in the timing of grant program cycles as WPP adapted its grant programming during COVID-19. The grants awarded over the past year promote vaccine delivery, support collaborative, interdisciplinary research; address the social determinants that influence poor health outcomes; and support an expansive statewide initiative to reduce health disparities through partnerships with Wisconsin health systems.

WPP developed new initiatives to expand its response to COVID-19 and address the ongoing health challenges facing the state:

- A grant to the UW–Madison School of Nursing brought together nursing students, faculty and volunteers from UW campuses in Madison, Eau Claire, Green Bay, Oshkosh and Stevens Point to support the coordination of COVID-19 vaccination efforts and the deployment of nursing students, faculty and alumni for vaccine administration and prevention education.
- The COVID-19 Response Research and Education Grant Program was released in March 2021 to support researchers addressing the ongoing health challenges and consequences of the pandemic. Awards made in July 2021 target long-term health consequences of COVID-19 among vulnerable populations, testing and safety in schools and novel basic science research to develop point-of-care immunity screening.
- WPP also released the COVID-19 Response Adolescent Social and Emotional Health Grant Program to support community organizations as they address the pandemic's toll on the social and emotional health of our state's youth.

Six new Community Impact Grant Program awards support community-academic partnerships working to advance health equity and improve health outcomes for communities across the state. Several of these grants support initiatives that aim to improve health in communities of color and address barriers to health, including lack of access to affordable housing, economic security and employment. Community initiatives and projects that were funded include:

- A grant to the Southwestern Wisconsin Community Action Program and its partners at UW-Madison and the Division of Extension to reduce suicide risk among Wisconsin farmers by addressing the urgent mental health needs and stressors facing this population.
- A grant to the Urban League of Greater Madison and the Rebalanced-Life Wellness Association to improve the mental health and well-being of Black men in southeastern Wisconsin.

In partnership with its sister endowment, the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin, WPP supported an expansive statewide collaboration to collectively understand where health disparities exist in Wisconsin's urban and rural communities and to build statewide capacity to rigorously address those disparities. The joint three-year $3 million grant supports interdisciplinary teams at MCW, the UW School of Medicine and Public Health, and partners at Marshfield Clinic Research Institute, the Wisconsin Collaborative for Healthcare Quality and the Wisconsin Health Information Organization. This powerful collaboration will directly benefit Wisconsin's most disadvantaged residents by raising the visibility of health inequities and by reducing health disparities by putting in practice evidence-based innovations.

Reporting Outcomes and Progress
Each year WPP publishes Outcome Reports in an online format for grants that concluded during the fiscal year. The outcome reports can be found on the WPP website, including outcome reports for concluded COVID-19 Response grants as well as successful grants such as:

- A strategic grant that established the Surgical Collaborative of Wisconsin, an innovative collaboration to engage Wisconsin hospitals in a highly feasible surgical care improvement initiative for breast and colorectal cancer patients across the state.
- A grant to a team of investigators that provided new knowledge to inform future research and interventions to help restore cardiac function after a heart attack.

Economic Impact: In addition to publishing Outcome Reports, WPP's impact can be measured in the amount of extramural funding leveraged by grantees to sustain or enhance their work. In FY 2021, grantees leveraged $23.3 million from external funders, bringing the total to date to $643.6 million leveraged since 2004 for projects that were initiated with WPP support.

Presenters

- Robert N. Golden, MD, Dean, UW School of Medicine and Public Health; Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison
- Amy Kind, Executive Director, Wisconsin Partnership Program; Director, UW Center for Health Disparities Research; Associate Professor, Department of Medicine, UW School of Medicine and Public Health; Chair, Wisconsin Partnership Program Oversight and Advisory Committee
- Eileen Smith, Assistant Dean and Director, Wisconsin Partnership Program, UW School of Medicine and Public Health
- Richard L. Moss, Senior Associate Dean for Basic Research, Biotechnology and Graduate Studies, UW School of Medicine and Public Health; Chair, Wisconsin Partnership Program Partnership Education and Research Committee
- Ken Mount, Senior Associate Dean for Finance, UW School of Medicine and Public Health
- Jon Thomas, Finance Associate Director, Wisconsin Partnership Program, UW School of Medicine and Public Health

BACKGROUND

The Wisconsin Insurance Commissioner's Order (Order) of March 2000 approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of the proceeds from

the sale of stock to the University of Wisconsin School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin (MCW) to improve the health of the people of Wisconsin.

The Order required the UW System Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of four public members and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing, approving and monitoring the use of funds for public health initiatives. The committee also reviews, monitors, and reports to the Board of Regents on the funding of education and research initiatives through the Wisconsin Partnership Program's annual reports. The SMPH appointed the Partnership Education and Research Committee (PERC), composed of a cross-section of the faculty, OAC representatives, and SMPH leaders, to direct, approve and monitor the allocation of funds for education and research initiatives.

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

In compliance with the Order, annual written fiscal attestations of non-supplanting are required of the UW-Madison Vice Chancellor for Finance and Administration, the Dean of the UW School of Medicine and Public Health and the Senior Associate Dean for Finance of the UW School of Medicine and Public Health. A monitoring system is in place to ensure that WPP funds are not used to replace existing funds. The annual attestations are filed with the Executive Director and Corporate Secretary of the UW System Board of Regents each year.

In accordance with the Insurance Commissioner's Order and the Bylaws of the Oversight and Advisory Committee, the Board of Regents has the following oversight responsibilities for the Wisconsin Partnership Program:
- Reviews annual reports
- Receives financial and program audits, which are required at least every five years
- Approves five-year plans
- Appoints OAC members upon recommendation of the SMPH Dean

ATTACHMENTS

A) Wisconsin Partnership Program Annual Report, July 1, 2020-June 30, 2021
B) FY 2021 Determination of Non-Supplanting for OAC
C) FY 2021 Determination of Non-Supplanting for PERC

D) FY 2021 Determination of Non-Supplanting for SMPH
E) FY 2021 Determination of Non-Supplanting for UW System and UW-Madison

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

Improving Health and Advancing Health Equity Through Community Partnerships, Research and Education

Annual Report
July 1, 2020 – June 30, 2021

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

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

Our Mission

To bring about lasting improvements in health and well-being and advance health equity in Wisconsin through investments in community partnerships, education and research.

Table of Contents

Key

ICTR	Institute for Clinical and Translational Research
OAC	Oversight and Advisory Committee
PERC	Partnership Education and Research Committee
SMPH	School of Medicine and Public Health
WFAA	Wisconsin Foundation and Alumni Association
WPP	Wisconsin Partnership Program

Dean's Message
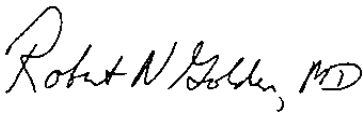
Preparation of this year's Annual Report evokes intense reflections on a truly unique year.

Last year at this time, the Wisconsin Partnership Program quickly mobilized to develop the *COVID-19 Response Grant Program*, a rapid response to a once-in-a-century pandemic. WPP also supported our partners as the country, state and communities grappled with a national reckoning of racism and its intersection with COVID-19. As these initial grants conclude, it is clear they promoted a deeper understanding of the virus, advanced evidence-based approaches to prevention and treatment, and strengthened the resilience of our most vulnerable communities. These investments provided vital support for coordinated and thoughtful responses to the pandemic.

WPP's response to COVID-19 expanded and evolved in several ways in 2021. While the new *COVID-19 Response Grant Program for Research and Education* addresses the ongoing health challenges and consequences of the pandemic, the *Adolescent Social and Emotional Health Grant Program* tackles the dramatic toll the pandemic has taken on the mental health of Wisconsin's youth. The success of our partnership with the UW–Madison School of Nursing and other UW System nursing schools, including those in Green Bay, Eau Claire, Oshkosh and Stevens Point, in providing vaccinations is striking. To date, more than 640 student nurses and 91 nurse faculty provided a total of more than 9000 hours of service, in partnership with 62 community or campus organizations, in communities across our state.

This past year demonstrated the need for all of us to embrace the vision of advancing health and health equity if we want to successfully address health crises like this pandemic. We must all work together to achieve the goal of eliminating the persistent conditions that contribute to poor health outcomes. WPP's investments are essential tools for building this shared vision. In partnership, we can advance the Wisconsin Idea in a way that allows everyone in our state to live full and healthy lives.

Sincerely,

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

Wisconsin Partnership Program
Advancing Health and Health Equity

The Wisconsin Partnership Program is a permanent endowment within the University of Wisconsin School of Medicine and Public Health (SMPH) created to improve health and well-being in Wisconsin. The Wisconsin Partnership Program invests in community partnerships, education and research to improve health and advance health equity.* Our mission and work are strongly integrated with the SMPH's mission to advance health and health equity through innovative research, outstanding education and service to communities.

To date, the Wisconsin Partnership Program has awarded 550 grants totaling $262.9 million in investments in research, education and training, community partnerships and COVID-19 Response funding. These investments propel research and discovery, create partnerships and stimulate new ideas and initiatives to improve health and advance health equity, respond to unprecedented health challenges

and help build a highly skilled medical and public health workforce. Through the endowment, these investments have provided the SMPH with the remarkable opportunity to extend the Wisconsin Idea throughout the state.

The Wisconsin Partnership Program defines health equity as the attainment of the highest level of health for all people.[1] This requires addressing obstacles to health, such as poverty, discrimination and their consequences (including lack of access to good jobs with fair pay, quality education and housing, safe environments and healthcare.)[2]

1: From "The Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2020: Phase I Report: Recommendations for the Framework and Format of Healthy People 2020," 2008, by the Department of Health and Human Services, retrieved from healthypeople.gov/sites/default/files/PhaseI_0.pdf; 2: From "What is Health Equity? and What Difference Does a Definition Make?" 2017, by the Robert Wood Johnson Foundation, retrieved from nccdh.ca/resources/entry/what-is-health-equity-and-what-difference-does-a-definition-make.

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

Grants Awarded by Type
2004 - June 30, 2021

Public Health Research Grants
$48.5 M (18%)

Community Grants
$86.5 M (33%)

Clinical and Translational Research Grants
$73.5 M (28%)

Basic Science Research Grants
$15.4 M (6%)

Public Health Education and Training Grants
$39.0 M (15%)
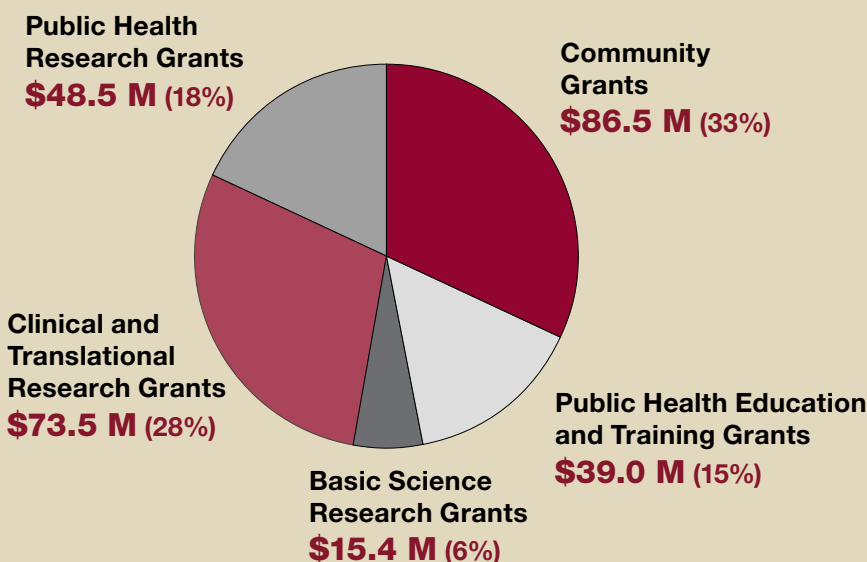
Grants Awarded
2004–June 30, 2021
550 grants • $262.9 Million

Grants Awarded
July 1, 2020 - June 30, 2021
11 grants • $9.2 Million

Return on Investment
Grantees have leveraged **$643.6 million** from federal agencies and other organizations outside the UW System to sustain or expand their work.

Highlights: Year in Review

In 2021, the Wisconsin Partnership Program supported 11 grants for a total of $9.2 million. These investments support a range of projects that drive research and knowledge, reduce health disparities, support the education of future physicians, advance health equity and address the health impacts of COVID-19.

- **Two new grant programs expand WPP's response to COVID-19:** The *COVID-19 Response Research and Education Grant Program* supports UW–Madison researchers in addressing the ongoing health challenges and consequences of COVID-19. Awards were recently made to faculty at the UW SMPH, School of Nursing, School of Education and College of Engineering for a range of diverse and innovative projects. WPP also launched the *COVID-19 Response Adolescent Social and Emotional Health Grant Program* to support community organizations as they address the pandemic's impact on the social and emotional health of our state's youth.

- **New WPP Scholarship Recipients:** The four-year scholarship, created with the goal of increasing enrollment and retention of medical students from communities that are underrepresented in medicine, is awarded annually and provides up to $40,000 per year to selected students. Two inaugural scholarships for full tuition were awarded in 2020–2021. Two additional scholarships were awarded for the 2021-2022 school year. Recipients have demonstrated a strong commitment to improving health and health outcomes in Native American, Black and Hmong communities.

- **A statewide investment to reduce health disparities:** Together with its sister endowment, *Advancing a Healthier Wisconsin Endowment* at the Medical College of Wisconsin (MCW), WPP supported an expansive statewide collaboration to study, measure and recommend solutions for health inequities across the state, including rural and urban areas of Wisconsin. The joint three-year $3 million grant supports a collaboration among researchers at the SMPH and MCW and partners at the Marshfield Clinic Research Institute, the Wisconsin Collaborative for Healthcare Quality and the Wisconsin Health Information Organization, a consortium of 20 health insurers. The collaborators will research and recommend evidence-based solutions to inequities in accessing and delivering care in Wisconsin.

- **A new maternal and child health funding opportunity:** *The Strengthening Community Solutions to Improve Black Maternal and Infant Health* funding opportunity provides funding to strengthen and expand successful efforts and approaches of community-based organizations and community models of care to help improve the health of Wisconsin's Black mothers and infants.

- **Responding to dual health crises:** WPP continues to support work to reduce health disparities and advance health equity, including addressing the impact of racism on health and well-being. This year's Community Impact Grants provided $6 million to six initiatives to advance health equity. Awards support the mental health of Black men, promote the health and well-being and of Black women and reduce health inequities by addressing barriers to employment, housing and economic stability.

- **Virtual health equity learning sessions and technical assistance trainings:** WPP's community grants team hosted 25 virtual trainings that were attended by more than 150 community grantees. These sessions support and strengthen the capacity of community organizations to advance health equity by addressing critical components of their work, including achieving sustainability, defining legacy, communicating effectively and addressing racism and discrimination.

- **Return on investment:** During this fiscal year, grantees reported **$23.3 million** in funds leveraged from external sources to sustain or expand their work.

The Wisconsin Idea in Action: Advancing Health Equity

The Wisconsin Partnership Program invests in community partnerships as well as research and education initiatives that address a myriad of factors that contribute to poor health outcomes, including the impact of racism on health.

"Black people are suffering from the chronic stress that research has shown comes with daily 'micro-aggressions'—indirect, subtle or unintentional discrimination—and leads to illness and premature death," says Rev. Alexander Gee, DMin, founder and president of the Nehemiah Center for Urban Leadership Development. Nehemiah is using a five-year, $1 million Community Impact Grant to address these stark health disparities.

Awarded in 2019, the initiative *Reducing Health Inequity through Promotion of Social Connection* focuses on reducing health disparities among Black people by addressing the health impacts of racism.

The grant team has implemented several strategies, including education and training for white allies through its *Justified Anger: Black History for a New Day* course and through mentorship support and leadership training for Black professionals.

To date, more than 2,600 people have taken the *Justified Anger* course. An additional 1,000 people across multiple sectors have taken the class as part of a group including participants from American Family Insurance, First Business Bank, M3 Insurance, Madison 365, TDS, City of Fitchburg, as well as through school districts, other businesses and faith communities.

"WPP's support has allowed us to develop and expand our efforts to address the culture and systems that exacerbate stress and poor health outcomes," says Gee. "In doing so, we can actualize the *Wisconsin Idea* for our state's Black and Brown communities."

Responding to COVID-19

The Wisconsin Partnership Program continues to respond to the pandemic through its *COVID-19 Response Grant Program* through investments in research initiatives, efforts to promote vaccine delivery, and by supporting communities disproportionately impacted by the pandemic.

This year, a grant to UW–Madison School of Nursing brought together nursing students, faculty and volunteers from UW campuses in Madison, Eau Claire, Green Bay, Oshkosh and Stevens Point to support COVID-19 vaccination efforts across Wisconsin. Led by UW–Madison School of Nursing, the grant has supported the coordination, education and deployment of nursing students, faculty, staff and alumni volunteers to provide clinic support and vaccine administration and outreach on COVID-19 prevention.

To date, more than 640 student nurses and 91 nurse faculty have partnered with 62 community or campus organizations across the state to provide COVID-19 vaccinations.

In addition, 14 new COVID-19 Response awards of $2.7 million, awarded in July 2021, build upon WPP's initial

COVID-19 Response Grant Program, bringing its total investment to $5.9 million in 40 grants to support pandemic research, response and recovery efforts.

🖱 Learn more about how WPP is responding to COVID-19 **here**.

Propelling Research and Discovery

The Wisconsin Partnership Program invests in innovative ideas and projects to advance understanding of illness and disease and propel future research. One way it works toward this goal is through its New Investigator Program and grants to researchers, including Ahmed Mahmoud, PhD, an assistant professor in the SMPH's Department of Cell and Regenerative Biology.

Dr. Mahmoud and his team are providing new insight into how the heart can heal itself at the molecular and cellular levels. In the study, *Identifying the Mechanisms of Nerve Regulation of Heart Regeneration,* the team found that newborn mice can regenerate cardiac tissue after injury. This simple intervention, the researchers say, could ultimately help restore cardiac function by regenerating the heart muscle after a heart attack.

According to the American Heart Association, more than 6 million American adults were affected by heart failure between 2015–18. "The team's findings," says Mahmoud, "are a positive step forward in helping millions of people facing heart failure." The study was recently published in the journal *Circulation*.

🖱 **Read the story.**
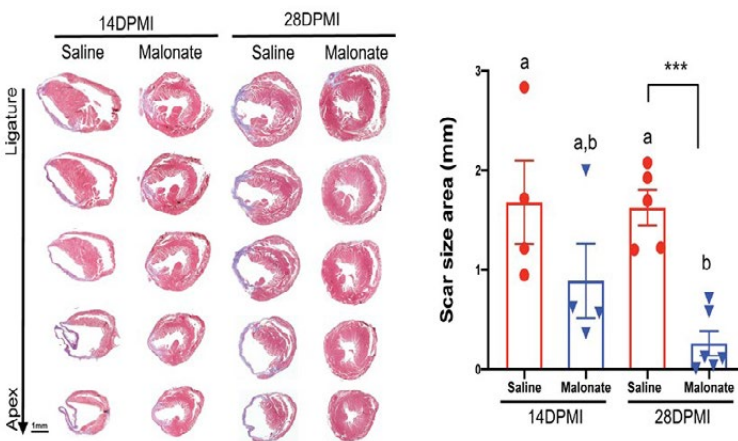
Histological heart sections from saline and malonate-injected mice at 14 and 28 days following adult myocardial infarction, showing restoration of cardiac structure and no fibrotic scarring by 28 days following infarction in malonate treated mice. (Right) Quantification of scar size demonstrating a significant reduction in fibrotic scar size in malonate-treated mice at 28 days post infarction.

Evaluation Program Updates

The Wisconsin Partnership Program works continually to enhance its evaluation program to better record and convey the impact of the work funded through its grant programs as well as to inform future action. During the past year, WPP introduced the following enhancements to its evaluation program:

1. **Hiring a new evaluator, Lindsay Barone, PhD:** Dr. Barone oversees all WPP evaluation efforts.

2. **Designing and implementing a major follow-up study of all past WPP grantees:** Strong impacts are often realized beyond the typical 2–3-year WPP funding award periods. To better gauge these long-term impacts, a major evaluation project is being designed, implemented and will be fully embedded within WPP operations in the 2021-2022 fiscal year. This on-going evaluation will provide future annual updates on the detailed accomplishments and long-term impact of past grant recipients' WPP-funded work.

3. **Engaging consultants with Mathematica/UBUNTU Research and Evaluation to develop a rigorous plan for reporting the short, medium and long-term impacts of the work done by recipients of Oversight and Advisory Committee (OAC) grants:** Our consultants are building a comprehensive set of metrics that will be used to answer one overarching question: *How is the WPP having an impact on the health, well-being and health equity of the people of Wisconsin?* This tool will then be used to survey all OAC grantees past and present.

2020–2021 By the Numbers

WPP supports a wide range of projects and initiatives through grants on topics related to our overall mission to improve health and advance health equity. The impact of WPP's investments is evident in the accomplishments of our grantees. Below are highlights for projects active during the 2020-21 fiscal year.

Education

59,408
community members trained or taught through courses, workshops, presentations and public events

714
future physicians received training through the ongoing Transforming Medical Education initiative

Research

$23.3 million
leveraged grant funds derived from WPP-funded projects

64
published and submitted articles reporting the findings of WPP projects

Community Partnerships

3,460
families served through food banks, mental health services and culturally-focused health education opportunities through WPP funding to community organizations

12,578
grant-funded medical visits and interventions, screenings, and referrals at grantee organizations such as the Marshfield Clinic, Wisconsin Women's Health Foundation, Southwestern Wisconsin Community Action Program, Bread of Healing Clinic and others to address health needs in vulnerable communities

Collaborations

148
unique collaborations funded by WPP grants

110
collaborating organizations participating in WPP-funded projects, including:

- 17 state and county public health departments
- 31 community-driven nonprofit organizations
- Medical facilities outside the UW Health system
- 2 UW System schools and a Wisconsin community college
- 10 UW–Madison schools and colleges

Achieving Our Goals: Grant Highlights

Promote Innovation

Understanding Allergies: Integrated Metabolomics, Microbial Genomics and Immune Profiling in Early Infancy to Identify Biomarkers for Allergic Disease Prevention

Although it is well-known that exposure to farm life during infancy protects against allergies, the mechanisms behind this phenomenon are poorly understood. With support from the Partnership Program, Dr. Christine Seroogy and her team began a comparative study to better understand the role of environmental exposures and immune signatures in protection against allergies.

The project relies on three cohorts of Wisconsin children born in 2018: Amish children; non-Amish farm-raised children; and non-Amish, non-farm-raised rural children. Samples were collected from 182 mother/child pairs over the first year of the infant's life, and data collection will conclude in 2021 with a collection at age 2. Analysis is ongoing, but already Seroogy's team has detected 72 differentially expressed genes between the groups. This work will have major implications for the early detection, prevention and treatment of allergic diseases. Learn more about the project **here**.

Catalyze System Change

Improving Access to High Quality Surgical Care in Wisconsin Communities

In 2021, the American Cancer Society estimated that approximately 5,210 cases of breast cancer and 2,620 cases of colorectal cancer would be newly diagnosed in the state of Wisconsin. Very often, patients require surgery to remove the cancer, yet the outcomes are not always positive and sometimes a second surgery is needed.

The Surgical Collaborative of Wisconsin (SCW) was established as a way to engage Wisconsin hospitals in a highly feasible surgical care improvement initiative for breast and colorectal cancer patients across the state. Eighty-five hospitals and 200 surgeons have joined the collaborative to date, and new partnerships were formed with the Wisconsin Hospital Association and Wisconsin Health Information Organization. SCW-participating hospitals showed a marked decrease in the need for reoperations. The longitudinal study undertaken as a part of this project has enhanced understanding of what is necessary to improve surgical outcomes in the state of Wisconsin.

For more information on the work of the SCW, visit their website: **scwisconsin.org**

The Wisconsin Partnership Program's investments in research, education and community partnerships focus on four main goals which comprise the foundation of our five-year plan and address critical elements to improve health in Wisconsin. Each of the following presents examples of how we are reaching these goals through the work of WPP-funded projects active this past year.

Advance Health Equity

Improving Health for Black Men: Black Men's Wellness Sustainable Initiative (BMWSI)

One of the goals of the Wisconsin Partnership Program is to help community organizations expand their efforts to improve health outcomes and decrease statewide health disparities in underserved communities. A grant to the Rebalanced-Life Wellness Association (RLWA) is working toward this goal. Originally a recipient of Community Collaboration Grant, RLWA and its partners were awarded a five-year, $1 million Community Impact Grant in 2020 to continue their work to improve health outcomes and mental health for Black men in Wisconsin.

The COVID-19 pandemic created unanticipated barriers to the work of BMWSI, but even still they were able to work with the safer-at-home restrictions to continue providing services. BMWSI worked with three Dane County barbershops to connect with Black men and provide COVID-19 vaccines. Through virtual support groups as well as an array of other activities, they have also continued their work throughout the pandemic to decrease the stigma surrounding mental health and increase well-being among Black men. Watch the PBS NewsHour story **here**.

Build Capacity and Leadership

Improving Dementia Care: Enabling Clinicians and Healthcare Trainees to Improve the Care of Wisconsin Residents Living with Dementia

In 2020, an estimated 120,000 adults in Wisconsin were suffering from Alzheimer's disease and related dementias. However, not all medical practitioners are trained specifically to treat such dementias. Many may prescribe medications that could be harmful to persons with dementia.

A WPP-funded effort led by psychiatrist Dr. Art Walaszek of the Wisconsin Alzheimer's Institute is working to improve the care of persons with dementia. This project focuses on providing training opportunities for healthcare trainees and practicing physicians alike to improve prescribing patterns to ensure optimal medication use for all persons with dementia. Results of this project were presented at the Alzheimer's Association International Conference in July 2021. **Learn more about the project.**

Grants Awarded July 1, 2020 – June 30, 2021

The Wisconsin Partnership Program awarded 11 grants for a total of $9.2 million for the period July 1, 2020–June 30, 2021. Full descriptions of these awards can be found on our Funded Projects web page at **med.wisc.edu/wisconsin-partnership-program/funded-projects**.

COVID-19 Response Grant Program

Badger Nurses Collaborating on COVID-19 Vaccine Education and Delivery (BN-CoVED)
Principal Investigator: Susan Zahner, DrPH, RN, FAAN, Associate Dean for Faculty Affairs, UW–Madison School of Nursing
Amount: $184,960

Genetic Epidemiology of SARS-CoV-2 in Hospitals and Care Facilities
Principal Investigator: David O'Connor, PhD, Professor, Pathology and Laboratory Medicine, UW School of Medicine and Public Health
Amount: $63,000

Community Grant Programs

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

Community Impact Grants

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

Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute
The Foundation for Black Women's Wellness
Academic Partner: Population Health Institute, UW School of Medicine and Public Health

Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Southwestern Wisconsin Community Action Program
Academic Partners: UW–Madison College of Agriculture and Life Sciences; UW–Madison Division of Extension; UW–Madison Center for Community and Nonprofit Studies

Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Economic Justice Institute, Inc.
Academic Partners: The Center for Patient Partnerships; UW–Madison Institute for Research on Poverty

Black Men's Mental Health and Well-Being
Urban League of Greater Madison
Academic Partners: UW–Madison School of Human Ecology; UW School of Medicine and Public Health; University of Wisconsin-Whitewater

Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
YWCA Madison, Inc.
Academic Partner: UW–Madison Center for Community and Nonprofit Studies

Supporting Social Emotional Health in K-12 African American Students
McFarland School District
Academic Partner: Wisconsin Center for Education Research

Research and Education Grants

The Partnership Education and Research Committee (PERC) addresses issues of health and healthcare across basic, clinical, translational and applied public health research as well as in education and training.

Collaborative Health Sciences Program

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

PERC made the following Collaborative Health Sciences Program awards:

Advancing Health Equity for Lupus Patients in Wisconsin: How a Care Continuum and Community Stakeholders Can Inform Interventions to Close Disparities Gaps
Principal Investigator: Christie Bartels, MD, MS, Associate Professor, Department of Medicine
Co-Principal Investigator: Felix Elwert, PhD, Professor, UW–Madison Departments of Sociology and Biostatistics
UW–Madison Collaborators: Amy Kind, MD, PhD, Department of Medicine; Andrea Gilmore-Bykovskyi, RN, PhD, School of Nursing; Edmond Ramly, PhD, Department of Family Medicine and Community Health; Shivani Garg, MD, MS, Department of Medicine
Medical College of Wisconsin Collaborators: Ann Rosenthal, MD, Department of Medicine; Dave Gazeley, MD, Department of Medicine

Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors
Principal Investigator: Nathan Sherer, PhD, Associate Professor, Department of Oncology
Co-Principal Investigator: Evie Carchman, MD, FACS, Department of Surgery
UW–Madison Collaborators: Paul Lambert, PhD, Department of Oncology; Kristina Matkowskyj, MD, PhD, Department of Pathology and Laboratory Medicine; Jens Eickhoff, PhD, Department of Biostatistics and Medical Informatics; Edmund Elder, PhD, School of Pharmacy.

Strategic Education and Research Grants

The Wisconsin Partnership Program's Strategic Education and Research Grant Program supports infrastructure vital to the SMPH's research and education programs, as well as initiatives that aim to improve population health and healthcare delivery, and target challenging public health issues.

The following strategic grant was awarded during this reporting period:

Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships
Principal Investigator: Maureen Smith, MD, PhD, MPH, Professor, Population Health Sciences
Amount: $1,500,000 This grant is jointly funded by the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin for a total of $3 million from both programs over three years.

UW Institute for Clinical and Translational Research Grants

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

The Wisconsin Partnership Program supported the following ICTR awards during the period July 1, 2020–June 30, 2021:

A Patient-Centered Needs Assessment Tool for Adolescents and Young Adults (AYA) with Cancer
Principal Investigator: Amanda M. Parkes, MD, UW SMPH
Amount: $37,147

Addressing Disparities in the Primary Care of Chronic Conditions in the COVID-19 Era: A Tool for Clinics to Map Local Barriers to Known Strategies
Principal Investigator: Edmond Ramly, PhD, UW SMPH
Amount: $100,000

Assessing the Impact of Trust on an Individual's Willingness to Participate in Alzheimer's Disease and Related Dementias Research
Principal Investigator: Carey E. Gleason, PhD, UW SMPH
Amount: $75,000

Assessing the Readiness of Dane County Healthcare Systems to Equitably Serve LGBTQ Patients
Principal Investigator: Madelyne Green, PhD, RN, UW–Madison School of Nursing
Amount: $100,000

Black Fathers, Equal Partners in Advancing Maternal and Infant Health
Principal Investigator: Tova B. Walsh, PhD, MSW, UW–Madison School of Social Work, Co-Principal Investigator: Alvin Thomas, PhD, UW–Madison School of Human Ecology
Amount: $75,000

Creating Infrastructure to Study the Immune Response to SARS-CoV-2 in Wisconsin
Principal Investigator: Miriam A. Shelef, MD, PhD, UW SMPH
Amount: $20,000

Developing and Evaluating the First Hmong Word List for Audiometric Testing
Principal Investigator: Maichou Lor, PhD, RN, UW–Madison School of Nursing
Amount: $75,000

Engaging Residents and Families as Quality Partners in Nursing Homes
Principal Investigator: Tonya Roberts, PhD, RN, UW–Madison School of Nursing
Amount: $100,000

Engaging Stakeholders in Integration of Assessing Medication Adherence and Tailoring Intervention in Clinic (A-MATIC) in SLE Visits
Principal Investigator: Shivani Garg, MD, MS, UW SMPH
Amount:$100,000

Engaging Stakeholders to Develop a Meditation Intervention for Incarcerated Individuals
Principal Investigator: Michael R. Koenigs, PhD, UW SMPH
Amount: $100,000

Expanding Access to Naloxone: Developing a Person-Centered Naloxone Prescribing Intervention for People Living with Opioid-Use Disorder
Principal Investigator: Rachel Gicquelais, PhD, UW–Madison School of Nursing
Amount: $75,000

Extending BP Connect: Implementing in Diverse Specialty Clinics and for Out-of-Network Follow-up
Principal Investigator: Christie Bartels, MD, UW SMPH
Amount: $150,000

New to Public Health (N2PH): Dissemination of the Southeast Wisconsin Public Health Nurse Residency Model and Toolkit
Principal Investigator: Susan J. Zahner, DrPH, RN, FAAN, UW–Madison School of Nursing
Amount: $52,475

Nothing About Us Without Us: Engaging Drug User Networks in Community-Based Hepatitis C Micro-Elimination Strategies
Principal Investigator: Ryan Westergaard, MD, PhD, MPH, UW SMPH
Amount: $100,000

Optimizing the Capacity of Public Schools to Promote Youth Mental Health
Principal Investigator: Stanley Garbacz, PhD, UW–Madison School of Education
Amount: $99,982

Promoting COVID-19 Vaccine Acceptance for Safety Net Providers and Patients in Wisconsin
Principal Investigator: Susan Passmore, PhD, UW SMPH
Amount: $74,904

Telehealth Delivery of the Yoga for Seniors Program
Principal Investigator: Kristen A. Pickett, PhD, UW–Madison School of Education
Amount: $74,974

Concluded Grants

Outcome reports for grants that concluded July 1, 2020 – June 30, 2021 are posted at
med.wisc.edu/wpp-funded-projects.

COVID-19 Response Grants

The following COVID-19 Response Grants supported by OAC concluded in this period:

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

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

COVID-19 Response for Milwaukee's Uninsured Adults
Bread of Healing Clinic, Inc.

Farms to Families/De Granjas a Familias Resilience Boxes
REAP Food Group

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

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

Men's Emergency Shelter-Virtual Health Assessments
Porchlight, Inc.

Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity of Vulnerable Populations
Wello, Greater Green Bay Chamber Foundation

The following COVID-19 Response Grants supported by PERC concluded in this period:

Alternative Means to Diagnose COVID-19 Pneumonia
Guang-Hong Chen, PhD, Department of Medical Physics, SMPH

Badger Nurses Collaborating on Covid-19 Vaccine Education and Delivery (BN-CoVED)
Principal Investigator: Susan Zahner, DrPH, RN, FAAN, Associate Dean for Faculty Affairs, UW–Madison School of Nursing

COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals
Cameron Currie, PhD, Department of Bacteriology, UW–Madison College of Agricultural and Life Sciences

Genetic Epidemiology of SARS-CoV-2 in Hospitals and Care Facilities
David O'Connor, PhD, Department of Pathology and Laboratory Medicine, SMPH

Genetic Surveillance of SARS-CoV-2 Spread in Wisconsin to Inform Outbreak Control
Thomas Friedrich, PhD, UW–Madison School of Veterinary Medicine

Leveraging Social Networks and Trusted Community Influencers to Disseminate an Accurate and Up-to-Date Understanding of COVID-19 in Black, Latinx and American Indian Communities
Carey Gleason, PhD, Department of Medicine, SMPH

Teaching the General Public How to Test and Maintain Readily Available Face Masks
Scott Sanders, PhD, UW–Madison College of Engineering

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

Community Catalyst Grant Program

Building Beloved Community for Reproductive Justice Sustainability
Wisconsin Alliance for Women's Health

Building Immigrant Leadership for Wisconsin
Racine Interfaith Coalition

Community Doula Initiative
African American Breastfeeding Network

Creating Pathways for Equitable Access for Spanish-Speaking Early Educators Through Technology-Assisted Professional Development Opportunities to Support the Understanding and Promotion of Social Emotional Development for Children 0-5
Wisconsin Alliance for Infant Mental Health

Farmer Suicide Prevention
Southwestern Wisconsin Community Action Program

Increasing Access to Quality Healthcare in Correctional Settings by Expanding Health Workforce Capacity
Nehemiah Community Development Corporation

Neighborhood Organizing Institute 2.0 (NOI 2.0)
Lussier Community Education Center

PATHS: Preventing Youth Homelessness for Youth Aging Out of Foster Care
Pathfinders Milwaukee, Inc.

Transformational Therapy for Children Experiencing Trauma
Zion City International Church Ministries

Collaborative Health Sciences Program

Metabolic Priming Triple-Negative Breast Cancer to Proapoptotic Therapy
Vincent Cryns, MD, Department of Medicine, SMPH

Screening in Trauma for Opioid Misuse Prevention (STOMP)
Randall Brown, MD, PhD, Department of Family Medicine and Community Health, SMPH

New Investigator Program

Autologous Regeneration in Burn-Injured Patients
Angela Gibson, MD, PhD, FACS, Department of Surgery, SMPH

Identifying the Mechanisms of Nerve Regulation of Heart Regeneration
Ahmed Mahmoud, PhD, Department of Cell and Regenerative Biology, SMPH

Kinetochore Integrity and Cancer
Aussie Suzuki, PhD, Department of Oncology, SMPH

Mechano-Electrical Feedback in Pathophysiology of Atrial Fibrillation: Novel Strategy for Antiarrhythmic Therapy
Alexy Glukhov, PhD, Department of Medicine, SMPH

PERC Opportunity Grant

Improving Access to High Quality Surgical Care in Wisconsin Communities
Caprice Greenberg, MD, MPH, FACS, Department of Surgery, SMPH

Strategic Grant Program

Measuring and Addressing Disparities in the Quality of Care Among Wisconsin Health Systems
Maureen Smith, MD, PhD, MPH, Population Health Sciences, SMPH

UW Institute for Clinical and Translational Research Grants

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

Improving Hospital Nutrition Through Evidence-Based Implementation of Behavioral Strategies
Alfonso Morales, College of Letters and Sciences, UW–Madison

Partnering with a Wisconsin Health System to Optimize Opioid Stewardship Across the Care Continuum
Michelle Chui, PharmD, PhD, UW–Madison School of Pharmacy

Partnering with Peers in the Community to Improve Diabetes Medication Adherence for African Americans
Olayinka Shiyanbola, PhD, PharmB, UW–Madison School of Pharmacy

UW-Health COVID-19 Convalescent Plasma Program
William Hartman, MD, PhD, Department of Anesthesiology, SMPH

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

Financial Overview

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

Investments

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

WFAA Institutional Advancement Fee

The WFAA assesses an Institutional Advancement Fee of 1 percent on all funds participating in its endowment pool, including Wisconsin Partnership Program funds, as a primary source of revenue for WFAA operations. This assessment, and its usage, is determined by the WFAA and is not controlled by the Wisconsin Partnership Program. The Institutional Advancement Fee for fiscal years 2021 and 2020 were $3,841,245 and $3,597,260, respectively, and are shown under expenses on the Statement of Revenues, Expenses and Changes in Net Assets on page 17.

The WFAA decreases the Institutional Advancement Fee to 0.7 percent on cumulative fund amounts above $250 million per qualified relationship. Partnership Program funds exceed the established level, and savings from this fee reduction are fully allocated to the Oversight and Advisory Committee for public health initiatives. These savings were $402,374 and $329,178 for fiscal years ending June 30, 2021 and 2020, respectively.

Grants Payable

Grants payable amounts are recorded as of the date of approval by the Oversight and Advisory committee or Partnership Education and Research Committee. The liability reflects the total amount of the grant award, less any payments made on or before June 30, 2021. Any subsequent modifications to grant awards are recorded as adjustments of grant expenses in the year the adjustment occurs.

Net Assets

Temporarily Restricted: Funds consist of interest and investment income earned by the funds invested in the callable or endowment portfolios at the Foundation and the cumulative net gains or losses related to the permanently restricted funds that are invested within the endowment portfolio. These funds are available to support program expenditures.

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

OAC Review and Assessment of the Allocated Percentage of Funds

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

Distribution from Wisconsin United for Health Foundation

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

Supplanting Policy

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

Financial Statements

The following financial reports consolidate activities of the Wisconsin Foundation and Alumni Association and the School of Medicine and Public Health for the fiscal year ending June 2021 and June 2020.

Statement of Net Assets

Assets		June 30, 2021		June 30, 2020
UW SMPH Cash	$	(1,427,585)	$	(1,545,561)
Current Investments		18,454,334		18,292,328
Noncurrent Investments		432,483,727		353,858,662
Total Assets	$	449,510,476	$	370,605,429
Liabilities				
OAC Grants Payable	$	20,814,940	$	21,534,527
PERC Grants Payable		16,065,329		22,160,043
Total Liabilities		36,880,269		43,694,570
Net Assets				
Temporarily Restricted		129,013,940		43,294,592
Permanently Restricted		283,616,267		283,616,267
Total Net Assets		412,630,207		326,910,859
Total Liabilities and Net Assets	$	449,510,476	$	370,605,429

Statement of Revenues, Expenses and Changes in Net Assets

		Year ended June 30, 2021		Year ended June 30, 2020
Revenues				
Gifts Received	$	2,325	$	1,788,525
Interest Income		23,990		166,932
Change in Fair Value of Endowed Funds		98,906,013		3,527,932
Total Revenues		98,932,328		5,483,389
Expenses				
WFAA Institutional Advancement Fee		3,841,245		3,597,260
Less: WFAA IAF Rebate		(402,374)		(329,178)
OAC Initiatives				
Administrative Expenses		516,937		445,556
Grant Expenses		5,638,467		11,009,280
PERC Initiatives				
Administrative Expenses		960,026		827,462
Grant Expenses		2,658,679		11,167,077
Total Expenses		13,212,980		26,717,457
Increase/(Decrease) in Net Assets		85,719,348		(21,234,068)
Net Assets - Beginning of year		326,910,859		348,144,927
Net Assets - End of year	$	412,630,207	$	326,910,859

Grant Award Commitments for the Fiscal Year Ended June 30, 2021

	Net Grant Awards(1)	Inception to date Disbursements	Outstanding Grant Commitments
Public Health Initiatives			
Grants awarded from Inception to FY2020	$ 87,747,719	$ 73,081,882	$ 14,665,837
FY2021 Awards	6,259,264	110,161	6,149,103
Subtotal	$ 94,006,983	$ 73,192,043	$ 20,814,940
Medical Education and Research Initiatives			
Grants awarded from Inception to FY2020	$ 158,456,915	$ 145,192,063	$ 13,264,852
FY2021 Awards	2,948,061	147,584	2,800,477
Subtotal	$ 161,404,976	$ 145,339,647	$ 16,065,329
Total	$ 255,411,959	$ 218,531,690	$ 36,880,269

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

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

	FY2021	FY2020
Balance, July 1	$ (1,545,561)	$ (2,726,107)
Cash Receipts		
Payments received from the UW Foundation	16,706,384	16,153,185
Total Receipts	**16,706,384**	**16,153,185**
Cash Disbursements		
Public Health Initiatives	6,358,053	5,369,210
Education and Research Initiatives	8,753,392	8,330,411
Program Administration		
Salaries	761,099	731,348
Fringe	273,547	257,152
Travel	139	11,763
Supplies and Services	125,145	53,156
Consultants and Contracts	305,033	195,599
Other Disbursements	12,000	24,000
Total Program Administration	1,476,963	1,273,018
Total Disbursements	**16,588,408**	**14,972,639**
Increase (Decrease) In Balance	**117,976**	**1,180,546**
Balance, June 30	**(1,427,585)**	**(1,545,561)**

Policies and Procedures

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

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

Open Meetings and Public Records

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

Diversity Policy

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

Learn More

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

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

Wisconsin Partnership Program Leadership

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

Oversight and Advisory Committee

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

• Direct and approve available funds for public health initiatives and public health education and training

• Provide public representation through the OAC's four health advocates

• Offer comment and advice on the PERC's expenditures

Health Advocate Appointees

Cedric Johnson, Vice Chair
Community Services Manager, Madison Gas and Electric
Category: Health of Children and Families

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

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

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

Insurance Commissioner's Appointee

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

School of Medicine and Public Health Appointees

Amy Kind, MD, PhD, Chair
Professor, Department of Medicine
Director, UW Center for Health Disparities Research

Megan Moreno, MD, MSEd, MPH
Professor, Academic Division Chief and Vice Chair of Digital Health, Department of Pediatrics

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

Manish Shah, MD, MPH
Professor and the John and Tashia Morgridge Chair of Emergency Medicine Research, Department of Emergency Medicine

Partnership Education and Research Committee

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

• Direct and approve available funds for education and research initiatives

• Maintain a balanced portfolio of investments in population health

• Strengthen collaborations with communities and health leaders statewide

SMPH Leadership

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

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

Department Chairs

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

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

Faculty Representatives

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

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

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

Tracy Downs, MD
Associate Professor, Department of Urology
Assistant Dean for Diversity and Multicultural Affairs
Representative: Clinical Faculty
Resigned July 2020

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

Jason Stephenson, MD
Associate Professor, Radiology
Representative: Clinical Faculty
Appointed August 2020

Oversight and Advisory Committee Appointees

Amy Kind, MD, PhD
Professor, Department of Medicine
Director, UW Center for Health Disparities Research
Chair, Oversight and Advisory Committee

Gregory Nycz*
Executive Director, Family Health Center of Marshfield, Inc.
Health Advocate, Oversight and Advisory Committee

*PERC Executive Committee Member

Wisconsin Partnership Program Liaisons

UW–Madison Office of the Chancellor

Norman Drinkwater, PhD

UW System Board of Regents

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

Wisconsin Partnership Program Staff

Eileen M. Smith, Assistant Dean and Director

Lindsay Barone, PhD, Evaluator

Kylie Donovan, Graduate Student Project Assistant

Mai Nou Her, Administrative Assistant

Nathan Kersten, Financial Specialist

Tonya Mathison, Administrative Manager

Renuka Mayadev, JD, Program Advisor, Maternal and Child Health

Anne Pankratz, University Relations Specialist

David Sampoli, Systems Analyst

Jonathan Thomas, CPA, Assistant Director of Finance

Debbie Wu, Financial Lead

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

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Madison, WI 53705

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med.wisc.edu/partnership

Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2021
For
Public Health Initiatives and Public Health Education and Training Initiatives
Recommended for Approval by the
Oversight and Advisory Committee

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

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

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

This determination shall be filed with the Oversight and Advisory Committee this 5th day of October, 2021.

Community Catalyst

Fiscal Year 2018
Increasing Access to Quality Healthcare in Correctional Settings by Expanding Health Workforce

Fiscal Year 2019
Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country
Black Girl Live by Lilada's Livingroom
Building Beloved Community for Reproductive Justice Sustainability
Building Immigrant Leadership for Wisconsin
Community Dental Partnership Program
Community Doula Initiative
Community Fellowship and Improve Thy Health (Com-FAITH) - Oh Happy Day Classes to Manage Depression
Creating Pathways for Equitable Access for Spanish-speaking Early Educators through Technology Assisted Professional Development Opportunities to Support the Understanding and Promotion of Social Emotional Development for Children 0-5
Farmer Suicide Prevention
Neighborhood Organizing Institute 2.0 (NOI 2.0)
PATHS: Preventing Youth Homelessness for Youth Aging Out of Foster Care
Preventing Lead Exposure: No More High Lead Levels
Teen Leadership and Engagement
Training to Improve PPWI Health Services to Promote Health Equity for Transgender, Gender Nonbinary, Gender Expansive, and Gender Nonconforming (TNG) Individuals
Transformational Therapy for Children Experiencing Trauma

Community Collaboration

Fiscal Year 2018

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

Fiscal Year 2020
The Good Hood: Making Meadowood a Healthy Community
Creating our healthy neighborhood: Reversing disinvestment in urban Milwaukee
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for
Individuals Experiencing Homelessness and Housing Insecurity
Oske Pemateset-"The New Life"- Indigenous Models of Equitable Health Systems
ROOTed to REAP: Latinx/Indigenous women advancing health and food equity in Dane County

Community Impact

Calendar Year 2015
Advancing School-Based Mental Health in Dane County
Cultivate Health Initiative: Growing the Wisconsin School Garden Network
From Punishment to Restoration: Reimagining Criminal Justice to Improve the Health of Wisconsin's
Families and Communities
Improving Assisted Living Quality Through Collaborative System Change

Calendar Year 2016
Healthy Workers, Healthy Wisconsin
Legacy Community Alliance for Health (LCAH)
Race to Equity Wisconsin

Fiscal Year 2018
Connecting Clinics, Campuses and Communities to Advance Health Equity
Creating Conditions to Improve Housing Policy for Healthier Families
First Breath Families: Helping Low-Income Moms Quit Smoking and Babies Grow Up Smoke-Free
Southwestern Wisconsin Recovery Pathways

Fiscal Year 2019
Milwaukee Reentry Alliance
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

Fiscal Year 2020
Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The
Ancient Movers)
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Healthy Communities through WEESSN-Milwaukee: Supporting Quality Early Learning and Family Well-
Being

Fiscal Year 2021
Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Supporting Social Emotional Health in K-12 African American Students
Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Community Opportunity

Calendar Year 2016
Create a Alcohol Reduction Strategies Toolkit for Community Use in Northwestern Wisconsin
Increasing Access to Nutritious Food through Summer Food Service Programming

COVID-19 Response Grant Program

Fiscal Year 2020
Using Information and Communication Technology to Address Wisconsin's COVID-19 Crisis
Men's Emergency Shelter-Virtual Health Assessments
WeRISE: Black Birth Workers Response to COVID-19 Project
Bilingual (English/Spanish) Short- and Long-term Assistance to Vulnerable Populations
COVID-19 Prevention and Intervention Services for Hmong and Other Refugee Communities
Leveraging Personalized Supports for Immediate COVID-19 Response for 4K-12 Students (LPS)
Lo Que Debes Saber: A COVID-19 Public Health Community Education Strategy for the Latino Community
Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity of Vulnerable Populations
COVID-19 Response for Milwaukee's Uninsured Adults
Wood County Community Response to COVID-19
Farms to Families/De Granjas a Familias Resilience Boxes
Barron County Integrated Response to Slow Community Spread of COVID-19

Lifecourse Initiative for Healthy Families

Fiscal Year 2019
Lifecourse Initiative for Healthy Families (LIHF) Bridge Funding

Public Health Education and Training Initiatives

Calendar Year 2017
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through
        Service and Training – OAC

Fiscal Year 2020
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through
Service and Training – OAC

Strategic

Fiscal Year 2018

Fiscal Year 2020
Healthy Wisconsin Leadership Institute and MATCH Transitional Funding (HWLI)

By: _____

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

Date: _____ 10/5/21 _____

As accepted by the Oversight and Advisory Committee on the 5th day of October, 2021.

Wisconsin Partnership Program
Fiscal Year 2021 Determination of Non-Supplanting
For
Education and Research Initiatives
Recommended for Approval by the
Partnership Education and Research Committee

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

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

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

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

Collaborative Health Sciences Program

Calendar Year 2015
Screening in Trauma for Opioid Misuse Prevention

Calendar Year 2016
Metabolic Priming Triple-Negative Breast Cancer to Proapoptotic Therapy

Fiscal Year 2018
A Cluster Randomized Trial to Assess the Impact of Facilitated Implementation on Antibiotic Stewardship
    in Wisconsin Nursing Homes
Gut Microbiome Dynamics in Alzheimer's Disease
Integrated Metabolomics, Microbial Genomics and Immune Profiling in Early Infancy to Identify
    Biomarkers for Allergic Disease Prevention

Fiscal Year 2019
Leaving prison and connecting with medical care: Medicaid expansion, treatment access and outcomes
    for opioid use disorder and hepatitis C infection
Testing Effectiveness of a Community Resource Navigation Intervention to Enhance Health Professional
    Education, Reduce Unmet Social Needs, and Improve Patient Health
Towards an Integrated Understanding of Stress, Inflammation and Immune Response
UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020
Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates
Defining and targeting novel anti-viral and anti-cancer T cell immunity
Comparison of successful colorectal cancer screening strategies in Wisconsin rural and urban settings:
    Achieving "80% in every community"

Fiscal Year 2021

Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community
stakeholders can inform interventions to close disparities gaps
Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

COVID-19 Response Grants

Fiscal Year 2020
Novel COVID-19 monoclonal antibodies for patient diagnostics, therapy and research.
Alternative Means to Diagnose COVID-19 Pneumonia
COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals
Genetic surveillance of SARS-CoV-2 spread in Wisconsin to inform outbreak control
Leveraging Social Networks and Trusted Community Influencers to disseminate an accurate and up-to-
date understanding of COVID-19 in Black, Latinx and American Indian Communities
To Test the Protective Efficacy of Whole-Inactivated SARS-CoV-2 Vaccine in Syrian Hamsters
A Negative Pressure Isolation Head Chamber to Protect Health Care Workers from Airborne
Transmission of Aerosolized Viruses
Teaching the general public how to test and maintain readily available face masks
Creating Infrastructure to Study the Immune Response to SARS-CoV-2 in Wisconsin
Role of NaSo-oropHaryngeal antiseptic dEcolonization to reduce covid-19 viral shedding and Disease
. transmission: SHIELD Study
WIsconsin Real-time Emergency Department Surveillance and Responsive Training (WIRED-RT)
Interferon Responses in "COVID toes," the link to SARS-CoV2 Infection
Genetic epidemiology of SARS-CoV-2 in hospitals and care facilities
Badger Nurses Collaborating on Covid-19 Vaccine Education and Delivery (BN-CoVED)

New Investigator Program

Fiscal Year 2018
Autologous Regeneration in Burn Injured Patients
Mechano-Electrical Feedback in Pathophysiology of Atrial Fibrillation: Novel Strategy For Antiarrhythmic
Therapy

Fiscal Year 2019
Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to
Community-Based, Group Prenatal Care and Infant Support
Defining Host-Microbiome Interactions in Diabetic Wound Healing
Identifying the Mechanisms of Nerve Regulation of Heart Regeneration
Kinetochore Integrity and Cancer

Fiscal Year 2020
Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants
Molecular Basis of Immune Variations
Modeling basal forebrain cholinergic vulnerability in Down syndrome
Advancing postpartum care for Black women in Wisconsin by engaging community partners with a home
telehealth
Vascular Effects of the Precision Interventions for Severe Asthma (VASC-PreCISE)

Opportunity Program

Fiscal Year 2018
Improving Access to High Quality Surgical Care in Wisconsin Communities

Fiscal Year 2019
Enabling Clinicians and Healthcare Trainees to Improve the Care of Wisconsin Residents Living with
    Dementia
Stroke Prevention in the Wisconsin Native American Population

<u>**Strategic Program**</u>

January 1 – June 30, 2017
Measuring and Addressing Disparities in the Quality of Care Among Wisconsin Health Systems
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through
    Service and Training

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

Fiscal Year 2020
Wisconsin Partnership Program Scholarship
Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New
Programs through a Health Equity Lens
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through
    Service and Training

By: _____

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

Date: ___10/18/21_____

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

Wisconsin Partnership Program
Fiscal Year 2021 Determination of Non-Supplanting

University of Wisconsin School of Medicine and Public Health

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

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

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2020 Annual Report, which covers the period July 1, 2020-June 30, 2021.

OVERSIGHT AND ADVISORY COMMITTEE

Community Catalyst

Fiscal Year 2018
Increasing Access to Quality Healthcare in Correctional Settings by Expanding Health Workforce

Fiscal Year 2019
Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country
Black Girl Live by Lilada's Livingroom
Building Beloved Community for Reproductive Justice Sustainability
Building Immigrant Leadership for Wisconsin
Community Dental Partnership Program
Community Doula Initiative
Community Fellowship and Improve Thy Health (Com-FAITH) - Oh Happy Day Classes to Manage Depression
Creating Pathways for Equitable Access for Spanish-speaking Early Educators through Technology Assisted Professional Development Opportunities to Support the Understanding and Promotion of Social Emotional Development for Children 0-5
Farmer Suicide Prevention
Neighborhood Organizing Institute 2.0 (NOI 2.0)
PATHS: Preventing Youth Homelessness for Youth Aging Out of Foster Care
Preventing Lead Exposure: No More High Lead Levels
Teen Leadership and Engagement
Training to Improve PPWI Health Services to Promote Health Equity for Transgender, Gender Nonbinary, Gender Expansive, and Gender Nonconforming (TNG) Individuals
Transformational Therapy for Children Experiencing Trauma

Community Collaboration

Fiscal Year 2018
Black Men's Wellness Sustainable Initiative (BMWSI)
Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience
Empower Me Wellness Project: Collaborating for Health Equity for Black Women
FREE
Health Equity and the Role Of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods

Fiscal Year 2020
The Good Hood: Making Meadowood a Healthy Community
Creating our healthy neighborhood: Reversing disinvestment in urban Milwaukee
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for Individuals
Experiencing Homelessness and Housing Insecurity
Oske Pemateset-"The New Life"- Indigenous Models of Equitable Health Systems
ROOTed to REAP: Latinx/Indigenous women advancing health and food equity in Dane County

Community Impact

Calendar Year 2015
Advancing School-Based Mental Health in Dane County
Cultivate Health Initiative: Growing the Wisconsin School Garden Network
From Punishment to Restoration: Reimagining Criminal Justice to Improve the Health of Wisconsin's Families
and Communities
Improving Assisted Living Quality Through Collaborative System Change

Calendar Year 2016
Healthy Workers, Healthy Wisconsin
Legacy Community Alliance for Health (LCAH)
Race to Equity Wisconsin

Fiscal Year 2018
Connecting Clinics, Campuses and Communities to Advance Health Equity
Creating Conditions to Improve Housing Policy for Healthier Families
First Breath Families: Helping Low-Income Moms Quit Smoking and Babies Grow Up Smoke-Free
Southwestern Wisconsin Recovery Pathways

Fiscal Year 2019
Milwaukee Reentry Alliance
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

Fiscal Year 2020
Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient
Movers)
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Healthy Communities through WEESSN-Milwaukee: Supporting Quality Early Learning and Family Well-Being

Fiscal Year 2021
Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being

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Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

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Fiscal Year 2020
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

Strategic

Fiscal Year 2020
Healthy Wisconsin Leadership Institute and MATCH Transitional Funding (HWLI)

PARTNERSHIP EDUCATION AND RESEARCH COMMITTEE

Collaborative Health Sciences Program

Calendar Year 2015
Screening in Trauma for Opioid Misuse Prevention

Calendar Year 2016
Metabolic Priming Triple-Negative Breast Cancer to Proapoptotic Therapy

Fiscal Year 2018
A Cluster Randomized Trial to Assess the Impact of Facilitated Implementation on Antibiotic Stewardship in Wisconsin Nursing Homes
Gut Microbiome Dynamics in Alzheimer's Disease
Integrated Metabolomics, Microbial Genomics and Immune Profiling in Early Infancy to Identify Biomarkers for Allergic Disease Prevention

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UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020
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Defining and targeting novel anti-viral and anti-cancer T cell immunity
Comparison of successful colorectal cancer screening strategies in Wisconsin rural and urban settings: Achieving "80% in every community"

Fiscal Year 2021
Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community stakeholders can inform interventions to close disparities gaps
Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

<u>COVID-19 Response Grants</u>

Fiscal Year 2020
Novel COVID-19 monoclonal antibodies for patient diagnostics, therapy and research.
Alternative Means to Diagnose COVID-19 Pneumonia
COVID-19 and the Nasal Microbiome: Potential Marker of Disease Outcomes and Novel Antivirals
Genetic surveillance of SARS-CoV-2 spread in Wisconsin to inform outbreak control
Leveraging Social Networks and Trusted Community Influencers to disseminate an accurate and up-to-date understanding of COVID-19 in Black, Latinx and American Indian Communities
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A Negative Pressure Isolation Head Chamber to Protect Health Care Workers from Airborne Transmission of Aerosolized Viruses
Teaching the general public how to test and maintain readily available face masks
Creating Infrastructure to Study the Immune Response to SARS-CoV-2 in Wisconsin

Role of NaSo-oropHaryngeal antiseptic dEcolonization to reduce covid-19 viral shedding and Disease
transmission: SHIELD Study
WIsconsin Real-time Emergency Department Surveillance and Responsive Training (WIRED-RT)
Interferon Responses in "COVID toes," the link to SARS-CoV2 Infection

Fiscal Year 2021
Genetic epidemiology of SARS-CoV-2 in hospitals and care facilities
Badger Nurses Collaborating on Covid-19 Vaccine Education and Delivery (BN-CoVED)

New Investigator Program

Fiscal Year 2018
Autologous Regeneration in Burn Injured Patients
Mechano-Electrical Feedback in Pathophysiology of Atrial Fibrillation: Novel Strategy For Antiarrhythmic Therapy

Fiscal Year 2019
Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-
Based, Group Prenatal Care and Infant Support
Defining Host-Microbiome Interactions in Diabetic Wound Healing
Identifying the Mechanisms of Nerve Regulation of Heart Regeneration
Kinetochore Integrity and Cancer

Fiscal Year 2020
Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants
Molecular Basis of Immune Variations
Modeling basal forebrain cholinergic vulnerability in Down syndrome
Advancing postpartum care for Black women in Wisconsin by engaging community partners with a home
telehealth
Vascular Effects of the Precision Interventions for Severe Asthma (VASC-PreCISE)

Opportunity Program

Fiscal Year 2018
Improving Access to High Quality Surgical Care in Wisconsin Communities

Fiscal Year 2019
Enabling Clinicians and Healthcare Trainees to Improve the Care of Wisconsin Residents Living with Dementia
Stroke Prevention in the Wisconsin Native American Population

Strategic Program

January 1 – June 30, 2017
Measuring and Addressing Disparities in the Quality of Care Among Wisconsin Health Systems
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service
and Training

Fiscal Year 2019
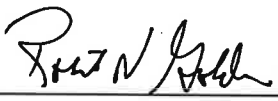Advancing Evidence-Based Health Policy in Wisconsin

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

Fiscal Year 2020
Wisconsin Partnership Program Scholarship
Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New Programs through a Health Equity Lens
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity Through Service and Training

By: _____

Robert N. Golden, MD
Dean, UW School of Medicine and Public Health

Date: ____10/29/21____

By: _____

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

Date: ____10/28/21____

6

Wisconsin Partnership Program
Fiscal Year 2021 Determination of Non-supplanting

University of Wisconsin System and University of Wisconsin-Madison

The UW-Madison Interim Vice Chancellor for Finance and Administration, Rob Cramer, hereby attests that the UW System and the UW-Madison have complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. The basis of this attestation is the on-going monitoring by the UW-Madison Vice Chancellor for Finance and Administration of the University's budget allocation to the School of Medicine and Public Health.

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2021 Annual Report for the period July 1, 2020 - June 30, 2021.

By: _____

Rob Cramer
Interim Vice Chancellor for Finance and Administration
University of Wisconsin-Madison

Date: ___11/3/2021___

UW SYSTEM DEVELOPMENTAL EDUCATION REPORT

REQUESTED ACTION

None.

SUMMARY

Dr. Ben Passmore, UW System Associate Vice President for Policy Analysis and Research, will share highlights from the 2021 Developmental Education Report. This full dashboard report can be found here. A summary of results in each area is provided in Attachment A.

Presenters

- Dr. Ben Passmore UW System Associate Vice President for Policy Analysis and Research

BACKGROUND

On November 1988, the Board of Regents adopted Resolution 5088, requiring students who are not well-prepared for college-level mathematics or English courses to take developmental coursework to ensure they have the skills needed to succeed in their course of study. The Board of Regents requires, under Resolution 7382, that the University of Wisconsin System staff report on the status of developmental education every three years.

Beginning with the 2021 report, the developmental education measures have been organized and presented in an interactive dashboard report. This dashboard will allow the Regents and public to examine the performance of different institutions and of different groups of students in detail. The dashboard will also provide a tool for UW System institutions to evaluate the success of efforts with different populations on their campuses.

The dashboard provides information of developmental education in the following areas:
1. Students requiring and completing developmental education;
2. College level course enrollments and completion;
3. Retention and graduation by developmental education status;
4. Student outcome by developmental education status and course taken in the 1st year; and

5. Institutional efforts to reduce developmental education needs and promote student success.

ATTACHMENTS

A) Summary Results of the 2021 Report on Developmental Education in the UW System

2021 REPORT ON DEVELOPMENTAL EDUCATION IN THE UW SYSTEM: SUMMARY OF RESULTS

The 2021 Report On Developmental Education in the UW System provides information of developmental education in the following areas:

1. Students requiring and completing developmental education;
2. College level course enrollments and completion;
3. Retention and graduation by developmental education status;
4. Student outcome by developmental education status and course taken in the 1st year; and
5. Institutional efforts to reduce developmental education needs and promote student success.

1. Students requiring and completing developmental education.

- Among fall 2020 new freshmen, 5,240 or 20% were required to enroll in developmental math education. The percentage of students requiring developmental math education varied between 17% (2016) and 22% (2019) over the last ten years.
- The percentage of new freshmen requiring developmental English education was 5% (1,386 students) for fall 2020 cohort. In the last decade, this percentage was highest in fall 2012 (10%) and lowest in fall 2020.
- Of fall 2019 new freshmen requiring developmental math education, 63% (3,885 students) completed the requirement in a year. This rate is the same as it was in fall 2018 and over the last ten years was highest in 2014 (72%).
- Of fall 2019 new freshmen requiring developmental English education, 1,003 or 58% completed the requirement in a year. This is the lowest completion rate in the last two decades.
- First generation college students, non-immediate new freshmen (those students who do not move immediately from high school to a University), low-income students, and URM students are more likely to require developmental math and less likely to complete the requirement in a year.
- Female students are more likely to require developmental math and more likely to complete the requirement within a year.
- First generation college students, non-immediate new freshmen, low-income students, and URM students are more likely to require developmental English education.

2. College-level course enrollments and completion.

- Sixty-eight percent of fall 2019 new freshmen enrolled in a college level math course in 2019-20. This percentage has been stable around 70% for the last few years.

- Among fall 2019 new freshmen who enrolled in college level math course, 93% successfully completed at least 1 college level course in the 1st year.
- Seventy-two percent of fall 2019 new freshmen enrolled in a college level English course in 2019-20. This percentage has been stable above 70% in the last few years.
- Among fall 2019 new freshmen who enrolled in college level English course, 93% successfully completed at least 1 college level course in the 1st year.
- The chance that a student will enroll in a college level math course in the 1st year is much lower for students requiring developmental math education. Of fall 2019 new freshmen who required developmental math education, 54% enrolled in a college level math course in a year, compared to 73% for those who were not required developmental math.
- The possibility of successfully completing a college level math course is lower for students who were required developmental math. Of fall new freshmen who were required developmental math and enrolled in a college level math course in the 1st year, 87% successfully completed at least a college level math course in the 1st year, compared to 94% of those who were not required developmental math.
- First generation college students, low-income students, and URM students who were required to take developmental math were less likely to enroll in a college level course and complete the course in the first year, compared to their counterparts.

3. **Retention and graduation by developmental education status.**

- Students who were required to take developmental education and completed the requirement in the first year have comparable 2nd year retention as those who were not required to take developmental education. Students who were required but had not completed developmental education have much lower 2nd year retention rate.
- The most recent second year retention rate at the same UW institution is 85% for students who were not required to take developmental math, 81% for those who were required to take developmental math and completed the requirement in the 1st year. It is 52% for those who were required developmental math but did not complete the requirement in the 1st year.
- For English, the most recent second year retention rate at same UW institution is 83% for students who were not required to take developmental English, 76% for those who were required to take developmental English and completed the requirement in the 1st year. It is 57% for those who were required to take developmental math but did not complete the requirement in the 1st year.
- Among students who were required to take developmental education, there is a big gap in 6-year graduation rate between those who completed the requirement in the 1st year and those who did not. The graduation rates of these both groups are lower than those for students who were not required developmental education.
- For those who completed developmental math in the first year, the most recent 6-year graduation rate at same UW institution is 51%, compared to 24% for those who didn't

complete developmental math. Students who were not required to take developmental math graduated from the same UW institution at a rate of 69%.

- For those who completed developmental English in the first year, the 6-year graduation rate at same UW institution is 44%, compared to 21% for those who did not complete developmental English. Students who were not required developmental English graduated from the same UW institution at a rate of 67%.
- The gap in retention and graduation rates between students who were required developmental education and completed the requirement and those who were required developmental education but did not complete the requirement has persisted over the last two decades.

4. **Student outcome by developmental education status and course taken in the 1st year.**

- Students who took a college level course in the 1st year had an advantage over other students in both retention and graduation rates. Students who were required to take developmental education but did not take the required developmental courses have the lowest retention and graduation rates among all groups of students.
- Full-time fall new freshmen entering a UW main campus in 2019 were retained at same UW institutions at a rate of 86% if the students took college level math in the 1st year.
- Seventy-four percent of full-time fall new freshmen in 2019 who took developmental math returned to the same UW institutions in the 2nd fall. For those who were required developmental math but did not take the course, the 2nd year retention rate is 51%.
- For fall 2014 new freshmen who took at least one college level math course, the 6-year graduation rate at institution where they started was 69%. The rate is 47% for those who took developmental math and 35% for those who were required to take developmental math but did not take any math course.
- The 2nd year retention rate at the institution where they started for fall 2019 full-time new freshmen entering UW main campus who took college level English in the first year was 82%. The rate was 68% for those who took developmental English course in the 1st year and 56% for those who were required to take developmental English but didn't take the course.
- Of fall 2014 new freshmen, who took at least one college level English course in the first year, 62% graduated from the institution where they started within 6 years. The rate is 46% for those who took developmental English in the 1st year and 35% for those who were required to take developmental English but did not take any English course.

5. **Institutional efforts to reduce developmental education needs and promote student success.**

UW System institutions are involved in broad-based efforts to make developmental education more effective and to ensure those needing developmental education receive it.

At the system level, these efforts include the UW System Math Initiative for which in January 2018, Great Lakes Higher Education Corporation awarded the UW System with a $2.3 million grant over three years to help advance the goals of the Initiative. Additionally, a common math placement cut score, which was implemented with the 2017 incoming class, to ensure consistent placement across institutions.

At the institutional level, UW institutions have used creative developmental placement approach, design co-requisite developmental course, and find new pathway to credit-bearing course to reduce the developmental need and improve student success. Summer bridge programs and additional support are also provided to students to help student success. UW institutions also engage in modifying curriculum, improving course instruction, and using new course delivery mode to help students in developmental education. Highlighted institutional efforts are presented in the Dashboard with brief summaries and links to individual institution's detailed report are provided.

UW SYSTEM MATH INITIATIVE IMPACT UPDATE

REQUESTED ACTION

None.

SUMMARY

Alice Pulvermacher, [University of Wisconsin System Math Initiative](#) Principal Investigator and Office of Academic Innovation Associate Director, will lead a panel presentation to share impacts of the Math Initiative strategies at the UW System, campus, and student levels. A summary of the Initiative impact, along with strategies for sustainability and next steps is provided in Attachment A.

Presenters
- Alice Pulvermacher, Associate Director, UW System Office of Academic Innovation
- Dr. Gary Wood, Vice Provost, UW-Parkside
- Dr. Phyllis King, Associate Vice Chancellor for Academic Affairs, UW-Milwaukee
- Brandon Pope, Student, UW-Whitewater

BACKGROUND

An important foundation of a college education is the ability to analyze, interpret, and draw appropriate conclusions from quantitative information. Mathematics courses are one way UW institutions provide this foundation to students as part of their general education. However, math has been an obstacle for too many students. It can delay their progress or even derail their education. Many historically underrepresented students face these problems to a greater degree. To support student success, the Math Initiative focused on strategies to:
- Improve the transfer and applicability of gateway mathematics.
- Reduce the need for pre-requisite developmental math.
- Improve completion of credit-bearing math in the first year.

This work has been supported by a $2.3 million Ascendium Education Group grant from 2018 to 2021. More than 350 faculty, staff, and administrators across the System contributed to this effort.

The early work of the Math Initiative focused on the transfer and applicability of gateway math courses—the introductory credit-bearing math courses students take to fulfill a math requirement. These gateway courses now transfer as equivalent and/or fulfill a general education requirement in most cases among UW institutions. The Math Initiative works with Wisconsin Technical College System peers to better align College Algebra and thus support success and progress for students who move between UW System institutions and our technical school partners.

Ms. Pulvermacher will introduce a panel of three presenters. UW-Parkside Vice Provost Gary Wood will describe work to reduce placement into developmental math, increase enrollment in math in the first year, and improve transfer. Phyllis King, Associate Vice Chancellor for Academic Affairs at UW-Milwaukee will share highlights of their work, particularly on math pathways. Student speaker Brandon Pope, a UW-Whitewater senior. will talk about the value he found in the Quantitative Reasoning course that incorporated active learning strategies.

ATTACHMENTS

A) UW System Math Initiative Impact

MATH INITIATIVE IMPACT UPDATE

The Impact of the Math Initiative is measured on new freshmen who scored below the common cut score for placement into a gateway or higher math course. These students may or may not need developmental math, depending on other measures of math readiness and their program of study. An Initiative goal is for more of these students to enroll in, and successfully complete, credit-bearing math within their first year:

- This group of lower-placing students is approximately 30% of all new freshmen each fall.
- Close to half of this group are first-generation college students, a third are Pell Grant recipients, and nearly a fourth are underrepresented minorities. One in 10 are all three.

1. System-Level Impact.

Significant progress has been made to reduce the use of pre-requisite developmental math courses. This traditional form of developmental math puts a sequence of hurdles between a student and the math needed for a college degree. Instead, institutions are guiding students into the best math gateway for their program of study, using multiple measures to assess math readiness rather than a single high-stakes test, and providing co-requisite support at the same time the student is taking credit-bearing math. This means they enter the most appropriate math, at a level at which they can be successful, and with the support they need to succeed.

College Algebra is designed to prepare students for Calculus. Co-requisite College Algebra is designed to help lower-placing students succeed and stay on track in the Algebra-Calculus pathway. If a student does not need calculus for their major, other gateway math might be more appropriate. One alternative to the Algebra-Calculus pathway is Quantitative Reasoning: 11 UW institutions now are offering this course and a 12th expects to complete the governance process to add it in 2022. Many offers Quantitative Reasoning for students in the arts and humanities; some also offer this option for students in nursing and business programs.

There has been declining enrollment in the Algebra-Calculus pathway and an increase in Quantitative Reasoning, Statistics, and other gateways. Institutions have expanded co-requisite support for students, enabling them to take gateway math while simultaneously receiving developmental support aligned to the gateway course content. The number of students systemwide in co-requisite developmental math has almost doubled since the start of the Math Initiative, and we expect that to grow further in fall 2022. All these efforts combined to get more students into credit-bearing math without having to take a developmental math course first.

Efforts to place more students into credit-bearing math have had a positive impact on students' successful completion of credit-bearing math within their first year:

- Campuses that increased placement into credit-bearing math—and cut back on pre-requisite developmental math—held steady in completion of credit-bearing math despite the challenges of remote teaching and learning during the pandemic in 2020-21.
- These campuses slipped just 1 point in the percentage of lower-placing new freshmen completing credit-bearing math within their first year. By comparison, the systemwide drop in completion was 6 percentage points.
- These campuses enroll a sizeable portion—42%—of the lower-placing students the Math Initiative aims to help. Of lower-placing underrepresented minority students systemwide, these campuses enroll 51%. Of lower-placing Pell Grant recipients systemwide, these campuses enroll 46%.
- While underrepresented minority students, Pell Grant recipients and first generation students are doing better at these campuses, equity gaps persist.

2. **Impact at UW-Parkside.**

- Decrease in the percentage of students required to take a developmental math course from 42.8% in 2019 to 18% in fall 2020 to 0% in fall 2021.
- Development of the Quantitative Reasoning pathway that eliminated two levels of developmental and one level of credit-bearing math for students in business, which is Parkside's largest program.
- Increase in enrollment rates in a math course in the student's first term from 86% to 92% for fall 2020.
- Decline in first-time fulltime students' gateway course completion from 76.2 % in fall 2019 compared to 72.7% in fall 2020 (anticipated due to the increased number of students starting at the gateway course level and the impact of COVID).
- Alignment of the math pathway for business with the local technical college math pathway to help eliminate a barrier encountered by many transfer students
- Dovetailing of the Math Initiative work with other initiatives at UW-Parkside, including 15 to Finish, EAB's Moon Shot for Equity, and the Higher Education Regional Alliance.

3. **Impact at UW-Milwaukee.**

- Development of a Quantitative Reasoning gateway math course for nursing and public health majors and a similar course for business majors—courses that are popular, successful alternatives for students who do not need abstract algebra to prepare for Calculus.

- Offering of co-requisite courses for both the Quantitative Reasoning pathway (non-STEM) and the College Algebra pathway (STEM) for students not quite ready for a credit-bearing gateway math course.
- Elimination of all but one developmental math course—and data review to see if that also can be eliminated.
- Approximately 80% pass rate (C or better) in co-requisite gateway courses and in non-STEM first credit-bearing courses.
- Less satisfactory success rate in stand-alone gateway Algebra course (70% C or better) and plans to continue to work both on that and achievement gaps.
- Participation in EAB's Moon Shot for Equity and Higher Education Regional Alliance, and creation of the Fostering Academic Success Through Data Science task force that has funded a proposal to explore achievement gaps among Calculus students.

4. Sustainability.

- UW-River Falls' Teaching and Learning Center and the UW System Math Initiative collaborated to develop and pilot an online mathematics teaching certificate for their math instructors.
- A hub of co-requisite and active learning resources was created, and these materials are available systemwide through the Canvas learning management system for current and future math instructors.
- Math Initiative professional development participants reached a third of all students enrolled in *any* UW System math course in 2020-21 (127 instructors and 17,293 students).

5. Next Steps.

- Reach more students and reduce the equity gaps by further implementation of student success strategies across UW System.
- Continued engagement with the Math Steering Committee representing all UW institutions' math departments.
- Seek external funding to expand the use of high school data in math placement.

UW SYSTEM 2020-21 DISABILITY SERVICES ANNUAL REPORT

REQUESTED ACTION

None.

SUMMARY

Dr. John Achter, UW System Interim Associate Vice President for Student Success and Student Behavioral Health Coordinator, and directors Vicky Thomas, M.S., M.Ed., UW-Eau Claire, and Mari Magler, JD, UW-Madison, to provide a summary of the 2020-21 Services for Students with Disabilities Report. The report, which is available on the UW System Disability Resources website, documents the total number of students with disabilities affiliated with campus disability resource centers, disability categories, accommodations, personnel/staffing, and COVID-19 impact on services.

Presenters
- Dr. John Achter, Interim Associate Vice President for Student Success and Student Behavioral Health Coordinator, UW System Office of Student Success
- Vicky Thomas, MS, MEd, Director, Services for Students with Disabilities and Project AIM (Ability in Motion), UW-Eau Claire
- Mari Magler, JD, Director, McBurney Disability Resource Center, UW-Madison

BACKGROUND

The unique challenges experienced during the COVID-19 pandemic added complexity to the roles of staff and required that they engage in additional communication with all areas of campus to continue providing appropriate accommodations to achieve equal access and compliance with federal and state laws.

Specifically, Dr. Achter, Ms. Thomas, and Ms. Magler will highlight the:
- Growth in total number of students with disabilities. This number has continued to grow over the past five years despite declining enrollments systemwide.
- Types of disability categories captured in the report. Psychological disabilities have become the most prevalent, representing 37% of the total disabilities reported. Other common and growing categories included Attention Deficit

Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) (20% of total) and Health Conditions (17%).

- Accommodations reviewed by disability services staff, based on specific barriers to access. The most common accommodations are related to testing, including extended test time, a distraction-reduced environment, or the use of reading/writing software. Other common accommodations include notetaking assistance (through peers or software programs), flexible attendance and extensions on due dates, and alternative formats for text-based and audio/visual course materials (such as large print, Braille, audio files, captioning).
- Disability services staffing and caseload numbers. With staff resources not keeping pace with the growing number of students affiliating with disability services offices, caseloads have increased for existing staff which results in less personalized levels service.

ATTACHMENTS

- UW System Services for Students with Disabilities: 2020-21 Annual Report

Services for Students with Disabilities

2020-21 Annual Report

UW UNIVERSITY OF
WISCONSIN SYSTEM

University of Wisconsin System

2020-21 ANNUAL REPORT – SERVICES FOR STUDENTS WITH DISABILITIES

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UNIVERSITY OF WISCONSIN SYSTEM

Foreword

This annual report seeks to highlight the important work of disability services professionals within the University of Wisconsin System in supporting students with disabilities and advocating for equal access on their campuses. Students with disabilities and those who assist them were faced with new challenges in 2020-21, as the COVID-19 pandemic forced drastic changes to all facets of life both in and out of the classroom. While some of the trends seen in recent years continued—such as the increase in students seeking accommodation for psychological disabilities—the manner of serving students and the types of accommodations required to provide equal access changed as remote learning and service environments became the norm.

These pandemic-related impacts added to already significant changes experienced by disability services professionals over the past decade, as noted in last year's annual report. This year's report continues to highlight ongoing trends in the number of students seeking services, the types of disabilities presented, and the level of staffing available to support and advocate for equal access. In addition, this year's report adds the following new information:

- **Co-Occurring Disabilities** – Prior reports have focused on reporting one disability category per student. Increasingly, students report two or more disabilities that qualify them for services. This year's report adds data on co-occurring disabilities.
- **Accommodations** – The federal requirement to provide equal access is operationalized through offering accommodations that seek to overcome disability-related barriers in the living and learning environment. This year's report adds data on the most common accommodations offered through disability services offices and commentary on the effort needed to provide them.
- **Staff Roles** – Disability services professionals wear many hats to serve the diverse needs of students with disabilities. This year's report highlights staff involvement in activities outside of their direct service roles that help to ensure a campus-wide culture of access is realized.

I feel honored to assist with telling the story of disability services professionals in the UW System—a passionate and committed group of professionals who work tirelessly to ensure that students with disabilities experience equitable living and learning environments to help them reach their full potential.

John Achter
UW System Administration
Student Behavioral Health Coordinator, Office of Student Success
UW System Liaison to Coordinators of Services for Students with Disabilities

Executive Summary

- **Total Students with Disabilities:** A total of 11,226 students with disabilities were affiliated with disability services offices across the UW System in 2020-21, a number that has grown by 31% over the past five years despite declining enrollments systemwide. This represented 7.0% of total UW System enrollment this year.

- **Disability Categories:** Psychological disabilities remained the most common category for which students seek services in disability services offices, representing 37% of total disabilities reported. The other most common and growing disability categories are Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) (20% of total) and Health Conditions (17%). The category of Temporary disabilities showed the largest percentage increase this year (87% more students identifying than in 2019-20) as offices served students experiencing COVID-19 related disabilities.

- **Accommodations:** Disability services staff approve thousands of individualized accommodations annually based on specific barriers to access created by students' disabilities. The most common accommodations are related to Testing, including extended test time, a distraction-reduced environment, or the use of reading/writing software. Other common accommodations include notetaking assistance (through peers or software programs), flexible attendance and due dates, and alternative formats for text-based and audio/visual course materials (such as large print, Braille, audio files, captioning). Housing accommodations (such as single rooms, ADA accessible rooms, emotional support animals), while slightly less common, require a longer process of consideration to approve and implement than other accommodations and therefore account for significant staff time.

- **Personnel/Staffing:** Staffing levels remained relatively stagnant in 2020-21 and, with more students seeking accommodations, the average access coordinator caseload rose from 310 to 368, which is considerably higher than recommended by disability services professionals. This results in some offices providing less individualized levels of service and decreased ability to fully engage in the interactive process with students. Disability services staff positions are not solely restricted to providing accommodations, and the report outlines many additional activities in which staff regularly engage to contribute to a culture of accessibility on their campuses.

- **COVID-19 Impact on Services:** COVID-related changes to campus living and learning environments posed new accessibility challenges for many disabled students (including those needing notetaking assistance or sign language interpreting), yet made learning environments *more* accessible for others (for example, remote learning helped those needing flexible attendance). The unique challenges experienced during the COVID-19 pandemic added complexity to the roles of staff and required that they engage in additional communication with all areas of campus to continue providing appropriate accommodations to achieve equal access and compliance. Finally, 461 students received accommodations specifically related to COVID, and these students may or may not need services once the pandemic has subsided.

Introduction

This annual report is prepared by the Coordinators of Services for Students with Disabilities (CSSDs) within UW System, in accordance with the UW System Board of Regents Policy 14-10: Nondiscrimination on Basis of Disability. The report represents data gathered by the campus offices designated to collect student disability documentation, identify reasonable accommodations that ensure access to programs and activities, and provide services according to Section 504 and 508 of the Rehabilitation Act (1973), the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008), and UW System Policy.

The CSSD group meets regularly to discuss disability services, trends, and plans for addressing issues. All UW System four-year institutions collect data on services provided to students based on agreed-upon data collection and reporting guidelines for consistent aggregate reporting and comparison purposes. Most campuses collect data through data management software designed to manage multiple aspects of providing services to students with disabilities. The two campuses that have been tracking data manually have recently received approval to implement similar software systems over the next year, which will ease their data collection burden and provide several efficiencies in providing service to students.

Like last year, an Annual Report Committee of disability services directors was formed to guide the report writing process. As noted in the Foreword, this year's annual report builds on previous reports by adding new information to better tell the story of the work being done to support students with disabilities. We hope each iteration of the report will continue to provide relevant and useful information to help better understand and advocate for accessible environments at our institutions.

Total Enrolled Students with Disabilities

As shown in Table 1, across UW System campuses in 2020-2021, 11,226 students with disabilities were affiliated with disability services offices. This represented 7.0% of total UW System enrollment. Two hundred-nineteen (219) of those students were identified as veterans. This veteran total is believed to be an underestimate due to inconsistencies in the way centers identify veteran status.

Table 1: Total Enrolled Students with Disabilities, 2020-2021

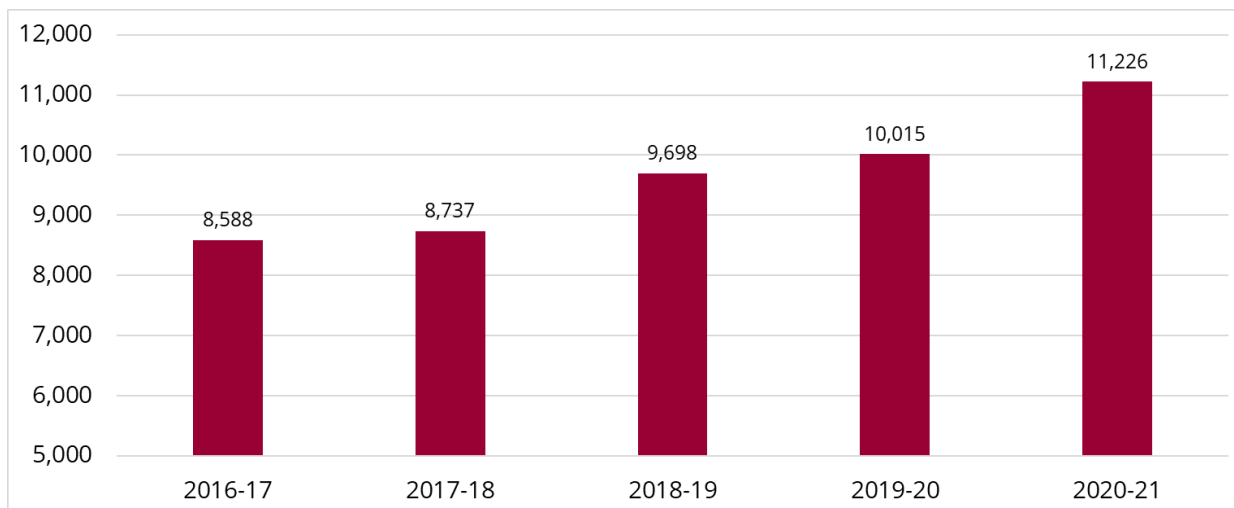| Total number of students enrolled[1] with disabilities who are eligible for accommodations	Number of veterans within total	Total institutional enrollment[2]	Percentage of student population with registered disabilities
11,226	219	160,732	7.0%

[1]Summer 2020, Fall 2020, and Spring 2021
[2]Fall 2020 10th day headcount (including branch campuses, if applicable)

The past six years have seen a steady increase in the number of students affiliating with disability services offices. As displayed in Figure 1, during the academic year 2016-2017, a total of 8,588 students with disabilities affiliated with these offices across UW System campuses. In 2020-2021 this total was 11,226 students, representing 31% growth in the number of UW students with disabilities

requesting accommodations in a five-year span. It is important to note that, despite many campuses experiencing flat or even decreasing enrollment over this time span, the number of students with disabilities seeking accommodations continues to grow. Complete campus-by-campus trends in students affiliating with disability services offices can be found in Appendix 1.

Figure 1: Total Enrolled Students with Disabilities, Five-Year Trend

Image Description: Bar graph identifying the total number of enrolled students with disabilities across UW System campuses over a five-year period. 2016-2017 (8,588), 2017-2018 (8,737), 2018-2019 (9,698), 2019-2020 (10,015), 2020-2021 (11,226).

Disability Categories

UW System campuses collect disability information from every student seeking services to initiate the accommodation process, and this information helps to identify trends in major recognized disability categories. Understanding these trends is vital for developing appropriate services, resources, and training. For the first time, this year's report includes co-occurring disability information in addition to primary disability categories to give a more complete picture of how disability presents itself across the UW System.

The following 11 categories are used to track primary and co-occurring disability information across the System:

1) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
2) Autism Spectrum
3) Brain Injury
4) Health Condition
5) Hearing Disability
6) Learning Disability
7) Mobility Disability
8) Psychological Disability
9) Temporary Disability
10) Visual Disability
11) Other Disability

The pie chart in Figure 2 illustrates the relative percentages of these disability categories among the student population seeking disability services in 2020-2021. Campus-by-campus breakdowns of these disability categories can be found in Appendix 2.

**Figure 2:** Percentage of Students by Disability, 2020-21
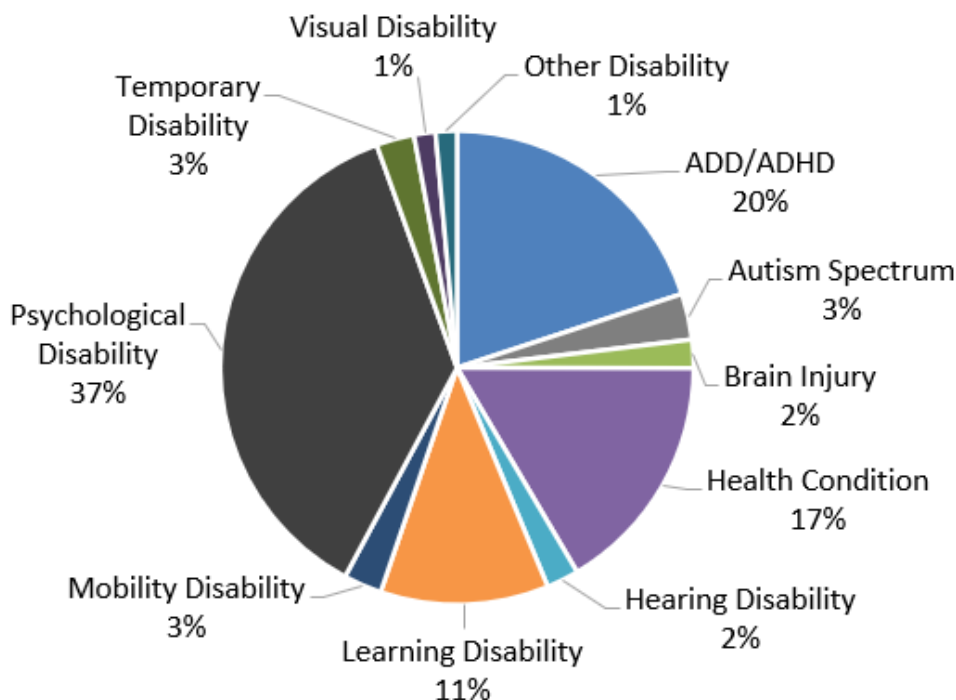
Image Description: Pie chart displaying Percentage of Students by Disability in 2020-2021. ADD/ADHD 20%, Autism Spectrum 3%, Brain Injury 2%, Health Condition 17%, Hearing 2%, Learning 11%, Mobility 3%, Psychological 37%, Temporary Disability 3%, Visual 1%, Other 1%.

Psychological disabilities remain the most common category for which students seek services in disability services offices, and this category continues to grow as a proportion of total disabilities represented. With the addition of co-occurring disabilities this year, psychological disabilities represented 37% of total disabilities reported by students.

As displayed in Figures 3 and 4, certain primary disability categories have grown over the past five years, while others have remained relatively stable. Among the four most common disability categories shown in Figure 3, the trends reported last year continued, with the number of students with Psychological Disabilities increasing 43% between the 2016-2017 and 2020-21 academic years and the number of students with chronic Health Conditions and ADHD increasing 50% and 21%, respectively.
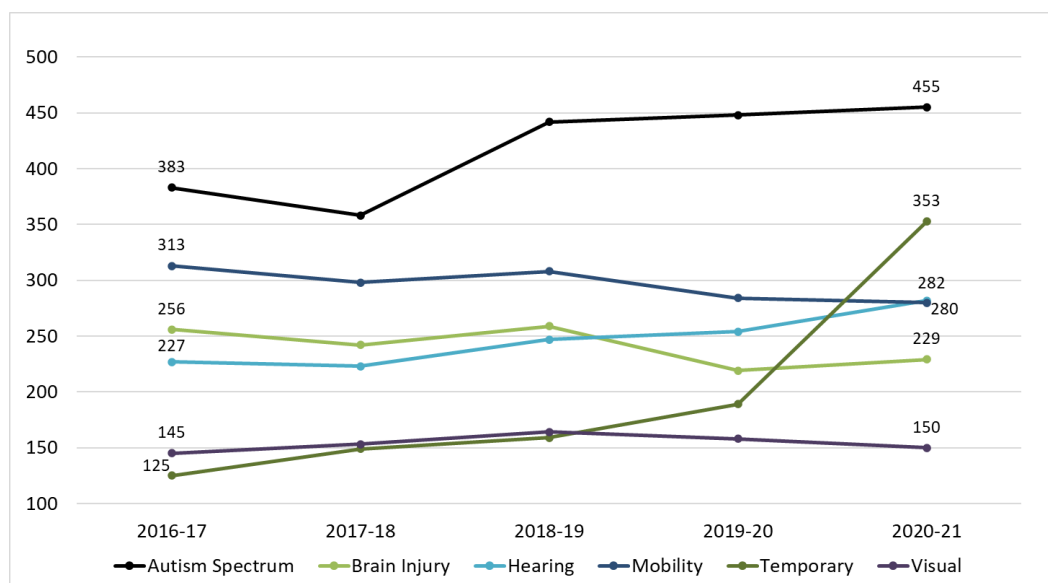
Figure 3: Number of Students by Primary Disability, Five-Year Trends (1)
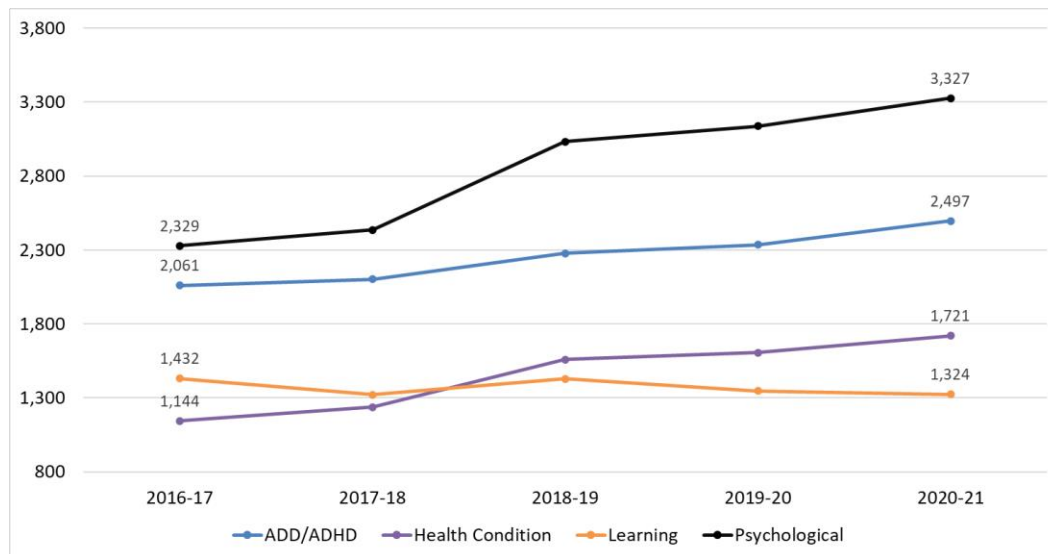
Image Description: Line graph displaying change from 2016-2017 to 2020-2021 in the number of students in the four most common disability categories: ADD/ADHD (2016-2017 2,061; 2020-2021 2,497), Health Condition (1,144; 1,721), Learning (1,432; 1,324), Psychological (2,329; 3,327)

Among less commonly reported disability categories shown in Figure 4, Autism Spectrum, Hearing Disabilities, and Temporary Disabilities have all been trending upward over the past five years, while all other categories have shown modest to little change. Most notable in 2020-21 is an 87% increase over last year in students being served with Temporary Disabilities, which can be attributed to some disability services offices providing accommodations to students experiencing COVID-19 related disabilities.

Figure 4: Number of Students by Primary Disability, Five-Year Trends (2)


Image Description: Line graph displaying change from 2016-2017 to 2020-2021 in the number of students in the five less-common disability categories: Autism Spectrum (2016-2017 383; 2020-2021 455), Brain Injury (256, 229), Hearing (227, 282), Mobility (313, 280), Temporary (125, 353), Visual (145, 150).

Accommodations

New in this year's report is information about the range of accommodations provided to support access and inclusion to all programs and activities for students with disabilities. The data in Figure 5 represents some of the most common and/or complex accommodation types and the number of students approved for each. It should be noted that this not an exhaustive list—a campus could potentially provide more than 100 different types of reasonable and appropriate accommodations depending on the barriers to access that are identified with each individual student. A campus-by-campus breakdown of the accommodations listed below is available in Appendix 4.

Figure 5: Common Accommodations, 2020-21
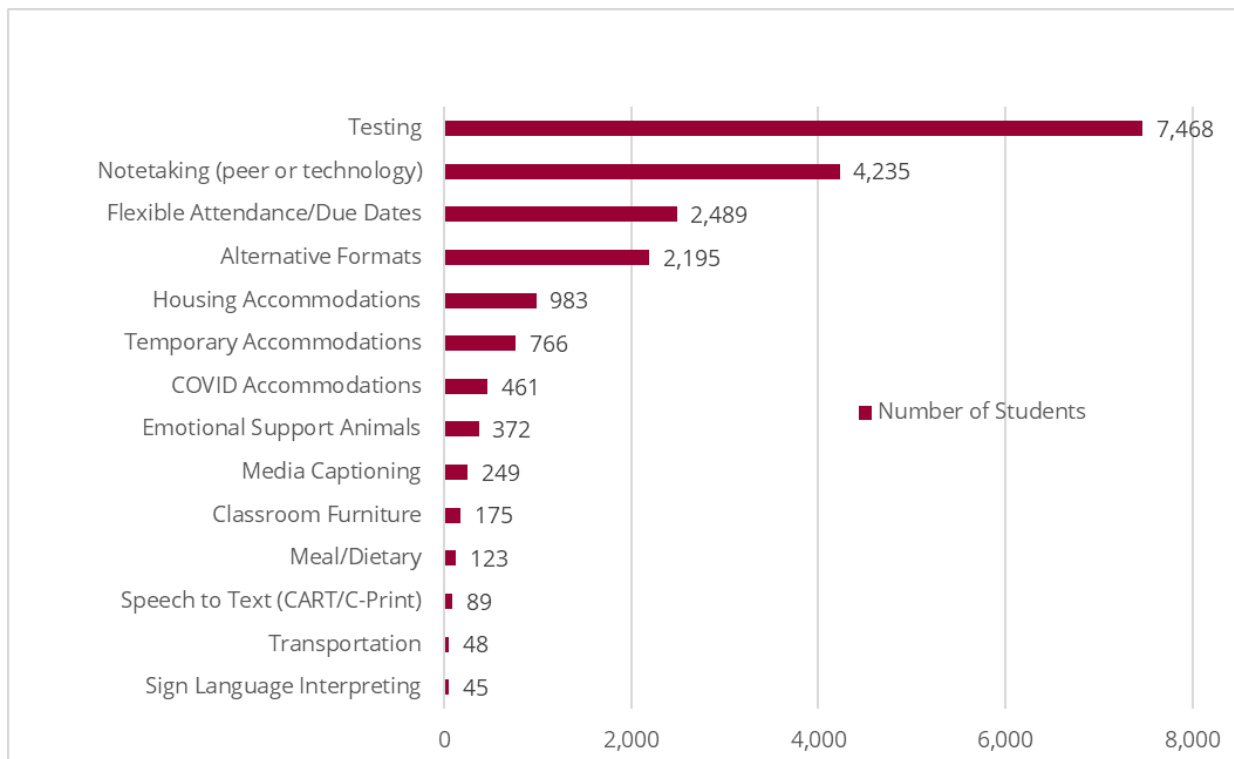
Image Description: Bar graph identifying the number of students approved for the following types of accommodations in 2020-21: Testing (7,468), Notetaking (peer or technology) (4,235), Flexible Attendance/Due Dates (2,489), Alternative Formats (2,195), Housing (983), Temporary (766), COVID (461), Emotional Support Animals (372), Media Captioning (249), Classroom Furniture (175), Meal/Dietary (123), Speech to Text (CART/C-Print) (89), Transportation (48), Sign Language Interpreting (45).

The most common accommodation category approved by UW System disability services offices is Testing, provided to almost 7,500 students in 2020-21. Testing accommodations are necessary for students who experience challenges with focus and concentration, anxiety, ability to recall or process information, and difficulty physically writing or typing. Testing accommodations encompass a wide range of services including extended test time, a distraction-reduced environment, or the use of reading and writing software, to name a few. Many disability services offices coordinate this process by scheduling rooms, requesting exams from instructors, coordinating assistive technology, and administering and proctoring exams. During final exam weeks there is an intense demand for testing accommodations that require the assistance of all disability staff and sometimes additional volunteers from other offices.

The second most common accommodation type is Notetaking, approved for over 4,000 students this year. These accommodations assist students who have hearing or vision loss, students whose handwriting ability is impacted by a physical condition, or students with conditions that affect comprehension and processing. This accommodation is provided by a variety of methods including volunteer and paid peer notetakers, notetaking software apps such as Audio Notetaker, and devices such as Livescribe Smartpens. Assistive technologies record a lecture and allow students to simultaneously add notes that sync with the audio. All of these services help students overcome barriers to learning, processing, and retaining course information.

An increasing number of students (nearly 2,500 this year) with health and psychological disabilities request flexibility with class attendance and extensions on due dates, due to the fluctuating and often unpredictable nature of symptoms for these conditions. The complexity of coordinating these accommodations requires an ongoing interactive process between a disability services office, faculty, and students to determine whether options for flexibility exist in each course and if those options would constitute a fundamental alteration of the essential course requirements. When these accommodations are deemed reasonable, the coordination for each course in which a student is enrolled is very time-intensive at the beginning of each semester.

Over 2,000 students received the accommodation of Alternative or Accessible Formats for text-based and audio/visual course materials. Accessible formats may include large print, Braille, tactile graphics, and audio files for students with visual, auditory, or other processing impairments. Most campuses also contract with third-party vendors to provide alternative delivery of information through services such as captioning, transcription, C-Print, and Communication Access Realtime Translation (CART). The process of obtaining accessible textbooks can be complicated and lengthy, with some disability services offices requesting accessible copies directly from publishers. Often older versions of books are difficult to locate, which requires staff to manually scan books into electronic formats. Instructors typically rely on disability services offices to provide most alternative formats required by students with disabilities. Disability services staff often collaborate with other technology experts on campus to assist in obtaining accessible formats in a reasonable and timely manner.

Additional accommodation requests that require a longer process of consideration include requests for housing accommodations, which were approved for nearly 1,000 students in 2020-21. For housing-related accommodations, disability services staff often participate as a member of a committee and collaborate with multiple partners to determine eligibility and assist with implementation. Housing accommodations include single rooms, housing contract exemptions, ADA accessible rooms, restrooms in proximity to room, and accessible furnishings. Requests for Emotional Support Animals (ESAs) are a growing category of housing accommodations that were provided for 372 students this year.

The accommodations discussed in this section are intended to give a sampling of the nature of the accommodation process, which requires much diligence, communication, collaboration, and effort on the part of disability services staff to accomplish in a reasonable and appropriate manner. Finally, it is important to mention that course delivery methods for remote learning due to COVID-19 required creative problem-solving skills in determining innovative ways to provide access. This is discussed in more detail in the COVID-19 section of this report.

Personnel/Staffing

In a review of service trends and staffing in the 2019-20 report, it was noted that disability services staffing levels have not kept pace with the growing number of students affiliating with disability services offices, resulting in increasing caseloads for existing staff. At many institutions, directors and other disability services staff have interim status, which also affects the stability of providing mandated services to eligible students. Data presented in Table 2 indicates that these staffing trends continued in 2020-21, with disability services staffing levels remaining relatively stagnate across the System, and average caseloads for access coordinators increasing (from 310 to 368) due to another rise in the number of students seeking services.

Table 2: Disability Services Staffing and Caseload

Academic Year	Total Staff FTE*	Access Coordinator FTE	Average Access Coordinator Caseload	Range of Average Caseload
2019-20	79	32	310	132 to 795
2020-21	83	31	368	148 to 896

*Full-Time Equivalent (FTE)

The Access Coordinator position is highlighted because of the role this position plays in facilitating overall coordination of services for students, including reviewing eligibility, identifying barriers to access, developing and implementing accommodation plans, and ensuring an ongoing interactive dialogue with students, instructors, and other university staff. Figure 6 shows the campus-by-campus breakdown of access coordinator caseloads, which range from 148 to 896 students. As noted last year, access coordinators with lower caseload numbers can provide more individualized service and more fully engage in the interactive process with their students. Coordinators with larger caseloads have less time to provide much beyond the front-end services of reviewing eligibility and developing accommodation plans, which makes for a more transactional student-staff relationship. For new students, this can mean a lengthy waiting period for initial meetings. For continuing students, this manifests as limited availability of the disability access coordinator to provide advocacy and address concerns that require an interactive process with instructors. Overall, higher caseloads limit the degree of personal connection that is known to contribute to greater levels of student success and retention.

Figure 6: Access Coordinator Caseload, 2020-21
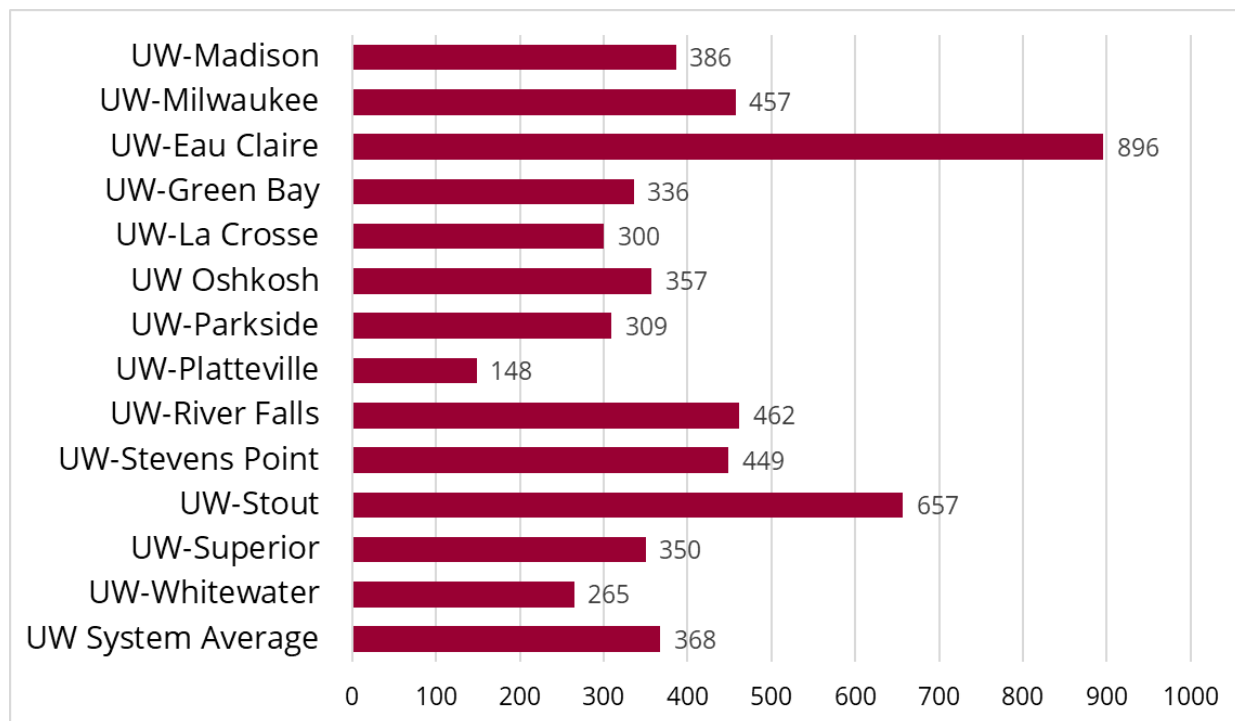
Image Description: Bar graph identifying average access coordinator caseloads across UW System campuses, 2020-21: UW-Madison (386), UW-Milwaukee (457), UW-Eau Claire (896), UW-Green Bay (336), UW-La Crosse (300), UW Oshkosh (357), UW-Parkside (309), UW-Platteville (148), UW-River Falls (462), UW- Stevens Point (449), UW-Stout (657), UW-Superior (350), UW-Whitewater (265), System Average (368).

In this annual report, we also wanted to capture a more complete range of activities in which disability services staff are involved, in addition to the central work of reviewing disability documentation and determining accommodations. To assist with this, directors completed a survey in which they listed staff activities that support the work of accessibility and provide service to their campuses in other ways. Below is a summary of some of these additional activities.

- ADA/Accessibility advisory committees
- Assistive technology collaboration, training, and coordination with campus units and external vendors
- Behavioral Intervention Team (BIT)/Students of Concern (SOC) committees
- Campus climate activities; Equity, Diversity, Inclusion (EDI) committees
- Veterans and nontraditional student committees
- Disability events and programs, awards, and celebrations
- Faculty, instructor, staff, and student training and presentations
- Leadership meetings for budget, grants
- Liaison with local community agencies, school districts, and vocational rehabilitation offices
- Mental health awareness groups and collaboration with counseling and dean of students
- Prospective student and family visits and coordination with admissions staff
- Orientation and resource fairs for prospective and new students—freshmen and transfer
- Safety and risk management committees

- Shared governance, university-wide search committees, officers for professional associations
- Summer programming assistance and tutoring coordination

As can be seen from the list, the work of disability services professionals—like many student services professionals in higher education—does not exist in a vacuum and involves collaboration and cooperation with multiple allied professionals and offices to best serve the needs of students.

COVID-19 Impact on Services

As every student and employee in higher education had to drop plans, shift priorities, and reinvent the way in which they approached the 2020-2021 year, so did disability services professionals. As noted in the Accommodations section of this report, some disability accommodations require significant planning and time investment, so the COVID-related changes to campus living and learning environments had a stronger impact on many disabled students who rely on these accommodations.

The manner of providing several traditional accommodations were impacted by the pandemic. For instance, most American Sign Language (ASL) interpretation had to be provided through Video Remote Interpreting (VRI), yet some tactile interpretation was still coordinated in an in-person arrangement, requiring specialized personal protective equipment (PPE). This is but one of many examples of adjustments that had to be made to ensure students received accommodations appropriate to their disabilities.

Similar to experiences reported at the onset of the pandemic in Spring 2020, we continued to note this year that some students experienced significant challenges with remote learning, including heavier disability impacts related to the extended time required to be in front of a screen, difficulty getting and staying organized with course materials and expectations, and difficulty with exam proctoring software. Some students who required frequent medical appointments or treatments had trouble accessing those services and had to modify their plans to reduce exposure to COVID-19. Other students had a hard time finding quiet spaces to study or take exams due to limited access to campus spaces.

While the pandemic and the shift to online/remote education impacted students with pre-existing disabilities in various ways, it also made a new population of students eligible for disability-related accommodations. As shown in Figure 5 (see page 10), 461 students received accommodations specifically related to COVID-19, and these students may or may not need services once the pandemic has subsided.

It is important to note that, while the pandemic added new obstacles for many or even most students with disabilities, for some disabled students being able to participate in class remotely made their educational experience much *more* accessible. The increased flexibility provided by instructors allowed many disabled students to keep up with their workload and remain enrolled while also managing their health-related needs. For students with health conditions like autoimmune diseases, being able to avoid public transportation, campus buildings, and classrooms meant they were less likely to become ill and have to miss course activities compared to a usual semester of in-person activity. Disability services offices reported fewer missed appointments and higher attendance in general for meetings with students when they were held remotely. This

unforeseen positive consequence will likely lead to continuing to offer remote appointment options even after the return to in-person activities.

The unique challenges experienced during the COVID-19 pandemic added complexity to the roles of staff and required that they engage in additional communication with all areas of campus to continue providing appropriate accommodations to achieve equal access and compliance. Like so many professionals, disability services staff adapted to multiple virtual platforms to hold meetings with students and faculty to ensure effective interactive dialogue. Whenever the U.S. Centers for Disease Control and Prevention (CDC) issued new recommendations, our campuses, communities, and the UW System responded to the requirements. When CDC guidance addressed health conditions for which many students are affiliated with disability services offices, staff responded with appropriate and reasonable accommodations for these students.

Finally, in addition to making adjustments to the usual suite of academic and housing related accommodation needs, disability services professionals found themselves involved in Emergency Operations planning efforts, advising campus members on how pandemic safety plans could impact access for disabled individuals and handling accommodation requests related to face covering requirements, COVID-19 testing requirements, and the implementation of software applications used to manage access to campuses during portions of the pandemic. In sum, it was a year that required disability services professionals to be nimble, think on their feet, and involve themselves even more than usual in campus-wide conversations to ensure that accessibility remained prominent in the minds of faculty, staff, and administrative decision-makers.

Conclusion and Future Directions

This report highlights the essential work of disability services offices across the UW System and the resilience of disability services professionals to provide high-quality service in the midst of increased service utilization, rising complexity of student needs, and, this year, significant changes to both the nature of student needs and the manner in which services were provided due to the pandemic.

With staffing resources stretched even more thinly than last year, disability services offices are often strained to provide the level of service required to achieve equal access for disabled students. As noted last year, we have become creative in using technology to establish greater efficiencies and modifying practices to ensure essential service levels are maintained. Yet, with caseloads continuing to rise, relief in the form of additional resources would help many campuses better meet demands. We hope this annual report will inform discussions between disability services professionals and administrators at both the campus and System levels, as they assess the services currently being provided to students with disabilities and consider what additional resources might help them better meet existing needs. Doing so will not only help campuses remain compliant with disability laws and regulations but, more importantly, will be a great investment in student success and retention for this important demographic of students.

We believe this report provides a useful snapshot of our work in 2020-21, both the accomplishments achieved and challenges faced, and how it compares to the few years preceding it. In subsequent annual reports, we hope to provide further insight into the importance of accessibility and inclusion for students with disabilities. By collecting and sharing information that tracks and evaluates our services on an annual basis, we can continually develop and improve upon best practices that support students in their ultimate quest for academic and personal success.

Appendix 1: Students with Disabilities by Campus, Five-Year Trends

Institution	Total Students					Total Change	% Change
	2016-17	2017-18	2018-19	2019-20	2020-21		
UW-Madison	1,946	2,220	2,622	2,932	3,667	1,721	88%
UW-Milwaukee	711	627	971	1,230	1,372	661	93%
UW-Eau Claire	529	576	662	664	806	277	52%
UW-Green Bay	285	300	323	344	336	51	18%
UW-La Crosse	586	644	721	748	732	146	25%
UW Oshkosh	276	491	517	225	357	81	29%
UW-Parkside	320	256	368	309	309	-11	-3%
UW-Platteville	376	377	409	423	445	69	18%
UW-River Falls	352	362	402	434	462	110	31%
UW-Stevens Point	599	638	756	730	673	74	12%
UW-Stout[1]	862	564	682	616	657	-205	-24%
UW-Superior	130	176	131	159	140	10	8%
UW-Whitewater	1,056	1,069	1,134	1,201	1,270	214	20%
UW Colleges[2]	560	437	NA	NA	NA	NA	NA
Total	**8,588**	**8,737**	**9,698**	**10,015**	**11,226**	**2,638**	**31%**

[1]UW-Stout totals after 2016-17 adjust for an error that resulted in overcounting during prior years.
[2]UW Colleges totals subsumed into associated four-year campuses beginning 2018-19.

Appendix 2: Disability Categories by Campus, 2020-21

Institution	All Disabilities Reported										
	ADD/ ADHD	Autism Spectrum	Brain Injury	Health Condition	Hearing	Learning	Mobility	Psychological	Temporary	Visual	Other
UW-Madison	1,205	81	133	1,143	101	565	149	2,983	292	75	77
UW-Milwaukee	297	60	31	143	48	157	38	275	0	28	26
UW-Eau Claire	249	37	21	180	38	117	22	282	17	19	5
UW-Green Bay	134	22	19	59	24	87	27	179	0	8	13
UW-La Crosse	236	18	40	355	21	130	58	621	31	20	10
UW Oshkosh	34	13	5	83	10	30	32	124	34	5	0
UW-Parkside	75	13	3	55	5	46	4	129	24	6	16
UW-Platteville	171	37	18	84	22	94	12	165	2	14	4
UW-River Falls	141	41	9	108	7	118	5	446	3	7	4
UW-Stevens Point	204	33	11	130	28	142	8	281	27	8	4
UW-Stout	229	57	13	104	19	158	18	237	5	11	4
UW-Superior	32	9	8	15	5	33	5	63	9	4	28
UW-Whitewater	445	122	23	396	54	312	74	553	5	49	60
Total	**3,452**	**543**	**334**	**2,855**	**382**	**1,989**	**452**	**6,338**	**449**	**254**	**251**
Percent	**20.0%**	**3.1%**	**1.9%**	**16.5%**	**2.2%**	**11.5%**	**2.6%**	**36.6%**	**2.6%**	**1.5%**	**1.5%**

Appendix 3: Primary Disability Categories, Five-Year Trends

Total Students							
Primary Disability	2016-17	2017-18	2018-19	2019-20	2020-21	Total Change	Percent Change
ADD/ADHD	2,061	2,102	2,278	2,335	2,497	436	21%
Autism Spectrum	383	358	442	448	455	72	19%
Brain Injury	256	242	259	219	229	-27	-11%
Health Condition	1,144	1,237	1,560	1,606	1,721	577	50%
Hearing	227	223	247	254	282	55	24%
Learning	1,432	1,321	1,429	1,348	1,324	-108	-8%
Mobility	313	298	308	284	280	-33	-11%
Psychological	2,329	2,436	3,034	3,138	3,327	998	43%
Temporary	125	149	159	189	353	228	182%
Visual	145	153	164	158	150	5	3%
Other	190	293	255	102	116	-74	-39%
Total	**8,605**	**8,812**	**10,135**	**10,081**	**10,734**	**2,129**	**25%**

Appendix 4: Accommodation Data by Campus, 2020-21

	Total Students by Accommodation Type													
Institution	Testing	Note-taking	Flex Attend/Due Dates	Alt. Formats	Housing	Tem-porary	COVID	Support Animals (ESAs)	Media Captions	Class Furniture	Meal/Diet	Speech to Text	Trans-portation	Sign Lang. Interp.
UW-Madison	2,465	1,390	1,244	684	287	681	369	81	70	93	0	33	0	7
UW-Milwaukee	719	215	329	168	62	10	0	20	38	2	0	17	0	16
UW-Eau Claire	417	240	107	119	45	15	17	27	19	3	0	2	2	1
UW-Green Bay	211	70	26	33	12	0	2	11	12	0	0	1	0	1
UW-La Crosse	309	127	0	99	32	1	0	7	8	0	10	0	0	2
UW Oshkosh	233	150	78	60	56	34	0	18	6	10	41	7	33	2
UW-Parkside	229	82	90	19	17	1	5	10	0	0	0	0	0	0
UW-Platteville	374	225	39	121	58	2	1	24	10	3	1	1	0	1
UW-River Falls	380	231	222	129	48	3	10	60	5	3	0	5	2	0
UW-Stevens Point	599	354	205	215	0	0	3	35	21	10	0	10	7	0
UW-Stout	437	247	6	113	44	4	0	15	2	2	1	1	0	5
UW-Superior	34	4	1	2	1	9	0	20	2	0	0	1	0	2
UW-Whitewater	1,061	900	142	433	321	6	54	44	56	49	70	11	4	8
Total	**7468**	**4235**	**2489**	**2195**	**983**	**766**	**461**	**372**	**249**	**175**	**123**	**89**	**48**	**45**

Appendix 5: Enrollment and Staffing Data by Campus, 2020-21

Institution	Enrollment	% of Students with Registered Disabilities	Total Staff FTE	Access Coordinator FTE[1]	Average Caseload[2]
UW-Madison	45,483	8.1%	25.0	9.5	386
UW-Milwaukee	24,722	5.5%	14.0	3.0	457
UW-Eau Claire	11,015	7.3%	3.0	0.9	896
UW-Green Bay	8,969	3.7%	2.4	1.0	336
UW-La Crosse	10,543	6.9%	6.6	2.4	300
UW Oshkosh	11,283	3.2%	1.9	1.0	357
UW-Parkside	4,465	6.9%	2.0	1.0	309
UW-Platteville	7,550	5.9%	5.0	3.0	148
UW-River Falls	5,862	7.9%	1.8	1.0	462
UW-Stevens Point	8,316	8.1%	3.8	1.5	449
UW-Stout	7,970	8.2%	3.8	1.0	657
UW-Superior	2,559	5.5%	0.4	0.4	350
UW-Whitewater	11,995	10.6%	13.8	4.8	265
Total	**160,732**		**83.4**	**30.5**	
System Average		**6.6%**			**368**

[1]Amount of staff FTE devoted to access coordinator duties
[2]Students with disabilities served/Access coordinator FTE

DISCUSSION OF CAMPUS MENTAL HEALTH CHALLENGES AND STRATEGIES

REQUESTED ACTION

None. This item is intended to highlight issues and inform future decision-making.

SUMMARY

This discussion will focus on "upstream" strategies for addressing the well-known mental health and well-being challenges facing UW System students, faculty, and staff. The discussion will highlight a few campus initiatives and emerging practices that focus on creating cultures of care and improving overall campus well-being. The discussion will seek input from Regents, Provosts, Senior Student Affairs Officers, and campus staff.

Presenters

- Dr. John Achter, Interim Vice President for Student Success and Student Behavioral Health Coordinator, UW System Office of Student Success
- Randy Barker, Director of Health, Counseling, and Well-Being, UW-Superior
- Adam Jussel, Dean of Students, UW-Milwaukee
- Susan Huber, Director of Academic & Continuing Education Programs, Center for Healthy Minds, UW-Madison

BACKGROUND

The Board has received several updates on the Behavioral Health Initiative since an initial presentation in April 2019 focused on the growing influence of mental health issues on the personal and academic lives of students. Most recently, the Education committee heard a report from counseling centers in October 2021 indicating that the prevalence of students seeking help for the most common mental health issues—anxiety, stress, and depression—increased during the pandemic, as did the prevalence of concerns with procrastination/ motivation and attention/concentration, likely reflecting the unique impact of the pandemic. The report also pointed out that fewer students had access to counseling services during the pandemic, resulting in reduced counseling center utilization overall. A positive consequence of this was greater appointment availability for those who did attend

counseling and higher post-counseling ratings of both symptom improvement and satisfaction with services, compared to recent years when counseling utilization was at a peak. With students returning to campus in Fall 2021, the lingering pressures of the pandemic are once again putting a strain on campuses as a whole, including student services, faculty, and staff.

Counseling services represent only one aspect of the UW System's 3-tier approach to addressing student behavioral health and well-being. Today's discussion turns the focus toward tier 3 of the model: Creating healthy campus environments and improving overall well-being. Many campuses have implemented innovative programming to support mental health and well-being that include opportunities and resources for students, faculty, and staff. The following are some campus examples that will be highlighted in the discussion:
- Koru Workshops and Virtual Speaker Series, UW-Superior Pruitt Center for Mindfulness and Well-Being
- Trauma Informed Return to Campus, UW-Milwaukee
- The Badger Well-Being Challenge, UW-Madison, (partnering with Center for Health Minds and Healthy Minds Innovations)

With representatives from these programs in attendance, the Education Committee will initiate a structured discussion focused on elevating campus-level efforts and strategies that widen the mental health conversation. The hope is that this discussion will spark future conversations with the Board about how to create cultures of well-being and care for one another, in service to wholistic educational goals.

Related Reports and References

- UW System Counseling Impact Reports, available at: https://www.wisconsin.edu/student-behavioral-health/get-the-facts/
- UW System Behavioral Health Initiative, available at: https://www.wisconsin.edu/student-behavioral-health/sbh-initiative/
- "A crisis on campus: mental health counselors are feeling the crush," Mad in America, October 30, 2021, available at www.madinamerica.com/2021/10/mia-report-college-counseling/
- "On the verge of burnout: Covid-19's impact on faculty well-being and career plans," The Chronicle of Higher Education, October 2020, available at https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths_Fidelity_ResearchBrief_v3%20%281%29.pdf
- "Mindfulness meditation in brief daily doses can reduce negative mental health impact of COVID-19," The Conversation, August 24, 2021, available at https://theconversation.com/mindfulness-meditation-in-brief-daily-doses-can-reduce-negative-mental-health-impact-of-covid-19-165163

- Pruitt Center for Mindfulness and Well-Being, mission and service offerings: https://www.uwsuper.edu/mindfulness/index.cfm
- "A 'trauma informed' return to campus," The Chronicle of Higher Education, July 27, 2021, available at www.chronicle.com/article/a-trauma-informed-return-to-campus UW-Madison Badger Well-Being Challenge: https://hminnovations.org/blog/learn-practice/badger-well-being-challenge