

## **Education Committee**

Thursday, June 9, 2022

10:30 a.m. – 12:00 p.m.

Helen Bader Concert Hall (Room 220)  
Zelazo Center, 2419 E. Kenwood Blvd  
Milwaukee, Wisconsin  
and Via Webex Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
  - 1. Approval of the April 7, 2022 Meeting Minutes of the Education Committee
  - 2. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee
  - 3. UW-Eau Claire: Approval of a Bachelor of Business Administration in Business Communication
  - 4. UW-Green Bay: Approval of a Bachelor of Arts in Sociology and Anthropology
  - 5. UW-Platteville: Approval of a Bachelor of Science in Computer Engineering
  - 6. UW-River Falls: Approval of a Bachelor of Science in Finance
  - 7. UW-River Falls: Approval of a Bachelor of Science in Management
  - 8. UW-River Falls: Approval of a Bachelor of Science in Marketing
  - 9. UW-Whitewater: Approval of a Bachelor of Science in Health and Leadership Studies
  - 10. Southwest Technical College: Approval of a Liberal Arts Transfer Program for the Associate of Arts and Associate of Science
  - 11. UW-Milwaukee: Approval of the Renaming of the College of Business
- D. Chippewa Valley Technical College: Approval of a Liberal Arts Transfer Program for the Associate of Arts
- E. Approval of the 2022 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- F. Host Presentation by UW-Milwaukee: Expanding UWM's Impact—Student Centric Framework Update
- G. Identified Gaps and Sustainable Strategies to Meet Students' Basic Needs: A Panel Discussion with Senior Student Affairs Officers and Students
- H. Teach-Lead Wisconsin Update
- I. Report of the Vice President for Academic and Student Affairs: Academic and Student Affairs End-of-Year Review

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

**REQUESTED ACTION**

Adoption of Resolution C.2., approving the annual request from the Trustees of the William F. Vilas Trust Estate, as follows: \$13,832,867 for UW-Madison in net income and unallocated funds, and \$118,269 for UW-Milwaukee in net income.

**Resolution C.2.:** That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the total funding request of \$13,951,136.27 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2022 to June 30, 2023, as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**SUMMARY**

The request for funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee for fiscal year July 1, 2022 to June 30, 2023, is presented to the Board of Regents.

**BACKGROUND**

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an Act of the Wisconsin Legislature, provide in part that the Trustees of the Estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships and professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

Each year, the Trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year, and to obtain from the Chairs of the UW-Madison and UW-Milwaukee Music Departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

The proffer is conditioned by the Trustees upon a certificate or warrant from the Board of Regents showing how the funds will be expended. The attached documents from UW-Madison and UW-Milwaukee, together with Resolution C.2., constitute that warrant.

### **Previous Actions**

On April 26, 2022, Interim President Falbo received notice from the Vilas Trustees of the funding available from the Vilas Trust for both UW-Madison and UW-Milwaukee for the 2022-2023 fiscal year. On April 28, 2022, Interim President Falbo transmitted correspondence to Chancellors Rebecca Blank of UW-Madison and Mark Mone of UW-Milwaukee, seeking the annual request for funding from the Vilas Trust Fund for their respective institutions.

On May 13, 2022, Interim President Falbo received responsive correspondence from UW-Madison Chancellor, Rebecca Blank. The UW-Madison request of the Vilas Trust is framed in careful accordance with both the terms of the Vilas Trust, and the need to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. This year, UW-Madison is especially mindful of the gaps in its ability to attract, retain, and support the highest quality faculty scholars, and the difficulty many students have in paying for undergraduate or graduate education.

On May 10, 2022, Interim President Falbo received correspondence from UW-Milwaukee Provost, Johannes Britz. The UW-Milwaukee request of the Vilas Trust seeks to name Department of English Professor Kumkum Sangari as a Vilas Research Professor. In addition, the UW-Milwaukee Peck School of the Arts Department of Music proposes that the 2022-2023 William F. Vilas Trust grant assist the department in carrying forward its mission to arrange exceptional experiences for current UWM students, the Milwaukee metro area, and southeastern Wisconsin.

Further detail regarding the proposed Vilas Trust Funds expenditure for each campus during the 2022-2023 fiscal year is provided in Attachments C and D. These total amounts are listed below:

**(1) UW-Madison Total Allocation: \$ 13,832,867**

- a. Continuation of Existing Programs: \$3,658,532
- b. One-time Program Allocations: \$5,174,335
- c. Special Building Fund Request: \$5,000,000

**(2) UW-Milwaukee Total Allocation: \$118,269**

- a. Vilas Research Professor Kumkum Sangari, Department of English. Total Request: \$60,000 (\$50,000 for research support and \$10,000 for salary support)
- b. Department of Music, Peck School of the Arts: \$58,269

As a result, the Board of Regents now has the documentation necessary to warrant for the Vilas Trustees how the Vilas Trust Funds will be expended by UW-Madison and UW-Milwaukee during the 2022-2023 fiscal year.

**ATTACHMENTS**

- A) Letter dated April 28, 2022 from Interim President Falbo to UW-Madison Chancellor Rebecca Blank.
- B) Letter dated April 28, 2022 from Interim President Falbo to UW-Milwaukee Chancellor Mark Mone.
- C) Letter dated May 13, 2022 from UW-Madison Chancellor Rebecca Blank, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2022 to June 30, 2023 for the University of Wisconsin-Madison.
- D) Letter dated May 10, 2022 from UW-Milwaukee Provost, Johannes Britz, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2022 to June 30, 2023 for the University of Wisconsin-Milwaukee, with attached proposal letter dated April 15, 2022, requesting funds for the Department of Music, Peck School of the Arts.





## Office of the President

1700 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1559  
608-262-2321  
[mfalbo@uwsa.edu](mailto:mfalbo@uwsa.edu)  
[www.wisconsin.edu](http://www.wisconsin.edu)

April 28, 2022

*Via Electronic Mail*

Chancellor Rebecca Blank  
University of Wisconsin-Madison  
161 Bascom Hall, 500 Lincoln Drive

Dear Chancellor Blank:

I write to ask for your annual request to the Vilas Trust Estate for the 2022-23 year. The Trust has indicated that net income available for allocation is \$13,951,136.27. The request should be categorized as follows:

1. Determine from the Vilas Professors the amount they will request for allowances for the ensuing academic year. The annual allowance for a Vilas Research Professor is currently limited to \$50,000, although a Vilas Research Professor may request an increased allowance to support a project to advance knowledge in his or her area of research or study.
2. Obtain from the Chairperson of the Music Department the program and request for the 2022-23 academic year.
3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2022-23 academic year.
4. Determine from the Vilas Associates the amount of salary (total compensation package not to exceed the salary of the lowest paid Vilas Professor) and allowance they will request for the ensuing academic year.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than May 13, 2022 and kindly copy Aaron Seligman ([aseligman@uwsa.edu](mailto:aseligman@uwsa.edu)).

Sincerely,

A handwritten signature in dark ink, appearing to read 'Michael J. Falbo'. The signature is fluid and cursive, with the first name 'Michael' and last name 'Falbo' clearly visible.

Michael J. Falbo  
Interim President



Office of the President

1700 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1559  
608-262-2321  
[mfalbo@uwsa.edu](mailto:mfalbo@uwsa.edu)  
[www.wisconsin.edu](http://www.wisconsin.edu)

April 28, 2022

*Via Electronic Mail*

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

Dear Chancellor Mone:

I write to ask for your annual request to the Vilas Trust Estate for the 2022-23 year. The Trust would like the request to be categorized as follows:

1. The annual award for a Vilas Research Professor will be \$10,000 in salary and \$50,000 in auxiliary allowance.
2. Obtain from the Chairperson of the Music Department the program and request for the 2022-23 academic year, which may not exceed \$58,269.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than May 13, 2022 and kindly copy Aaron Seligman ([aseligman@uwsa.edu](mailto:aseligman@uwsa.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read "Michael J. Falbo". The signature is fluid and cursive, with the first name "Michael" and last name "Falbo" clearly visible.

Michael J. Falbo  
Interim President



May 13, 2022

Interim President Michael J. Falbo  
University of Wisconsin System  
1720 Van Hise Hall

Dear Interim President Falbo:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2022 to June 30, 2023 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education. Our total request for 2022-23 is: **\$13,832,867**

The programs for which we are requesting funding follow.

**A. CONTINUATION OF APPROVED PROGRAMS**

- |   |               |           |
|---|---------------|-----------|
| 1. Continuation of 10 Vilas Undergraduate Scholarships<br>at \$400 each                                       |               | 4,000     |
| 2. Continuation of 10 Vilas Graduate Fellowships:   |               |           |
| a. 5 at \$600 each  | 3,000         |           |
| b. 5 Traveling Fellowships at \$1,500 each  | <u>7,500</u>  | 10,500    |
| 3. Continuation of 19 Vilas Research Professors<br>at \$10,000 salary plus \$50,000 auxiliary allowances each |               | 1,140,000 |
| 4. Continuation of additional graduate and undergraduate scholarships   |               |           |
| a. Continuation of 50 additional undergraduate<br>scholarships at \$400 each                                  | 20,000        |           |
| b. Continuation of 50 additional graduate<br>fellowships at \$600 each  | <u>30,000</u> | 50,000    |

**Chancellor Rebecca M. Blank**

**Morgridge Friends Distinguished Chair of Leadership**

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, WI 53706

Voice/Relay 711: 608-262-9946 Fax: 608-262-8333 Email: [chancellor@wisc.edu](mailto:chancellor@wisc.edu) Web: [chancellor.wisc.edu](http://chancellor.wisc.edu)

5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas	32,000
6.	Retirement benefits for seven (6) Vilas Professors: Bethea, Brock, Cronon, Hauser, Keisler, and Kung at \$2,500 each	15,000
7.	14 Vilas Associates in the Arts and Humanities	573,834
8.	11 Vilas Associates in the Social Sciences	511,897
9.	14 Vilas Associates in the Physical Sciences	668,460
10.	10 Vilas Associates in the Biological Sciences	325,174
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: - UW-Madison Mead Witter School of Music	27,667
12.	Vilas Life Cycle Professorships	300,000
<b><u>Total Continuation Request:</u></b>		<b>3,658,532</b>

## **B. ONE-TIME PROGRAM ALLOCATIONS**

1.	16 Vilas Distinguished Achievement Professorships at \$50,000 each	800,000
2.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two or three-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in the best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	1,510,000
3.	Additional Vilas Life Cycle Professorship Program support	437,993
4.	Continuation of 1998 and 2002 Expansion of Approved Programs: a. 200 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	80,000

b. 200 additional graduate fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	120,000	
c. 254 graduate student travel grants @ 1,500 each	<u>381,000</u>	581,000

#### 5. Vilas Research Professor Supplemental Grants

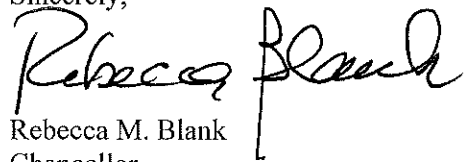
a. Vilas Research Professor Vernon Barger's request for flexible funding support for graduate students, postdoctoral researcher, and visiting researcher with expertise in new cross-disciplinary research on selected topics in String Theory, Particle Physics and Cosmology	150,000	
b. Vilas Research Professor Richard Davidson's request for content development of micro-interventions, user testing, personnel and participant payment to support continued research on interventions to cultivate well-being	250,000	
c. Vilas Research Professor Sam Gellman's request to purchase an automated peptide synthesis instrument; a critical piece of equipment for his laboratory research	126,000	
d. Vilas Research Professor Jo Handelsman's request to purchase a high performance liquid chromatography system with an evaporative light scattering detector to facilitate her work on purification and detection of novel antibiotics	70,000	
e. Vilas Research Professor Judith Kimble's request for unanticipated lab supplies and expenses (stemming from the pandemic).	72,285	
f. Vilas Research Professor Li Chiao-Ping's request to enable her to present an additional full cast performance or two medium-sized performances. Given the higher costs of presenting work in various festivals, including in-person, virtual, and screendance, as well as the rising travel expenses, her proposal funds artist/staff fees, materials/supplies/marketing/publicity, travel, food/lodging, and theater/rehearsal space.	27,400	
g. Vilas Research Professor Emiko Ohnuki-Tierney's request for funds for publication of her book on Nature in English and another in Japanese	5,000	
h. Vilas Research Professor Karen Strier's request to purchase a powerful light weight Drone equipped with visual and thermal cameras to aid her field research team in locating and monitoring endangered primates in and around her long-term field site in southeastern Brazil	15,000	

i. Vilas Research Professor Monica Turner's request for support to cover increased costs of field research including shortage of housing for field work in Greater Yellowstone and to support costs of one UW-Madison fleet vehicle for summer 2022 field research in Greater Yellowstone. Additional funding is requested to cover the increased costs of graduate student support.	29,657	
j. Vilas Research Professor Sau Lan Wu's request for one research associate and one staff scientist, both with computing science and physics expertise, and one graduate student for a new direction of research in their group – the research and development of A.I. – Quantum Machine Learning techniques and their applications to High Energy Physics at the LHC for new physics discoveries	200,000	945,342
6. Research Investigator Award 30@ \$30,000	900,000	
<b><u>Total of One-time Part B. Program Allocations:</u></b>		<b>\$5,174,335</b>
<b><u>Total of Part A and Part B:</u></b>		<b>\$8,832,867</b>
<b><u>Special Building Fund Request</u></b>		<b>\$5,000,000</b>
<b><u>TOTAL</u></b>		<b>\$13,832,867</b>

The list of Vilas Research Professors and Vilas Distinguished Achievement Professors accompanies this request.

Please let me know if you have any questions.

Sincerely,



Rebecca M. Blank  
Chancellor

xc: Provost and Vice Chancellor for Academic Affairs John Karl Scholz  
Vice Chancellor for Finance and Administration Robert Cramer  
Vice Chancellor for Research and Graduate Education Steve Ackerman  
Vice Provost for Faculty and Staff Affairs Beth Meyerand  
Assistant Vice Chancellor Jennifer Klippel  
John Douglas, RSP  
Angie Johnson, RSP  
Eden Inoway-Ronnie, Office of the Provost  
Jill Gower, Office of the Provost

## **Attachment to UW-Madison Vilas Budget Request 2022-23**

### **Vilas Research Professors**

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

Richard Davidson - Vilas Research Professor of Psychology and Psychiatry  
College of Letters and Science and School of Medicine and Public Health

Samuel Gellman – Vilas Research Professor of Chemistry  
College of Letters and Science

Morton Gernsbacher – Vilas Research Professor of Psychology  
College of Letters and Science

Francis Halzen – Vilas Research Professor of Physics  
College of Letters and Science

Jo Handelsman – Vilas Research Professor of Wisconsin Institute of Discovery  
Vice Chancellor for Research and Graduate Education

Judith Kimble - Vilas Research Professor of Biochemistry and Medical Genetics  
College of Agricultural and Life Sciences and School of Medicine and Public Health

Chiao-Ping Li – Vilas Research Professor of Dance  
School of Education

Gregg Mitman - Vilas Research Professor of History of Science  
College of Letters and Science

Steven Nadler – Vilas Research Professor of Philosophy  
College of Letters and Science

Emiko Ohnuki-Tierney - Vilas Research Professor of Anthropology  
College of Letters and Science

William Reese – Vilas Research Professor of History  
College of Letters and Science

Kumkum Sangari – Vilas Research Professor of English  
UW-Milwaukee

Mark Seidenberg – Vilas Research Professor of Psychology  
College of Letters and Science

Elliott Sober - Vilas Research Professor of Philosophy  
College of Letters and Science

Gurindar Sohi – Vilas Research Professor of Computer Science  
College of Letters and Science

Karen Strier - Vilas Research Professor of Anthropology  
College of Letters and Science

Aili Mari Tripp – Vilas Research Professor of Political Science and Gender and Women's Studies  
College of Letters and Science

Monica Turner – Vilas Research Professor of Zoology  
College of Letters and Science

Sau Lan Wu - Vilas Research Professor of Physics  
College of Letters and Science

**Vilas Distinguished Achievement Professors, 2015-16 Cohort**

Elaine Alarid, Oncology, School of Medicine and Public Health

Lawrence Berger, Social Work, College of Letters and Science

John Booske, Biomedical Engineering, College of Engineering

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

Leslie Bow, English, College of Letters and Science

Mark Eriksson, Physics, College of Letters and Science

Dorothy Farrar-Edwards, Kinesiology, School of Education

Stephen Gammie, Zoology, College of Letters and Science

Padma Gopalan, Materials Science & Engineering, College of Engineering

Jeffrey Johnson, School of Pharmacy, Pharmacy

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

Leonora Neville, History, College of Letters and Science

Jon Pevehouse, Political Science, College of Letters and Science

Kenneth Raffa, Entomology, College of Agricultural and Life Sciences

James Rawlings, Chemical and Biological Engineering, College of Engineering

David Shaffer, Educational Psychology, School of Education

John Yin, Chemical and Biological Engineering, College of Engineering

Jin-Wen Yu, Dance, School of Education



Ellen Zweibel, Astronomy, College of Letters and Science

Mikko Lipasti, Engineering, Electrical & Computer Engineering

**Vilas Distinguished Achievement Professors, 2016-17 Cohort**

Martha Alibali, College of Letters and Science, Psychology

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

Katherine Bowie, College of Letters and Science, Anthropology

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

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

Lea Jacobs, College of Letters and Science, Communication Arts

Richard Lindroth, College of Agricultural and Life Sciences, Entomology

Kristyn Masters, College of Engineering, Biomedical Engineering

Patricia McManus, College of Agricultural and Life Sciences, Plant Pathology

Stephen Meyers, College of Letters and Science, Geoscience

Barton Miller, College of Letters and Science, Computer Science

Bin Ran, College of Engineering, Civil and Environmental Engineering

Jennifer Ratner-Rosenhagen, College of Letters and Science, History

**Vilas Distinguished Achievement Professors, 2017-18 Cohort**

Amy Quan Barry, College of Letters and Science, English

Richard Hsung, School of Pharmacy, Pharmacy

Ulrich Langer, College of Letters and Science, French & Italian

Katherine Magnuson, College of Letters and Science, Social Work

Anne Pringle, College of Letters and Science, Botany

Parmesh Ramanathan, Engineering, Electrical and Computer Engineering

Lones Smith, College of Letters and Science, Economics

Scott Straus, College of Letters and Science, Political Science

**Vilas Distinguished Achievement Professors, 2018-19 Cohort**

David F. Anderson, College of Letters & Science, Mathematics

Stefania Buccini, College of Letters & Science, French and Italian

Pupa Gilbert, College of Letters & Science, Physics

Francine Hirsch, College of Letters & Science, History

Alfonso Morales, College of Letters & Science, Planning and Landscape Architecture

Mitchell Nathan, School of Education, Educational Psychology

Adam Nelson, School of Education, Educational Policy Studies

Christine Schwartz, College of Letters & Science, Sociology

Eric Shusta, College of Engineering, Chemical & Biological Engineering

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

**Vilas Distinguished Achievement Professors, 2019-20 Cohort**

Marah Curtis, College of Letters & Science, Social Work

Anthony Di Sanza, College of Letters & Science, Music

Thaddeus Golos, School of Veterinary Medicine, Comparative Biosciences

Adena Rissman, College of Agricultural and Life Sciences, Forest & Wildlife Ecology

Brad Singer, College of Letters & Science, Geoscience

Vikas Singh, School of Medicine and Public Health, Biostatistics and Medical Informatics

Michael Titelbaum, College of Letters & Science, Philosophy

**Vilas Distinguished Achievement Professors, 2021-22 Cohort**

Remzi Arpac-Dusseau, College of Letters & Science, Computer Sciences

Alex Dressler, College of Letters & Science, Classical and Ancient Near Eastern Studies

Emily Fletcher, College of Letters & Science, Philosophy

Jason Fletcher, College of Letters & Science, La Follette School of Public Affairs

John Hitchcock, School of Education, Art

Baron Kelly, Division of Continuing Studies, Liberal Arts and Applied Studies; and School of Education, Theatre and Drama

Irena Knezevic, College of Engineering, Electrical and Computer Engineering

Erika Marín-Spiotta, College of Letters & Science, Geography

Shigeki Miyamoto, School of Medicine and Public Health, Oncology

Mario Ortiz-Robles, College of Letters & Science, English

Xuejun Pan, College of Agricultural and Life Sciences, Biological Systems Engineering

Jonathan Patz, Nelson Institute for Environmental Studies; School of Medicine and Public Health, Population Health Sciences

John Rudolph, School of Education, Curriculum and Instruction

David C. Schwartz, College of Agricultural and Life Sciences, Genetics; and College of Letters & Science, Chemistry

Weiping Tang, School of Pharmacy, Pharmaceutical Sciences Division

Thad Walker, College of Letters & Science, Physics

Rebekah Willett, College of Letters & Science, Information School




## Academic Affairs

**Johannes Britz**  
**Provost and Vice Chancellor**

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

May 10, 2022

TO: Michael Falbo, Interim President  
The University of Wisconsin System

FROM: Johannes Britz  
Provost and Vice Chancellor 

RE: UW-Milwaukee 2022-23 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2022-23 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English.  
Total Request: \$60,000 (\$50,000 for research support and \$10,000 for salary support)
2. Department of Music, Peck School of the Arts. Total Request: \$58,269 (see attached proposal).

Thank you for your continued consideration and support of these activities. The Departments of English and Music are appreciative of support from the Vilas Trust. The proposal from the Music Department is attached. The Music Department has indicated that they have multiple other needs similar to those included in the proposal and will be able to ramp up their Vilas Trust funded programming if additional support becomes available.

Should you have any questions, please do not hesitate to contact me, or Vice Provost Dev Venugopalan (414-323-9790).

c: Mark Mone, Chancellor  
Dev Venugopalan, Vice Provost  
Scott Gronert, Dean, College of Letters & Science  
Kevin Hartman, Interim Dean, Peck School of the Arts  
Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UWSA



Peck School of the Arts  
*Department of Music*

TO: Kevin Hartman, Interim Dean, Peck School of the Arts  
Devarajan Venugopalan, Associate Vice Chancellor

FROM: Gillian Rodger, Chair  
Department of Music

DATE: April 15, 2022

Art Building, Room 203  
P.O. Box 413  
Milwaukee, WI  
53201-0413  
414 229-4947 phone  
414 229-4940 fax  
[arts.uwm.edu/music](http://arts.uwm.edu/music)

RE: **2022-2023 William F. Vilas Proposal: Peck School of the Arts Department of Music**

The UWM Peck School of the Arts Department of Music has allotted the amount awarded by the William F. Vilas Trust in the following manner (see below), however, in order to support the widest range of musical activities possible, we could not meet the full amount requested by many of the applications. As a result, we are asking that the grant further assists the department in carrying forward its mission of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and southeastern Wisconsin by supplementing the amount awarded. The Vilas grant will assist us in recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus and will also continue to assist the Department of Music in providing musical performances, workshops by master artist/teachers, and an expanded opportunity for performance and composition among UW-Milwaukee music students.

The proposed 2022-2023 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students, and to expand and diversify UWM's instructional and performance outreach to the Milwaukee community and the entire state. The proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state. These events will engage music students at UWM through guest artist residencies, instrumental and vocal workshops and performances, the Real Men Sing! Festival, the Chamber Music Milwaukee Artists Series, the UWM Voice Area Opera presentation, and many other worthy projects.

Featured UW-Milwaukee musicians and distinguished guests will present a wide music range of music, including classical instrumental and choral music, contemporary electronic and acoustic music, opera theatre and jazz, world music, and ancient music. These events are designed to encourage incoming and current UWM students to think about ways in which they might musically and culturally engage their communities through the exploration of new styles/genres of music and heightened artistry in traditional styles, and to pursue innovative approaches to programming, outreach, and education.

The faculty of the Department of Music in the Peck School of the Arts has full confidence that with our committed efforts, along with Vilas Trust support, we will meet our goals of increasing our appeal to young musicians and enhancing our presence in the music communities of Milwaukee and Wisconsin. The Department of Music will continue to communicate that our mission continues to be brought forward through generous support from the William F. Vilas Trust.

Respectfully,

Gillian Rodger  
Chair, Department of Music  
Peck School of the Arts  
University of Wisconsin-Milwaukee

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

**William F. Vilas Trust Proposal for 2022-2023**  
**Peck School of the Arts**  
**Department of Music**

<b>Area</b>	<b>Sponsor</b>	<b>Event</b>	<b>Vilas Award FY 2023- Primary Request</b>
Bands	Climer/Corley	UWM Concert Band Invitational	\$1,819
Bands	Hoelscher/Winkle	Jazz/Trombone Jim Pugh Residency	\$1,500
Brass	Flint	Horn Masterclass & Performance Adam Unsworth	\$500
Chamber Music	Clippert	Chamber Music Milwaukee Recitals	\$8,000
Choirs	Durlam	Real Men Sing!	\$1,000
Choirs	Durlam	Choir Tours and Recruitment	\$2,000
Composition	Sink	New Music Performance Series	\$4,000
Comp/Perc	Sink/Wier	Third Coast Percussion Reading	\$1,500
Guitar	Izquierdo	Solo Duo Masterclass and Performance	\$4,000
Musicology	Forbes	Browns Crew Performance & Discussion	\$1,500
Musicology	Forbes	Manty Ellis performance & lecture	\$1,500
Musicology	Sterner Miller	Qwanqwa Residency	\$2,000
Orchestra	Kim	Chamber Orchestra Outreach/Tour	\$2,000
Orchestra	Kim	Korea Day Yekwon Sonwoo Performance	\$2,500
Percussion	Wier	Percussion Guests including Third Coast and Pax Duo	\$2,000
Piano	Abend	Piano Masterclasses & Performances	\$2,000
Piano	Otwell	Piano Festival	\$1,400
Strings	Kartman	Cello Masterclasses & Performances	\$1,500
Strings	Lasareff-Mironoff	Viola Masterclass	\$300
Strings	Zinck	Carole Chicha Masterclasses & Performances	\$1,500
Voice	Durlam	UWM Vocal Festival	\$2,500
Voice	Hofman	Opera Theater Production	\$9,000
Woodwind	Clippert	Double Reed Day Events/Outreach	\$1,500
Woodwind	Clippert	Flute Masterclasses & Performances	\$1,500
Woodwind	Roman	WI Saxophone Clinic with Jan Berry Baker	\$1,250
<b>Total</b>			<b>\$58,269</b>

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

**REQUESTED ACTION**

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

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

**SUMMARY**

The B.B.A. in Business Communication, the first of its kind in the UW-System and one of only a few nationally, will contribute directly to the UW-Eau Claire's mission by offering academic rigor and scholarly inquiry with an applied service to the community. The proposed new program contributes directly to the University's strategic plan to "support existing and develop new programs that attract students and serve the needs of Wisconsin." The B.B.A. in Business Communication program will participate in the Association to Advance Collegiate Schools of Business (AACSB) accreditation process as part of the other UW-Eau Claire business programs. The 120-credit program includes 29 credits in the business core, 17 credits of proficiency or support courses, 16 required business communication credits, six College of Business elective credits, nine credits in communication, art and design, English, or computer science, 36 Liberal Education credits, plus seven unspecified credits. Students pursuing this major have multiple opportunities to engage in high impact practices via course-based community projects, independent and directed studies, and internships. Graduates of the program are prepared for careers in corporate communications with their dual preparation in business and communication. Multiple studies note a promising job market for these graduates.

## **Presenter**

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

## **BACKGROUND**

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

## **Related Policies**

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

## **ATTACHMENTS**

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



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

**ABSTRACT**

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Business Administration (BBA) in Business Communication. A BBA in Business Communication would be the first of its kind in the UW-System and one of only a few nationally (e.g., Arizona State and Stephen F. Austin University). The BBA degree in Business Communication will contribute directly to UW-Eau Claire's mission to offer rigorous, distinctive programming with courses that will routinely incorporate community-based projects or service-learning opportunities, thereby contributing to the university's Academic Plan to offer high-impact practices (HIPs).

As College of Business (CoB) enrollments increase, the Business Communication major would add to its array of offerings. The workplace demands the skill set in the Business Communication major, and UW-Eau Claire is well positioned to provide it. This program also lets UW-Eau Claire demonstrate its tradition of offering responsive, relevant, and distinguished degree programs. The 120-credit program includes 29 credits in the business core, 17 credits of proficiency or support courses, 16 required business communication credits, 6 elective CoB credits, and 9 elective credits in communication, art and design, English, or computer science, along with other electives and 36 Liberal Education credits. Students pursuing this major have HIP opportunities via course-based community projects, independent and directed studies, and internships. Data gathered from the UW-Eau Claire data dashboard, CoB enrollment trends, and two business communication programs at other universities suggest student demand for a Business Communication program would be strong and expand in the coming years.

**PROGRAM IDENTIFICATION**

**University name**

University of Wisconsin-Eau Claire

**Title of proposed academic degree program**

Bachelor of Business Administration–Business Communication

**Degree Designation(s)**

Bachelor of Business Administration

**Mode of Delivery**

Single institution (UW-Eau Claire), course delivery will be primarily face-to-face with hybrid and online course options.

**Department or Functional Equivalent**

Business Communication

**College, School, or Functional Equivalent**

College of Business

**Proposed Date of Implementation**

Fall 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. New-student enrollment is based on enrollment in business communication programs at other institutions. The projected enrollment is substantiated by a conservative estimate of 15% of students who previously applied under either Business Pre-professional (aka Business Undecided) or Business Administration (BSAD), and 15% of students who would historically pursue the Advanced Business Communication Certificate but would now pursue a business communication major upon university application. Students applying as BSAD or Business Undecided are typically students who know they want to be in business but do not see a major aligning with their business-focused communication interests. It is anticipated students will pursue this option as soon as the program is introduced.

The average rate of student retention to graduation is projected to be 82%, based on the 82% average retention rate in the CoB. Although the student numbers in Table 1 are based on new students, the college anticipates that existing students will either discover the Business Communication major and convert to it or add it as a second major to another CoB degree. Because the program is built around the business core courses, existing CoB students could graduate as quickly as 1 year after changing to a major in business communication. By the end of Year 5, it is expected that 120 new students will have enrolled in the program and 40 students from the first group will have graduated from the program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Students/Year	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)	Year 4 (2026)	Year 5 (2027)
New Students	20	22	24	26	28
Continuing Students	0	19	37	53	49
Total Enrollment	20	41	61	79	77
Graduating Students	0	0	0	19	21

### **Tuition Structure**

For students enrolled in a BBA in Business Communication program, standard tuition and fee rates will apply. For the academic year FY23 the estimated rates per semester for a full-time, resident student enrolled in 12-18 credits will be \$3,680.64 for tuition, a textbook rental fee of \$70, and segregated fees of \$706.48. The estimated rates for nonresident students enrolled in 12-18 credits per semester will be \$7,818.25 for tuition, a textbook rental fee of \$70, and segregated fees of \$706.48.

### **DESCRIPTION OF PROGRAM**

#### **Overview of the Program**

A comprehensive business communication major would meet business employers' needs to fill positions with graduates who meet their specific communication and business needs. This 60-credit major is composed of the 29-credit business core, 16 credits of business communication courses focused on a business context, and 15 credits of additional business and related electives. Students would also complete 36 credits of Liberal Education coursework and an additional seven open elective credits to meet the 120 credits required for a BBA. Students pursuing this major have HIP opportunities via course-based community projects, independent and directed studies, and internships. A business communication major prepares students to start their careers as value-added assets to organizations: Graduates from other degree programs would have to learn business acumen on the job; business graduates would have to learn the communication acumen.

#### **Student Learning and Program Outcomes**

Students completing this program will be expected to meet the following program learning outcomes:

- **Business Core:** Students will apply knowledge of core business concepts through their written, oral, visual, and technology-mediated communication.
- **Written Communication:** Students will construct business documents (e.g., emails, memos, letters, reports, proposals, manuals, instructions) appropriate to audiences, multimodal contexts, and purposes using standard business document formats and

business rhetoric.

- **Oral Communication:** Students will demonstrate effective oral communication in business contexts (e.g., individual presentations, meetings, seminars, roundtable discussions, interviews, interpersonal settings) appropriate to audiences and stakeholders using multiple modalities and business rhetoric.
- **Visual Communication:** Students will evaluate, create, and curate visuals (e.g., charts, graphs, dashboards, infographics) to communicate business data effectively and efficiently in multiple modalities.
- **English grammar, usage, mechanics, and punctuation:** (a) Students will demonstrate proficiency in the rhetorical application of business-English grammar, mechanics, and punctuation; (b) Students will create and apply style guides to business documents.
- **Technologies and Software:** Students will critically engage with technologies and software such as productivity software (e.g., Microsoft Office, Adobe Creative Suite), social media platforms, and virtual communication platforms (e.g., Zoom, WebEx, MS Teams) to communicate effectively in business contexts.

Students completing this program will also be expected to meet the following college learning outcomes, as part of the Association to Advance Colleges and Schools of Business (AACSB) assurance of learning process:

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

## Program Requirements and Curriculum

The business communication program has no special admission criteria. There are no admission requirements, test scores, or prerequisites for entry into this program.

Table 2 illustrates the program curriculum for business communication major. The 120-credit program includes 29 credits in the business core, 17 credits of proficiency or support courses, 16 required business communication credits, 6 elective CoB credits, 9 elective credits in communication, art and design, English, or computer science, 36 Liberal Education credits, plus 7 open credits to reach 120.

**Table 2: BBA in Business Communication Program Curriculum**

General college and university requirements	Credits
UW-Eau Claire Liberal Education Core (minimum).....	36
College of Business Proficiency (ECON, MATH, MGRL ACCT) .....	17
Open elective credits .....	7
UW-Eau Claire Service Learning (30 clock hours)	

**Business communication (BCOM) major requirements**

CoB Student Professional Development Program: 4 workshops (not for credit)

Business Core (BUSCORE) .....	29
BCOM Required Course Credits .....	16
BCOM Elective Course Credits (6 from CoB; 9 from CoA&S) .....	<u>15</u>
Sum (comprehensive major) .....	60

**Liberal education experiences required for graduation:** minimum 36 credits in courses ranging from 1-6 credit hours each.

<b>Liberal Education Outcome</b>	<b>Total Credit Range</b>
Knowledge Outcome 1 (Natural Sciences)	4 – 12 credits
Knowledge Outcome 2 (Social Sciences)	6 – 8 credits
Knowledge Outcome 3 (Humanities)	6 – 10 credits
Knowledge Outcome 4 (Fine Arts)	3 credits
Skills Outcome 1 (Written and Oral Communication)	4 - 10 credits
Skills Outcome 2 (Mathematics)	2 - 4 credits
Skills Outcome 3 (Creativity)	1 - 4 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusivity)	6 - 10 credits
Responsibility Outcome 2 (Global Perspectives)	3 - 4 credits
Responsibility Outcome 3 (Civic and Environmental)	1 - 4 credits
Integration Outcome (Integration)	2 - 8 credits
Service-Learning	30 clock hours

**Proficiency or support courses:** 17 credits

ECON 103: Principles of Microeconomics	3 credits
ECON 104: Principles of Macroeconomics	3 credits
MATH 109: Algebra for Calculus	4 credits
MATH 246: Elementary Statistics	4 credits
ACCT 214: Managerial Accounting	3 credits

**Academic degree program or major course requirements:**

*The BUSCORE: 29 credits*

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

*Additional Required BCOM Core Courses: 16 credits*

BCOM 200: Business English and Document Editing	2 credits
BCOM 201: Technology for Business Communication	2 credits
BCOM 306: Advanced Business Writing	2 credits
BCOM 307: Advanced Business Presentations	2 credits
BCOM 308: Contemporary Issues in Business Communication	2 credits
BCOM 309: Business Communication in Workplace Relationships	2 credits
BCOM 401: Data Visualization & Communication	2 credits
BCOM 405: Advanced Business Communication	2 credits

*Electives (from MGMT, MKTG, BSAD, BCOM, IS, ART, CJ, CS, and ENGL)* 15 credits

7 open elective credits to reach 120 for the BBA degree 7 credits

---

<b>Total Credits</b>	<b>120 credits</b>
----------------------	--------------------

**Assessment of Outcomes and Objectives**

Students pursuing a BBA in Business Communication will participate in both university and college (AACSB) accreditation through assessment of program- and college-level learning outcomes.

For the university's program (major) assessment purposes, the Business Communication program will submit to the university—for review by the University Assessment Committee—a routinely updated assessment plan identifying the cycle and detailed plan for assessing program learning outcomes and annual assessment reports. Students will submit artifacts aligned with specific grading and assessment rubrics. The Business Communication faculty will use the rubrics to score the artifacts, discuss data results, identify curriculum changes that can be made to enhance learning, and report the data and continuous improvement activities to the university in an annual program assessment report.

The assessment-cycle schedule will provide time for the implemented learning-enhancement activities to have impact before the corresponding program learning outcomes are assessed again. The business communication program will also participate in the LE Core S1 (Communication) assessment via reporting LE assessment data and corresponding analysis.

The Business Communication program will also participate in assurance of learning activities aligned with college-level learning outcomes governed by the AACSB accreditation body. For AACSB assessment purposes, a representative sample of business communication students will contribute assessment data for the CoB learning outcomes. Students in upper-division business communication core courses will submit artifacts demonstrating their mastery of oral and written communication and problem-solving skills; business communication students in the senior-level CoB capstone course will complete activities designed to assess their teamwork skills and mastery of general business concepts. The CoB Assurance of Learning Committee will review the assessment data and make recommendations to the CoB Curriculum Committee and the relevant program curriculum committees. The program curriculum committees will then discuss results and identify changes that can be made to enhance learning across the college curriculum. All-college, cross-curriculum changes are discussed and voted on by all college faculty. Because of the shared BUSCORE courses, assessment of outcomes for this program will build upon and benefit from the similar assessment of established programs in the CoB.

### **Diversity**

The Business Communication program, as part of the CoB and UW-Eau Claire campus, is fully committed to advancing campus objectives related to Equity, Diversity, and Inclusion (EDI). All faculty teaching in the discipline must demonstrate their contributions to EDI as part of regular personnel review processes.

Eight% (29 of 379) of the students enrolled in the Advanced Business Communication certificate over the most recent five-year period (2017-2021) were students of color. Marketing efforts for this proposed major program will align with the university goal to increase students of color enrollment to 20%.

Currently, the Business Communication program supports a better comprehension and understanding of diversity through the content and pedagogy. Heavily embedded within the framework of the program is modeling and teaching best practices related to communicating a work environment that promotes equity, diversity, and inclusion and to be champions of inclusive communication in any environment. For example, a significant component of this program involves studying the use of language in both a grammatical and applied context; using language that respects the diversity of those in the classroom, community, and workplace; and teaching students to promote an environment where everyone can feel valued and welcomed. Awareness of personal pronoun use is just one

example of the many ways inclusive language is promoted. Further, courses such as Business Presentations course include coverage of intercultural communication.

In addition, the Business Communication program fosters greater appreciation of diversity through its promotion of internships and other experiential learning opportunities. Business Communication majors will find themselves learning to work effectively with multiple types of diversity through internships or through class-related projects that require them to work with a variety of industries in the community. For example, the Advanced Business Writing course participates in a service-learning project each semester for a community client. One semester a client was an area free clinic for which the class created an operations manual for the clinic's board, practitioners, and volunteers. In another semester, the students worked with the Indianhead Community Action Agency on various communication projects that included a plan for improving agency communication with clients who lacked internet and cell phone access, an employee handbook, and communication protocols for employees who worked off-site (e.g., providing home health care). Whatever the project, the students work with a local nonprofit organization each semester and earn service-learning hours required for graduation. Students' reflections on their projects indicate that they gain a better understanding of diverse populations and an appreciation for how they can use their business communication and other business skills in service to their communities. Another course, Advanced Business Communication, requires that students participate in community service. The course, which simulates a business operation, also contains an EDI committee whose job it is to provide education and training to the class on issues associated with workplace diversity and inclusion. Likewise, several students have completed internships at for-profit and nonprofit organizations that require students to demonstrate their commitment to EDI that they have learned in the classroom.

The proposed BBA in Business Communication program will follow all university and legal policies for recruiting faculty, seek out advertisement outlets which have higher diverse visibility, and conduct selection training prior to the selection process to ensure a fair and equitable selection process is followed.

The CoB is an active member of the PhD Project, an organization that supports Black, LatinX and Native American individuals through their business doctorates and throughout their careers.

### **Collaborative Nature of the Program**

While the Business Communication Program currently provides two courses in the UW Undergraduate Business Alliance online program, no other collaborative plans are anticipated such as partnerships or consortium arrangements that will be made with other UW universities or organizations specifically for the BBA-Business Communication major. The program would be open to collaborations with other UW institutions provided the goals and expectations of the collaborations align with the AACSB accreditation standards



that the CoB must maintain. UW-Eau Claire is working with Chippewa Valley Technical College (CVTC) and other regional institutions on pathways related to the proposed Associate of Arts degree at CVTC. Because of the popularity of the business programs at UW-Eau Claire, pathways into those programs will be among the first developed, thus providing clear advising to students and potentially reducing time to completion of the BBA degree.

### **Projected Time to Degree**

For full-time students, the proposed 120 credit program can be completed within a traditional four-year timeframe. Courses are offered and sequenced in such a way to facilitate a four-year degree completion. The entire 29-credit business core is offered online, enabling part-time and/or non-traditional students with flexibility in degree completion. Students can earn credit for their internships.

### **Program Review**

The standard seven-year program review applied to most other programs on campus is modified for programs in the College of Business because the college is externally accredited by AACSB.

The AACSB review focuses on the strength of the BBA and therefore includes an assessment of college learning outcomes as well as a thorough evaluation of the currency and relevance of the full college curriculum, effectiveness of assurance of learning processes, faculty qualifications, and student engagement.

The AACSB report is shared with the Academic Policies Committee (APC) of the University Senate in the year following the external AACSB review. APC then conducts an abbreviated internal review based on the AACSB report. Recommendations resulting from the program review may focus on program relevance, curriculum modifications, staffing, assessment of student learning, faculty scholarly or professional engagement, societal impact, and high-impact practices. As is true in the standard review process, the APC report is reviewed by the provost and the unit will be asked to provide an update on any recommendations two years after the review.

### **Accreditation**

The Business Communication program will be housed in the CoB, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the CoB, as well as the BBA option for the Economics major. This program falls within UW-Eau Claire's existing authorization; thus, no additional HLC approvals are required.

## JUSTIFICATION

### **Rationale and Relation to Mission**

The BBA degree in Business Communication will contribute directly to the mission of the UW System by offering a major that is the first of its kind in the UW-System and one of only a few nationally (e.g., Arizona State, St. Thomas University, Central Michigan, and Stephen F. Austin University).

The Business Communication major's unique mix of course work combining academic rigor and scholarly inquiry with an applied focus on communication in the context of business and commerce and supports the UW-System's mission "to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose."

The BBA degree in Business Communication program will contribute directly to UW-Eau Claire's mission by contributing to its array of rigorous, distinctive programming and by developing students' academic and applied knowledge of business and workplace skills.

The proposed Business Communication program supports all facets of the mission statement to foster "creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry."<sup>1</sup> The new program will also provide an "inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies." Its combination of a business degree with a concentration in business-specific communication skills offers a rigorous curriculum that combines education and experiential training in written, oral, visual, and technology-mediated communication. As mentioned, the fact that some of the courses in the major (e.g., the Advanced Business Writing course) offer community-based experiences supports the mission of the university to provide opportunities for experiential learning and high-impact practices. All features of the curriculum in the proposed BBA in Business Communication major fosters not just the acquisition of knowledge and skills but also the problem-solving, analytical thinking, critical thinking, decision-making, and creativity required for success in the workforce, the community, and in students' personal lives. Furthermore, the proposed course of study in the major is inherently positioned to promote and is committed to the principles of equity, diversity, and inclusion; the program wants its students not only to understand these principles but to live them wherever they go and to be innovators in helping their organizations create equitable, diverse, and inclusive workplace cultures.

---

<sup>1</sup> UW-Eau Claire University Mission: <https://www.uwec.edu/acadaff/university-mission/> (accessed 5 May 2022)

Additionally, the proposed BBA in Business Communication program at UW-Eau Claire supports the major themes in the university's Strategic Plan to:

1. Achieve national distinction in health and wellbeing; leadership in equity, diversity, and inclusion; and integrated undergraduate research and creative activity in all disciplines.
2. Support our strengths, which include an exemplary education, nationally distinctive partnerships, and sustainable campuses

To those ends, the new program has established four guidepost goals:

- 100% of UW-Eau Claire students will participate in high-impact practices (HIPS).
- 90% of students will be retained to Year 2.
- 50% of students will graduate in four years.
- 20% of students will be students of color; we will eliminate the opportunity gap.

### **University Program Array**

No program similar to business communication exists within the UW-Eau Claire program array. The program contains a unique combination of broad principles of business via the BUSCORE requirement, coupled with specific courses exposing students to current best practices and critical thinking skills to advance the field of business communication in its multiple modalities: written, oral, visual, and technology-mediated. UW-Eau Claire offers majors in organizational communication and integrated strategic communication as well as a major in rhetorics of science, technology, and culture. While these programs study rhetorically grounded frameworks for how communication creates, enables, and constrains the process of organizing and communicating, they do not emerge from a foundation of business theory and practice. None of these programs are business degrees. They do, however, offer a rich elective array that would provide a complementary skill set, theoretical foundation, and support for students in the BBA in Business Communication major.

### **Other Programs in the University of Wisconsin System**

The business communication degree does not duplicate any degree program in the UW System. UW-Eau Claire, UW Oshkosh, UW-Green Bay, and UW-Stevens Point offer majors in organizational communication; UW-Stout, UW-Stevens Point, and UW-La Crosse offer majors in professional communication. These programs do not emerge from a foundation of business theory and practice—they focus on the broad field of communication and a general skill set. None of these programs are business degrees. In fact, when the Business Communication Notice of Intent was distributed to the other UW-System campuses, the university received only support and no concerns about adding this major at UW-Eau Claire.

A business communication degree would be the only business degree in the UW System that specializes in business workplace communication. It would provide a unique academic space for students to study oral, written, visual, and technology-mediated

communication purely in a corporate and commercial context. Business communication focuses on the creation of business messages required for businesses to operate successfully. It includes both strategic and transactional communication that all businesspeople use.

### **Need as Suggested by Current Student Demand**

Data used to determine potential student demand was obtained from business communication programs at other institutions and also the university's Institutional Research office and online dashboards. Two similarly sized institutions, St. Thomas University in Minnesota and Stephen F. Austin University in Texas, each enroll 15 to 25 students per year, respectively, in their business communication programs. The proposed enrollment of 20 new students per year at UW-Eau Claire aligns well with those enrollment numbers.

A business communication major would align with students' business-focused communication interests. Institutional data indicates that between 53 and 108 students pursued a business communication certificate in the past five years. The popularity of the Advanced Business Communication certificate and student feedback indicates strong student desire for a business communication major—rather than a certificate. This feedback is also provided by academic advisors who indicate student demand for a major in business communication, rather than a certificate or a minor. Therefore, the college conservatively estimates that 15% of students (10 students) who formerly would have pursued a business communication certificate will now declare business communication upon university application. The College anticipates a steady growth of 22, 24, 26, and 28 new students per year over the next four years. Additionally, based on demand for the Advanced Business Communication Certificate, students discovering the business communication major and either converting to it or adding it as a second program of study will help provide exposure to the program, thereby bolstering future demand. A BBA in Business Communication would add a distinct contribution to the array of business programs that respond to student and market demand.

### **Need as Suggested by Market Demand**

Students who pursue the proposed BBA in Business Communication have many career options that are in demand. The AACSB 2016 Trends Report says business communication programs experienced a 50% growth in the previous five years.<sup>2</sup> Careers in corporate communication are predicted to grow as organizations prioritize employee engagement; retention; change management; technology; internal communication systems; and integrated functions in marketing, human resource, finance, sales, and research and development.<sup>2</sup> A review of job postings on [LinkedIn](#), [Glassdoor](#), [ZipRecruiter](#), and [Monster](#) reveals thousands of job postings under the umbrella of corporate or internal communication specialists that require extensive knowledge of both business

---

<sup>2</sup> AACSB 2016 Trends Report, p. 12.

and communication, as the primary job of the internal communication specialist is to coordinate, create, and disseminate communication among an organization's employees within and across the functional areas in the organization (e.g., marketing, accounting, finance, manufacturing/operations, the c-suite, shareholders); they may also engage in external communication with customers, vendors, and other stakeholders. Students with a degree only in business or only in communication have half the skill set they need for these types of jobs.

The average salary for an internal communications specialist in the United States is \$72,000/year; \$57,908/year, in Wisconsin. However, the salary is industry-dependent, with those who work in fields such as finance or manufacturing averaging \$84,066/year and \$77,334/year, respectively, and those in the hospitality industry averaging \$56,303/year.<sup>3</sup> The demand for internal communications specialists is expected to grow by 6% (17,600 new jobs) between 2018 and 2028.<sup>4</sup> Likewise, positions in this field are predicted to grow as organizations prioritize employee engagement; retention; change management; technology; internal communication systems; and integrated functions in marketing, human resource, finance, sales, and research and development.<sup>5</sup> Careers in related fields, for which a student earning a BBA in Business Communication would be qualified, such as corporate communications (e.g., public relations, technical communication) are predicted to grow 14% between now and 2030.<sup>6</sup> In addition, because the program is a business degree, students could also seek general management positions, which are expected to grow 9% from 2020–2030.<sup>7</sup>

Additionally, members of the local and national business community offer their support. Amber Krakowski, who is based in the Twin Cities as a global account manager for Hewlett Packard Enterprise writes, *"I am thrilled to hear the UW-Eau Claire College of Business is considering a Business Communication major. As a member of the BCOM Advisory Council, this is something I've recommended several times, because the needs in business-related fields are changing. By expanding this coursework to a major, the College of Business will better position itself to stay relevant with changing trends and reach a wider net of individuals looking for post-secondary education."*

---

<sup>3</sup> Zippia. "Average Internal Communication Specialist Salary." *Zippia*, 18 Aug. 2021, <https://www.zippia.com/internal-communications-specialist-jobs/salary/> (accessed 21 Jan 2022).

<sup>4</sup> Zippia. "How to Become an Internal Communications Specialist." *Zippia*, 18 Aug. 2021 <https://www.zippia.com/internal-communications-specialist-jobs/> (accessed 21 Jan 2022).

<sup>5</sup> The MyHub Team. "Internal Communications Jobs: What Internal Communications Specialists Can Offer Your Company." (2017) *MyHub*, <https://www.myhubintranet.com/internal-communications-jobs/> (accessed 8 July 2021).

<sup>6</sup> U.S. Bureau of Labor Statistics. "Media and communication occupations." *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/media-and-communication/home.htm> (accessed 21 Jan. 2022)

<sup>7</sup> U.S. Bureau of Labor Statistics. "Management occupations." *Occupational Outlook Handbook*. <https://www.bls.gov/ooh/media-and-communication/home.htm> (accessed 21 Jan. 2022). <https://www.bls.gov/ooh/management/home.htm>

Kelley Simon, Technical Writer II, Royal Credit Union, Eau Claire, Wisconsin, says, *"I have worked in the financial industry as a technical writer for 21 years, and while my English degree prepared me to succeed as a writer, it did not give me an understanding of business practices. I believe you will find that this degree is very popular because when you tie a thorough understanding of business and communication together, you are graduating a student that can apply those skills across multiple industries and career paths."*

The workplace demands the skill set in the Business Communication major, and UW-Eau Claire is well positioned to provide it. This program also lets UW-Eau Claire demonstrate its tradition of offering responsive, relevant, and distinguished degree programs.

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program (BCOM)						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	20	22	24	26	28
	Enrollment (Continuing Student) Headcount	0	19	37	53	49
	Enrollment (New Student) FTE	20	22	24	26	28
	Enrollment (Continuing Student) FTE	0	19	37	53	49
	Total Students FTE	20	41	61	79	77
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	60	60	60	60	60
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	3.5	3.5	3.5	3.5	3.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.3	0.3	0.3	0.3	0.3
IV	Revenues					
	From Tuition	\$147,226	\$304,757	\$448,655	\$581,374	\$565,062
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$147,226	\$304,757	\$448,655	\$581,374	\$565,062
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$261,868	\$267,105	\$272,447	\$277,896	\$283,454
	Other Staff	13,148	\$13,411	\$13,679	\$13,953	\$14,232
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Marketing	\$5,000	\$2,500	\$1,500	\$1,000	\$500
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$280,016	\$283,016	\$287,627	\$292,849	\$298,186
VI	Net Revenue	-\$132,790	\$21,741	\$161,029	\$288,525	\$266,876

Submit budget narrative in MS Word Format

Provost's Signature:

Date:

5-4-2022

Chief Business Officer's Signature:

Date:

5/3/22

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

**Introduction**

This proposed degree will use primarily face-to-face course delivery. While some required courses may have sections offered online, all required courses will also be available in face-to-face or hybrid delivery format. The BBA in Business Communication (BCOM) includes 60 credits, including 31 credits of specialized coursework in business communication along with 29 credits of the business core courses. A total of 3.5 faculty FTE currently deliver the business communication courses included in the business communication certificate; these and additional business communication faculty also teach two business communication courses required of all College of Business students. The program extends the current business communication certificate, is built upon courses that are already part of the UW-Eau Claire curriculum, and will not require new courses or additional faculty to deliver the program.

**Section I – Enrollment**

In Year 1, at least 20 new students are estimated based on comparative enrollment in two national programs. Two similarly sized institutions, St. Thomas University in Minnesota and Stephen F. Austin University in Texas, each enroll 15 to 25 new students per year, respectively, in their business communication programs. The proposed enrollment of 20 students per year at UW-Eau Claire aligns well with those enrollment numbers

A conservative but steady growth of 22, 24, 26, and 28 new students are estimated per year over the next four years as the program gains exposure and familiarity among high school students. In addition to new students, this program will also be populated by students who discover business communication after enrolling as Business Undecided or another program in the College of Business.

**Section II – Credit Hours**

The proposed BCOM program is a 60-credit comprehensive major. The BCOM program will require 60 unique credits in business communication and support courses, along with another 60 credits of courses needed to fulfill UW-Eau Claire's liberal education core and other university graduation requirements—including 120 credits for a BBA. All but three credits required in the new major are from existing UW-Eau Claire courses; the final course is scheduled for implementation Fall 2022. Because two BCOM courses are part of the COB core required of all students, additional sections of the business communication courses might be required, correlating with demand for all College of Business majors as well as the business communication major. The College anticipates that all business communication courses will be delivered at least once each academic year.



### **Section III – Faculty and Staff Appointments**

The BCOM program will utilize existing UW-Eau Claire instructional resources to deliver the required and supporting courses. The equivalent of 3.5 faculty/IAS FTE is currently needed to deliver the curriculum to the students taking the business communication courses. Based on the projected number of BCOM students, all students in the program can be accommodated with current, existing course scheduling, and no new instructional resources will be needed to deliver the program.

### **Section IV – Program Revenues**

#### Tuition Revenues

For students enrolled in a BBA in Business Communication program, standard tuition and fee rates will apply. For the academic year FY23 the estimated rates per semester for a full-time student enrolled in 12-18 credits are:

- residential tuition: \$3,680.64
- textbook rental: \$70
- segregated fees: \$706.48

For nonresident students enrolled in 12-18 credits per semester, the estimated rates per semester are:

- nonresident tuition: \$7,818.25
- textbook rental: \$70
- segregated fees: \$706.48

#### Program/Course Fees

The BCOM major will have no special program fees. None of the courses in the BCOM major are expected to have course fees.

### **Section V – Program Expenses**

#### Salary and Fringe Expenses

Salary and fringe expenses for the 3.5 faculty/IAS and one-third of an administrative assistant's time to deliver and support this proposed program is estimated at \$275,016 for Year 1 with an estimated increase of 0.02% per year for a total of \$297,686 in Year 5.

#### Other Expenses

The college is prepared to invest \$5,000 in marketing the proposed business communication program, pending approval, to attract prospective students using the e-application process. Marketing will continue, albeit at a reduced rate of \$2,500, \$1,500, \$1,000, and \$500 for the next four years, as the program becomes more widely known.

**Section VI – Net Revenue**

After covering direct instructional expenses, the positive net revenue will be used to help offset indirect costs of instruction, such as maintaining institutional infrastructure and supporting the offices and programs (e.g., academic advising, academic skills center) that are currently in place to serve student academic needs. Additionally, positive net revenue may be used to hire additional instructional staff, if student demand for the program exceeds the projections. The College anticipates positive net revenue starting in Year 2.



## University of Wisconsin-Eau Claire

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

May 5, 2022

Mr. Michael Falbo, Interim President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706-1559

Dear President Falbo:

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

UW-Eau Claire's College of Business (COB) and the Business Communication Program are positioned to serve as the academic home for this major. Business Communication has been a popular certificate choice among College of Business students. That popularity, along with support from the Business Communication Industry Advisory Board and market demand, indicate that it is time to establish business communication as a major. The College of Business is accredited by AACSB (Association to Advance Collegiate Schools of Business) International, demonstrating adherence to the business accreditation standards through regular peer review. The business core in the B.B.A. provides students with a rigorous background in all aspects of business including accounting, finance, management, marketing, information systems, and business communication. The remainder of coursework in the proposed major provides specialized learning in written, oral and visual communication, and technology and software that will prepare students to secure employment as communication specialists across a range of business functions. Students earning the B.B.A. in Business Communication will also complete UW-Eau Claire's liberal education core, ensuring a firm foundation in the knowledge, skills, and responsibilities of a broadly educated person.

The proposed business communication program includes options for many high-impact learning experiences, including community-based coursework, internships, and opportunities for student/faculty collaborative research. The college also provides a variety of collaborative learning and workspaces in Schneider Hall, including the Business Writing and Presentations Studio.

After reviewing the proposal, I am confident sufficient resources exist to sustain this program. This program requires no additional resources over those already committed to other programs in the College of Business. The proposed major has been approved through UW-Eau Claire's shared governance program approval process (April 1, 2022). All programs at the University are subject to an in-depth review every seven years, and the College of Business undergoes accreditation review by AACSB every five years. Assessment of student learning related to B.B.A. and program outcomes is conducted each year. Student retention, time-to-graduation, graduation rates, and participation in high impact practices are monitored as part of program review and in decisions about allocation of instructional positions.

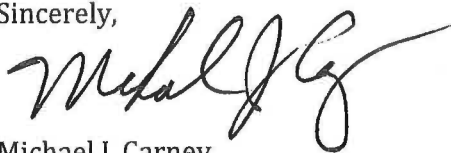
*Excellence. Our measure, our motto, our goal.*

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

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

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael J. Carney". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Michael J. Carney  
Acting Provost and Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF ARTS  
IN SOCIOLOGY AND ANTHROPOLOGY,  
UW-GREEN BAY**

**REQUESTED ACTION**

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Arts in Sociology and Anthropology program at the University of Wisconsin-Green Bay.

**Resolution C.4.:** That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Sociology and Anthropology at the University of Wisconsin-Green Bay.

**SUMMARY**

The University of Wisconsin (UW)-Green Bay proposes to establish a Bachelor of Arts (B.A.) in Sociology and Anthropology to be housed in the Unit of Public and Environmental Affairs. The major will be supported by existing courses offered as part of the existing minor in Sociology and Anthropology. New courses and expanded modalities will be offered over the next several years. The proposed program will advance several components of the UW-Green Bay mission, such as a commitment to promote student academic and career success, collaboration across-disciplines, and the embracing of community partnerships. The B.A. in Sociology and Anthropology will meet anticipated student demand created, in part, by the elimination of social science majors such as the B.S. in Human Development. As well, the program will respond to changing market needs that indicate high need in occupational areas in governmental and non-governmental services. The program will be comprised of 120 credits and will include 40 credits in the major. The curriculum will enable students to recognize, explain, and analyze sociological and anthropological data and theory, and apply this learning to various paradigms within both the disciplines of sociology and anthropology. Graduates will be prepared for a range of growing and emerging occupations in the public, private, and non-profit sectors.

## **Presenter**

- Dr. Kate Burns, Provost and Vice Chancellor for Academic Affairs

## **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 19, 2021), 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 ARTS IN SOCIOLOGY AND ANTHROPOLOGY  
AT UNIVERSITY OF WISCONSIN-GREEN BAY  
PREPARED BY UW-GREEN BAY**

**ABSTRACT**

The University of Wisconsin (UW)-Green Bay proposes to establish a Bachelor of Arts (B.A.) in Sociology and Anthropology to be housed in the Unit of Public and Environmental Affairs. The major will be supported by existing courses offered as part of the existing minor in Sociology and Anthropology. New courses and expanded modalities to be offered over the next several years. The proposed program will advance several components of the UW-Green Bay mission, such as a commitment to promote student academic and career success, collaboration across-disciplines, and the embracing of community partnerships. The B.A. in Sociology and Anthropology will meet anticipated student demand created, in part, by the elimination of social science majors such as the B.S. in Human Development. As well, the program will respond to changing market needs that indicate high need in occupational areas in governmental and non-governmental services. The program will be comprised of 120 credits and will include 40 credits in the major. The curriculum will enable students to recognize, explain, and analyze sociological and anthropological data and theory, and apply this learning to various paradigms within both the disciplines of sociology and anthropology. Graduates will be prepared for a range of growing and emerging occupations in the public, private, and non-profit sectors.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Green Bay

**Title of Proposed Academic Program**

Sociology and Anthropology

**Degree Designation(s)**

Bachelor of Arts

**Mode of Delivery**

Single institution; Face-to-face and 50% or more via Distance Delivery

**Department or Functional Equivalent**

Public and Environmental Affairs (An interdisciplinary budgetary unit)

**College, School, or Functional Equivalent**

College of Arts, Humanities, and Social Sciences

**Proposed Date of Implementation**

Fall 2022

**Projected Enrollments and Graduates by Year Five**

Table 1 illustrates expected enrollment in the B.A. in Sociology and Anthropology. The enrollment patterns are estimated based on the timely nature of this major in response to labor market shifts and the current enrollment trends in social-science disciplinary majors at UW-Green Bay. Program enrollments are not dependent upon a cohort model and students can enter the major at any time. Retention is estimated to be 90% based both on current enrollments and historical trends for the department and college.

**Table 1: Five-Year Academic Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	25	25	30
Continuing Students	35	49	51	58	58
Total Enrollment	55	69	76	83	88
Graduating Students	0	8	13	18	20

This program will draw from recent high-school graduates, non-traditional-age students seeking to change careers, transfer students, and existing UW-Green Bay students who may transition from another major. New students in Year 1 reflect students who will be first-time first-year students. Continuing students in year one reflect student who are expected to transition from the current minor or another UW-Green Bay major to the proposed major. Informal discussions with advisees suggest that approximately half of the current Sociology and Anthropology minors expressed interest in declaring a major in Sociology & Anthropology. It is also expected several Criminal Justice minors to be interested in complementing their minor with a Sociology & Anthropology major.

**Tuition Structure**

The current UW-Green Bay tuition for the 2021-22 academic year is \$262.43 per credit for resident students. No tuition increase is anticipated for the next budget year. Tuition and fees for a full-time Wisconsin resident is \$3,936.72 per semester, of which \$3,149.16 is attributable to tuition and \$787.56 is attributable to segregated fees. The nonresident tuition rate is \$604.84 per credit for part time students. Tuition and fees for a full-time non-resident is \$8,045.64 per semester, of which \$7,258.08 is attributable to tuition and \$787.56 is attributable to segregated fees. No additional program or course fees are planned.



Segregated Fees are assessed for all credits up to a maximum of 12 credits for undergraduate students. A standard distance education fee of \$25.00 per credit is applied to online courses. Additional costs students need to cover include books/supplies (estimate of \$800); housing, if used (\$11,050); and a meal plan, if used (\$2,790) for the academic year.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The B.A. in Sociology and Anthropology is comprised of 120-credits. Requirements include approximately 36-43 general education course requirements and 40 credits in the major. The major requirements will include 10 credits of supporting coursework, 9 credits of upper-level core coursework, and 21 credits of upper-level elective coursework, as well as 37-44 credits of additional coursework electives. Courses required in the major will meet a number of general education objectives including social sciences, ethnic studies, global culture, and environmental sustainability. The curriculum will be enhanced by high-impact practices, including opportunities for students to work on independent study and research with faculty, and for student internships in public, private, and non-profit groups and organizations in the expanded 16-county footprint that is inclusive of the UW-Green Bay main campus and the three additional locations in Marinette, Manitowoc, and Sheboygan.

### **Student Learning Outcomes and Program Objectives**

Students enrolled in the B.A. in Sociology and Anthropology will be prepared to serve their communities in ways that enhance social inclusivity and support methods of sustainability. Toward that end, while the program houses two different disciplines emerging from distinct intellectual traditions, the Sociology and Anthropology program has an interdisciplinary mission and several specific learning objectives. Those completing the proposed program will be able to:

1. Describe and critically evaluate the historical development of the disciplines of anthropology and sociology.
2. Understand how the various paradigms of each discipline contributes to the unified whole and how they contribute to the improvement of cultural and social policy.
3. Identify, evaluate, and apply sociological and anthropological concepts and theories to contemporary cultural, environmental, or social issues on a global scale.
4. Compare cultural and social systems (past and present) using an inclusive, cross-cultural, relativistic, and scientific approach.
5. Evaluate current and historical scientific, social, cultural, environmental, and political theories, issues, and policies.
6. Describe and evaluate social and cultural factors that impact attitudes, practices, and behaviors.
7. Understand and critically assess the role of race, ethnicity, social class, gender, sexual orientation, ability, age, and other indices of culture and social structure.

8. Recognize, explain, and critically evaluate both quantitative and qualitative methods in the analysis of sociological and anthropological data and theory.
9. Demonstrate knowledge of theory and method by conducting and presenting empirical research.
10. Identify ethical principles used in scientific research.
11. Engage in service to the university, the local community, and the region through research and service.
12. Prepare to be civically minded and responsible citizens of a vastly diverse global community.

### Program Requirements and Curriculum

Table 2 illustrates the curriculum for the proposed B.A. in Sociology and Anthropology that includes 120-credits required for graduation. General education coursework also may serve to satisfy some major requirements. Major requirements will include 10 credits of lower-level coursework, 30 credits of upper-level coursework and elective credits. Upper-level elective course work will be divided between existing sociology and anthropology courses representing subareas and applied areas of study within each discipline.

**Table 2: Proposed Curriculum for Sociology & Anthropology Major**

<b>General Education Requirements</b>		<b>36-43 credits</b>
First Year Seminar		3 credits
Fine Arts		3 credits
Social Sciences*		6 credits
Humanities		6 credits
Biological Sciences		3 credits
Natural Sciences		3-5 credits
Sustainability Perspective		3-4 credits
Ethnic Studies Perspective		3 credits
Global Culture		3 credits
Quantitative Literacy*		3-7 credits
*Credits required in the major may also satisfy GER requirements.		
<b>Major Requirements</b>		<b>40 credits</b>
<b>Supporting Courses (10 credits)</b>		
Complete <b>both</b> of the following supporting courses (6 credits)		
ANTHRO 100	Varieties of World Cultures	3 credits
SOCIOL 101	Introduction to Sociology	3 credits
Choose <b>one</b> of the following statistics courses (4 credits)		
MATH 260	Introductory Statistics	4 credits
PSYCH 205	Social Science Statistics	4 credits
BUS ADM 220	Business Statistics	4 credits

<b>Upper-Level Core (9 credits)</b>		
Complete <b>all</b> of the following upper-level core courses		
COMM SCI 301	Research Methods for the Social Sciences	3 credits
ANTHRO 307	Anthropological Theory	3 credits
SOCIOL 307	Sociological Theory	3 credits
<b>Upper-Level Electives (21 credits)</b>		
Choose <b>seven</b> of the following upper-level elective courses		
(6 credits must be either in SOCIOL or ANTHRO)		
ANTHRO 298	Independent Study	3 credits
ANTHRO 304	Family, Kin, & Community	3 credits
ANTHRO 306	Environmental Anthropology	3 credits
ANTHRO 314	Cultures of the World	3 credits
ANTHRO 320	Myth, Ritual, Symbol & Religion	3 credits
ANTHRO 348	Economic Anthropology	3 credits
ANTHRO 497	Internship	3 credits
SOCIOL 302	Class, Status, & Power	3 credits
SOCIOL 303	Race & Ethnic Relations	3 credits
SOCIOL 304	Deviant Behavior	3 credits
SOCIOL 308	Sociology of the Family	3 credits
SOCIOL 310	Urban Sociology	3 credits
SOCIOL 311	Collective Behavior & Social Movements	3 credits
SOCIOL 315	Street Gangs in America	3 credits
SOCIOL 320	Sociology of Religion	3 credits
SOCIOL 321	Topics in Sociology	3 credits
SOCIOL 335	Social Psychology	3 credits
SOCIOL 355	Environmental Sociology	3 credits
SOCIOL 375	Sociology of Sexual & Intimate Relationships	3 credits
SOCIOL 404	Criminology	3 credits
SOCIOL 497	Internship	3 credits
SOCIOL 498	Independent Study	3 credits
SOCIOL 499	Travel Course	3 credits
<b>Additional Coursework</b>		<b>37-44 credits</b>
The following courses are encouraged		
ANTHRO 495	Teaching Assistantship	3 credits
SOCIOL 495	Teaching Assistantship	3 credits
<b>Total Credits</b>		<b>120 credits</b>

### Assessment of Outcomes and Objectives

The Sociology and Anthropology curriculum committee, in conjunction with the department chair, will have the responsibility for oversight of program specific student learning outcomes and objectives. A regular assessment cycle will be conducted as identified by the University Assessment program. Individual faculty will be responsible to assess course outcomes and student learning objectives in regard to course-specific

materials. The academic program assessment procedures will also conform to the University Plan as identified by the University Assessment Program.<sup>1</sup>

## **Diversity**

In support of the UW-Green Bay mission, the university has adopted several strategic goals related to diversity, equity, inclusion, and access through the work of the Council for Equity, Diversity, and Inclusion.<sup>2</sup> Among these is the goal to create intentional programming, curricula, and structured interaction with community partners that supports inclusive excellence. The B.A. in Sociology and Anthropology is uniquely situated to foster activities to attain these goals. For example, most of the courses and the program mission involve fostering diversity and exploring issues of inclusivity. The university offers many racial and ethnic studies course options, programs, and events. UW-Green Bay offers an LGBTQ+ certificate and courses that focus on LGBTQIA+ issues. Furthermore, the university is creating a social movements course that explores current diversity issues. Through the curriculum and in almost every course, faculty and instructional staff will engage students in analysis of class, status, and power, while also offering courses that focus specifically on these themes.

Other UW-Green Bay strategic goals include increasing enrollment of learners from underrepresented population and increasing community engagement in areas related to inclusion and equity. As is the case with many regions, northeast Wisconsin, and Brown County in particular, are experiencing significant demographic evolution and change. These regional changes will provide significant opportunity for Sociology and Anthropology students to engage with diverse communities. That engagement starts with the UW-Green Bay student population, as the university now maintains the third highest percentage of students in underrepresented minoritized groups in the UW System. Furthermore, the region's significant growth in Hispanic, Somali, and Hmong populations has resulted in the growth of culturally-specific organizations that offer opportunities for engagement such as internships.

The proposed program curriculum combined with student academic support services will furthermore advance the university's goal to reduce equity gaps in retention between various student groups. In addition to activities mentioned above, students enrolled in the B.S. in Sociology and Anthropology will engage in high-impact internships at organizations such as Literacy Green Bay. Not only will these high impact educational practices serve to support student success and retention, but also students will learn in applied contexts and will benefit from a learning experience in which they are exposed to perspectives other than their own.

---

<sup>1</sup> For more information please see <https://www.uwgb.edu/assessment/university-assessment-program/>

<sup>2</sup> For more information regarding the Inclusive Excellence Strategic Planning process, please see <https://www.uwgb.edu/inclusive-excellence/chancellors-council/strategic-planning-process/>

Finally, the university continues to work diligently toward its 2020-23 strategic goals to diversify its faculty and staff. University search and screen processes include a number of elements to ensure equity and inclusion. Members of search committees are trained to recognize unconscious bias, and all of this is done in close cooperation with the Vice Chancellor for Inclusivity and Student Affairs.

### **Projected Time to Degree**

Students enrolled full-time during the fall and spring semesters can complete the B.A. in Sociology and Anthropology within four-years. Time-to-degree may be less for full-time students who have transfer credits or and/or who enroll in coursework during the Winterim and summer terms. The university will offer students with a four-year plan to aid in their academic planning.

### **Program Review**

The review of all undergraduate programs is under the purview of University's Academic Affairs Council (AAC). In compliance with the Universities Academic Program Review and Student Learning Outcome Policy, the major in Sociology & Anthropology will be reviewed every five years by the department, Dean, AAC, and the Provost. The AAC forwards recommendations and advice on education policy and practice to the Faculty Senate. Program chairs, in collaboration with their faculty, develop a report for review to the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. Feedback from the review process is used to enhance the program. The UW-Green Bay individual program review process was updated in 2020-21, with an increased focus on metrics such as mission relevance, student credit hours taken, section fill rates, assessment of learning outcomes, and other enrollment data.

### **Accreditation**

The B.A. in Sociology and Anthropology will not require additional approval from the Higher Learning Commission. The major will not be accredited by any specialized or discipline-based organizations.

## **JUSTIFICATION**

### **Rationale and Relation to the Mission**

The delivery of the B.A. in Sociology and Anthropology program will support the mission of the University of Wisconsin-Green Bay and the College of Arts, Humanities, and Social Sciences to "serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose." Further stated, "Inherent in this mission are methods of instruction, research, extended education, and public service designed to

educate people and improve the human condition.” The curriculum will enable students to recognize, explain, and analyze sociological and anthropological data and theory, and apply this learning to various paradigms within both the disciplines of sociology and anthropology. This is accomplished by specifically educating students in the institutional, cultural, and social structures that shape, and are shaped by, human action and consciousness. For example, Sociology has long shaped practitioners and scholars understanding of the causes and consequences of crime, which is a significant asset for the UW System’s new prison education initiative, of which UW-Green Bay is a partner.

Graduates will be prepared to contribute to the university, the local community, and the region through research and service in ways that are civically minded, responsive to citizens of a vastly diverse global communities, and that support methods of sustainability.

### **University Program Array**

The proposed major will broaden UW-Green Bay’s offerings in the Social Sciences and will fit nicely with complimentary programs. These programs include, but are not limited to, Criminal Justice (minor), Psychology (major/minor), Political Science (major/minor), Democracy & Justice Studies (major/minor), Social Work (major/minor), and Public Administration (major/minor). The major leverages existing faculty resources and curriculum in the Public and Environmental Affairs Unit, the Democracy and Justice Studies Unit, and the existing Sociology and Anthropology minor and Criminal Justice minor. These existing resources, dedicated to a variety of adjacent programming, makes the offering of a Sociology and Anthropology major a low-risk, high reward scenario for the university.

### **Other Programs in the University of Wisconsin System**

The B.A. in Sociology and Anthropology will fall in the unique Classification of Instructional Program (CIP) area of 45.13 (Sociology & Anthropology). No UW institution offers an undergraduate program in this specific curricular area. Three UW institutions, UW-Madison, UW-Milwaukee, and UW Oshkosh offer a B.S. and/or B.A. in Anthropology. Ten UW schools offer a B.S. and/or B.A. in Sociology. Six universities offer interdisciplinary or general programs in the social sciences. Most similar to the proposed program are the UW-Stout B.S. in Applied Social Science and the UW-Madison B.L.S. in Applied Social Science. The UW-Stout program is a face-to-face program, and thus not accessible to individuals in the UW-Green Bay region. The UW-Madison program is a fully online program that only is available to returning students who already have significant college credit. The proposed program will serve both first-time first-year students and transfer students. It will offer a unique, interdisciplinary program in the social sciences to meet student demand in the areas served by the university, as evidenced by the enrollment growth of the Sociology and Anthropology minor that has doubled in size in three years’ time.

### **Need as Suggested by Current Student Demand**

The Sociology & Anthropology minor was created two years ago and offered for the first time during the 2018-19 academic year. Student response has been strong and the minor, now at 73 students, has the third largest enrollment of all social science minors. UW-Green Bay advisor held informal discussions with their advisees. Findings of those discussions suggested that approximately half of the current Sociology & Anthropology minors expressed interest in declaring a major in Sociology & Anthropology.

### **Need as Suggested by Market Demand**

Anthropology and Sociology have historically been linked to careers in public, private, and non-profit businesses and organizations including state and local government, social service agencies, community organizations, and the like. Because of the coursework focus on ethnic and racial groups and other under-represented populations, Anthropology and Sociology graduates are increasingly sought by employers who want both to diversify their workforce and have employees with greater knowledge of and empathy for these groups. Common careers identified by the American Anthropological Association and the American Sociological Association (the two professional groups representing the disciplines) include case specialist and administrative occupations in the social and human services, for governmental and non-governmental agencies. Careers highlighted included community and environmental organizer, housing coordinator, public health, consulting and research, market research, data analyst, guidance counselor, and child development.<sup>3</sup>

Graduates who hold a B.S. in Sociology and Anthropology will be prepared to serve those in need through education, curation, social services, disaster relief and research. According to the U.S. Bureau of Labor Statistics, the top five occupations for college graduates with a sociology degree were social service workers, elementary and middle school teachers, administrative assistants, managers, and counselors.<sup>4</sup> The need in such occupations is expected to grow. While the occupational listings provided by the U.S. Bureau of Labor Statistics (BLS) is limited, those occupations included in the projections indicate faster than average growth. For example, according to the U.S. BLS Occupational Handbook, between 2020 and 2030 it is expected that vacancies in the occupation of Social and Community Services Managers are expected to grow by 15%, in the U.S.<sup>5</sup> In Wisconsin, growth in this occupational category is expected to be 6.9%; however, the state long-term occupational growth projections were for the period 2018-2028 and may underestimate vacancies created due to the labor disruptions caused by the COVID pandemic.

---

<sup>3</sup> Best Jobs for graduates with a sociology degree. The Balance/Careers, March 15, 2021

<sup>4</sup> Domingo Angeles and Brian Roberts, "Putting your liberal arts degree to work," Career Outlook, U.S. Bureau of Labor Statistics, August 2017. Retrieved from <https://www.bls.gov/careeroutlook/2017/article/liberal-arts.htm>

<sup>5</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social and Community Service Managers. at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited April 19, 2022).

Wisconsin 2018-2028 projections also indicate growth in occupational areas such as social and human service assistants (6.6%), social science research assistants (6.7%), and other social scientist and related workers (7.4%).<sup>6</sup>

According to the BLS Occupational Handbook, “anthropologists typically work in research organizations, government, and consulting firms.”<sup>7</sup> In the private sector, anthropological research is often used to gain a better understanding of consumer demand within specific cultures or social groups. Anthropologists also will be needed to analyze markets, allowing businesses to serve their clients better or to target new customers or demographic groups.” According to BLS data, growth in occupational areas such as market research analysts is anticipated to grow by 22% between 2020 and 2030.<sup>8</sup>

Finally, graduate of the proposed B.A. in Sociology and Anthropology will be ready to enter graduate programs that prepare them for positions requiring advanced training. Examples include counselors, social workers, attorneys, or advanced anthropology or sociology research opportunities.

---

<sup>6</sup> Data extracted from the U.S. Department of Labor Projections Central dashboard. See <https://projectionscentral.org>

<sup>7</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Anthropologists and Archeologists at <https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm> (visited April 19, 2022)

<sup>8</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Market Research Analysts at <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm> (visited April 19, 2022)



University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	<b>Enrollment (New Student) Headcount</b>	20	20	25	25	30
	<b>Enrollment (Continuing Student) Headcount</b>	35	49	51	58	58
	<b>Enrollment (New Student) FTE</b>	20	20	25	25	30
	<b>Enrollment (Continuing Student) FTE</b>	35	49	51	58	58
II	<b>Total New Credit Hours</b>	660	240	300	300	360
	<b>Existing Credit Hours</b>		588	612	696	696
III	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	4	4	4	4	4
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.875	0.875	0.875	0.875	0.875
IV	<b>Revenues</b>					
	<i>From Tuition</i>	\$138,600	\$173,880	\$191,520	\$209,160	\$221,760
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total New Revenue</b>	\$138,600	\$173,880	\$191,520	\$209,160	\$221,760
V	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>					
	<i>Other (please list)</i>					
	<b>Total Expenses</b>	\$0	\$0	\$0	\$0	\$0
VI	<b>Net Revenue</b>	\$138,600	\$173,880	\$191,520	\$209,160	\$221,760

Submit budget narrative in MS Word Format

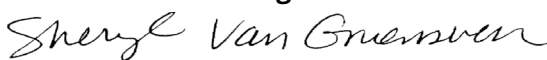
Provost's Signature:



Date:

5/12/22

Chief Business Officer's Signature:



Date:

13-May-22

**UNIVERSITY OF WISCONSIN-GREEN BAY  
COST AND REVENUE PROJECTIONS NARRATIVE  
BACHELOR OF ARTS IN SOCIOLOGY AND ANTHROPOLOGY**

**Introduction**

The University of Wisconsin (UW)-Green Bay proposes to establish a Bachelor of Arts (B.A.) in Sociology and Anthropology. The major will rely heavily on current curriculum from the existing Sociology and Anthropology minor and will draw from current faculty and staff from the minor. As such, there is a relatively low cost. Standard tuition rates will apply.

**Section I – Enrollment**

Section one depicts an expected enrollment pattern for Sociology and Anthropology. It is anticipated that all students will attend full time and the figures assume a 90% year-to-year retention rate. Current enrollments reflected in Year 1 represent students who are expected to transition from the existing Sociology and Anthropology minor. These students are included in the cost and revenue projections because they will be taking upper division coursework that they would not have taken had it not been for their enrollment in the proposed major.

**Section II – Credit Hours**

The proposed curriculum for Sociology & Anthropology includes a minimum of 40 credits in the major. Within the disciplines of Anthropology and Sociology, each student will complete six credits of supporting courses and 30 credits of upper division courses. For the purpose of cost revenue projections, it is expected that students will take a minimum of 12 credits in coursework attributable to the major, each year.

**Section III – Faculty and Staff Appointments**

No new faculty lines are required for this degree, as all contributing members currently exist in the minor offering or in adjacent degrees and curriculum.

**Section IV – Program Revenues**Tuition Revenues

The current UW-Green Bay tuition is \$262.43 per credit for part-time students who are Wisconsin residents. Students enrolled full-time (12-18 credits) pay \$3,149.16 per semester. No tuition increase is anticipated for the next budget year. The cost and revenue model presented here reflect in-state tuition revenues. In calculating tuition revenue, the cost per credit was lowered to \$210 to account for students who enroll in credit loads over the tuition plateau of 12 credits. This metric is based on a 15-credit calculation rather than 12 credits, thus reducing the amount of revenue received per student credit hour. Revenues from tuition represent the product of the per credit rate and the total credit hours as indicated in Section II.

Continuing students transitioning from the minor to the proposed major are included in the tuition revenue because they will enroll in upper division coursework that they would not have taken but for their enrollment in the proposed major.

The anticipated revenue projected to be generated by this program are anticipated to be conservative for three reasons: 1) not all students will be in-state residents. Out-of-state students may pay higher rates of tuition; 2) not all students will attend full-time. Students enrolled part time will pay a slightly higher per credit rate of tuition; and 3) it is expected that additional course revenues will be generated by non-majors, as the coursework included in the proposed curriculum is complementary to many disciplines in and outside of the social sciences.

#### Program Revenue (PR)

While no additional program revenues are included, tuition revenue projections are only for declared majors. When truly assessing program revenue, the department would include the revenue from declared minors (73 current students), declared Criminal Justice minors (currently 28 students), and all students registered in other majors/minors that include a Sociology requirement of general education requirement (Democracy & Justice Studies, Political Science, etc.).

### **Section V – Program Expenses**

#### Salary and Fringe Expenses

Because the proposed program represents the elevation of a minor to a major, there are no new salary or fringe expenses associated with this program. The courses that comprise the curriculum for the proposed program will be drawn from existing offerings that are taught by existing faculty and instructional staff. Furthermore, existing academic staff will administer the program and support students.

#### Other Expenses

Costs include standard supplies and expenses, as well as marketing expenses to publicize the program. These expenses are covered via a general allocation to the department and faculty members, and thus are not a direct expense of the program.

### **Section VI – Net Revenue**

Net revenue will be allocated to support the current and continuing instructional costs associated with the delivery of major coursework, and will be distributed to support general education, faculty development, and other general support of the college and campus.



Date: April 11, 2022

To: Mike Falbo, Interim UW-System President

Cc: Carleen Vande Zande, Associate Vice President  
Office of Academic Programs & Faculty Advancement

From: Kate Burns, Provost and Vice Chancellor for Academic Affairs  
UW-Green Bay

Subject: Authorization to Implement: B.A. in Sociology & Anthropology

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Arts (BA) in Sociology & Anthropology to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on February 23, 2022.

The Sociology & Anthropology major supports the select mission of UW-Green Bay by nurturing diversity and social justice, enhancing inclusivity, and supporting methods of sustainability. It is also aligned with our focus on problem focused educational experiences and community-based partnerships. The demand for this major is evident based on the recent significant increase in interest in the minor (over 250% increase in the past two years).

Sociology and Anthropology have historically been linked to careers in public, private, and non-profit businesses and organizations including state and local government, social service agencies, community organizations, and the like. Because the coursework is focused on ethnic and racial groups and other under-represented populations, Sociology and Anthropology graduates are increasingly sought by employers who want both to diversify their workforce, and to have employees with greater knowledge of and understanding for these groups.

The Sociology & Anthropology major will be supported by existing courses taught in the Sociology & Anthropology minor, with new course development occurring over the next several years using existing resources. The curriculum will be covered by four faculty members (three current and one recently hired).

While Sociology & Anthropology is not a nationally accredited program, it will be subject to the university's systematic and regular program assessment procedures. A robust set of program-level learning outcomes have been developed for this major.

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

**NEW PROGRAM AUTHORIZATION  
(IMPLEMENTATION) BACHELOR OF SCIENCE IN  
COMPUTER ENGINEERING, UW-PLATTEVILLE**

**REQUESTED ACTION**

Adoption of Resolution C.5. authorizing the implementation of the Bachelor of Science in Computer Engineering program at the University of Wisconsin-Platteville.

**Resolution C.5.:** That, upon the recommendation of the Chancellor of UW-Platteville and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Computer Engineering program at the University of Wisconsin-Platteville.

**SUMMARY**

The University of Wisconsin-Platteville proposes to elevate an existing emphasis in Computer Engineering to a standalone Bachelor of Science in Computer Engineering (COMPENG). This program will align with a suite of successful engineering programs at the university and build upon existing resources and accreditation. The University of Wisconsin-Platteville currently offers an emphasis in Computer Engineering as part of its successful B.S. in Electrical Engineering program—one of seven ABET-accredited engineering programs already within the College of Engineering, Mathematics, and Science (EMS). The proposed Computer Engineering program aligns with the Mission Statement of the University of Wisconsin-Platteville by delivering a hands-on approach that relies on team-based activities, ending with a real-world capstone project to provide students with the knowledge, skills, and attitudes needed to contribute to the societal well-being and economic development of the state of Wisconsin, the Tri-State region, the nation, and the world. The program will consist of 126 credits including general education courses, major required courses in computer engineering, electrical engineering, and computer science as well as electives. With the proposed degree in Computer Engineering, students will be prepared to enter a variety of diverse work environments supporting computers in technology but also manufacturing, government and research. Computer Engineering is one of the fastest-growing engineering fields according to the U.S Bureau of Labor Statistics (BLS) analysis.

The BLS occupation outlook shows an expected average growth rate of 18% in the demand for computer software engineers, computer system (firmware) engineers, network architects, and computer hardware engineers between 2016 and 2026.

### **Presenter**

- Wayne Weber, Interim Provost and Vice Chancellor for Academic Affairs, UW-Platteville

### **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 COMPUTER ENGINEERING  
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE  
PREPARED BY UW-PLATTEVILLE**

**ABSTRACT**

The University of Wisconsin (UW)-Platteville proposes to elevate an existing emphasis in Computer Engineering to a standalone Bachelor of Science (B.S.) in Computer Engineering (COMPENG). This program will align with a suite of successful engineering programs at the university and build upon existing resources and accreditation. UW-Platteville currently offers an emphasis in Computer Engineering as part of its successful B.S. in Electrical Engineering program—one of seven ABET-accredited engineering programs already within the College of Engineering, Mathematics, and Science (EMS). The proposed Computer Engineering program aligns with the Mission Statement of UW-Platteville by delivering a hands-on approach that relies on team-based activities, ending with a real-world capstone project to provide students with the knowledge, skills, and attitudes needed to contribute to the societal well-being and economic development of the state of Wisconsin, the Tri-State region, the nation, and the world. The program will consist of 126 credits including general education courses, major required courses in computer engineering, electrical engineering, and computer science as well as electives. With the proposed degree in Computer Engineering, students will be prepared to enter a variety of diverse work environments supporting computers in technology but also manufacturing, government and research.<sup>1</sup> Computer Engineering is one of the fastest-growing engineering fields according to the U.S Bureau of Labor Statistics (BLS) analysis. The BLS occupation outlook shows an expected average growth rate of 18% in the demand for computer software engineers, computer system (firmware) engineers, network architects, and computer hardware engineers between 2016 and 2026.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Platteville

**Title of Proposed Academic Degree Program**

Computer Engineering

---

<sup>1</sup> [Computer Engineer Salary and Career Outlook | ComputerScience.org](https://www.computer-science.org/career-outlook/)

**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

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

**Department or Functional Equivalent**

Department of Electrical and Computer Engineering

**College, School, or Functional Equivalent**

College of Engineering Mathematics and Science (EMS)

**Proposed Date of Implementation**

Fall 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 115 students will have enrolled in the program and 45 students will have graduated from the program. It is expected that a few continuing students in electrical engineering who have an emphasis in Computer Engineering will switch into the program immediately as the lower-level curriculum in the existing emphasis aligns closely with the proposed degree. The average student retention rate is 76.7% based on current campus data for retention of undergraduate students.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	20	25	25	30
Continuing Students	5	15	20	25	30
Total Enrollment	20	35	45	50	60
Graduating Students	0	5	5	15	20

**Tuition Structure**

For students enrolled in the B.S. in Computer Engineering program, standard undergraduate tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,922 per semester for a full-time student enrolled in 12–18 credits. Of this amount, \$3,209 is attributable to tuition and \$713 is attributable to segregated fees and textbook rental. Nonresident tuition and segregated fees total \$8,391 per semester for a full-time student enrolled in 12–18 credits. Of this amount, \$8,391 is attributable to tuition and \$713 is attributable to segregated fees and textbook rental. Part-time students may also enroll in the program on a per credit basis prorated from the rates listed above.



In addition, it is proposed that all students enrolled in the program will pay \$700 per semester in additional tuition to offset the higher faculty salaries found in engineering, as well as the costs associated with specialized laboratory equipment, software, and program resources that must be regularly maintained and updated. The tuition structure is like those charged in other UW System institutions. The cost will be prorated for part-time students at the amount of \$58.33/credit.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

UW-Platteville proposes to elevate an existing emphasis in Computer Engineering to a standalone B.S. in Computer Engineering (COMPENG) program. This program will align with a suite of successful engineering programs at the university and build upon existing resources and accreditation status. UW-Platteville currently offers an emphasis in Computer Engineering as part of its successful B.S. in Electrical Engineering program—one of seven ABET-accredited engineering programs already within the College of EMS. The proposed program will consist of 126 credits. This includes 29 standalone credits of general education and an additional 30 prescribed credits for mathematics and physics and natural science competencies which meet general education mathematics and sciences requirements as well. For the major there are 52 required credits and 15 credits of professional electives. The technical-course requirement includes courses from computer engineering, computer science, and electrical engineering. Like other engineering majors at UW-Platteville, Computer Engineering will require COMPENG 4900/4930 Senior Design, a high-impact practice in which students apply their learning to improve real-world issues. These are problem-based design courses where students will apply the knowledge gained in their program of study to solve an industry-sponsored engineering problem.

### **Student Learning Outcomes and Program Objectives**

In parallel with the Electrical Engineering (EE) program educational objectives, the Computer Engineering Program educational objectives expect graduates within five years of graduation to:

1. Advance in their profession to positions of increased responsibility and be technically competent and productive members of their profession.
2. Keep informed of developments in their fields of expertise, acquire and apply new knowledge and skills, and be aware of emerging technologies.
3. Communicate effectively, professionally, and ethically with their employers, colleagues, clients, and vendors, and be responsible and beneficial members of their local and global communities.

The program's student learning outcomes will follow those of ABET as currently implemented by the EE Program in the ECE Department:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Program Requirements and Curriculum

Table 2 illustrates the curriculum for the proposed program, including general education requirements. The program requirements are comprised of 62 credits, of which 15 credits are professional electives.

<b>Table 2: Bachelor of Science in Computer Engineering Program Curriculum</b>	
<b>General education competency areas required for graduation:</b>	
Entry Year Experience	1 credit(s)
English Composition	6 credit(s)
Speech	2 credit(s)
Wellness	1 credit(s)
Physical Activity	1 credit(s)
Humanities	3 credit(s)
Fine Arts	3 credit(s)
Historical Perspectives	3 credit(s)
Social Sciences	6 credit(s)
International Education	3 credit(s)
Ethnic and Gender Studies	
<b>General Education competency areas included in major:</b>	
Mathematics	18 credit(s)
Physics and Natural Sciences	12 credit(s)

<b>Major course requirements:</b>		
CS 1430	Programming in C++	3 credit(s)
CS 2430	Object-Oriented Program. And Data Structures I	3 credit(s)
CS 2630	Object-Oriented Program. And Data Structures II	3 credit(s)
CS 3830	Data Comm. and Computer Networks	3 credit(s)
CS 3230	Computer Architecture/Operating Systems	3 credit(s)
EE 1210	Circuit Modeling I	3 credit(s)
EE 2780	Logic and Digital Design	4 credit(s)
EE 3210	Engineering Computation	3 credit(s)
EE 3220	Signals & Systems	4 credit(s)
EE 3780	Intro. to Microprocessors	4 credit(s)
EE 4320	Digital Signal Processing	4 credit(s)
EE 4720	Microcomputer architecture	4 credit(s)
COMPENG 1020	Computer Engineering Projects & Tools	1 credit(s)
COMPENG 2220	Topics in Circuit Modeling	2 credit(s)
COMPENG 3010	Adv. computer networks	4 credit(s)
COMPENG 4900	Senior Design I	1 credit(s)
COMPENG 4930	Senior Design II	3 credit(s)
<b>Computer Engineering – Professional Electives– 15 Credits</b>		
COMPENG 3510	Data com. and networking App	4 credit(s)
COMPENG 4020	Deep Learning & Its App.	4 credit(s)
CS 4030	Machine Learning	3 credit(s)
EE 4750	Advanced Digital Design	4 credit(s)
<b>Total Credits</b>		<b>126 credit(s)</b>

### Assessment of Outcomes and Objectives

This program will follow the university, college, and departmental assessment processes. As part of the six-year annual program review process, all undergraduate programs at UW-Platteville submit an overview of their assessment activities, findings, and curricular improvements to the faculty governance Assessment Oversight Commission. These assessment results are then shared with the Academic Planning Council for review. The College of EMS requires annual assessment reports be generated to align with ABET outcomes. As such, each of the seven learning outcomes is assessed every other year. The assessment will map learning outcomes to courses and focus on summative assessment results drawing a significant amount of data from the senior design course. Engineering programs utilize direct and indirect assessment methods to assess student learning. Student surveys are conducted and course exams as well as rubrics of student work are tools that are utilized to determine the extent of student learning. The assessment committee in the department is responsible for data analysis and proposed program changes which are then brought to the larger department for implementation. These assessment processes are in alignment with ABET assessment expectations.

## **Diversity**

UW-Platteville and the Department of Electrical and Computer Engineering strive to foster an environment of inclusive excellence and have resourced many initiatives in that regard. The university recently restructured its diversity initiatives and multiple offices to provide increased support and advocacy for faculty, staff, and students. UW-Platteville has a vibrant Women in STEM program. Each college has a newly appointed diversity liaison and within EMS, an assessment initiative to better capture student learning related to diverse perspectives and practices is currently under way. The general education program has learning outcomes that include “cultural awareness” and “international awareness” where students will engage with diverse perspectives and practices in the curriculum. Also since this program will align with ABET outcomes, throughout the curriculum students are expected to gain “An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts” and “an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.” This program will work intentionally with the Admissions and Recruitment Office and the Division of Diversity, Equity, and Inclusion on student recruitment. The program also benefits from university initiatives to recruit instructors from under-represented populations. Inclusivity and diversity are essential components that will be considered in hiring new faculty for the program.

The Computer Engineering program will advance inclusive excellence through recruitment of diverse faculty and students, and support of Women in STEM initiatives. The Women in Science, Technology, Engineering, and Mathematics (STEM) Program at UW-Platteville informs and engages students, parents, and educators on issues related to gender diversity in the STEM fields to create a more diverse, competitive, and balanced workforce. Their mission is to create a supportive community where women will prosper both at UW-Platteville and in their future careers. To accomplish this goal, the Women in STEM Program offers many events for both pre-college and college women.

## **Collaborative Nature of the Program**

The program will seek to enhance transfer agreements with existing partners such as Madison Area Technical College in electrical engineering. Additionally, significant collaboration across the College of EMS will be required to make this program a success. For example, UW-Platteville will be able to offer joint capstone design projects, where software engineering/computer engineering students can work collaboratively with the computer engineering programs on hardware-software type projects.

## **Projected Time to Degree**

The program will be completed in eight semesters for full-time students who are able to take Calculus I in their first semester. Both traditional and non-traditional students may seek to complete this program at various full and part time enrollment status.

It is intended that online offerings of some required courses will be provided so that part-time students may also be able to complete the program.

### **Program Review**

The program will follow the review cycle established by the faculty for other undergraduate programs. The audit and review process is intended to facilitate continuous program improvement and is conducted for all academic programs. As part of the process, the program's faculty engage in a self-study review of the program's key student learning outcomes on an annual basis. That review along with program goals, a reflection on enrollment trends and a history of recent curricular changes is then forwarded to the Academic Planning Council (APC) which provides critical feedback and makes recommendations for improvement. An evaluation report is shared with the faculty, APC, dean, and provost. This program, like other engineering programs, will be pursuing ABET program accreditation. Per ABET, an academic major is eligible for accreditation once it has its first graduating student. Therefore, once the program is launched, efforts building towards this accreditation process will begin. For example, UW-Platteville engineering programs have advisory boards which include alumni and corporate members. As part of ABET expectations, these program educational objectives are revisited regularly with advisory boards to ensure that programs are meeting industry needs. ABET runs on a six-year review cycle.

### **Accreditation**

The program will participate in the university-wide accreditation processes with the Higher Learning Commission. The program is designed to comply with all accreditation requirements of ABET. The program will seek ABET accreditation soon after the program is fully implemented.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The proposed B.S. in Computer Engineering program at UW-Platteville supports major themes in the university's Strategic Plan. The three goals of the Strategic Plan are to Foster Transformative Education; Increase Access; and Invest in Our Future. Central to this strategic plan is to build on programmatic strengths.

The proposed program is an essential addition to the institutional mission. The B.S. in Computer Engineering aligns with the Mission Statement of UW-Platteville by delivering a hands-on approach that relies on team-based developments, ending with a real-world capstone projects to provide students with the knowledge, skills, and attitudes needed to contribute to the societal well-being and economic development of the state of Wisconsin, the Tri-State region, the nation, and the world.

The Mission of UW-Platteville is to: "Provide degree programs in a broad spectrum of disciplines including science, technology, engineering, and mathematics...." UW-Platteville has a long, rich history of offering a robust and affordable STEM education to the people of Wisconsin and particularly to the residents of southwest Wisconsin. Computer Engineering inherently draws from multiple STEM fields and directly supports the state's engineering needs.

The mission also seeks to: "Promote excellence by using a personal, hands-on approach to empower each student...." The current faculty members of this department are experts in their teaching and research fields and offer high-impact practices (HIPs) for students, applying effective and creative advising techniques, and maintaining industry and graduate school networks on behalf of their students. The addition of a Computer Engineering major is a logical addition to current array and helps us fulfill missional expectations.

During campus visits the question about the availability of a Computer Engineering program is regularly brought up by prospective students and their parents and is often stated to be one of the deciding factors for applying. Computer Engineering is one of the fastest-growing engineering fields according to the U.S Bureau of Labor Statistics (BLS) analysis, thanks to the rapid development of the software industry, computer networks, and Internet of Things (IoT).

UW-Platteville offers seven ABET-accredited engineering programs already within the College of EMS. The Computer Engineering program will fully support the mission of the College of EMS and will enhance the existing programs in EMS. This major will fill a niche at the intersection of the College of EMS engineering, mathematics and computer science degree programs and is a common offering in engineering schools. Therefore, the proposed major aligned with the current academic degree program array at UW-Platteville and has potential to foster cross-campus collaboration in areas such as the Internet of Things (IoT) and cyber-security.

### **University Program Array**

The Computer Engineering program will leverage the existing courses in electrical engineering, computer science, physics, and mathematics programs at UW-Platteville. To establish a strong Computer Engineering program at UW-Platteville, only seven new courses need to be developed. A computer engineering degree will allow the university to be more competitive with other institutions and offer a degree that enjoys high demand from industry and the public. The degree will enable stronger collaborations between faculty and students in the Electrical and Computer Engineering and Computer Science departments. "Computer engineers work closely with software developers, computer programmers...and must understand programming languages and have exceptional

problem-solving skills.”<sup>2</sup> This program will rely on existing faculty who have cross-disciplinary training and expertise. Because the nature of technology and engineering fields is one of incredibly quick evolution, cross-training and collaboration on campus will mirror cross-disciplinary work that happens in the field.

**Table 3: Curriculum Map – Computer Engineering**

EE Courses	Computer Courses	COMPENG Courses	Math	Physics & Natural Science	UW-Platt Requirement		
ELECTENG 1210	COMPUTER 1430	COMPENG 1020	MATH 2640	CHEM 1140	ENGL 1130	UWPSTUDY 1010	
ELECTENG 2780	COMPUTER 2430	COMPENG 2220	MATH 2740	PHYS 2240	ENGL 1230	HHP 1000	
ELECTENG 3210	COMPUTER 2630	COMPENG 3010	MATH 2730	PHYS 2340		HHP 1xxx	
ELECTENG 3220	COMPUTER 3230	COMPENG 3510	MATH 2840			Speech Elective	
ELECTENG 3780	COMPUTER 3830	COMPENG 4210	MATH 3630			Gen Ed. Elective	
ELECTENG 3900	COMPUTER 4030	COMPENG 4900				Gen Ed. Elective	
ELECTENG 4320		COMPENG 4930				Gen Ed. Elective	
ELECTENG 4720						Gen Ed. Elective	
ELECTENG 4750						ENERGY	
<b>32</b>	<b>18</b>	<b>19</b>	<b>18</b>	<b>12</b>	<b>6</b>	<b>21</b>	<b>credits</b>
<b>25.4%</b>	<b>14.3%</b>	<b>15.1%</b>	<b>14.3%</b>	<b>9.5%</b>	<b>4.8%</b>	<b>16.7%</b>	<b>126</b>
<b>Counting only the engineering and CS courses:</b>							
<b>46.4%</b>	<b>26.1%</b>	<b>27.5%</b>				<b>Engr</b>	<b>69</b>
<b>After renumbering plan:</b>							
ELECTENG 1210	COMPUTER 1430	COMPENG 1020	MATH 2640	CHEM 1140	ENGL 1130	UWPSTUDY 1010	
ELECTENG 3210	COMPUTER 2430	COMPENG 2220	MATH 2740	PHYS 2240	ENGL 1230	HHP 1000	
ELECTENG 3220	COMPUTER 2630	COMPENG 2780	MATH 2730	PHYS 2340		HHP 1xxx	
ELECTENG 3900	COMPUTER 3230	COMPENG 3010	MATH 2840			Speech Elective	
ELECTENG 4320	COMPUTER 3830	COMPENG 3510	MATH 3630			Gen Ed. Elective	
	COMPUTER 4030	COMPENG 3780				Gen Ed. Elective	
		COMPENG 4210				Gen Ed. Elective	
		COMPENG 4720				Gen Ed. Elective	
		COMPENG 4750				ENERGY	
		COMPENG 4900					
<b>16</b>		COMPENG 4930					
<b>16</b>	<b>18</b>	<b>35</b>	<b>18</b>	<b>12</b>	<b>6</b>	<b>21</b>	<b>credits</b>
<b>12.7%</b>	<b>14.3%</b>	<b>27.8%</b>	<b>14.3%</b>	<b>9.5%</b>	<b>4.8%</b>	<b>16.7%</b>	<b>126</b>
<b>Counting only the engineering and CS courses:</b>							
<b>23.2%</b>	<b>26.1%</b>	<b>50.7%</b>				<b>Engr</b>	<b>69</b>

### Other Programs in the University of Wisconsin System

UW-Platteville proposes to elevate an existing emphasis in Computer Engineering to a standalone B.S. in Computer Engineering (COMPENG). This program will align with a suite of successful engineering programs at the university and build upon existing resources and accreditation. UW-Platteville currently offers an emphasis in Computer Engineering as part of its successful B.S. in Electrical Engineering program—

<sup>2</sup> [Computer Engineer Salary and Career Outlook | ComputerScience.org](#)

one of seven ABET-accredited engineering programs already within the College of EMS. UW-Madison, UW-Milwaukee, and UW-La Crosse are currently offering computer engineering degrees. UW-Platteville contacted UW-La Crosse during the planning phase and anticipates close collaboration between the two institutions regarding sharing courses and expertise in the computer engineering area in the future. One of the main strengths of the proposed program is its emphasis on emerging technologies within the traditional Computer Engineering curriculum—digital communications, digital signal processing, machine learning, artificial intelligence, and the Internet of Things. This expertise in emerging technologies derives from the strong industry and research-driven experience of UW-Platteville faculty. Given significant needs locally, regionally, and nationally, more opportunities for students to pursue this important career path are needed to keep Wisconsin's industry and economy strong and growing.

### **Student Demand**

An analysis of student data shows there were 87,530 prospects graduating between 2021 and 2025 in Wisconsin.<sup>3</sup> Of those:

- 7,179 of those prospects indicate a career interest in computer and information sciences or engineering, which constitutes about 8% of all Wisconsin prospects.<sup>4</sup>
- Approximately 42% of the Wisconsin prospects with interests related to computer engineering live in counties identified as a feeder county for UW-Platteville's main campus.<sup>5</sup>

This program will strengthen UW-Platteville's programming and reputation as a top engineering college and could attract more students interested in a relevant field that has potential prospect interest and job growth as well as strengthening overall engineering programs.

### **Market Demand**

Degree conferral trends point to a healthy growing market with steady, continuous growth nationally over the past ten years. Additionally, degree conferral growth has outpaced provider growth both nationally and regionally, pointing to unmet student demand.<sup>6</sup>

---

<sup>3</sup> National Research Center for College & University Admissions (NRCCUA), Class Planner Dashboard. Data was retrieved from the dashboard on 9/27/2021. Provided by Enrollment Management Analytics.

<sup>4</sup> National Research Center for College & University Admissions (NRCCUA), Class Planner Dashboard. Data was retrieved from the dashboard on 9/27/2021. Provided by Enrollment Management Analytics.

<sup>5</sup> Platteville Market Share Report. Access to this document is currently restricted. To view, contact [passants@uwplatt.edu](mailto:passants@uwplatt.edu)

<sup>6</sup> National Center for Education Statistics (NCES), historical degree conferral data based on CIP codes. Provided by Eduventures.



Within the state of Wisconsin, the Job Center projects 1871 annual openings in position fields of computer system analysts and computer and information system managers.<sup>7</sup> The BLS occupation outlook shows an expected average growth rate of 18% in the demand for computer software engineers, computer system (firmware) engineers, network architects, and computer hardware engineers between 2016 and 2026. An overall of 341,000 jobs will be added to the 1.9 million existing jobs.<sup>8,9,10,11</sup> Recent research shows that current demand has driven wages up to \$109,324 on average. However, in 2016, even with an 18.2% increase from the previous year, only 13,411 computer engineering degrees were awarded.<sup>12</sup> With the current trend, by 2026, the number of graduating trained computer engineers would not be enough to meet the need in high-demand scenarios, leaving a gap of 38,934 in the workforce.<sup>1,2,3,4,5</sup>

---

<sup>7</sup> [Wisconomy Hot Jobs Projection. WisConomy \(jobcenterofwisconsin.com\)](https://www.wisconsin.gov/economy/hot-jobs-projection) retrieved April 26, 2022.

<sup>8</sup> <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm>

<sup>9</sup> <https://www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm>

<sup>10</sup> <https://www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm>

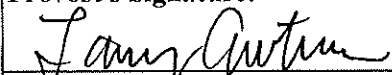
<sup>11</sup> <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

<sup>12</sup> <https://datausa.io/profile/cip/computer-engineering>

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	Enrollment (New Student) Headcount	15	20	25	25	30
	Enrollment (Continuing Student) Headcount	5	15	20	25	30
	Enrollment (New Student) FTE	15	20	25	25	30
	Enrollment (Continuing Student) FTE	5	15	20	25	30
<b>II</b>	Total New Credit Hours	195	260	325	325	390
	Existing Credit Hours	65	195	260	325	390
<b>III</b>	FTE of New Faculty/Instructional Staff	0	0.25	0.75	0.75	0.75
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
<b>IV</b>	Revenues					
	From Tuition	\$9,868	\$19,735	\$26,314	\$29,603	\$39,471
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other Engineering Program Tuition	\$28,000	\$49,000	\$63,000	\$70,000	\$84,000
<b>V</b>	GPR (re)allocation					
	Total New Revenue	\$37,868	\$68,735	\$89,314	\$99,603	\$123,471
	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0	\$22,410	\$67,182	\$67,182	\$67,182
<b>VI</b>	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other (please list)					
<b>VI</b>	Other (please list)					
	Total Expenses	\$0	\$22,410	\$67,182	\$67,182	\$67,182
<b>VI Net Revenue</b>		\$37,868	\$46,325	\$22,131	\$32,421	\$56,288

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

5/4/2022

Chief Business Officer's Signature:



Date:

5/4/22

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-PLATTEVILLE BACHELOR OF SCIENCE IN COMPUTER ENGINEERING**

### **Introduction**

The University of Wisconsin-Platteville proposed to establish a Bachelor of Science in Computer Engineering. The development of this program responds to advancements in the electrical engineering field and the need for computer engineering professionals throughout the state and region. Computer Engineering is one of the fastest-growing engineering fields according to the U.S Bureau of Labor Statistics (BLS) analysis. This proposed program will be offered on campus and partially online.

### **Section I – Enrollment**

It is expected that this program will recruit new students to the university but also experience some internal transfer of existing students from Electrical Engineering and/or Computer Science programs. The program conservatively estimates initial new enrollment of 15 FTE in the first year as well as five continuing students. By the end of Year 5, it is expected 115 students will have enrolled in the program and 45 students will have graduated from the program. The average student retention rate is 76.7% based on current campus data for retention of undergraduate students. Students in existing engineering programs are primarily full-time, and this FTE conversion is reflected in the enrollment projections.

### **Section II – Credit Hours**

Students will complete a total of 126 credits. This includes 29 standalone credits of general education and an additional 30 prescribed credits for mathematics and physics and natural science competencies which meet general education mathematics and sciences requirements as well. For the major there are 52 required credits and 15 credits of professional electives. The technical-course requirement includes courses from computer engineering, computer science, and electrical engineering. The major credits will be offered by the current faculty in the Department of Electrical and Computer Engineering. This department currently has capacity to accommodate additional students. For purposes of revenue calculation, the 52 required program credits are prorated across four years of student enrollment, resulting in 13 program credits per year per student. Credit hours are then calculated as the number of students times the prorated amount of 13 program credits per student per year.

### **Section III – Faculty and Staff Appointments**

In the initial year of the program, current courses have capacity to accommodate the program's students. Since this is an elevation of an emphasis, no new instructional FTE are required in the first year.

The second year of the program includes an additional 0.25 FTE anticipated to be the necessity to begin developing new courses in response to increased enrollments. For similar reasons, an additional 0.75 FTE are included in the projections for Years 3-5.

## **Section IV – Program Revenues**

### Tuition Revenues

The program will be supported by tuition revenue. Currently, tuition for in-state students is \$6418 per year per student. Of the 126 credits required for a degree, 41% are directly attributable to the Department of Electrical and Computer Engineering, which has been prorated to 13 credits per year per student. The tuition revenue was calculated by multiplying the total number of students in the program by the yearly tuition by 0.1025 which reflects the proration of required courses over a student's four-year degree. This is a conservative estimate since it is based on in-state tuition. Students transferring from the existing Computer Science emphasis are not included in revenue calculations, as they do not reflect revenue that is new to the institution.

### Program/Course Fees

The program is requesting an additional tuition of \$700 per semester to defer costs associated with extensive field-based educational opportunities. The additional tuition is necessary to offset the higher faculty salaries found in engineering, as well as the costs associated with specialized laboratory equipment, software, and program resources that must be regularly maintained and updated. The tuition structure is similar to those charged in other UW System institutions. The cost will be pro-rated for part time students at the amount of \$58.33/credit. There are no grants/extramural funding or General Program Revenue (GPR).

## **Section V – Program Expenses**

### Salary and Fringe Expenses

No additional salary expenses are anticipated for the first year of the program. For the second year of the program, an additional 0.25 FTE will be needed to cover instruction. For Years 3-5 of the program, 0.75 additional instructional FTE will be needed. UW-Platteville intends to rely on instructional academic staff to conduct this work. This salary is estimated as a proportion of a full-time rate of \$65,000 plus 37.91% fringe.

## **Section VI – Net Revenue**

The program is expected to have net revenues within the first year running. Revenues will be reinvested in the program as needed for additional technology needed, course design as well as for designing courses to be offered online.



UNIVERSITY OF WISCONSIN  
**PLATTEVILLE**  
ACADEMIC AFFAIRS

April 5, 2022

Interim President Michael Falbo  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Dr  
Madison, WI 53706

Re: Provost Letter of Commitment for Implementation of a BS in Computer Engineering

Dear President Falbo:

The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Science in Computer Engineering. The Notice of Intent for this major was circulated to UW-System campuses and there were no objections to the program. The program has been unanimously approved by all governance bodies including the budget committee, academic planning council, university undergraduate curriculum committee, and faculty senate.

I have reviewed the budget and enrollment assumptions with the university's budget office and the Department of Electrical and Computer Engineering taking into consideration the financial impacts of the pandemic and believe that UW-Platteville is more than able to successfully launch this program. This will be an efficient addition to our portfolio as current faculty have the capacity to teach the required courses; it builds on an existing emphasis; the program does not require new faculty until it has grown to approximately 60 students; and monies for equipment needed to launch the program have already been encumbered in the FY2023 budget.

This program responds to market demand for computer engineering professionals within Wisconsin and across the upper Midwest. The University of Wisconsin-Platteville currently offers seven ABET-accredited engineering programs already within the College of Engineering, Mathematics, and Science (EMS). The Computer Engineering program will fully support the mission of the College of EMS and will complement the existing programs in EMS. In addition, the curriculum offers cross-disciplinary study through coursework in electrical engineering, software engineering, and computer science.

The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

A handwritten signature in cursive script that reads 'Tammy Evetovich'.

Tammy Evetovich, Provost and Vice Chancellor, Academic Affairs

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

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

**REQUESTED ACTION**

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Finance program at the University of Wisconsin-River Falls

**Resolution C.6.:** 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 Finance program at the University of Wisconsin-River Falls.

**SUMMARY**

The University of Wisconsin-River Falls (UW-River Falls) proposes to elevate the successful Finance option in the existing Bachelor of Business Administration program to a Bachelor of Science (B.S.) in Finance program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicates itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls' focused mission "is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."<sup>1</sup> Graduates of the B.S. in Finance program will be well prepared to enter the job market in professions encompassing banking, financial analysis, insurance, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 69 finance program credits as well as University and General Education credits, finance electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Finance be offered in Northwest Wisconsin.

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for financial analysts is projected to grow 5% from 2019 to 2029, faster than the average for all occupations.

### **Presenters**

- Dr. Maria Gallo, Chancellor, UW-River Falls
- Dr. David Travis, Provost and Vice Chancellor for Academic Affairs, 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's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN FINANCE  
AT UNIVERSITY OF WISCONSIN-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin (UW-River Falls) proposes to elevate the successful Finance option in the existing Bachelor of Business Administration program to a Bachelor of Science in Finance (B.S. in Finance) program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicates itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission “is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective”<sup>1</sup> (Graduates of the B.S. in Finance program will be well prepared to enter the job market in professions encompassing banking, financial analysis, insurance, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 69 finance program credits as well as University and General Education credits, finance electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Finance be offered in Northwest Wisconsin. The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for financial analysts is projected to grow 5% from 2019 to 2029, faster than the average for all occupations.<sup>2</sup>

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-River Falls

**Title of Proposed Academic Degree Program**

Finance

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

<sup>2</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook <https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>



**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Accounting and Finance

**College, School, or Functional Equivalent**

College of Business and Economics

**Proposed Date of Implementation**

Fall 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. Student headcount and FTE reflect an internal transfer of students from the Finance option of the existing general Business Administration program to the proposed B.S. in Finance. These Foundational Enrollments reflect typical and historical enrollments to the existing Finance option. The freshman enrollment headcount is expected to be 30 annually, with a retention rate of 67%, based on the retention rate of the current general Business Administration program over the last five years. Internal data show that approximately 87% of students in the existing finance option are full-time, and about 13% average 0.64 time. Overall, each student averages 0.95 FTE, resulting in a freshman FTE of 28.5. Internal surveys indicate that 60 students in the Finance option of the general Business Administration program will change to the new B.S. in Finance program in Year 1, including approximately 20 sophomores, 20 juniors, and 20 seniors, or 57 FTE (i.e., 19 FTE students in each of these groups). About 19 students are anticipated to graduate each year, accounting for some part-time students who will take slightly longer. By the end of Year 5, it is expected that 150 new students will have enrolled in the program and 95 students will have graduated from the program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	0	0	0	0
Continuing B.S. in Finance Students	0	0	0	0	0
Foundational enrollments from the B.S in Business Administration	90	90	90	90	90
Total Enrollment	90	90	90	90	90
Graduating Students	19	19	19	19	19

## **Tuition Structure**

For students enrolled in the B.S. in Finance program, 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. Of this amount, \$3,214.20 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental. Part-time residential students pay the same per credit tuition and fee rates. Nonresident tuition and segregated fees total \$7830.57 per semester for a full-time student enrolled in 12-18 credits per semester or \$769.67 per credit. Of this amount, \$7,000.68 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental, with part-time, non-residential students paying the same per credit tuition and fee rates.<sup>3</sup>

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

This request is to elevate a successful Finance option in the existing Business Administration program to a stand-alone B.S. in Finance. The B.S. in Finance program will require six credits of university requirements, 34 credits of General Education, 69 credits of major program courses, and 11 credits of electives to reach 120 credits. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices.

### **Student Learning Outcomes and Program Objectives**

Upon completion of the Bachelor of Science in Finance program, students will be able to:

1. Engage in complex decision-making.
2. Communicate effectively, both orally and in written form.
3. Demonstrate awareness of globalization and social responsibility.
4. Demonstrate general business and information technology skills.
5. Apply quantitative financial analysis to an organizational environment.
6. Effectively communicate the meaning of financial information.
7. Deploy financial techniques to influence decision-makers.

These learning outcomes align with Association to Advance Collegiate Schools of Business, International (AACSB) curriculum, assurance of learning, and learner progression standards. In addition, the curriculum conforms to Chartered Financial Analyst CFA exam content best practices. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. In addition, an internship in finance

---

<sup>3</sup> <https://www.uwrf.edu/studentbilling/TuitionFees/Wisconsin.cfm>

may be completed to satisfy an elective in the major. Interns must work at least 135 hours, submit regular progress reports to their academic supervisor, be evaluated mid-internship and at the end of their internship by their professional supervisor, and complete a final synthesis and reflection paper to satisfy the elective in their major.

### **Program Requirements and Curriculum**

Table 2 illustrates the program curriculum for the proposed program. Students are expected to enter the program as freshmen. The B.S. in Finance has no admission requirements beyond admission to the university. The program requirements consist of six credits of university requirements, 34 credits of general education, 23 credits of lower division program courses, 28 credits of higher division courses, nine credits of finance electives, nine credits of directed electives, and 11 credits of general electives to reach 120 credits.

**Table 2: Bachelor of Science in Finance Program Curriculum**

#### **University Requirements (6 credits)**

American Cultural Diversity	3 credits
Global Perspectives	3 credits

#### **General Education (34 credits)**

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

#### **Bachelor of Science in Finance Requirements (69 credits)**

##### *Lower Division Courses (23 credits)*

CBE 100 First-Year Seminar	2 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 231 Principles of Accounting I	3 credits
ACCT 232 Principles of Accounting II	3 credits
MNGT 105 BizTechU	3 credits
ECON or MATH 226 Statistics	3 credits
BLAW 265 Business Law I	3 credits

##### *Upper Division Courses (28 credits)*

CBE 300 Professional Development	1 credit
MNGT 300 Management and Organizational Behavior	3 credits
MKTG 310 Principles of Marketing	3 credits
FINC 345 Principles of Finance	3 credits
ECON 326 Analytics for Business and Economics	3 credits
MNGT 361 Operations Management	3 credits

MNGT 485 Strategic Management	3 credits
FINC 347 Financial Institutions	3 credits
FINC 348 Investments	3 credits
FINC 446 Intermediate Financial Management	3 credits
<i>Finance Electives (9 credits)</i>	
Finance courses (350, 355, 360, 379, 389, 448, or 450)	9 credits
<i>Directed Electives (9 credits)</i>	
Coursework in cognate fields	9 credits
<b>General Electives (11)</b>	
General Electives as needed to reach 120 credits	11 credits
<b>Total number of credits</b>	<b>120 credits</b>

### **Assessment of Outcomes and Objectives**

UW-River Falls 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 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 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, the program's placement rates and associated activities, enrollment data including retention and graduation goals, and faculty productivity

Artifact submission and objective party comparison to standard rubrics tied to the program student outcomes provide the basis for university and college program assessment. Exam questions, case responses, and papers are common artifacts. Internship mid-point check-ins, employer evaluations, and final summative papers are also used to assess and improve the program. An exit survey is also utilized in the university program assessment process.

The college assessment process is also designed to align with the AACSB curriculum, assurance of learning, and learner progression standards. These standards require the college to use well-documented assurance of learning (assessment) processes that include direct and indirect measures for ensuring program quality. As noted above, exam question responses, case responses, and papers (direct measures of learning) are common artifacts that are then assessed by non-instructor faculty using college-wide rubrics. Internship mid-point check-in interviews with employers, internship employer evaluations, and final

internship summative papers are also used to assess and improve the program. The results of the college's assessment process lead to curricular and process improvements, including current and relevant technology and content incorporation. Post-graduation success (an indirect measure of learning) is publicly disclosed on the college's website on a current and consistent basis.

## **Diversity**

The new UW-River Falls academic plan highlights the importance of combatting racism stating, "We will develop and strengthen our existing academic programs, including curricular, extracurricular, study away, and education abroad, to make them more inclusive and antiracist. We do this to increase our students' success and cultural competencies, and to increase our faculty and staff members' cultural competencies through a better understanding of inequality and systemic racism."<sup>4</sup> UW-River Falls actively seeks to improve diversity and inclusivity throughout and beyond its campus communities and reduce issues of systemic racism to the point of elimination. In addition, the Association to Advance Collegiate Schools of Business (AACSB) has a similar focus on proactively eliminating systemic racism.<sup>5</sup> The Finance program will continue to support and be active in these efforts.

The program curriculum and learning outcomes advance inclusive excellence on a number of fronts. For example, all UW-River Falls students must complete an American Cultural Diversity course. Most finance students complete either a course focusing on racial and ethnic diversity in the workplace (MNGT 330 Managing Workplace Diversity) or political economics of discrimination (ECON 312 Political Economy of Discrimination), which also focuses on racial and ethnic diversity. Finance and other faculty from diverse backgrounds, such as Dr. Megan Sun who emigrated from China, offer students opportunities and learning activities to engage in diversity with respect to social and institutional perspectives, life experiences, economic and financial theories, ethical and professional practices related to mitigating past and present structural bias in the field, including the Chartered Financial Analyst Institute's current emphasis on Environment, Social, and Governance investing approaches, and an awareness and appreciation of populations different from themselves, as in the multinational financial management course (MNGT 355 Multinational Financial Management). Finance internships in the diverse Minneapolis-St. Paul metropolitan area provide an excellent opportunity to experience diverse populations and perspectives. Recent examples include interns working at RAZR Marketing, Equiniti Trust Company, RJT Finance, and Autoworks Automotive, all diverse businesses in the Minneapolis-St. Paul metropolitan area.

---

<sup>4</sup> [https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW\\_Final.pdf](https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW_Final.pdf)

<sup>5</sup> Association to Advance Collegiate School of Business webpage. (2022, March 15). <https://www.aacsb.edu/about-us/advocacy/diversity-and-inclusion>

The Department of Accounting and Finance actively pursues equity in student recruitment, access, retention, and degree completion by recruiting from diverse areas of the Minneapolis-St. Paul metropolitan area and other metropolitan areas of Wisconsin and beyond. Currently about 5% of finance students are from outside of these states, joining us from as far away as Alabama, Montana, western Canada, and Sweden. UW-River Falls has articulation or pathway agreements with Century College, Inver Hills Community College, and Normandale Community College in the Minneapolis-St. Paul metropolitan area, which address equity by providing a clear pathway into UW-River Falls from these institutions in more diverse urban areas. Early academic alerts provided by the Navigate advising tool allow proactive nudging by student success services and advisors. Degree completion is facilitated through a system of professional advising the first two years and faculty advising the last two years to provide students with explicit adjustment support early and then career development support later.

The B.S. in Finance ensures equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences by following institutional best practices for recruitment and hiring. Human Resources explicitly advertises in diverse venues for every faculty hire, and instructional staff pools are always open to facilitate the availability of a diverse pool of candidates at all times.

UW-River Falls 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 B.S. in Finance program will be encouraged to engage in professional development opportunities offered through the Center as well as other programs and initiatives at UW-River Falls and through UW System.

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

Dr. Charlie Corcoran is a member of the Chartered Financial Analyst Institute, which has a significant current emphasis on Environment, Social, and Governance investing approaches. He has also taught the MNGT 330 Managing Workplace Diversity course. Dr. James Donato is a member of the Financial Management Association International, which offers the Diversity Emerging Scholars Initiative (DESI), a program that offers early career

scholars (e.g., Assistant Professors or untenured professors) from underrepresented identity groups (i.e., underrepresented race/ethnicity groups, lesbian/gay/bisexual/transgender people, people with disabilities) opportunities to gain visibility in the profession, benefit from mentorship, receive feedback and ongoing support on their research from senior faculty, and receive advice on professional development. He has lived, studied, taught, and worked in the diverse New York and Chicago metropolitan areas. Dr. Megan Sun, originally from China, is a member of the International Academy of Business and Economics, a leading global and extremely diverse organization of academic scholars, business executives, students, and public policy makers in business, economics, and related fields.

### **Collaborative Nature of the Program**

The nature of the curriculum, which draws on coursework from multiple colleges on campus and from all of the departments within the College of Business and Economics, is collaborative. These departments include Accounting, Economics, Management, Marketing, Mathematics, and Psychological Sciences. Both interns and graduates will contribute to the local business community and the local community in general. UW-River Falls would welcome conversations about collaboration opportunities with additional institutions 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. The program will also accept transfer and part-time students and will work with them individually to design academic plans that will meet their personal goals. Internal data show that approximately 87% of students in the existing finance option are full-time, and most of the 13% who are part-time enroll in nine or more credits per term.

### **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 Program Audit and Review 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 program audit and review committee, which subsequently helps to inform annual reporting to UW System.

In addition, the AACSB will receive reports about the program annually, and the program will be part of a scheduled Fall 2026 continuous improvement review visit. The AACSB annual reports include information about the business unit's mission statement, program offerings, faculty qualifications, full-time equivalents, headcount, salaries, and demographics; student admissions and enrollment, including demographics and average class size; number of graduates, placement rates, and starting salaries. The reporting also includes a financial module focusing on budget.

### **Accreditation**

Since the finance option in the existing general Business Administration program already exists, no additional Higher Learning Commission approval is required for a full major in Finance. AACSB does not require approval of new programs.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The University of Wisconsin-River Falls 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."<sup>6</sup> The B.S. in Finance will fulfill all aspects of the mission, with particular attention to the "productive" (i.e., there are many financial analyst, banking, and insurance internships (HIPS) and career opportunities in the Minneapolis-St. Paul metropolitan area), "ethical" (i.e., explicit cases), "engaged" (i.e., via student organizations), and "informed global perspective" (i.e., all students must complete a global perspective course requirement).

In support of the university's mission there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships.<sup>7</sup> The B.S. in Finance will contribute to each element of the UW-River Falls strategic goals (distinctive academic excellence, global education and engagement, and innovation and partnerships). Finance will be covered by the AACSB accreditation, thereby demonstrating distinctive academic excellence.

---

<sup>6</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

<sup>7</sup> <https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>



The global perspective is infused into the AACSB standards, and finance faculty will provide an international perspective in all courses. Innovation and partnerships will be pursued via research activities and service to community organizations.

UW-River Falls has over 50 years of experience offering a general Business Administration major with an option in finance. Currently, more than 80 students are enrolled in the option and approximately 1,000 students have graduated with the emphasis since it was made available in 1970. The success of the finance option in the existing Business Administration program indicates that an elevated full major in finance will also be successful.

The Bachelor of Science in Finance will also contribute directly to the mission of the UW System by developing human resources with financial expertise, discovering and disseminating financial knowledge, extending knowledge of finance and its application beyond the boundary of the UW-River Falls campus via internships and alumni, and to serve and stimulate society by developing in finance students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose in the search for truth.

### **University Program Array**

The proposed program aligns with and leverages the strengths of several programs in the College of Business and Economics, most notably programs in accounting, economics, management, and marketing. The direct impact of offering the proposed program at UW-River Falls will include increased enrollment of new students. In addition, UW-River Falls is making a concerted effort to build upon the successes of its STEM disciplines, including quantitative business areas. The university's geographical location, as part of the Minneapolis-St. Paul metropolitan area, provides many employment and internship opportunities for students studying finance. The success of the finance option in the existing general Business Administration major (exemplified by having almost 100 students enrolled in the option, over 200 finance internships listed by employers on the UW-River Falls Handshake employment posting site, and a placement rate in the mid-90% range) underscores the need for a stand-alone major in this discipline. A B.S. in Finance will complement majors in Business Administration, Economics, and Mathematics, however, it will remain different than those majors and provide students with a curriculum focused on financial analysis.

### **Other Programs in the University of Wisconsin System**

The proposed B.S. in Finance program represents the elevation of a longstanding and successful Finance option in the existing Bachelor of Business Administration program at UW-River Falls. Currently, nine other universities in the System offer degrees at the bachelor's level with CIP Code 52.0801, Business/Commerce, General, which is proposed for the B.S. in Finance. Those include UW-Green Bay, UW-La Crosse, UW Oshkosh, UW-Platteville, UW-Stevens Point, and UW-Whitewater, offering majors in Finance;

UW-Eau Claire and UW-Milwaukee offering Business Finance; and UW-Madison offering Business: Finance, Investment, and Banking.

The proposed B.S. in Finance will be the only University of Wisconsin finance major within the Minneapolis-St. Paul metropolitan area. The University of Wisconsin brand is well-respected by Minnesota students. Since a Finance option already exists, there would be no new additional competition. The closest similar major, Business Finance, is at UW-Eau Claire, 65 miles away from UW-River Falls and 100 miles from the Minneapolis-St. Paul metropolitan area, well outside of the metropolitan area that includes River Falls.

### **Need as Suggested by Current Student Demand**

The finance option in the existing general Business Administration program currently has 92 students and has attracted an average of 30 students per year for the last ten years. Enrollment in the existing general Business Administration program has remained steady over the last six years with an average of 557 students and the number of finance students has been steady within that total.

A survey of students in the current Finance option of the existing general Business Administration program was conducted in September 2021, and 84% of the students supported a change to a B.S. in Finance major. Support has also been expressed by the leaders of the UW-River Falls and the local business community. Many bank presidents and vice presidents in River Falls and the surrounding area are Business Administration-Finance option alumni, including the president of River Falls State Bank, the vice-president of Royal Credit Union, and the vice-president of First National Bank of River Falls.

### **Need as Suggested by Market Demand**


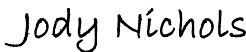
The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for financial analysts is projected to grow 5% from 2019 to 2029, faster than the average for all occupations.<sup>8</sup> The Wisconsin Department of Workforce Development projects a 5.8% growth rate in the demand for financial analysts.<sup>9</sup> The Economic Development and Employer Planning System reports an increase of 15.3% in people completing educational programs in the finance area over the last five years, and an increase in wages in the finance area of 18%, indicating that demand will continue to grow over the next ten years.<sup>10</sup>

---

<sup>8</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook <https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>

<sup>9</sup> Job Center of Wisconsin Hot Jobs. (2021, September 9). Hot Jobs. <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

<sup>10</sup> Economic Development and Employer Planning System. (2021, September 9). Programs of Study and Training. <https://www.edeps.org/SelectProgUA.aspx?st=ZZ>

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
Items		Projections				
		2022-23 Year 1	2023-24 Year 2	2024-25 Year 3	2025-26 Year 4	2026-27 Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	0	0	0	0	0
	<b>Enrollment (Continuing Students from Finance) Headcount</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program Headcount</b>	90	90	90	90	90
	<b>Enrollment (New Student) FTE</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program FTE</b>	85.5	85.5	85.5	85.5	85.5
	<b>Enrollment (Continuing Student from Finance) FTE</b>	0	0	0	0	0
<b>II</b>	<b>Total New Credit Hours</b>	0	0	0	0	0
	<b>Existing Credit Hours</b>	1444	1444	1444	1444	1444
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	2.25	2.25	2.25	2.25	2.25
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.05	0.05	0.05	0.05	0.05
<b>IV</b>	<b>Revenues</b>					
	From Tuition	\$0	\$0	\$0	\$0	\$0
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	<b>Total New Revenue</b>	\$0	\$0	\$0	\$0	\$0
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff: Reallocation of Administrative Assistant	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	Facilities					
	Supplies and Equipment	\$0	\$0	\$0	\$0	\$0
	Special Course Fees					
	Other (please list)					
	<b>Total Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>VI</b>	<b>Net Revenue</b>	\$0	\$0	\$0	\$0	\$0
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 3/21/2022		
Chief Business Officer's Signature: 				Date: 3/21/2022		

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS BACHELOR OF SCIENCE IN FINANCE**

### **Introduction**

The University of Wisconsin (UW-River Falls) proposes to establish a Bachelor of Science in Finance [B.S. in Finance]. Specifically, this request is to elevate a finance option in an existing and successful general Business Administration program to a stand-alone B.S. in Finance. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission “is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.”<sup>1</sup> Graduates of the B.S. in Finance program will be well prepared to enter the job market in professions encompassing banking, financial analysis, insurance, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years.

### **Section I – Enrollment**

Student headcount and FTE reflect an internal transfer of students from the finance option of the existing general Business Administration program to the proposed B.S. in Finance. These Foundational Enrollments reflect typical and historical enrollments to the existing Finance option. Since these numbers reflect a historical enrollment “baseline,” they are not included in the determination of new revenues. The freshman enrollment headcount is expected to be 30 annually, with a retention rate of 67 percent, based on the retention rate of the current general Business Administration program over the last five years. Internal data show that approximately 87% of students in the existing finance option are full-time, and about 13% average 0.64 time. Overall, each student averages 0.95 FTE, resulting in a freshman FTE of 28.5. Internal surveys indicate that 60 students in the finance option of the general Business Administration program will change to the new B.S. in Finance program in Year 1, including approximately 20 sophomores, 20 juniors, and 20 seniors, or 57 FTE (i.e., 19 FTE students in each of these groups). About 19 students are anticipated to graduate each year, accounting for some part-time students who will take slightly longer. These students are shown in the budget template for representational purposes but are not included in the cost and revenue projections, which are intended to show changes to costs and revenues at the institutional level. The program will also accept transfer students, and advisors will work with them individually to design academic plans that will meet their personal goals.

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

In Year 1 the program will have 30 freshmen (28.5 FTE), combined with 20 sophomores (19 FTE), 20 juniors (19 FTE), and 20 seniors (19 FTE) transferring from the existing general Business Administration program. Overall enrollment is anticipated to be 90 students in Year 1. At the end of Year 1, about 19 of the seniors will graduate, and this pattern is expected to repeat each year.

## **Section II – Credit Hours**

Since the B.S. in Finance is being created from an option within the existing general Business Administration program, no new courses or credit hours will be created. Freshmen in the program will complete 14 credits in the major (i.e., CBE 100, 2 credits; and 3 credits each of ECON 201 and 202, ACCT 231 and MNGT 105). Sophomores will complete 15 credits in the major (i.e., 3 credits each of ACCT 232, either ECON or MATH 226, BLAW 265, MNGT 300, and MKTG 310). Juniors will complete 22 credits in the major (i.e., CBE 300, 1 credit; 3 credits each of FINC 345, ECON 326, MNGT 361, FINC 347, FINC 348; and 6 major elective credits). Seniors will complete 18 credits in the major (i.e., 3 credits each of MNGT 485 and FINC 446; and 12 major elective credits).

Each year, 28.5 (FTE) freshmen will each complete 14 credits, generating 399 credit hours; 19 FTE sophomores will each complete 15 credits, generating 285 credit hours; 19 (FTE) juniors will each complete 22 credits, generating 418 credit hours; and 19 (FTE) seniors will each complete 18 credits, generating 342 credit hours. Overall, 1,444 credit hours will be generated annually. These figures are provided in the cost and revenue projections for representational purposes.

## **Section III – Faculty and Staff Appointments**

Since the B.S. in Finance is being created from an option within the existing general Business Administration program, no new faculty members are required. In addition, many of the courses in the proposed program are shared with other programs, generating efficiencies for the program. Approximately 2.25 FTE of current staff assigned to the option within the existing general Business Administration program will support the proposed B.S. in Finance.

In addition, 0.05 FTE of current administrative support staff supporting the finance option within the existing general Business Administration program will be support the proposed B.S. in Finance.

## **Section IV – Program Revenues**

### Tuition Revenues

The revenues from the proposed B.S. in Finance will be equivalent to those generated by the Finance option in the existing general Business Administration program. Because the foundational enrollments in the proposed B.S. in Finance reflect a historical enrollment “baseline,” along with their associated revenues, no “new” revenues are anticipated for the institution and these numbers are not included in the cost and revenue projections. There are no grants/extramural funding or General Program Revenue (GPR) expected.

### Program/Course Fees

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

## **Section V – Program Expenses**

### Salary and Fringe Expenses

Since the B.S. in Finance is being created from an option within the existing general Business Administration program, no new faculty members or support staff are required. Thus, no salary and fringe benefits are included in the cost and revenue projections.

### Other Expenses

The supplies and expenses allocation for the finance option within the existing general Business Administration program will be assigned to the proposed B.S. in Finance. No new expenses are anticipated.

## **Section VI – Net Revenue**

The expectation is that the revenues and expenses for the proposed B.S. in Finance will be a continuation of those generated by the finance option within the existing general Business Administration program. Thus, no new net revenue is anticipated.



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

---

March 21, 2022

Mike Falbo, Interim President  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

Dear Interim President Falbo:

The proposed B.S. degree in Finance 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 Accounting and Finance Department. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific entitlement for a B.S. in Finance.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the Accounting and Finance Department; the College of Business and Economics, and by the faculty governance system, including passage by the UW-River Falls 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 processes, and every six years through regular program evaluations.

The Provost, Acting Dean of the College of Business and Economics, and the Associate Provost met on Friday, March 11 and discussed the potential impacts of COVID-19 on the B.S. in Finance 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 college; and because it is also building on the existing Business Administration program, UWRF is confident that proceeding with this proposal 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 B.S. in Finance to both you and the Board of Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "David Travis", enclosed within a rectangular box.

David Travis  
Provost and Vice Chancellor  
For Academic Affairs

Copies: UW System Vice President Anny Morrobel-Sosa  
Chancellor Maria Gallo  
Acting Dean Dawn Hukai  
Associate Provost Wes Chapin

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

**REQUESTED ACTION**

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Science in Management program at the University of Wisconsin-River Falls.

**Resolution C.7.:** 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 Management program at the University of Wisconsin-River Falls.

**SUMMARY**

The University of Wisconsin-River Falls (UW-River Falls) proposes to elevate the successful Management option in the existing Bachelor of Business Administration program to a Bachelor of Science (B.S.) in Management program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission "is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."<sup>1</sup> Graduates of the B.S. in Management program will be well prepared to enter the job market in professions encompassing management, business analysis, human resources, innovation, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 66 management program credits as well as University and General Education credits, management electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Management be offered in Northwest Wisconsin. The Bureau of

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>



Labor Statistics of the U.S. Department of Labor indicates that the market for management analysts is projected to grow 14% from 2019 to 2029, faster than the average for all occupations.<sup>2</sup> In addition, the Wisconsin Department of Workforce Development projects a 5.9% growth rate in the demand for general and operational managers.

## **Presenters**

- Maria Gallo, Chancellor, UW-River Falls
- David Travis, Provost and Vice Chancellor for Academic Affairs, 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's Letter

---

<sup>2</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook. <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN MANAGEMENT  
AT UNIVERSITY OF WISCONSIN-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin (UW-River Falls) proposes to elevate the successful Management option in the existing Bachelor of Business Administration program to a Bachelor of Science in Management (B.S. in Management) program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission “is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.”<sup>1</sup> Graduates of the B.S. in Management program will be well prepared to enter the job market in professions encompassing management, business analysis, human resources, innovation, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 66 management program credits as well as University and General Education credits, management electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Management be offered in Northwest Wisconsin. The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for management analysts is projected to grow 14% from 2019 to 2029, faster than the average for all occupations.<sup>2</sup> In addition, the Wisconsin Department of Workforce Development projects a 5.9% growth rate in the demand for general and operational managers.<sup>3</sup>

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-River Falls

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

<sup>2</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook. <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

<sup>3</sup> Job Center of Wisconsin Hot Jobs. (2021, September 9). Hot Jobs. <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

**Title of Proposed Academic Degree Program**

Management

**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Management and Marketing

**College, School, or Functional Equivalent**

College of Business and Economics

**Proposed Date of Implementation**

Fall 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. Student headcount and FTE reflect an internal transfer of students from the Management option of the existing general Business Administration program to the proposed B.S. in Management. These Foundational Enrollments reflect typical and historical enrollments to the existing Management option. The freshman enrollment headcount is expected to be 66 annually, with a retention rate of 67%, based on the retention rate of the current general Business Administration program over the last five years. Internal data show that approximately 87% of students in the existing management option are full-time, and about 13% average 0.64 time. Overall, each student averages 0.95 FTE, resulting in a freshman FTE of 64.284. Internal surveys indicate that 132 students in the management option of the general Business Administration program will change to the new B.S. in Management program in Year 1, including approximately 50 sophomores, 50 juniors, and 50 seniors, or 128.5 FTE (i.e., 42.8 FTE students in each of these groups). About 42 students are anticipated to graduate each year, accounting for some part-time students who will take slightly longer. By the end of Year 5, it is expected that 330 new students will have enrolled in the program and 210 students will have graduated from the program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	0	0	0	0
Continuing B.S. in Mngt. Students	0	0	0	0	0
Foundational enrollments from the B.S. in Business Administration	198	198	198	198	198
Total Enrollment	198	198	198	198	198
Graduating Students	42	42	42	42	42

### **Tuition Structure**

For students enrolled in the B.S. in Management program, 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. Of this amount, \$3,214.20 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental. Part-time residential students pay the same per credit tuition and fee rates. Nonresident tuition and segregated fees total \$7830.57 per semester for a full-time student enrolled in 12-18 credits per semester or \$769.67 per credit. Of this amount, \$7,000.68 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental, with part-time, non-residential students paying the same per credit tuition and fee rates.<sup>4</sup>

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

This request is to elevate a successful Management option in an existing Business Administration program to a stand-alone B.S. in Management. The B.S. in Management program will require six credits of university requirements, 34 credits of General Education, 66 credits of major program courses, and 11 credits of electives to reach 120 credits.

### **Student Learning Outcomes and Program Objectives**

Upon completion of the Bachelor of Science in Management program, students will be able to:

1. Engage in complex decision-making.
2. Communicate effectively, both orally and in written form.
3. Demonstrate awareness of globalization and social responsibility.
4. Demonstrate general business and information technology skills.
5. Manage an organizational environment.
6. Effectively communicate the meaning of business information.

---

<sup>4</sup> <https://www.uwrf.edu/studentbilling/TuitionFees/Wisconsin.cfm>

7. Deploy business techniques to influence decision-makers.

These learning outcomes align with Association to Advance Collegiate Schools of Business, International (AACSB) curriculum, assurance of learning, and learner progression standards. In addition, the curriculum conforms to Society for Human Resource Management (SHRM) certification content best practices. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. In addition, an internship in management may be completed to satisfy an elective in the major. Interns must work at least 135 hours, submit regular progress reports to their academic supervisor, be evaluated mid-internship and at the end of their internship by their professional supervisor, and complete a final synthesis and reflection paper to satisfy the elective in their major.

### **Program Requirements and Curriculum**

Table 2 illustrates the program curriculum for the proposed program. Students are expected to enter the program as freshmen. The B.S. in Management has no admission requirements beyond admission to the university. The program requirements consist of six credits of university requirements, 34 credits of general education, 23 credits of lower division program courses, 28 credits of higher division courses, nine credits of management electives, six credits of directed electives, and 14 credits of general electives to reach 120 credits.

**Table 2: Bachelor of Science in Management Program Curriculum**

#### **University Requirements (6 credits)**

American Cultural Diversity	3 credits
Global Perspectives	3 credits

#### **General Education (34 credits)**

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

#### **Bachelor of Science in Management Requirements (66 credits)**

##### *Lower Division Courses (23] credits)*

CBE 100 First-Year Seminar	2 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 231 Principles of Accounting I	3 credits
ACCT 232 Principles of Accounting II	3 credits
MNGT 105 BizTechU	3 credits
ECON or MATH 226 Statistics	3 credits

BLAW 265 Business Law I	3 credits
<i>Upper Division Courses (28 credits)</i>	
CBE 300 Professional Development	1 credit
MNGT 300 Management and Organizational Behavior	3 credits
MKTG 310 Principles of Marketing	3 credits
FINC 345 Principles of Finance	3 credits
ECON 326 Analytics for Business and Economics	3 credits
MNGT 361 Operations Management	3 credits
MNGT 485 Strategic Management	3 credits
MNGT 320 Human Resource Management	3 credits
MNGT 340 Ethical Leadership	3 credits
MNGT 355 International Business	3 credits
<i>Management Electives (9 credits)</i>	
Management courses (330, 350, 360, 365, 370, 371, 372, 378, 379, 389, 430, or 499)	9 credits
<i>Directed Electives (6 credits)</i>	
Coursework in cognate fields	6 credits
<b>General Electives (14 credits)</b>	
General Electives as needed to reach 120 credits	14 credits
<b>Total number of credits</b>	<b>120 credits</b>

### Assessment of Outcomes and Objectives

UW-River Falls 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 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 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, the program's placement rates and associated activities, enrollment data including retention and graduation goals, and faculty productivity.

Artifact submission and objective party comparison to standard rubrics tied to the program student outcomes provide the basis for university and college program assessment. Exam questions, case responses, and papers are common artifacts. Internship mid-point check-ins, employer evaluations, and final summative papers are also used to

assess and improve the program. An exit survey is also utilized in the university program assessment process.

The college assessment process is also designed to align with the AACSB curriculum, assurance of learning, and learner progression standards. These standards require the college to use well-documented assurance of learning (assessment) processes that include direct and indirect measures for ensuring program quality. Exam question responses, case responses, and papers (direct measures of learning) are common artifacts that are then assessed by non-instructor faculty using college-wide rubrics. Internship mid-point check-in interviews with employers, internship employer evaluations, and final internship summative papers are also used to assess and improve the program. The results of the college's assessment process led to curricular and process improvements, including current and relevant technology and content incorporation. Post-graduation success (an indirect measure of learning) is publicly disclosed on the college's website on a current and consistent basis.

## **Diversity**

The new UW-River Falls academic plan highlights the importance of combatting racism stating, "We will develop and strengthen our existing academic programs, including curricular, extracurricular, study away, and education abroad, to make them more inclusive and antiracist. We do this to increase our students' success and cultural competencies, and to increase our faculty and staff members' cultural competencies through a better understanding of inequality and systemic racism."<sup>5</sup> UW-River Falls actively seeks to improve diversity and inclusivity throughout and beyond its campus communities and reduce issues of systemic racism to the point of elimination. In addition, the Association to Advance Collegiate Schools of Business (AACSB) has a similar focus on proactively eliminating systemic racism.<sup>6</sup> The Management program will continue to support and be active in these efforts.

The program curriculum and learning outcomes advance inclusive excellence on a number of fronts. For example, all UW-River Falls students must complete an American Cultural Diversity course. Most management students complete an elective course focusing on racial and ethnic diversity in the workplace (MNGT 330 Managing Workplace Diversity). Management and other faculty from diverse backgrounds, such as Dr. Manisha Vaswani who emigrated from India, offer students opportunities and learning activities to engage in diversity with respect to social and institutional perspectives, life experiences, economic and financial theories, ethical and professional practices related to mitigating past and present structural bias in the field, including the Society of Human Resource Management's ongoing emphasis on diversity and equity in the workforce, and an awareness and

---

<sup>5</sup> [https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW\\_Final.pdf](https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW_Final.pdf)

<sup>6</sup> Association to Advance Collegiate School of Business webpage. (2022, March 15). <https://www.aacsb.edu/about-us/advocacy/diversity-and-inclusion>

appreciation of populations different from themselves, as in the required international business course (MNGT 355 International Business). Management internships in the diverse Minneapolis-St. Paul metropolitan area provide an excellent opportunity to experience diverse populations and perspectives. Recent examples include interns working at Target, UnitedHealth Group, Best Buy Corporate and 3M, all diverse businesses in the Minneapolis-St. Paul metropolitan area.

The Department of Management and Marketing actively pursues equity in student recruitment, access, retention, and degree completion by recruiting from diverse areas of the Minneapolis-St. Paul metropolitan area and other metropolitan areas of Wisconsin and beyond. Currently about 5% of management students are from outside of these states, joining us from as far away as Alabama, Nevada, western Canada, and Korea. UW-River Falls has articulation or pathway agreements with Century College, Inver Hills Community College, and Normandale Community College in the Minneapolis-St. Paul metropolitan area, which address equity by providing a clear pathway into UW-River Falls from these institutions in more diverse urban areas. Early academic alerts provided by the Navigate advising tool allow proactive nudging by student success services and advisors. Degree completion is facilitated through a system of professional advising the first two years and faculty advising the last two years to provide students with explicit adjustment support early and then career development support later.

The Management and Marketing Department ensures equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences by following institutional best practices for recruitment and hiring. Human Resources explicitly advertises in diverse venues for every faculty hire, and instructional staff pools are always open to facilitate the availability of a diverse pool of candidates.

UW-River Falls 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 B.S. in Management program will be encouraged to engage in professional development opportunities offered through the Center as well as other programs and initiatives at UW-River Falls and through UW System.

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



Retaining diverse students is also supported by tutoring services, Ability Services, Residence Life, Financial Aid, and Student Success services.

Dr. Claire McCarty is a member of the Society for Human Resource Management, which has a significant emphasis on diversity and equity. She also teaches the MNGT 330 Managing Workplace Diversity course and has taught in Vietnam, Laos, Thailand, Taiwan, Scotland, Europe, and traveled extensively worldwide. Dr. Joy Benson also teaches the MNGT 330 Managing Workplace Diversity course and has taught in Scotland. Dr. Brian Huffman has taught in Taiwan, Europe, and Scotland and teaches the MNGT 355 International Business course. He has lived, studied, taught, and worked in Germany and Italy. Dr. Michael Fronmueller is originally from Germany and has traveled extensively worldwide. Dr. Manisha Vaswani is originally from India and teaches the diversity emphasizing MNGT 320 Human Resource Management course. Dr. Ron Anderson's research co-authors hail from several different ethnicities and countries of origin and his work in innovation is focused on helping students from all backgrounds reach their fullest potential.

### **Collaborative Nature of the Program**

The nature of the curriculum, which draws on coursework from multiple colleges on campus and from all the departments within the College of Business and Economics, is collaborative. These departments include Accounting, Economics, Management, Marketing, Mathematics, and Psychological Sciences. Both interns and graduates will contribute to the local business community and the local community in general. UW-River Falls would welcome conversations about collaboration opportunities with additional institutions 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. The program will also accept transfer and part-time students and will work with them individually to design academic plans that will meet their personal goals. Internal data show that approximately 92.5% of students in the existing management option are full-time, and most of the 7.5% who are part-time average 0.65 FTE.

### **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 public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals. Each program prepares a written report that is reviewed by the Program Audit and Review Committee consisting of the provost, associate provost, deans, 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 program audit and review committee, which subsequently helps to inform annual reporting to UW System.

In addition, AACSB will receive reports about the program annually, and the program will be part of a scheduled Fall 2026 continuous improvement review visit. The AACSB annual reports include information about the business unit's mission statement, program offerings, faculty qualifications, full-time equivalents, headcount, salaries, and demographics; student admissions and enrollment, including demographics and average class size; number of graduates, placement rates, and starting salaries. The reporting also includes a financial module focusing on budget.

### **Accreditation**

Since the management option in the existing general Business Administration program already exists, no additional Higher Learning Commission approval is required for a full major in Management. AACSB does not require approval of new programs.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The University of Wisconsin-River Falls 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."<sup>7</sup> The B.S. in Management will fulfill all aspects of the mission, with particular attention to the "productive" (i.e., there are many business analyst, management, and human resources internships (HIPS) and career opportunities in the Minneapolis-St. Paul metropolitan area), "ethical" (i.e., explicit cases), "engaged" (i.e., via student organizations), and "informed global perspective" (i.e., all students must complete a global perspective course requirement).

---

<sup>7</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

In support of the university's mission there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships.<sup>8</sup> The B.S. in Management will contribute to each element of the UW-River Falls strategic goals (distinctive academic excellence, global education and engagement, and innovation and partnerships). Management will be covered by the AACSB accreditation, thereby demonstrating distinctive academic excellence. The global perspective is infused into the AACSB standards, and management faculty will provide an international perspective in all courses. Innovation and partnerships will be pursued via research activities and service to community organizations.

UW-River Falls has over 50 years of experience offering a general Business Administration major with an option in management. Currently, more than 190 students are enrolled in the option and approximately 5,000 students have graduated with the emphasis since it was made available in 1970. The success of the management option in the existing Business Administration program indicates that an elevated full major in management will also be successful.

The Bachelor of Science in Management will also contribute directly to the mission of the UW System by developing human resources, examining and disseminating management skills, extending knowledge of management and its application beyond the boundary of the UW-River Falls campus via internships and alumni, and to serve and stimulate society by developing in management students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose in the search for truth.

### **University Program Array**

The proposed program aligns with and leverages the strengths of several programs in the College of Business and Economics, most notably programs in accounting, economics, finance, and marketing. The direct impact of offering the proposed program at UW-River Falls will include increased enrollment of new students. In addition, UW – River Falls is making a concerted effort to build upon the successes of its STEM disciplines, including quantitative business areas like Operations Management and Business Analytics. The university's geographical location, as part of the Minneapolis-St. Paul metropolitan area, provides many employment and internship opportunities for students studying management. The success of a management option in the existing general Business Administration major, exemplified by having almost 200 students enrolled in the option, over 250 management internships listed by employers on the UW-River Falls Handshake employment posting site, and a placement rate in the mid-90% range, underscores the need for a stand-alone major in this discipline. A B.S. in Management will complement majors in Business Administration, Economics, and Mathematics; however, it will remain

---

<sup>8</sup> <https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>

different than those majors and provide students with a curriculum focused on organizational management and leadership.

### **Other Programs in the University of Wisconsin System**

The proposed B.S. in Management program represents the elevation of a longstanding and successful Management option in the existing Bachelor of Business Administration program at UW-River Falls. Currently, 11 other universities in the System offer degrees at the bachelor's level with CIP Code 52.0201, Business Administration and Management, General, which is proposed for the B.S. in Management. Those include UW-Eau Claire, UW-Green Bay, UW-Platteville, and UW-Stevens Point, each offering both Business Administration and Management majors; UW-La Crosse, UW-Oshkosh, and UW-Whitewater, each offering Management majors; UW-Madison offering both Business Administration: Management and Business: Management and Human Resources majors; UW-Parkside offering Business Management, and Business Administration majors; and UW-Stout and UW-Superior offering Business Administration majors with the same CIP Code.

The proposed B.S. in Management will be the only University of Wisconsin management major within the Minneapolis-St. Paul metropolitan area. The University of Wisconsin brand is well-respected by Minnesota students. Since a management option already exists, there would be no new additional competition. The closest traditional Business Administration major is at UW-Stout, 45 miles away from UW-River Falls and 80 miles from the Minneapolis-St. Paul metropolitan area, outside of the metropolitan area that includes River Falls.

### **Need as Suggested by Current Student Demand**

The management option in the existing general Business Administration program currently has 198 students and has attracted an average of 66 students per year for the last ten years. Enrollment in the existing general Business Administration program has remained steady over the last six years with an average of 557 students and the number of management students has been steady within that total.

A survey of students in the current management option of the existing general Business Administration program was conducted in September 2021, and most of the students supported a change to a B.S. in Management major. Support has also been expressed by the leaders of the UW-River Falls and the local business community. Many business presidents and vice presidents in River Falls and the surrounding area are Business Administration-Management option alumni, including the executive vice president of Aladtec, the president of FamilyMeans, and the vice-president of First National Bank of River Falls.

## **Need as Suggested by Market Demand**

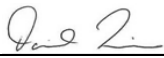
The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for management analysts is projected to grow 14% from 2019 to 2029, faster than the average for all occupations.<sup>9</sup> The Wisconsin Department of Workforce Development projects a 5.9% growth rate in the demand for general and operational managers.<sup>10</sup> The Economic Development and Employer Planning System reports an increase of 13% in employment in the management analyst area over the last five years, and an increase in wages in the management analyst area of 8%, indicating that demand will continue to grow over the next ten years.<sup>11</sup>

---

<sup>9</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook. <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

<sup>10</sup> Job Center of Wisconsin Hot Jobs. (2021, September 9). Hot Jobs. <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

<sup>11</sup> Economic Development and Employer Planning System. (2021, September 9). Programs of Study and Training. <https://www.edeps.org/SelectProgUA.aspx?st=ZZ>

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	0	0	0	0	0
	<b>Enrollment (Continuing Students from Finance) Headcount</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program Headcount</b>	198	198	198	198	198
	<b>Enrollment (New Student) FTE</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program FTE</b>	192.852	192.852	192.852	192.852	192.852
	<b>Enrollment (Continuing Student from Finance) FTE</b>	0	0	0	0	0
<b>II</b>	<b>Total New Credit Hours</b>	0	0	0	0	0
	<b>Existing Credit Hours</b>	3128.488	3128.488	3128.488	3128.488	3128.488
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	5.375	5.375	5.375	5.375	5.375
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.05	0.05	0.05	0.05	0.05
<b>IV</b>	<b>Revenues</b>					
	From Tuition	\$0	\$0	\$0	\$0	\$0
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	<b>Total New Revenue</b>	\$0	\$0	\$0	\$0	\$0
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff: Reallocation of Administrative Assistant	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	Facilities					
	Supplies and Equipment	\$0	\$0	\$0	\$0	\$0
	Special Course Fees					
	Other (please list)					
	<b>Total Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>VI</b>	<b>Net Revenue</b>	\$0	\$0	\$0	\$0	\$0
Submit budget narrative in MS Word Format						
Provost's Signature:				Date:		
				3/21/2022		
Chief Business Officer's Signature:				Date:		
Jody Nichols				3/21/2022		

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS BACHELOR OF SCIENCE IN MANAGEMENT**

### **Introduction**

The University of Wisconsin (UW-River Falls) proposes to establish a Bachelor of Science in Management (B.S. in Management). Specifically, this request is to elevate a management option in an existing and successful general Business Administration program to a stand-alone B.S. in Management. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission “help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.”<sup>1</sup> Graduates of the B.S. in Management program will be well prepared to enter the job market in professions encompassing management, business analysis, human resources, innovation, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years.

### **Section I – Enrollment**

Student headcount and FTE reflect an internal transfer of students from the management option of the existing general Business Administration program to the proposed B.S. in Management. These Foundational Enrollments reflect typical and historical enrollments to the existing Management option. Since these numbers reflect a historical enrollment “baseline,” they are not included in the determination of new revenues. The freshman enrollment headcount is expected to be 66 annually, with a retention rate of 67 percent, based on the retention rate of the current general Business Administration program over the last five years. Internal data show that approximately 92.5% of students in the existing management option are full-time, and about 7.5% average 0.65 time. Overall, each student averages 0.974 FTE, resulting in a freshman FTE of 64.284. Internal surveys indicate that 132 students in the management option of the general Business Administration program will change to the new B.S. in Management program in Year 1, including approximately 44 sophomores, 44 juniors, and 44 seniors, or 128.568 FTE (i.e., about 42.856 FTE students in each of these groups). About 42 students are anticipated to graduate each year. These students are shown in the budget template for representational purposes but are not included in the cost and revenue projections, which are intended to show changes to costs and revenues at the institutional level. The program will also accept transfer students, and advisors will work with them individually to design academic plans that will meet their personal goals.

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

In Year 1 the program will have 66 freshmen (64.284 FTE), combined with 44 sophomores (42.856 FTE), 44 juniors (42.856 FTE), and 44 seniors (42.856 FTE) transferring from the existing general Business Administration program. Overall enrollment is anticipated to be 198 students (192.852 FTE) in Year 1. At the end of Year 1, about 42 of the seniors will graduate, and this pattern is expected to repeat each year.

## **Section II – Credit Hours**

Since the B.S. in Management is being created from an option within the existing general Business Administration program, no new courses or credit hours will be created. Freshmen in the program will complete 14 credits in the major (i.e., CBE 100, 2 credits; and 3 credits each of ECON 201 and 202, ACCT 231 and MNGT 105). Sophomores will complete 15 credits in the major (i.e., 3 credits each of ACCT 232, either ECON or MATH 226, BLAW 265, MNGT 300, and MKTG 310). Juniors will complete 22 credits in the major (i.e., CBE 300, 1 credit; 3 credits each of FINC 345, ECON 326, MNGT 361, MNGT 320, MNGT 340; and 6 major elective credits). Seniors will complete 15 credits in the major (i.e., 3 credits each of MNGT 485 and MNGT 355; and 9 major elective credits).

Each year, 64.284 (FTE) freshmen will each complete 14 credits, generating 899.976 credit hours; 42.856 FTE sophomores will each complete 15 credits, generating 642.84 credit hours; 42.856 (FTE) juniors will each complete 22 credits, generating 942.832 credit hours; and 42.856 (FTE) seniors will each complete 15 credits, generating 642.84 credit hours. Overall, 3,128.488 credit hours will be generated annually. These figures are provided in the cost and revenue projections for representational purposes.

## **Section III – Faculty and Staff Appointments**

Since the B.S. in Management is being created from an option within the existing general Business Administration program, no new faculty members are required. In addition, many of the courses in the proposed program are shared with other programs, generating efficiencies for the program. Approximately 5.375 FTE of current staff assigned to the option within the existing general Business Administration program will support the proposed B.S. in Management.

In addition, 0.05 FTE of current administrative support staff supporting the management option within the existing general Business Administration program will be support the proposed B.S. in Management.



## **Section IV – Program Revenues**

### Tuition Revenues

The revenues from the proposed B.S. in Management will be equivalent to those generated by the management option in the existing general Business Administration program. Because the foundational enrollments in the proposed B.S. in Management reflect a historical enrollment “baseline,” along with their associated revenues, no “new” revenues are anticipated for the institution and these numbers are not included in the cost and revenue projections. There are no grants/extramural funding or General Program Revenue (GPR) expected.

### Program/Course Fees

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

## **Section V – Program Expenses**

### Salary and Fringe Expenses

Since the B.S. in Management is being created from an option within the existing general Business Administration program, no new faculty members or support staff are required. Thus, no salary and fringe benefits are included in the cost and revenue projections.

### Other Expenses

The supplies and expenses allocation for the management option within the existing general Business Administration program will be assigned to the proposed B.S. in Management. No new expenses are anticipated.

## **Section VI – Net Revenue**

The expectation is that the revenues and expenses for the proposed B.S. in Management will be a continuation of those generated by the management option within the existing general Business Administration program. Thus, no new net revenue is anticipated.



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

---

March 21, 2022

Mike Falbo, Interim President  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

Dear Interim President Falbo:

The proposed B.S. degree in 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 Management and Marketing Department. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific entitlement for a B.S. in Management.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the Management and Marketing Department; the College of Business and Economics, and by the faculty governance system, including passage by the UW-River Falls 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 processes, and every six years through regular program evaluations.

The Provost, Acting Dean of the College of Business and Economics, and the Associate Provost met on Friday, March 11 and discussed the potential impacts of COVID-19 on the B.S. in Management 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 college; and because it is also building on the existing Business Administration program, UWRF is confident that proceeding with this proposal 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 B.S. in Management to both you and the Board of Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "David Travis", enclosed within a rectangular box.

David Travis  
Provost and Vice Chancellor  
For Academic Affairs

Copies: UW System Vice President Anny Morrobel-Sosa  
Chancellor Maria Gallo  
Acting Dean Dawn Hukai  
Associate Provost Wes Chapin

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

**REQUESTED ACTION**

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Science in Marketing program at the University of Wisconsin-River Falls.

**Resolution C.8.:** 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 Marketing program at the University of Wisconsin-River Falls.

**SUMMARY**

The University of Wisconsin-River Falls (UW-River Falls) proposes to elevate the successful Marketing option in the existing Bachelor of Business Administration program to a Bachelor of Science (B.S.) in Marketing program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission "is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."<sup>1</sup> Graduates of the B.S. in Marketing program will be well prepared to enter the job market in professions encompassing advertising, promotions, marketing, sales, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 69 marketing program credits as well as University and General Education credits, marketing electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Marketing be offered in Northwest Wisconsin. The Bureau of Labor Statistics of the U.S. Department of

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

Labor indicates that the market for advertising, promotions and marketing managers is projected to grow 10% from 2020 to 2030, faster than the average for all occupations. The Wisconsin Department of Workforce Development projects a 4% growth rate in the demand for sales representatives.

## **Presenters**

- Maria Gallo, Chancellor, UW-River Falls
- David Travis, Provost and Vice Chancellor for Academic Affairs, 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's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN MARKETING  
AT UNIVERSITY OF WISCONSIN-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin (UW-River Falls) proposes to elevate the successful Marketing option in the existing Bachelor of Business Administration program to a Bachelor of Science in Marketing [B.S. in Marketing] program. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission “is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.”<sup>1</sup> Graduates of the B.S. in Marketing program will be well prepared to enter the job market in professions encompassing advertising, promotions, marketing, sales, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years. This will include a minimum of 69 marketing program credits as well as University and General Education credits, marketing electives, directed electives, and general electives. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing several high impact practices. The development of this program responds to a growing demand that additional programs in Marketing be offered in Northwest Wisconsin. The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for advertising, promotions and marketing managers is projected to grow 10% from 2020 to 2030, faster than the average for all occupations.<sup>2</sup> The Wisconsin Department of Workforce Development projects a 4% growth rate in the demand for sales representatives.<sup>3</sup>

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-River Falls

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>.

<sup>2</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

<sup>3</sup> Job Center of Wisconsin Hot Jobs. (2021, September 9). Hot Jobs. <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

**Title of Proposed Academic Degree Program**

Marketing

**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Management and Marketing

**College, School, or Functional Equivalent**

College of Business and Economics

**Proposed Date of Implementation**

Fall 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. Student headcount and FTE reflect an internal transfer of students from the marketing option of the existing general Business Administration program to the proposed B.S. in Marketing. These Foundational Enrollments reflect typical and historical enrollments to the existing marketing option. The freshman enrollment headcount is expected to be 27 annually, with a retention rate of 67%, based on the retention rate of the current general Business Administration program over the last five years. Internal surveys indicate that 54 students in the marketing option of the general Business Administration program will change to the new B.S. in Marketing program in Year 1, including approximately 18 sophomores, 18 juniors, and 18 seniors, or 53.7 FTE (i.e., 17.9 FTE students in each of these groups). About 18 students are anticipated to graduate each year, accounting for some part-time students who will take slightly longer. By the end of Year 5, it is expected that 135 new students will have enrolled in the program and 90 students will have graduated from the program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	0	0	0	0
Continuing B.S. in Marketing Students	0	0	0	0	0
Foundational enrollments from the B.S in Business	81	81	81	81	81
Total Enrollment	80.595	80.595	80.595	80.595	80.595
Graduating Students	18	18	18	18	18

## **Tuition Structure**

For students enrolled in the B.S. in Marketing program, 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. Of this amount, \$3,214.20 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental. Part-time residential students pay the same per credit tuition and fee rates. Nonresident tuition and segregated fees total \$7830.57 per semester for a full-time student enrolled in 12-18 credits per semester or \$769.67 per credit. Of this amount, \$7,000.68 is attributable to tuition, \$742.21 to segregated fees, and \$87.68 to textbook rental, with part-time, non-residential students paying the same per credit tuition and free rates.<sup>4</sup>

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

This request is to elevate a successful Marketing option in the existing Business Administration program to a stand-alone B.S. in Marketing. The B.S. in Marketing program will require six credits of university requirements, 34 credits of General Education, 69 credits of major program courses, and 11 credits of electives to reach 120 credits. Students in the program will choose either a strategic marketing option or a professional sales option. The requirements, including the number of credits, for both options are the same except for three courses. Students in the professional sales option will complete Marketing 325, 327, and 425 while students in the strategic marketing option will complete Marketing 312, 365, and 445.

### **Student Learning Outcomes and Program Objectives**

Upon completion of the Bachelor of Science in Marketing program, students will be able to:

1. Engage in complex decision-making.
2. Communicate effectively, both orally and in written form.
3. Demonstrate awareness of globalization and social responsibility.
4. Demonstrate general business and information technology skills.
5. Apply marketing and sales analysis to an organizational environment.
6. Effectively communicate the meaning of marketing and sales information.
7. Deploy marketing and sales techniques to influence decision-makers.

These learning outcomes align with Association to Advance Collegiate Schools of Business, International (AACSB) curriculum, assurance of learning, and learner progression standards. All students in this program complete a capstone strategic management course that includes an online simulation of an industry and business case analysis, encompassing

---

<sup>4</sup> <https://www.uwrf.edu/studentbilling/TuitionFees/Wisconsin.cfm>

several high impact practices. In addition, an internship in marketing may be completed to satisfy an elective in the major. Interns must work at least 135 hours, submit regular progress reports to their academic supervisor, be evaluated mid-internship and at the end of their internship by their professional supervisor, and complete a final synthesis and reflection paper to satisfy the elective in their major.

### **Program Requirements and Curriculum**

Table 2 illustrates the program curriculum for the proposed program. Students are expected to enter the program as freshmen. The B.S. in Marketing has no admission requirements beyond admission to the university. The program requirements for both the strategic marketing and professional sales options consist of six credits of university requirements, 34 credits of general education, 23 credits of lower division program courses, 28 credits of higher division courses, nine credits of marketing electives, nine credits of directed electives, and 11 credits of general electives to reach 120 credits.

**Table 2: Bachelor of Science in Marketing (Strategic Marketing option) Program Curriculum**

---

<b>University Requirements (6 credits)</b>	
American Cultural Diversity	3 credits
Global Perspectives	3 credits
<b>General Education (34 credits)</b>	
Communicate Effectively	9 credits
Social and Behavioral Sciences	6 credits
Humanities and Fine Arts	6 credits
Mathematics	3 credits
Science	6 credits
Ethical Citizenship and Health and Wellness	4 credits
<b>Bachelor of Science in Marketing Requirements (69 credits)</b>	
<i>Lower Division Courses (23] credits)</i>	
CBE 100 First-Year Seminar	2 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 231 Principles of Accounting I	3 credits
ACCT 232 Principles of Accounting II	3 credits
MNGT 105 BizTechU	3 credits
ECON or MATH 226 Statistics	3 credits
BLAW 265 Business Law I	3 credits
<i>Upper Division Courses (28 credits)</i>	
CBE 300 Professional Development	1 credit
MNGT 300 Management and Organizational Behavior	3 credits
MKTG 310 Principles of Marketing	3 credits
FINC 345 Principles of Finance	3 credits
ECON 326 Analytics for Business and Economics	3 credits



MNGT 361 Operations Management	3 credits
MNGT 485 Strategic Management	3 credits
MKTG 312 Consumer Behavior	3 credits
MKTG 365 Marketing Research	3 credits
MKTG 445 Marketing Strategy	3 credits
<i>Marketing Electives (9 credits)</i>	
Marketing courses (315, 325, 326, 330, 334, 342, 352, 355, 379, 389, 425, 499)	9 credits
<i>Directed Electives (9 credits)</i>	
Coursework in cognate fields	9 credits
<b>General Electives (11)</b>	
General Electives as needed to reach 120 credits	11 credits
<b>Total number of credits</b>	<b>120 credits</b>

Table 2: Bachelor of Science in Marketing (Professional Sales option) Program Curriculum

**University Requirements (6 credits)**

American Cultural Diversity	3 credits
Global Perspectives	3 credits

**General Education (34 credits)**

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

**Bachelor of Science in Marketing Requirements (69 credits)**

*Lower Division Courses (23] credits)*

CBE 100 First-Year Seminar	2 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits
ACCT 231 Principles of Accounting I	3 credits
ACCT 232 Principles of Accounting II	3 credits
MNGT 105 BizTechU	3 credits
ECON or MATH 226 Statistics	3 credits
BLAW 265 Business Law I	3 credits

*Upper Division Courses (28 credits)*

CBE 300 Professional Development	1 credit
MNGT 300 Management and Organizational Behavior	3 credits
MKTG 310 Principles of Marketing	3 credits
FINC 345 Principles of Finance	3 credits
ECON 326 Analytics for Business and Economics	3 credits
MNGT 361 Operations Management	3 credits

MNGT 485 Strategic Management	3 credits
MKTG 325 Relationship Selling	3 credits
MKTG 327 Sales Analytics	3 credits
MKTG 425 Advanced Selling Techniques	3 credits
<i>Marketing Electives (9 credits)</i>	
Marketing courses (MKTG 312, 315, 329, 330, 334, 342, 352, 355, 379, 446, 499)	9 credits
<i>Directed Electives (9 credits)</i>	
Coursework in cognate fields	9 credits
<b>General Electives (11)</b>	
General Electives as needed to reach 120 credits	11 credits
<b>Total number of credits</b>	<b>120 credits</b>

### **Assessment of Outcomes and Objectives**

UW-River Falls 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 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 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, the program's placement rates and associated activities, enrollment data including retention and graduation goals, and faculty productivity.

Artifact submission and objective party comparison to standard rubrics tied to the program student outcomes provide the basis for university and college program assessment. Exam questions, case responses, and papers are common artifacts. Internship mid-point check-ins, employer evaluations, and final summative papers are also used to assess and improve the program. An exit survey is also utilized in the university program assessment process.

The college assessment process is also designed to align with the AACSB curriculum, assurance of learning, and learner progression standards. These standards require the college to use well-documented assurance of learning (assessment) processes that include direct and indirect measures for ensuring program quality. As noted above, exam question responses, case responses, and papers (direct measures of learning) are common artifacts that are then assessed by non-instructor faculty using college-wide rubrics. Internship mid-

point check-in interviews with employers, internship employer evaluations, and final internship summative papers are also used to assess and improve the program. The results of the college's assessment process led to curricular and process improvements, including current and relevant technology and content incorporation. Post-graduation success (an indirect measure of learning) is publicly disclosed on the college's website on a current and consistent basis.

## **Diversity**

The new UW-River Falls academic plan highlights the importance of combatting racism stating, "We will develop and strengthen our existing academic programs, including curricular, extracurricular, study away, and education abroad, to make them more inclusive and antiracist. We do this to increase our students' success and cultural competencies, and to increase our faculty and staff members' cultural competencies through a better understanding of inequality and systemic racism."<sup>5</sup> UW-River Falls actively seeks to improve diversity and inclusivity throughout and beyond its campus communities and reduce issues of systemic racism to the point of elimination. In addition, the Association to Advance Collegiate Schools of Business (AACSB) has a similar focus on proactively eliminating systemic racism.<sup>6</sup> The Marketing program will continue to support and be active in these efforts.

The program curriculum and learning outcomes advance inclusive excellence on a number of fronts. For example, all UW-River Falls students must complete an American Cultural Diversity course. Most marketing students complete either a course focusing on racial and ethnic diversity in the workplace (MNGT 330 Managing Workplace Diversity) or political economics of discrimination (ECON 312 Political Economy of Discrimination), which also focuses on racial and ethnic diversity. Marketing and other faculty from diverse backgrounds, such as Dr. Xianfang Zeng who emigrated from China and Dr. Ozcan Kilic who emigrated from Turkey, offer students opportunities and learning activities to engage in diversity with respect to social and institutional perspectives, life experiences, economic and financial theories, ethical and professional practices related to mitigating past and present structural bias in the field, and an awareness and appreciation of populations different from themselves, as in the international marketing course (MKTG 355 International Marketing). Marketing internships in the diverse Minneapolis-St. Paul metropolitan area provide an excellent opportunity to experience diverse populations and perspectives. Recent examples include interns working at RAZR Marketing, Fastenal, Target, and Ecolab, all diverse businesses in the Minneapolis-St. Paul metropolitan area.

The Department of Management and Marketing actively pursues equity in student recruitment, access, retention, and degree completion by recruiting from diverse areas of

---

<sup>5</sup> [https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW\\_Final.pdf](https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW_Final.pdf)

<sup>6</sup> Association to Advance Collegiate School of Business webpage. (2022, March 15). <https://www.aacsb.edu/about-us/advocacy/diversity-and-inclusion>

the Minneapolis-St. Paul metropolitan area and other metropolitan areas of Wisconsin and beyond. Currently about 5% of marketing students are from outside of these states, joining us from as far away as Alabama, Nevada, western Canada, and South Korea. UW-River Falls has articulation or pathway agreements with Century College, Inver Hills Community College, and Normandale Community College in the Minneapolis-St. Paul metropolitan area, which address equity by providing a clear pathway into UW-River Falls from these institutions in more diverse urban areas. Early academic alerts provided by the Navigate advising tool allow proactive nudging by student success services and advisors. Degree completion is facilitated through a system of professional advising the first two years and faculty advising the last two years to provide students with explicit adjustment support early and then career development support later.

The B.S. in Marketing ensures equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences by following institutional best practices for recruitment and hiring. Human Resources explicitly advertises in diverse venues for every faculty hire, and instructional staff pools are always open to facilitate the availability of a diverse pool of candidates.

UW-River Falls 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 B.S. in Marketing program will be encouraged to engage in professional development opportunities offered through the Center as well as other programs and initiatives at UW-River Falls and through UW System.

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

Dr. Ozcan Kilic is originally from Turkey, lived and studied in Germany for many years, and has participated in the regional Different Voices Shared Visions Community Forum televised diversity series. He has led education abroad trips to Turkey and advises the diverse Sales Club. Dr. Stacy Vollmers has lived and taught in many locations around the world (Australia, Scotland, Russia, and Taiwan) and teaches the MKTG 355 International Marketing course. Dr. Xianfang Zeng, originally from China, has published and worked with diverse co-authors.

### **Collaborative Nature of the Program**

The nature of the curriculum, which draws on coursework from multiple colleges on campus and from all of the departments within the College of Business and Economics, is collaborative. These departments include Accounting, Economics, Management, Marketing, Mathematics, and Psychological Sciences. Both interns and graduates will contribute to the local business community and the local community in general. UW-River Falls would welcome conversations about collaboration opportunities with additional institutions 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. The program will also accept transfer and part-time students and will work with them individually to design academic plans that will meet their personal goals. Internal data show that approximately 87% of students in the existing marketing option are full-time, and most of the 13% who are part-time enroll in nine or more credits per term.

### **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 public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals. Each program prepares a written report that is reviewed by the Program Audit and Review Committee consisting of the provost, associate provost, deans, 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 program audit and review committee, which subsequently helps to inform annual reporting to UW System.

In addition, AACSB will receive reports about the program annually, and the program will be part of a scheduled Fall 2026 continuous improvement review visit. The AACSB annual reports include information about the business unit's mission statement,

program offerings, faculty qualifications, full-time equivalents, headcount, salaries, and demographics; student admissions and enrollment, including demographics and average class size; number of graduates, placement rates, and starting salaries. The reporting also includes a financial module focusing on budget.

### **Accreditation**

Additional Higher Learning Commission approval is not required for a full major in Marketing. AACSB does not require approval of new programs.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The University of Wisconsin-River Falls 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.”<sup>7</sup> The B.S. in Marketing will fulfill all aspects of the mission, with particular attention to the “productive” (i.e., there are many marketing analyst, sales, and promotion internships (HIPS) and career opportunities in the Minneapolis-St. Paul metropolitan area), “ethical” (i.e., explicit cases), “engaged” (i.e., via student organizations), and “informed global perspective” (i.e., all students must complete a global perspective course requirement).

In support of the university’s mission there are three primary goals in the current institutional strategic plan: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships.<sup>8</sup> The B.S. in Marketing will contribute to each element of the UW-River Falls strategic goals (distinctive academic excellence, global education and engagement, and innovation and partnerships). Marketing will be covered by the AACSB accreditation, thereby demonstrating distinctive academic excellence. The global perspective is infused into the AACSB standards, and marketing faculty will provide an international perspective in all courses. Innovation and partnerships will be pursued via research activities and service to community organizations.

UW-River Falls has over 50 years of experience offering a general Business Administration major with an option in marketing. Currently, more than 80 students are enrolled in the option and approximately 1,000 students have graduated with the emphasis since it was made available in 1970.

The success of the marketing option in the existing Business Administration program indicates that an elevated full major in marketing will also be successful.

---

<sup>7</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

<sup>8</sup> <https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>

The Bachelor of Science in Marketing will also contribute directly to the mission of the UW System by developing human resources with marketing and sales expertise, discovering and disseminating promotion and sales knowledge, extending knowledge of marketing and its application beyond the boundary of the UW-River Falls campus via internships and alumni, and to serve and stimulate society by developing in marketing students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose in the search for truth.

### **University Program Array**

The proposed program aligns with and leverages the strengths of several programs in the College of Business and Economics, most notably programs in accounting, economics, management, and marketing. The direct impact of offering the proposed program at UW-River Falls will include increased enrollment of new students. In addition, UW-River Falls is making a concerted effort to build upon the successes of its STEM disciplines, including quantitative business areas. The university's geographical location, as part of the Minneapolis-St. Paul metropolitan area, provides many employment and internship opportunities for students studying marketing. The success of a marketing option in the existing general Business Administration major, exemplified by having about 80 students enrolled in the option, over 150 marketing internships listed by employers on the UW-River Falls Handshake employment posting site, and a placement rate in the mid-90% range, underscores the need for a stand-alone major in this discipline. A B.S. in Marketing will complement majors in Business Administration, Economics, and Mathematics; however, it will remain different than those majors and provide students with a curriculum focused on financial analysis.

### **Other Programs in the University of Wisconsin System**

The proposed B.S. in Marketing program represents the elevation of a longstanding and successful Marketing option in the existing Bachelor of Business Administration program at UW-River Falls. Currently, 10 other universities in the System offer degrees at the bachelor's level with CIP Code 52.1401, Marketing/Marketing Management, General, which is proposed for the B.S. in Marketing. Those include UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Stevens Point, and UW-Whitewater, each offering a Marketing major. UW-Madison offers both Business: Marketing and Business Administration: Marketing using the same CIP Code. Similarly, UW-Milwaukee offers Business: Marketing, and UW-Platteville offers Integrated Marketing.

The proposed B.S. in Marketing will be the only University of Wisconsin marketing major within the Minneapolis-St. Paul metropolitan area. The University of Wisconsin brand is well-respected by Minnesota students. Since a Marketing option already exists, there would be no new additional competition. The closest traditional Marketing major is at UW-Eau Claire, 65 miles away from UW-River Falls and 100 miles from the Minneapolis-St. Paul metropolitan area, well outside of the metropolitan area that includes River Falls.

### **Need as Suggested by Current Student Demand**

The marketing option in the existing general Business Administration program currently has 80 students and has attracted an average of 80 students per year for the last ten years. Enrollment in the existing general Business Administration program has remained steady over the last six years with an average of 557 students and the number of marketing students has been steady within that total.

A survey of students in the current marketing option of the existing general Business Administration program was conducted in September 2021, and most of the students supported a change to a B.S. in Marketing major. Support has also been expressed by the leaders of the UW-River Falls and the local business community. Many businesspeople in River Falls and the surrounding area are Business Administration-Marketing option alumni, including the marketing strategist of Continental Stock Transfer and Trust Company, pricing and promotions analyst at Target, and ETL specialty sales at Target.

### **Need as Suggested by Market Demand**

The Bureau of Labor Statistics of the U.S. Department of Labor indicates that the market for advertising, promotions and marketing managers is projected to grow 10% from 2020 to 2030, faster than the average for all occupations.<sup>9</sup> The Wisconsin Department of Workforce Development projects a 4% growth rate in the demand for sales representatives.<sup>10</sup> The Economic Development and Employer Planning System reports an increase of 20% in employment demand for marketing research analysts over the next six years, and an increase in wages in the marketing area of 8.4%, indicating that demand will continue to grow.<sup>11</sup>


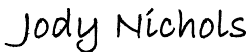
---

<sup>9</sup> United States Bureau of Labor Statistics. (2021, September 9). Occupational Handbook. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

<sup>10</sup> Job Center of Wisconsin Hot Jobs. (2021, September 9). Hot Jobs. <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

<sup>11</sup> Economic Development and Employer Planning System. (2021, September 9). Programs of Study and Training. <https://www.edeps.org/SelectProgUA.aspx?st=ZZ>



University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
Items		Projections				
		2022-23 Year 1	2023-24 Year 2	2024-25 Year 3	2025-26 Year 4	2026-27 Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	0	0	0	0	0
	<b>Enrollment (Continuing Students from Finance) Headcount</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program Headcount</b>	81	81	81	81	81
	<b>Enrollment (New Student) FTE</b>	0	0	0	0	0
	<b>Foundational Enrollments from the General Business program FTE</b>	80.595	80.595	80.595	80.595	80.595
	<b>Enrollment (Continuing Student from Finance) FTE</b>	0	0	0	0	0
<b>II</b>	<b>Total New Credit Hours</b>	0	0	0	0	0
	<b>Existing Credit Hours</b>	1307.43	1307.43	1307.43	1307.43	1307.43
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	2.125	2.125	2.125	2.125	2.125
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.05	0.05	0.05	0.05	0.05
<b>IV</b>	<b>Revenues</b>					
	From Tuition	\$0	\$0	\$0	\$0	\$0
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	<b>Total New Revenue</b>	\$0	\$0	\$0	\$0	\$0
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff: Reallocation of Administrative Assistant	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	Facilities					
	Supplies and Equipment	\$0	\$0	\$0	\$0	\$0
	Special Course Fees					
	Other (please list)					
	<b>Total Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>VI</b>	<b>Net Revenue</b>	\$0	\$0	\$0	\$0	\$0
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 3/21/2022		
Chief Business Officer's Signature: 				Date: 3/21/2022		

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS BACHELOR OF SCIENCE IN MARKETING**

### **Introduction**

The University of Wisconsin (UW-River Falls) proposes to establish a Bachelor of Science in Marketing (B.S. in Marketing). Specifically, this request is to elevate a finance sub-plan in an existing and successful general Business Administration program to a stand-alone B.S. in Finance. Through the Pathway to Distinction strategic plan, UW-River Falls dedicated itself to pursuing three goals: Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. The proposed program will further each of these strategic goals. UW-River Falls focused mission is “to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.”<sup>1</sup> Graduates of the B.S. in Marketing program will be well prepared to enter the job market in professions encompassing advertising, promotions, marketing, sales, and other areas. They will also be well prepared for graduate school and advanced degrees. Full-time students will be able to complete all coursework in the 120-credit program within four years.

### **Section I – Enrollment**

Student headcount and FTE reflect an internal transfer of students from the marketing option of the existing general Business Administration program to the proposed B.S. in Marketing. These Foundational Enrollments reflect typical and historical enrollments to the existing marketing option. Since these numbers reflect a historical enrollment “baseline,” they are not included in the determination of new revenues. The freshman enrollment headcount is expected to be 27 annually, with a retention rate of 67 percent, based on the retention rate of the current general Business Administration program over the last five years. Internal data show that approximately 97.5% of students in the existing marketing option are full-time, and about 2.5% average 0.79 time. Overall, each student averages 0.995 FTE, resulting in a freshman FTE of 26.865. Internal surveys indicate that 54 students in the marketing option of the general Business Administration program will change to the new B.S. in Marketing program in Year 1, including approximately 18 sophomores, 18 juniors, and 18 seniors, or 54 FTE (i.e., about 17.91 FTE students in each of these groups). About 18 students are anticipated to graduate each year. These students are shown in the budget template for representational purposes but are not included in the cost and revenue projections, which are intended to show changes to costs and revenues at the institutional level. The program will also accept transfer students, and advisors will work with them individually to design academic plans that will meet their personal goals.

---

<sup>1</sup> <https://www.uwrf.edu/AboutUs/vision.cfm>

In Year 1 the program will have 27 freshmen (26.865 FTE), combined with 18 sophomores (17.91 FTE), 18 juniors (17.91 FTE), and 18 seniors (17.91 FTE) transferring from the existing general Business Administration program. Overall enrollment is anticipated to be 81 students (80.595 FTE) in Year 1. At the end of Year 1, about 18 of the seniors will graduate, and this pattern is expected to repeat each year.

## **Section II – Credit Hours**

Since the B.S. in Marketing is being created from an option within the existing general Business Administration program, no new courses or credit hours will be created. Freshmen in the program completing the strategic marketing option will complete 14 credits in the major (i.e., CBE 100, 2 credits; and 3 credits each of ECON 201 and 202, ACCT 231 and MNGT 105). Sophomores will complete 18 credits in the major (i.e., 3 credits each of ACCT 232, either ECON or MATH 226, BLAW 265, MNGT 300, MKTG 310, and MKTG 312). Juniors will complete 19 credits in the major (i.e., CBE 300, 1 credit; 3 credits each of FINC 345, ECON 326, MNGT 361, and 9 major elective credits). Seniors will complete 15 credits in the major (i.e., 3 credits each of MNGT 485, MKTG 365, MKTG 445; and 6 major elective credits). Students in the professional sales option will complete the same number of credits and the same requirements as those in the strategic marketing option, with the exception being three courses at the senior level (i.e., MKTG 325, 327, and 425 instead of MKTG 312, 365, and 445).

Each year, 26.865 (FTE) freshmen will each complete 14 credits, generating 376.11 credit hours; 17.91 FTE sophomores will each complete 18 credits, generating 322.38 credit hours; 17.91 (FTE) juniors will each complete 19 credits, generating 340.29 credit hours; and 17.91 (FTE) seniors will each complete 15 credits, generating 268.65 credit hours. Overall, 1,307.43 credit hours will be generated annually. These figures are provided in the cost and revenue projections for representational purposes.

## **Section III – Faculty and Staff Appointments**

Since the B.S. in Marketing is being created from an option within the existing general Business Administration program, no new faculty members are required. In addition, many of the courses in the proposed program are shared with other programs, generating efficiencies for the program. Approximately 2.125 FTE of current staff assigned to the option within the existing general Business Administration program will support the proposed B.S. in Marketing.

In addition, 0.05 FTE of current administrative support staff supporting the marketing option within the existing general Business Administration program will be support the proposed B.S. in Marketing.

## **Section IV – Program Revenues**

### Tuition Revenues

The revenues from the proposed B.S. in Marketing will be equivalent to those generated by the marketing option in the existing general Business Administration program. Because the foundational enrollments in the proposed B.S. in Marketing reflect a historical enrollment “baseline,” along with their associated revenues, no “new” revenues are anticipated for the institution and these numbers are not included in the cost and revenue projections. There are no grants/extramural funding or General Program Revenue (GPR) expected.

### Program/Course Fees

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

## **Section V – Program Expenses**

### Salary and Fringe Expenses

Since the B.S. in Marketing is being created from an option within the existing general Business Administration program, no new faculty members or support staff are required. Thus, no salary and fringe benefits are included in the cost and revenue projections.

### Other Expenses

The supplies and expenses allocation for the marketing option within the existing general Business Administration program will be assigned to the proposed B.S. in Marketing. No new expenses are anticipated.

## **Section VI – Net Revenue**

The expectation is that the revenues and expenses for the proposed B.S. in Marketing will be a continuation of those generated by the marketing option within the existing general Business Administration program. Thus, no new net revenue is anticipated.



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

---

March 21, 2022

Mike Falbo, Interim President  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

Dear Interim President Falbo:

The proposed B.S. degree in Marketing 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 Management and Marketing Department. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific entitlement for a B.S. in Marketing.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the Management and Marketing Department; the College of Business and Economics, and by the faculty governance system, including passage by the UW-River Falls 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 processes, and every six years through regular program evaluations.

The Provost, Acting Dean of the College of Business and Economics, and the Associate Provost met on Friday, March 11 and discussed the potential impacts of COVID-19 on the B.S. in Marketing 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 college; and because it is also building on the existing Business Administration program, UWRF is confident that proceeding with this proposal 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 B.S. in Marketing to both you and the Board of Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "David Travis", enclosed within a rectangular box.

David Travis  
Provost and Vice Chancellor  
For Academic Affairs

Copies: UW System Vice President Anny Morrobel-Sosa  
Chancellor Maria Gallo  
Acting Dean Dawn Hukai  
Associate Provost Wes Chapin

University of Wisconsin - River Falls • 410 S. Third Street • River Falls, WI 54022 • USA

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE  
IN HEALTH AND LEADERSHIP STUDIES,  
UW-WHITewater**

**REQUESTED ACTION**

Adoption of Resolution C.9., authorizing the implementation of the Bachelor of Science in Health and Leadership Studies at the University of Wisconsin-Whitewater.

**Resolution C.9.:** That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Health and Leadership Studies at the University of Wisconsin-Whitewater.

**SUMMARY**

The University of Wisconsin (UW)-Whitewater proposes to establish a Bachelor of Science (B.S.) program in Health and Leadership Studies. In support of UW-Whitewater's mission and strategic goals, the B.S. in Health and Leadership Studies program will provide a high-quality, transfer friendly program designed for working allied health professionals. The program includes advising support, a year-round curricular pathway, primarily asynchronous online delivery, and limited synchronous meetings to strengthen student engagement and retention. The university has established partnerships in this field with regional employers and technical colleges.

The B.S. in Health and Leadership Studies will be a broadfield health studies program built on existing health-related coursework and campus expertise. The curriculum makes use of courses drawn from the Allied Health Foundations and Public Health minors currently offered at UW-Whitewater. No clinical placements or new facilities will be required. The major is designed for Associate of Applied Science (A.A.S.) degree holders in allied health clinical and diagnostic fields. The program will be comprised of 120-126 credits; 60 credits will be fulfilled by credits transferred from the A.A.S. degree. Students will complete 21-27 credits of general education, six credits of B.S. degree requirements, and 33 credits of major coursework. Students will engage in at least three high-impact practices: a capstone course; diversity learning course; and an upper-level writing course.

Graduates will be qualified to work in a range of professions, including health educator, healthcare administrator, health technologist, healthcare navigator, and health management analyst. In Wisconsin, the Education and Healthcare super-sector is expected to add more new jobs than any other sector in the future.

### **Presenter**

- Dr. Robin Fox, Provost and Vice Chancellor for Academic Affairs, UW-Whitewater

### **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 19, 2021), 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 HEALTH AND LEADERSHIP STUDIES  
AT UNIVERSITY OF WISCONSIN-WHITewater  
PREPARED BY UW-WHITewater**

**ABSTRACT**

The University of Wisconsin (UW)-Whitewater proposes to establish a Bachelor of Science (B.S.) program in Health and Leadership Studies. In support of UW-Whitewater's mission and strategic goals, the B.S. in Health and Leadership Studies program will provide a high-quality, transfer friendly program designed for working allied health professionals. The program includes advising support, a year-round curricular pathway, primarily asynchronous online delivery, and limited synchronous meetings to strengthen student engagement and retention. The university has established partnerships in this field with regional employers and technical colleges.

The B.S. in Health and Leadership Studies will be a broadfield health studies program built on existing health-related coursework and campus expertise. The curriculum makes use of courses drawn from the Allied Health Foundations and Public Health minors currently offered at UW-Whitewater. No clinical placements or new facilities will be required. The major is designed for Associate of Applied Science (A.A.S.) degree holders in allied health clinical and diagnostic fields. The program will be comprised of 120-126 credits; 60 credits will be fulfilled by credits transferred from the A.A.S. degree. Students will complete 21-27 credits of general education, six credits of B.S. degree requirements, and 33 credits of major coursework. Students will engage in at least three high-impact practices: a capstone course, a diversity learning course, and an upper-level writing course. Graduates will be qualified to work in a range of professions, including health educator, healthcare administrator, health technologist, healthcare navigator, and health management analyst. In Wisconsin, the Education and Healthcare super-sector is expected to add more new jobs than any other sector in the future.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Whitewater

**Title of Proposed Academic Degree Program**

Health and Leadership Studies



**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single university, 50% or more distance delivery

**Department or Functional Equivalent**

Department of Social Work

**College, School, or Functional Equivalent**

College of Letters and Sciences

**Proposed Date of Implementation**

January 2023

**Projected Enrollments and Graduates by Year Five**

By the end of Year 5, it is expected 117 students will have enrolled in the B.S. in Health and Leadership Studies program and 25 students will have graduated from the program. The recruitment pool for the proposed program is comprised of graduates of a Wisconsin Technical College System (WTCS) A.A.S. degree programs in the allied health clinical and diagnostic fields. WTCS data for colleges in a two-hour radius from UW-Whitewater indicate that more than 2,800 individuals have graduated from such a program over the past five years. The program's retention rates are calculated based on UW-Whitewater transfer cohort retention rates, where 81% of students are typically retained between Years 1 and 2, and 56% of students are typically retained between Years 2 and 3.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	18	27	30	30
Continuing Students	0	10	20	30	36
Total Enrollment	12	28	47	60	66
Graduating Students			5	8	12

**Tuition Structure**

Standard undergraduate tuition rates will apply to students who enroll in the B.S. in Health and Leadership Studies. Based on Fall 2021 tuition rates, full-time resident tuition and fees for students enrolled in 12-18 credits per semester is \$3,864.83, of which \$3,259.44 is tuition. Fees for full-time residents include \$518.64 for segregated fees and \$86.75 for textbook rental. For students enrolled in less than 12 credits, tuition is \$262.43 per credit for Wisconsin residents. Part-time students pay an additional \$43.22 for segregated fees and \$7.23 for textbook rental. Students who enroll in courses taught 75% or more online will also pay a \$50.00 per credit hour distance education fee. All the B.S. in Health and Leadership studies program courses are taught 75% or more online.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

Graduates of the B.S. in Health and Leadership Studies program will be prepared for leadership positions in health and healthcare, a sector of the United States economy that is growing and evolving quickly. Graduates can become health and healthcare managers, health educators, and laboratory technologists and technicians. In addition, graduates will be prepared for emerging occupations such as healthcare-specific information technologists, healthcare-specific management and operations analysts, and healthcare navigators.

Students will transfer approximately 60 credits from their A.A.S. degree into the program and will need approximately 60-66 additional credits to graduate. The program plan has been designed in collaboration with academic staff at partnering technical colleges, and a process of mapping the most common general education coursework will be completed. It is expected that transfer of courses included in the Universal Credit Transfer Agreement (UCTA) can be leveraged to maximize general education course transfer. The major will be mostly online with limited hybrid requirements, including the introductory course, the ePortfolio, and one core course (SOCWORK 380 Ethnicity and Social Justice for Helping and Healthcare Professions). The hybrid courses are designed to improve student retention by helping students to develop stronger connections with their peers and program faculty. University general education and B.S. required courses will be available online.

### **Student Learning Outcomes and Program Objectives**

Upon completion of the B.S. in Health and Leadership Studies, students will achieve the program-specific learning outcomes indicated below. These program learning outcomes will guide the curriculum and ensure that students' knowledge and skills are current and align with workforce needs.

1. Describe healthcare systems, structures, and processes, including the broader sociopolitical, legal, regulatory, and funding contexts.
2. Apply effective leadership skills including inter-and intra-professional collaboration, intercultural competence, organizational communication, and evidence-based decision-making.
3. Explain and analyze social determinants of health for individuals and populations, including health disparities and inequities in the context of race, ethnicity, age, sex, and gender.
4. Analyze and apply ethical and legal concepts that are relevant to health and healthcare decision-making.
5. Demonstrate strong interpersonal and problem-solving skills in a healthcare setting, including listening, empathy, perspective-taking, and compassionate interaction with people from diverse backgrounds.

6. Demonstrate the ability to impact and influence patients, colleagues, and community members; to model and inspire teamwork; and to motivate others toward a shared vision.
7. Demonstrate business and organization literacy, which may include budgeting, supervisory management, safety, and policy-making practices.
8. Communicate effectively using tools, technology, and data appropriate for different audiences and for different purposes.

These program outcomes integrate multiple UW-Whitewater baccalaureate learning outcomes, including personal and social responsibility (civic knowledge and engagement, ethical reasoning and action, and foundations and skills for lifelong learning) and intellectual and practical skills (inquiry and analysis, critical thinking, written and oral communication, information literacy, teamwork and problem solving) engaged through the lens of health studies.

### **Program Requirements and Curriculum**

Students will be eligible for the B.S. in Health and Leadership Studies program if they have completed an A.A.S. degree in an allied health clinical or diagnostic field with a cumulative GPA of at least 2.0. The program will accept all A.A.S. degree credits from allied health programs with a clinical or diagnostic focus. Of these credits, 60 will come in as a block transfer, counting towards some general education and B.S. requirements, and fulfilling credits for the 120 minimum credits toward degree. Students will complete 21-27 credits of general education, 6 credits of B.S. degree requirements, and 33 credits of coursework within the major.

Table 2 illustrates the program curriculum. The 39 credits within the major and B.S. degree requirements include 18 credits of core courses, where students strengthen communication, interpersonal, and critical thinking skills applicable in diverse and constantly changing health and healthcare landscapes. Students will choose courses from among the following coursework groups, identified by employers and healthcare professionals as essential: health studies, including coursework on social determinants of health; leadership, including the ability to impact colleagues and clients; interpersonal skills, including communication and teamwork; and business literacy, including understanding budgets and personnel. The program curriculum culminates in a choice of integrative capstones and an ePortfolio course.

<b>Table 2: B.S. in Health and Leadership Studies</b>	
<b>A.A.S Transfer Credits</b>	<b>60 credits</b>
<b>General Education Requirements</b>	<b>21-27 credits</b>
COMM 110: Introduction to Public Speaking	3 credits
ENGLISH 102: Introduction to College, Writing, Reading, and Research	3 credits
MATH 139: Quantitative Reasoning	3 credits

GENED 390: World of Ideas	3 credits
<b>Arts (choose one):</b> ARTHIST 201: Survey of Art-Ancient to 1400CE ARTSTDIO 213: Introduction to Digital Photography CORE 110: World of the Arts ENGLISH 274: Creative Writing MUSC 143: Survey of American Jazz MUSC 240: Survey of African American Music	3 credits
<b>Communities (choose one):</b> GENED 120: Historical Perspectives GENED 130: Individual and Society GENED 140: Global Perspectives	3 credits
Electives (choose three)	9 credits
<b>Bachelor of Science Degree Requirements</b>	<b>6 credits</b>
COMPSCI 162: Computer Applications and (choose one) COMPSCI 180: Data Science for Everyone CYBER 101: Introduction to Cybersecurity	3 credits
<b>Statistics (choose one):</b> ECON 245: Business Statistics ITSCM 384: Data Mining for Business Analytics PSYCH 215: Basic Statistical Methods SOCIOLOGY 295: Basic Social Statistics SOCWORK 250: Statistics for Social Work STAT 230: Introduction to Statistical Reasoning and Analysis	3 credits
<b>Health and Leadership Studies Program Requirements</b>	<b>33 credits</b>
HEALS 100: Introduction to Health and Leadership Studies	2 credits
BEINDP 305: Health Services Systems	3 credits
PHILSPHY 247: Bioethics	3 credits
ENGLISH 435: Grant Writing	3 credits
<b>Leadership (choose one)</b> COMM 373: Communicating Leadership MANGEMNT 369: Leadership in Management	3 credits
SOCWORK 380: Race, Ethnicity and Social Justice for Helping and Healthcare Professions	3 credits
<b>Capstone (choose one)</b> COMM 493: Internship in Communication COMM 461: Health Message Advocacy and Analysis SOCWORK 361: Community Based Learning in Aging and Health PEPROF 415: Health Appraisal and Exercise Testing Other internship or undergraduate research as approved by advisor	3 credits
HeALS 496: E-Portfolio	1 credit

<b>Health Studies (choose 1)</b> SOCIOLOGY 302: Culture, Medicine, and Health SOCIOLOGY 310: Sociology of Health and Illness PUBHLTH 101: Introduction to Public Health PUBHLTH 350: Topics in Global Health SOCWORK 337: Introduction to Social Gerontology PSYCH 483: Advanced Health Psychology WOMENST 180: Sex, Gender, and Health BIOLOGY 241: Biology of Health and Aging PEPROF 391: Health Behavior Development & Society POLISCI 342: Science Policy and Human Health	3 credits
<b>Interpersonal Skills (choose 1)</b> COMM 322: Listening Behavior COMM 328: Communication Conflict Resolution COMM 345: Persuasion COMM 363: Introduction to Health Communication	3 credits
<b>Business and Organizational Literacy (choose 1)</b> MANAGEMENT 486: Supervisory Management MANAGEMENT 310: Organization and Management MANAGEMENT 320: Human Resource Management COMM 327: Introduction to Corporate Communication COMM 417: Communication and Non-Profit Organization Communication	3 credits
<b>Elective (choose 1)</b> from Health Studies, Interpersonal Skill or Business and Organizational Literacy.	3 credits
<b>Total Credits</b>	<b>120-126 credits</b>

### Assessment of Outcomes and Objectives

Student learning will be directly assessed in the B.S. in Health and Leadership Studies program by reviewing student work from the introductory course and the ePortfolio. Student performance on a final assignment within the introductory course will be assessed to determine student needs for the program. A selection of student ePortfolio submissions will also be assessed, yearly. Students will submit work to the ePortfolios representing their best demonstration of achieving each program learning outcome. An assessment committee composed of faculty and instructors with relevant subject-matter expertise will assess student work for evidence of four program learning outcomes each year, cycling through all the learning outcomes every two years. Student learning and experiences will also be assessed indirectly within the B.S. in Health and Leadership Studies program through a survey of graduating seniors, which will be conducted as a final benchmark before graduation. Findings will be reported to faculty in the program's home department and to interdisciplinary faculty and instructors each year, and decisions will be made regarding improvements to the program based on these findings.

The findings will also be recorded in the annual report, which is made available to faculty, staff, and leadership.

All programs go through a 5-year Audit and Review process, with yearly updates from the program if the program's assessment process or response to assessment is insufficient from the perspective of the Audit and Review Committee. As part of this process, the coordinator will also survey employers every five years, asking for feedback regarding the program and graduates of the program. The coordinator of the B.S. in Health and Leadership Studies program will share available assessment information with advisory board members as it becomes available. The advisory board will be composed of UW-Whitewater faculty, regional healthcare employers, and WTCS partners.

### **Diversity**

One of the required courses will fulfill the UW System diversity requirement. Diversity will be an important component of other core courses, and the capstone projects will require students to consider their topic from multiple and diverse perspectives.

It is expected that the proposed program will engage a proportion of students from underrepresented minoritized (URM) groups. Students who receive A.A.S. degrees from colleges within the Wisconsin Technical College System in allied health fields are disproportionately female (89% in 2020), and in 2020, 18% of students were identified as part of an URM group.<sup>1</sup> Also, national data show that low-income students are more likely to attend two-year rather than four-year institutions.<sup>2</sup> Providing a degree completion program with strong transfer for applied associate degree holders will improve access for a group that is disproportionately URM and female, and that come disproportionately from low-income families of origin.

In addition, the Department of Social Work will partner with the UW-Whitewater Adult Student Outreach (ASO), located in the Division of Equity, Diversity, Inclusion, and Student Support Programs (EDISSP). Personnel resources will be made available to pursue partnerships with employers and two-year institutions that serve disproportionately minority populations. Students in this program will have access to a range of resources to support retention and graduation, including the Adult Student Services Coordinator and programming for adult students; support through Student Diversity, Engagement and Success; grants and emergency funding for low-income students; and a tutoring center that allows students and tutors to work remotely. The three hybrid classes will allow these nontraditional adult students to form a deeper connection with faculty, staff, and peers; and this enhanced connection with the campus will support retention.

---

<sup>1</sup> Graduate Outcomes: Job Placement and Employment Data for 2020 graduates, Wisconsin Technical College System, May 2021.

<sup>2</sup> Pew Research Center, May 2019, "A Rising Share of Undergraduates are Poor Families, Especially at Less Selective College."

When the Health and Leadership Studies program seeks personnel, a broad net will be cast by working with partners in institutions that serve URM communities. UW-Whitewater's Human Resources Office provides oversight on hiring processes. This program's connection with ASO and the EDISSP will mean that there is an additional layer of oversight, as well as potential resources for broadening search pools.

### **Projected Time to Degree**

Students will be encouraged to enroll in 21 credits a year; taking courses throughout fall (six credits), winterim (three credits), spring (six credits), and summer (six credits) semesters. This will allow students both the opportunity to manage a challenging course load and the momentum to sustain enrollment and graduate in three years. However, the program will remain flexible, supporting both students who need to work more slowly through the curriculum and those who wish to attend full time.

### **Program Review**

The program will be subject to annual learning assessment processes. The results of these assessments will be reviewed and discussed by faculty and administrators in the College of Letters and Sciences. In addition, the UW-Whitewater audit and review process will apply.<sup>3</sup> The audit and review process is conducted for all academic programs on a five-year cycle. As part of the process, the program's faculty consider the results of yearly assessments of student learning; as well as alignment with and contribution to institutional mission and goals; enrollment, retention, and graduation data; demand for graduates; faculty, staff, and program resources; and departmental recommendations. The audit and review also identifies how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines to recruit and retain diverse students and faculty. The review is then forwarded to the University Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the programs' faculty team, the Audit and Review Committee, college Dean, and Provost. The program coordinator will manage the review process and disseminate the results to stakeholders. Feedback from the review process will be reviewed by the program and used to inform further improvements.

### **Accreditation**

The major will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process. HLC approval to offer a program in the curricular area of healthcare leadership may be required. There are no additional special accreditation requirements for this program.

---

<sup>3</sup> See <https://www.uww.edu/assessment/program-review/audit-and-review>

## JUSTIFICATION

### Rationale and Relation to Mission

The proposed B.S. in Health and Leadership Studies program will support the university's mission of transforming lives by creating a more accessible path to degree completion for allied health professionals. The proposed program supports major themes in the university's strategic plan, including "Improv[ing] student access and success" (#1).<sup>4</sup> This program will provide smooth transfer for applied associate degree holders, build on the learning allied health professionals have already done, and shape the curriculum around the career trajectories of this group. In addition, the loosely defined cohort model, and multiple opportunities for high impact practices, will support retention. Intensive advising, year-round offerings, and the flexibility of an online curriculum will support strong retention and completion for adults.

The proposed program at UW-Whitewater supports the university's strategic plan by "Build[ing] partnerships and relationships" (#5).<sup>5</sup> The proposed program grew out of conversations between subject-matter experts and academic leadership at UW-Whitewater, the Wisconsin Technical College System, and employers; and the curriculum is built around the needs of regional employers. For example, the interpersonal communication, team building, and business literacy components of the curriculum were added or enhanced in response to employer needs, as was the hybrid format of two program-specific courses. In addition to supporting the university's strategic plan, the B.S. in Health and Leadership Studies program reflects the priorities set by the UW-Whitewater Academic Plan<sup>6</sup> because its innovative design addresses the needs of regional employers and a changing demographic of students. The primarily online delivery, part-time options and year-round curriculum meet the needs of working professionals and help health and healthcare employers grow leadership from within the pool of experienced allied health professionals. Limited synchronous requirements meet employers' need for increased interpersonal skills for leadership while remaining accessible for working adults.

### University Program Array

This interdisciplinary program takes advantage of existing expertise across campus. UW-Whitewater has an Allied Health Foundations minor, a Public Health Minor, and a Healthcare emphasis in the Management minor. While none of these programs were created to serve working adults, all of them provide important coursework to contribute to the program. Several departments will contribute to the major and have been consulted during the design of the curriculum, including Sociology, Psychology, Biological Sciences, Management, Communication, Women's and Gender Studies, Kinesiology, Languages and Literatures, and Philosophy & Religious Studies. The impact of the B.S. in Health and

---

<sup>4</sup> See UW-Whitewater Strategic Plan Goal 1, here: <https://www.uww.edu/strategic-plan/goal-1>

<sup>5</sup> See UW-Whitewater's Strategic Plan Goal 5, here: <https://www.uww.edu/strategic-plan/goal-5>

<sup>6</sup> See UW-Whitewater's Academic Plan, here: <https://www.uww.edu/acadaff/academic-plan>



Leadership Studies program will be to bring the available coursework and expertise together to better serve working adults within the regions served by UW-Whitewater.

### **Other Programs in the University of Wisconsin System**

Two UW System institutions offer a major in the curricular area of health care administration or management. UW-Eau Claire offers a B.B.A. in Healthcare Administration and UW-Milwaukee offers a B.S. in Health Care Administration. As well, UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior offer the collaborative B.S. in Health and Wellness Management.

Of these, UW-Milwaukee and the collaborative degree in Health and Wellness are designed specifically for working adults in allied health fields who hold A.A.S. degrees from a WTCS institution. The collaborative degree is different from UW-Whitewater's proposed program because it prepares students for employment in organization wellness programs, a very specific occupational area. While Health and Leadership Studies students would be qualified to work in this area, the proposed program emphasizes learning opportunities for students who wish to move into healthcare leadership. In addition, the B.S. in Health and Leadership Studies program's flexible curriculum will allow students to shape career paths as health navigators or health data analysts.

Only UW-Milwaukee's degree completion program focuses on educating a similar demographic of students for work in health and healthcare leadership. The proposed B.S. in Health and Leadership Studies program will be distinct from UW-Milwaukee's because it will be more interdisciplinary and flexible, focusing on developing management, communication, and critical thinking skills that regional employers want, and will be built on close partnerships with these employers and the WTCS. In addition, this program will include a hybrid component that regional employers identified as important, to foster collaboration and interpersonal skills.

UW-Eau Claire's B.B.A. in Healthcare Administration is more business-focused than the proposed program with course requirements pertaining to business management skills, accounting, and economics. UW-Eau Claire's program is geared toward a different student body than those UW-Whitewater would seek to recruit for the B.S. in Health and Leadership Studies, where UW-Eau Claire's program includes a combination of healthcare and business/leadership courses, and UW-Whitewater's proposed program is designed for students who already have an A.A.S. in a particular health field and are looking for an accessible pathway to a degree that prepares them for leadership positions.

### **Need as Suggested by Current Student Demand**

Technical college partners and employers predict that there will be a strong student demand for this program, which will be the only hybrid degree completion program in the state in this field accessible to traditional-age transfer students but designed for working adults. Table 3 shows the number of graduates from WTCS institutions in UW-Whitewater's

region in allied health fields from 2009-19. According to WTCS partners, some new graduates will want to enroll in a completion program, and many more working adults will be looking for an opportunity to advance their careers.

**Table 3. Graduates from WTCS Institutions in 2-hour radius of UW-Whitewater<sup>7</sup>**

Program	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Biomedical Tech/Bio Tech/Biotech Lab Tech	8	20	17	19	28	15	17	18	21	16
Dental Hygiene/Hygienist	77	83	81	76	73	81	79	95	89	90
Occupational Therapist Assistant	72	94	84	87	86	73	97	74	90	45
Physical Therapy Assistant	58	53	73	58	70	69	67	76	82	62
Cardiovascular Technology	12	16	17	17	10	10	16	20	17	15
Respiratory Therapy	87	84	79	76	84	88	78	80	83	82
Radiographer/Sonographer	101	78	80	118	98	128	80	101	105	118
Surgical Tech	53	49	58	55	54	67	54	43	47	34
Clinical/Medical Lab Tech	52	62	67	74	64	53	68	70	55	75
<b>Totals</b>	<b>520</b>	<b>539</b>	<b>556</b>	<b>580</b>	<b>567</b>	<b>584</b>	<b>556</b>	<b>577</b>	<b>589</b>	<b>537</b>

### Need as Suggested by Market Demand

The initial exploration of this proposal included a large focus group meeting at the UW-Whitewater campus with employers and technical college partners (October 24, 2017). Employers in south-central and southeastern Wisconsin including Fort Healthcare, Stoughton Hospital, and UW Health were invited, as were the Rural Wisconsin Health Cooperative and the Wisconsin Hospital Association. Additional meetings were also held with instructors and administrators of three WTCS institutions—Fox Valley Technical College, Waukesha County Technical College, and Madison College. The consensus of all of these groups was that: 1) there is a need for B.S. degree holders in health and healthcare leadership; 2) allied health professionals need and would make use of a professional ladder and/or preparation for graduate work; 3) traditional-age transfer students would also take advantage of the program; and 4) a program consisting of online courses in combination with some hybrid core courses would be most effective.

Job projections were explored using Emsi Data Analytics. Regional data were examined as were emerging jobs in healthcare for which a B.S. would be required or expected.<sup>8</sup> Within 120 miles of Whitewater, Emsi found that between 2017 and 2025 there would be 9% growth in health educator positions (334 job openings in 2017), 13% growth in health supervisor positions (1496 openings in 2017), and 9% growth in health technician

<sup>7</sup> *Integrated Post-Secondary Educational Data System*, National Center for Education Statistics, <https://nces.ed.gov/ipeds/use-the-data>. Accessed 14 April, 2022.

<sup>8</sup> Labor Market Analytics, Emsi Data Analytics, <https://www.economicmodeling.com>. Accessed August, 2018.

positions (598 openings in 2017). In relation to emerging jobs in the same geographic area, Emsi identified the following positions in 2017/18 alone: 982 health information positions; 82 health-specific operations analyst positions; 382 management positions; and 233 health navigator positions.

According to the Wisconsin Hospital Association, state health employers seek workforce development degree pathways to prepare current staff to assume roles as health educators, population health navigators, healthcare administrators, and supervisors.<sup>9</sup> Children's Hospital of Wisconsin, for instance, hired 32 new supervisors and 13 new analysts in 2018; 48 new supervisors and 37 new analysts in 2019; and 34 new supervisors and 21 new analysts by the end of September 2020.<sup>10</sup> These are all careers that require a bachelor's degree and professions B.S. in Health and Leadership Studies graduates could pursue. According to the Bureau of Labor Statistics (BLS), employment in healthcare occupations is projected to grow 16% from 2020 to 2030 and is projected to add more jobs than any other occupational area.<sup>11</sup> More specifically, the BLS data project 17% growth between 2020-2030 for health educators (from the existing 125,200 jobs in the U.S. and 1600 jobs in Wisconsin); 32% growth between 2020-2030 for healthcare managers/supervisors (from the existing 429,800 jobs in the U.S. and 9690 jobs in Wisconsin); and 11% growth for health technologists (from the existing 335,500 jobs in the U.S. and 8270 jobs in Wisconsin). All three of these occupations require a bachelor's degree such as the proposed B.S. in Health and Leadership Studies.<sup>12</sup>

The current BLS data do not represent information about emerging careers identified by employers in the region for which B.S. in Health and Leadership Studies program graduates would qualify. Health and healthcare institutions need data analysts, operations/management analysts and would prefer to hire professionals with health and healthcare experience. In addition, employers are increasingly looking for non-nurse care coordinators, a shift brought about by the shortage of nurses.

---

<sup>9</sup> Eric Borgerding, President/CEO Wisconsin Hospital Association (personal communication, September 22, 2020).

<sup>10</sup> Aaron Kinney, Executive Director, Herma Heart Institute, Children's Hospital of Wisconsin (personal communication, October 7, 2020)

<sup>11</sup> Occupational Outlook Handbook, Bureau of Labor Statistics, [www.bls.gov/ooh/healthcare/home.htm](http://www.bls.gov/ooh/healthcare/home.htm). Accessed 20 February 2022



<sup>12</sup> Occupational Outlook Handbook, Bureau of Labor Statistics, [www.bls.gov/ooh/healthcare/home.htm](http://www.bls.gov/ooh/healthcare/home.htm). Accessed 20 February 2022

To explore the current and emerging employment opportunities near UW-Whitewater, program staff completed an Indeed.com search for key positions that require a bachelor's degree such as the B.S. in Health and Leadership Studies.<sup>13</sup> The search identified 118 health-specific care coordinator positions (health navigator), 7 health-specific data analyst positions, and at least 62 health-specific operations/management analyst positions, all within 100 miles of UW-Whitewater during a two-week period. These positions demonstrate the need for health studies B.S. degree holders, though the picture is not complete for this quickly evolving and growing field.

---

<sup>13</sup> Indeed, <https://www.indeed.com/?from=gnav-jobsearch--jasx>, Accessed March 9, 2022

University of Wisconsin - Whitewater						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	18	27	30	30
	Enrollment (Continuing Student) Headcount	0	10	20	30	37
	Enrollment (New Student) FTE	11	16	24	26	26
	Enrollment (Continuing Student) FTE	0	9	18	26	32
II	Total New Credit Hours	148.7	223.0	334.5	371.7	371.7
	Existing Credit Hours	0.0	120.4	248.1	372.1	452.8
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0.33	0.71	0.88	1	1.13
	FTE of New Admin Staff	0.25	0.25	0.5	0.5	0.5
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	From Tuition	\$39,018	\$91,934	\$155,954	\$199,108	\$220,706
	From Fees					
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue--online fees	\$7,434	\$17,173	\$29,131	\$37,192	\$41,226
	GPR/PR (re)allocation	\$0	\$0	\$0	\$0	0
	Total New Revenue	\$46,452	\$109,107	\$185,085	\$236,299	\$261,932
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$ 29,106	\$ 63,874	\$ 80,752	\$ 93,599	\$ 107,882
	Other Staff	\$22,050	\$22,491	\$45,882	\$46,799	\$47,735
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Supplies	\$3,243	\$4,217	\$5,413	\$6,219	\$6,623
VI	Total Expenses	\$64,399	\$100,583	\$142,046	\$156,617	\$172,240
	Net Revenue	-\$17,947	\$8,524	\$43,039	\$79,682	\$89,693

Interim Provost Signature:	Date:
	April 13, 2022
Chief Business Officer Signature:	Date:
	April 13, 2022

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-WHITewater BACHELOR OF SCIENCE IN HEALTH AND LEADERSHIP STUDIES**

### **Introduction**

The proposed B.S. in Health and Leadership Studies at UW-Whitewater will be housed in the Department of Social Work, within the College of Letters and Sciences. The B.S. in Health and Leadership Studies will be a broadfield health studies program built on existing health-related coursework and campus expertise and program delivery will require no clinical work or clinical facilities. The curriculum makes use of courses from the Allied Health Foundations and Public Health minors, but the new major is designed for Applied Associate (A.A.S.) degree holders in allied health clinical and diagnostic fields.

The program plan has been designed in collaboration with academic staff at partnering technical colleges, and a process of mapping the most commonly remaining general education needs has been completed. Students will transfer approximately 60 credits from their A.A.S. degree into the program and will need 60-66 additional credits to graduate, depending on the curricula of the programs from which they are transferring courses. The major will be mostly online with limited hybrid requirements, including the introductory course, the ePortfolio, and one core course.

### **Section I – Enrollment**

Student headcount reflects anticipated new student enrollment based on market demand and the number of Wisconsin Technical College System graduates with A.A.S. degrees in clinical and diagnostic fields. It is anticipated 12 new students will enroll in the first year, and enrollment will rapidly growth within the first three years (of 50% per year). Enrollment is expected to stabilize in the program's fourth and fifth years with approximately 30 new students per year. Since the B.S. in Health and Leadership Studies program will serve a group of students that UW-Whitewater has not served before, few students, if any, would transition from another major. It is assumed that all students in Year 1 will be new transfer students to UW-Whitewater. By the end of Year 5, it is expected that 117 students will have enrolled in the program and 25 will have graduated.

Student FTE calculations are based on the expectation that most students will progress through the program on a part-time basis, taking courses throughout fall (six credits), winterim (three credits), spring (six credits), and summer (six credits) semesters. Taking 21 credits per year, students will complete the B.S. in Health and Leadership Studies program in three years. This course schedule considers that most students will be working professionals who seek evening and online coursework on a part-time basis, and to progress through their degree in an efficient manner. Therefore, FTE enrollments are calculated assuming 87.5% FTE (24 credits per year being full time) for both new and

continuing student enrollment. The program's retention rates are calculated based on UW-Whitewater transfer cohort retention rates, where 81% of students are typically retained between Years 1 and 2, and 56% of students are typically retained between Years 2 and 3.

## **Section II – Credit Hours**

Students will transfer approximately 60 credits of their A.A.S. degree into the program and will need approximately 60-66 additional credits to graduate, depending on the curricula of the programs from which they are transferring courses. Students will need approximately 27 UW-Whitewater credits to complete the general education requirements, six credits for their B.S. degree requirements, and 33 credits to complete courses in the major. The major and degree requirements represent approximately 59% of their UW-Whitewater coursework. Credit hours are therefore calculated by multiplying 21 credits per year by 87.5% FTE, and 59% coursework within the major.

## **Section III – FTE of Faculty and Staff Appointments**

The proposed B.S. in Health and Leadership Studies program will be housed in the Social Work Department within the College of Letters and Sciences. Course requirements include existing offerings by a variety of departments across the UW-Whitewater campus, and two new courses designed specifically for the proposed program. Only the two-credit introductory course and the one-credit ePortfolio course will be devoted solely to B.S. in Health and Leadership Studies students. For other courses, Health and Leadership Studies students will be folded into existing courses until those courses reach capacity. At that point, new sections of courses will be opened, and the proposed budget includes an increasing number of these new course sections from Year 1 through Year 5.

Course offerings have been planned in consultation with college curriculum committees representing all collaborating departments as well as general education coordinators. In the program's first year, anticipated instructional costs include the program-specific introductory course and two new sections of General Education courses. By Year 5, the budget includes the program-specific introductory course and ePortfolio courses, four new sections of program requirements, and four new General Education course sections. Faculty within the College of Letters and Sciences teach 12 credits per semester (24 credits per academic year). Therefore, the instructional salary costs were calculated based on the proportion of 24 credits needed in new course sections per year. To accommodate these course offerings, FTE of faculty begins at 0.33 during Year 1 and grows to 1.13 during Year 5.

To promote the proposed B.S. in Health and Leadership Studies program, collaborate with partnering technical colleges, provide students with individualized advising, and coordinate course offerings, a three credit/semester administrative release is included for the first and second years of the program. This administrative release will grow to six credits per semester in Years 3 through 5 to accommodate larger enrollments.

## **Section IV – Program Revenues**

### Tuition Revenues

Since all the proposed program's technical college and employer partners are Wisconsin-based, it is anticipated most students will be Wisconsin-resident students (at \$262.43 per credit hour). It is possible that by year 4, the university will reach out for additional partners in neighboring states but would not expect to see rising out-of-state enrollment before year 6. It is expected students will not take more than 12 credits per semester; therefore, the tuition plateau is not a factor. For calculation purposes, a 2% increase in tuition rates per year is included.

### Program/Course Fees

Students who enroll in online courses within the College of Letters and Sciences pay a \$50.00 per credit distance education fee. Since all courses within the proposed B.S. in Health and Leadership Studies program meet UW-Whitewater's criteria for online designation, the budget includes \$50 for every credit hour.

## **Section V – Program Expenses**

### Salary and Fringe Expenses

Faculty are in place to teach the courses in the proposed program. New FTE attributable to the program are included in the salary and fringe estimates. An average salary of \$63,000 was multiplied by the anticipated FTE to calculate instructional costs. Anticipated costs include 40% fringe and a 3% salary increase per year to reflect faculty promotions and other salary increases.

### Other Expenses

No new facilities or equipment are required for the program, and the Department of Social Work receives sufficient library resources from the College of Letters and Sciences to support the program. Additional expenses will include \$10,000 per year to market the proposed program, and \$2,500 for the acquisition of software or other instructional materials. Also, 10% of the distance education fees are added as an expense to cover the cost of online course delivery.

## **VI – Net Revenue**

Net revenues will be invested in support of program and faculty development, and the broad support of the College of Letters and Sciences and UW-Whitewater. The support includes course delivery, instructional design, program marketing, and other items captured in the budget. Additionally, net revenues may be used to invest in other new programs, to offer more graduate assistantships, and for additional marketing of the program.





May 10, 2022

Jay Rothman  
President, UW System  
1720 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706

Dear President Rothman,

Please accept UW-Whitewater's Letter of Commitment for our new Bachelor of Science (B.S.) program in Health and Leadership Studies. The B.S. in Health and Leadership Studies will be a broadfield health studies program built on existing health-related coursework and campus expertise. The major is designed for Associate of Applied Science (A.A.S.) degree holders in allied health clinical and diagnostic fields and will provide a high-quality, transfer friendly program for working allied health professionals. The program includes advising support, a year-round curricular pathway, primarily asynchronous online delivery, and limited synchronous meetings to strengthen retention. The university has established partnerships in this field with regional employers and technical colleges. With this new program, the College of Letters and Sciences will provide another educational opportunity to support workforce development in Wisconsin and the surrounding region.

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

1. The B.S. in Health and Leadership Studies has been designed to meet UW–Whitewater's definition and standards of quality and to make a meaningful contribution to our select mission, overall academic plan, and our program array. This program was developed by an academic department and college that have demonstrated high standards of quality. The department works regularly with our Office of Academic Assessment to ensure high quality assessment processes throughout their major. Our campus is continuously engaged in strategic planning and campus academic planning activities. As part of these processes, we have been intensively reviewing all of our academic programs.
2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Social Work, the College of Letters and Sciences Curriculum Committee, the Dean of the College of Letters and Sciences, UW-Whitewater's University Curriculum Committee, and

the Faculty Senate. All required approvals have been obtained on campus, with enthusiastic support.

3. The necessary financial and human resources are in place or have been committed to implement and sustain this new master's program. Department and college staff have thoroughly considered and planned for all the resources needed to launch and maintain the program. A financial plan is in place to support and sustain the program.

4. A high-quality system for program evaluation is in place. As soon as the new program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The program proposal includes a fully defined list of student learning outcomes and a well-designed plan for assessment of those outcomes. The college curriculum committee and the university curriculum committee reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new B.S. in Health and Leadership Studies was developed using a very thorough and careful process. We have all of the necessary resources in place or firmly planned, and I am confident this program will be a success. The program will be a positive addition for UW-Whitewater, an attractive offering for students, and a benefit for workforce development in Wisconsin and the surrounding region. I am proud to recommend this new program for your approval and approval by the members of the Board of Regents. I believe this is a strong and needed addition to the University of Wisconsin System program array.

Sincerely,



Robin Fox, Ph.D.  
Interim Provost and Vice Chancellor for Academic Affairs

Encl.

cc: John Chenoweth, Interim Chancellor  
Kristin Plessel, Interim Associate Vice Chancellor for Academic Affairs  
Frank Goza, Dean, College of Letters and Sciences  
Carleen Vande Zande, Associate Vice President of APEI, UW System

**NEW TRANSFER PROGRAM AUTHORIZATION FOR THE  
ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE IN LIBERAL ARTS,  
SOUTHWEST TECHNICAL COLLEGE**

**REQUESTED ACTION**

Adoption of Resolution C.10., authorizing the implementation of the Associate of Arts and Associate of Science in Liberal Arts transfer program at Southwest Technical College.

**Resolution C.10.** That, upon the recommendation of the President of the University of Wisconsin System, the President of Southwest Technical College is authorized to implement the transfer degree program for an Associate of Arts and Associate of Science in Liberal Arts.

**SUMMARY**

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunities, which positively impacts economic stability within communities.<sup>1</sup> These programs can increase transfer opportunities for technical college graduates to help grow a pool of Baccalaureate degree holders who live and work in the state of Wisconsin (93% of WTCS program graduates work within Wisconsin after graduation—7,924 of 8,491 graduates in 2018-19).<sup>2</sup> Wisconsin's statewide attainment goal through the Lumina Foundation's grant (collaboration between WTCS, UW System and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.<sup>3</sup>

---

<sup>1</sup> National Science Foundation (2020). Percent of individuals 25-44 years old who are bachelor's degree holders

<sup>2</sup> Wisconsin Technical College System (2020). WTCS Program Performance Tableau Dashboard.

<sup>3</sup> 360Forward (2017). Wisconsin's statewide attainment goal.

WTCS institutions need flexible, multi-path options for students seeking to transfer to the UW System and other universities, especially under-represented, non-traditional, and under-resourced students. Traditional linear articulation agreements are cumbersome to manage and do not offer flexibility for the evolving education needs of many adult learners; although a Universal Undergraduate Credit Transfer Agreement is in place between the UW System and WTCS colleges, approved courses are subject to transfer per each UW institution and at times only transfer as electives rather than coursework, thus requiring lengthy alternative conversations and agreements between each WTCS college and any UW institution it wishes to partner on behalf of its students.<sup>4</sup>

By offering these programs within the WTCS Districts, learners will be able to remain living and working in their local communities while taking classes at one of WTCS's locations. An Associate of Arts or Associate of Science degree in Liberal Arts will also increase access through increased affordability for all learners, especially lower income individuals (2020-21 WTCS in-resident tuition for a 3-credit collegiate transfer course is \$563.55 vs. 2020-21 UW in-resident tuition for a 3-credit course is \$1,381.91, a savings of \$818.36 in personal and/or financial aid loan repayment), seeking to obtain a Baccalaureate Degree.<sup>5</sup>

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

To fully realize the benefits of these improved pathways, UW System and WTCS institutions have signed an MOU that will help ensure WTCS students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW institutions to assist in these efforts.

---

<sup>4</sup> University of Wisconsin System. (2020). Universal credit transfer agreement (UCTA).

<sup>5</sup> Wisconsin Technical College System. (2020). Tuition and material fees.

WTCS and UW institutions seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WTCS Districts.

## **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 (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/>).

### **Previous Action or Discussion**

The Board has previously approved many WTCS institutions to offer the AS/AA associate degree programs.

### **Related Policies**

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

## **ATTACHMENTS**

- A) Form for approval of associate degrees
- B) Associate degree crosswalks for Associate of Arts and Associate of Science degrees
- C) Letters of support from WTCS Board

**NEW ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE**

**1. Name of Person Submitting:** Colleen McCabe, Provost and Vice President, Wisconsin Technical College System

**2. Wisconsin Technical College (WTC) Name:** The Wisconsin Technical College System Office and Wisconsin Technical College System Board submit this request on behalf of the following technical college district Southwest Technical College.

**3. Proposed Programs:** Associate of Arts (AA) and Associate of Science (AS)

**4. Mode of Delivery:** Face to face, Online, Hybrid, Competency-based

**5. Provide a Brief Rational for Adding the Degree:**

The Wisconsin Technical College System (WTCS), the University of Wisconsin System (UWS), and the Wisconsin Association of Independent Colleges and Universities (WAICU) are committed to Wisconsin's *60Forward* attainment goal: to ensure at least 60% of Wisconsin's population between the ages of 25 and 64 have every opportunity to earn degree and high-value education credentials by 2027. Of particular interest is ensuring these opportunities are equally accessible to all prospective students, including first-generation college students, low-income students, people of color, and working adults.

Wisconsin's technical colleges are working collaboratively with UWS and WAICU to offer the AA/AS degrees to prepare students for transfer to four-year colleges and universities. The AA degree provides students a broad general education background in humanities and social sciences. The AS degree provides students with skills in using observation, quantitative analysis and logic in math and science. Both degrees emphasize written and verbal communication skills, critical thinking, and knowledge of diverse cultures. Elective options provide students with the opportunity to have a career focus. This degree will benefit stakeholders by providing local communities with increased postsecondary educational opportunities for students to transfer into a bachelor's degree program. Through institutional partnerships, students completing the WTCS AA/AS degree meeting admissions criteria will be guaranteed admission at one or more baccalaureate degree-granting institutions in Wisconsin with junior status. Wisconsin's four-year colleges and universities will benefit by receiving AA/AS transfer students that are well-prepared to successfully complete a bachelor's degree.

WTCS AA/AS degree students across the state will have flexible and affordable transfer pathways to transition between the state's technical colleges and four-year institutions. The development of these new programs is helping to establish cooperative partnerships for instructional resources and student services between transfer partners that will strengthen transfer pathways, improve retention and graduation rates for students who transfer, and increase bachelor's degree attainment rates in Wisconsin.

New AA/AS programs will support the state's workforce and economic development by growing the number and diversity of bachelor's degree holders in Wisconsin which will in turn, attract new and higher wage employers to our state. The economic and community benefits of increased educational attainment include higher wages and lifetime earnings, better health outcomes, lower unemployment rates and greater civic engagement.

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

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

**7. Provide Information on the Program Assessment Process:**

WTCS institutions are developing AA program learning outcomes based on the WTCS degree requirements, the UW System Administrative Policy 115 Associate Degree Standards, and alignment with individual transfer partners' general education learning goals. Program assessment plans are collaboratively being developed between technical colleges and bachelor's degree-granting institutions utilizing direct and indirect measures of student learning. The program assessment process will use both quantitative and qualitative data when assessing student learning and overall program viability.

Direct measures and indirect measures of student success will be used as assessment measures. Direct measures could include a WTCS program evaluation process like a Technical Skills Attainment analysis of program outcomes. Indirect measures of student learning could be gathered from graduate surveys, alumni surveys, or focus group discussions. Program viability will be assessed through goals for the program such as rates of enrollment, graduation rates, persistence factors, and transfer rates. Additional methods of data collection that will provide useful feedback for improving processes that support student learning and provide an overall picture of success include course evaluations, course grades, and program advisory committee feedback.

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

Transfer students that enroll and complete the AA/AS program(s) at a WTCS institution and meet the requirements documented in the Guaranteed Transfer Agreement with a four-year college or university will be admitted to the four-year institution with junior status. The terms of these agreements are outlined in the Memorandum of Understanding developed cooperatively by the WTCS institution and receiving institution in support of the new AA/AS degrees. General education bachelor's degree requirements may also be satisfied at other four-year colleges and universities.

**9. Provide Information on Opportunities for Collaboration with additional Universities:**

The WTCS AA/AS degrees are focused on providing general education courses that optimize transferability with UW System universities and WAICU institutions and satisfy general education bachelor's degree requirements at other four-year institutions that have established transfer relationships with Wisconsin's technical colleges.

**10. Provide the Desired Implementation Term and Year:**

Depending on the timing of the Higher Learning Commission (HLC) approval, WTCS institutions are seeking to implement the new AA/AS programs during the 2022-23 academic year.

**11. State whether Higher Learning Commission Approval will be Needed:**

Southwest Technical College (SWTC), will be pursuing HLC approval for the ability to offer the AA and AS Degrees. Chippewa Valley Technical College (CVTC), previously approved by UWS to offer the AS degree, requested the HLC screen their proposal to offer the AA degree and it was determined the degree falls within their current ability to offer transfer degrees, so no additional approvals are needed.

**12. How will the program be staffed in terms of current faculty, new faculty, and staff members?**

Existing WTCS faculty will instruct courses in the AA/AS programs. The colleges will hire additional qualified faculty to teach in program areas that are not currently staffed. To ensure sufficient course offerings for students as the AA/AS programs grow and develop, some WTCS colleges and their UW partner institutions will share curriculum. Partnership course offerings will focus on courses that fulfill degree requirements, enhance elective options, and/or satisfy major requirements for program-specific transfer pathways. The institutions will work collaboratively to ensure courses from both institutions are properly transcribed to document degree completion with appropriate student releases in place. The AA/AS partner institutions recognize their unique missions and plan to limit course duplication to make the best use of their respective resources.



Associate of Arts (60 credits)*					
General Education (39-41 credits)**					
Southwest Technical College Course Title			Lakeland University Course Title		
Knowledge of Human Cultures and the Natural World (18-20)			Knowledge of Human Cultures and the Natural World (18-20)		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Basic Anatomy	10-806-189	3	Life Sciences 1	BIO 111	3
General Anatomy & Physiology	10-806-177	4	Human Anatomy & Physiology I	BIO 211	4
Advanced Anatomy & Physiology	10-806-179	4	Human Anatomy & Physiology II	BIO 212	4
College Algebra	10-804-195	3	Advanced Algebra	MAT 140	3
<b>Introductory Statistics</b>	<b>10-804-189</b>	<b>3</b>	<b>Probability and Statistics</b>	<b>MAT 220</b>	<b>3</b>
General Chemistry	10-806-134	4	Everyday Chemistry	CHM 100	4
Principles of Chemistry I	20-806-245	5	Principles of Chemistry I	CHM 131	4
Principles of Chemistry II	20-806-249	5	General Chemistry II: Introduction to Analytical Chemistry	CHM 202	4
Microbiology	10-806-197	4	Microbiology	BIO 330	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Introduction to Psychology	10-809-198	3	General Psychology	PSY 200	3
Developmental Psychology	10-809-188	3	Human Growth and Development	PSY 330	3
Abnormal Psychology	10-809-159	3	Abnormal Psychology	PSY 372	3
Introduction to Ethics: Theory and Application	10-809-166	3	Ethics	PHI 232	3
Introduction to Literature	20-801-255	3	Approaching Literature	ENG 190	3
<b>Introduction to Sociology</b>	<b>10-809-196</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
Marriage and Family	10-809-128	3	Sociology Elective	SOC Elective	3
<b>Think Critically and Creatively</b>	<b>10-809-103</b>	<b>3</b>	<b>CORE 1: Foundations of Critical Thinking</b>	<b>GEN 130</b>	<b>3</b>
Introduction to American Government	10-809-122	3	American Government 1	POL 221	3
Economics	10-809-195	3	Principles of Macroeconomics	ECN 235	3
Principles of Microeconomics	10-809-144	3	Principles of Microeconomics	ECN 230	3
Principles of Macroeconomics	10-809-143	3	Principles of Microeconomics	ECN 235	3
<b>Critical and Creative Thinking Skills (3)***</b>			<b>Critical and Creative Thinking Skills (3)***</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Basic Anatomy	10-806-189	3	Life Sciences 1	BIO 111	3
General Anatomy & Physiology	10-806-177	4	Human Anatomy & Physiology I	BIO 211	4
Advanced Anatomy & Physiology	10-806-179	4	Human Anatomy & Physiology II	BIO 212	4
College Algebra	10-804-195	3	Advanced Algebra	MAT 140	3
<b>Introductory Statistics</b>	<b>10-804-189</b>	<b>3</b>	<b>Probability and Statistics</b>	<b>MAT 220</b>	<b>3</b>
General Chemistry	10-806-134	4	Everyday Chemistry	CHM 100	4
Principles of Chemistry I	20-806-245	5	Principles of Chemistry I	CHM 131	4
Principles of Chemistry II	20-806-249	5	General Chemistry II: Introduction to Analytical Chemistry	CHM 202	4
Microbiology	10-806-197	4	Microbiology	BIO 330	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Economics	10-809-195	3	Principles of Macroeconomics	ECN 235	3
Introduction to Psychology	10-809-198	3	General Psychology	PSY 200	3
Developmental Psychology	10-809-188	3	Human Growth and Development	PSY 330	3
<b>Introduction to Ethics: Theory and Application</b>	<b>10-809-166</b>	<b>3</b>	<b>Ethics</b>	<b>PHI 232</b>	<b>3</b>
Introduction to Literature	20-801-255	3	Approaching Literature	ENG 190	3
<b>Introduction to Sociology</b>	<b>10-809-196</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
<b>Introduction to Diversity Studies</b>	<b>10-809-172</b>	<b>3</b>	Majority/Minority Relations	SOC 210	3
<b>Think Critically and Creatively</b>	<b>10-809-103</b>	<b>3</b>	<b>CORE 1: Foundations of Critical Thinking</b>	<b>GEN 130</b>	<b>3</b>
Introduction to American Government	10-809-122	3	American Government 1	POL 221	3
<b>Principles of Microeconomics</b>	<b>10-809-144</b>	<b>3</b>	<b>Principles of Microeconomics</b>	<b>ECN 230</b>	<b>3</b>
<b>Principles of Macroeconomics</b>	<b>10-809143</b>	<b>3</b>	<b>Principles of Microeconomics</b>	<b>ECN 235</b>	<b>3</b>
Abnormal Psychology	10-809-158	3	Abnormal Psychology	PSY 372	3
Marriage and Family	10-809-128	3	Sociology Elective	SOC Elective	3
<b>Effective Communication (6)</b>			<b>Effective Communication (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
English Composition 1	10-801-136	3	Composition 1: Academic Writing	GEN 110	3
English Composition 2	20-801-223	3	Composition 2: Argumentation and Research	GEN 112	3
Oral and Interpersonal Communications OR	10-801-196	3	Fundamentals of Public Speaking	COM 111	3
Speech	10-801-198	3			
<b>Intercultural Knowledge and Competence (6)</b>			<b>Intercultural Knowledge and Competence (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Spanish 1	20-802-217	4	Elementary Spanish 1 with Lab	SPA 101	4
Introduction to Diversity Studies	10-809-172	3	Majority/Minority Relations	SOC 210	3
<b>Individual, Social, and Environmental Responsibility (6)</b>			<b>Individual, Social, and Environmental Responsibility (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Introduction to Diversity Studies</b>	<b>10-809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
Introduction to Ethics: Theory and Application	10-809-166	3	Ethics	PHI 232	3
Note: courses throughout this table that are recorded with bold font incorporate high impact practices, and also fulfill this category.					
<b>Electives (19-21 credits)****</b>					
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Accounting 1	10-101-140	3	Financial Accounting Principles	ACC 210	3
Accounting 2	10-101-142	3	Managerial Accounting Principles	ACC 220	3
Data Management, Analysis & Reporting	10-101-138	3	Management Information Systems	BUS 301	3
Introduction to Business	10-102-101	3	Pathways to Success: Intro to Business	BUS 150	3

### Additional Considerations

\*The Associate of Arts degree is primarily intended to provide a broad liberal arts background and is designed to be the foundation for most bachelor degree programs and to satisfy general education requirements. Credits are focused toward the area of Human Cultures (this learning area typically includes coursework in social sciences, humanities, fine arts, and world languages).

\*\*Each associate degree must contain a two-course sequence in which the first course provides the foundation for the second.

\*\*\*The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category.

\*\*\*\*Any course in any category can be utilized to fulfill the electives category, as long as that course has not already been used to fulfill the requirement of another category.

Associate of Science (60 credits)*					
General Education (41-46 credits)**					
Southwest Technical College Course Title			Lakeland University Course Title		
Knowledge of Human Cultures and the Natural World (20-25)			Knowledge of Human Cultures and the Natural World (20-25)		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Basic Anatomy	10-806-189	3	Life Sciences 1	BIO 111	3
General Anatomy & Physiology	10-806-177	4	Human Anatomy & Physiology I	BIO 211	4
Advanced Anatomy & Physiology	10-806-179	4	Human Anatomy & Physiology II	BIO 212	4
College Algebra	10-804-195	3	Advanced Algebra	MAT 140	3
<b>Introductory Statistics</b>	<b>10-804-189</b>	<b>3</b>	<b>Probability and Statistics</b>	<b>MAT 220</b>	<b>3</b>
General Chemistry	10-806-134	4	Everyday Chemistry	CHM 100	4
Principles of Chemistry I	20-806-245	5	Principles of Chemistry I	CHM 131	4
Principles of Chemistry II	20-806-249	5	General Chemistry II: Introduction to Analytical Chemistry	CHM 202	4
Microbiology	10-806-197	4	Microbiology	BIO 330	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Introduction to Psychology	10-809-198	3	General Psychology	PSY 200	3
Developmental Psychology	10-809-188	3	Human Growth and Development	PSY 330	3
Abnormal Psychology	10-809-159	3	Abnormal Psychology	PSY 372	3
Introduction to Ethics: Theory and Application	10-809-166	3	Ethics	PHI 232	3
Introduction to Literature	20-801-255	3	Approaching Literature	ENG 190	3
<b>Introduction to Sociology</b>	<b>10-809-196</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
Marriage and Family	10-809-128	3	Sociology Elective	SOC Elective	3
<b>Think Critically and Creatively</b>	<b>10-809-103</b>	<b>3</b>	<b>CORE 1: Foundations of Critical Thinking</b>	<b>GEN 130</b>	<b>3</b>
Introduction to American Government	10-809-122	3	American Government 1	POL 221	3
Economics	10-809-195	3	Principles of Macroeconomics	ECN 235	3
Principles of Microeconomics	10-809-144	3	Principles of Microeconomics	ECN 230	3
Principles of Macroeconomics	10-809-143	3	Principles of Macroeconomics	ECN 235	3
<b>Critical and Creative Thinking Skills (6)***</b>			<b>Critical and Creative Thinking Skills (6)***</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Basic Anatomy	10-806-189	3	Life Sciences 1	BIO 111	3
General Anatomy & Physiology	10-806-177	4	Human Anatomy & Physiology I	BIO 211	4
Advanced Anatomy & Physiology	10-806-179	4	Human Anatomy & Physiology II	BIO 212	4
College Algebra	10-804-195	3	Advanced Algebra	MAT 140	3
<b>Introductory Statistics</b>	<b>10-804-189</b>	<b>3</b>	<b>Probability and Statistics</b>	<b>MAT 220</b>	<b>3</b>
General Chemistry	10-806-134	4	Everyday Chemistry	CHM 100	4
Principles of Chemistry I	20-806-245	5	Principles of Chemistry I	CHM 131	4
Principles of Chemistry II	20-806-249	5	General Chemistry II: Introduction to Analytical Chemistry	CHM 202	4
Microbiology	10-806-197	4	Microbiology	BIO 330	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Introduction to Psychology	10-809-198	3	General Psychology	PSY 200	3
Developmental Psychology	10-809-188	3	Human Growth and Development	PSY 330	3
Introduction to Ethics: Theory and Application	10-809-166	3	Ethics	PHI 232	3
Introduction to Literature	20-801-255	3	Approaching Literature	ENG 190	3
<b>Introduction to Sociology</b>	<b>10-809-196</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
<b>Think Critically and Creatively</b>	<b>10-809-103</b>	<b>3</b>	<b>CORE 1: Foundations of Critical Thinking</b>	<b>GEN 130</b>	<b>3</b>
Introduction to American Government	10-809-122	3	American Government 1	POL 221	3
<b>Introduction to Diversity Studies</b>	<b>10-809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
Principles of Microeconomics	10-809-144	3	Principles of Microeconomics	ECN 230	3
Principles of Macroeconomics	10-809-143	3	Principles of Macroeconomics	ECN 235	3
<b>Effective Communication (6)</b>			<b>Effective Communication (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>English Composition 1</b>	<b>10-801-136</b>	<b>3</b>	<b>Composition 1: Academic Writing</b>	<b>GEN 110</b>	<b>3</b>
<b>English Composition 2</b>	<b>20-801-223</b>	<b>3</b>	<b>Composition 2: Argumentation and Research</b>	<b>GEN 112</b>	<b>3</b>
Oral and Interpersonal Communications OR	10-801-196	3	Fundamentals of Public Speaking	COM 111	3
Speech	10-801-198	3			
<b>Intercultural Knowledge and Competence (3)</b>			<b>Intercultural Knowledge and Competence (3)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Introduction to Diversity Studies</b>	<b>10-809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
Spanish 1	20-802-217	4	Elementary Spanish 1 with Lab	SPA 101	4
<b>Individual, Social, and Environmental Responsibility (6)</b>			<b>Individual, Social, and Environmental Responsibility (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Introduction to Diversity Studies</b>	<b>10-809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
Introduction to Ethics: Theory and Application	10-809-166	3	Ethics	PHI 232	3
<b>Note: courses throughout this table that are recorded with bold font incorporate high impact practices, and also fulfill this category.</b>					
<b>Electives (14-19 credits)****</b>					
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Accounting 1	10-101-112	3	Financial Accounting Principles	ACC 210	3
Principles of Microeconomics	10-809-143	3	Principles of Microeconomics	ECON 230	3
Introduction to Programming	10-152-100	3	Programming I	CPS 199	3
Database Concepts and Design	10-156-101	3	Database Basics	DAT 210	3

### Additional Considerations

\*The Associate of Science degree is primarily intended to provide a basic liberal arts background with an enhanced focus on knowledge of the physical and natural world and quantitative literacy. It is designed to provide the foundational courses in preparation for a bachelor's degree with highly structured major requirements (e.g., art, engineering, business, and the sciences including biology, chemistry, and pre-professional programs). Credits are focused toward and include additional coursework in the area of the Natural World (this learning area typically includes coursework in biology, chemistry, geology, physics, and mathematics).

\*\*Each associate degree must contain a two-course sequence in which the first course provides the foundation for the second.

\*\*\*The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 6 additional credits from the Human Cultures and Knowledge of the Natural World category.

\*\*\*\*Any course in any category can be utilized to fulfill the electives category, as long as that course has not already been used to fulfill the requirement of another category.



**Morna K. Foy, President**

4622 University Avenue  
PO Box 7874  
Madison, Wisconsin 53707-7874  
608.266.1207 | Wisconsin Relay System: 711  
info@wtcsystem.edu | www.wtcsystem.edu

May 17, 2022

Dr. Jason S. Wood  
Southwest Wisconsin Technical College  
1800 Bronson Boulevard  
Fennimore WI 53809

Dear Dr. Wood:

**Program Approval Submission Approved by Board**

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

The Program Approval submission for the above program was approved at the May 17, 2022 meeting of the Wisconsin Technical College System Board.

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

Sincerely,

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

Dr. Colleen A. McCabe  
Provost and Vice President

cc: Valerie Crespin-Trujillo, WTCS  
Sara Mackey, WTCS  
Dr. Katie Garrity, SWTC  
Denise Janssen, SWTC



**Morna K. Foy, President**

4622 University Avenue  
PO Box 7874  
Madison, Wisconsin 53707-7874  
608.266.1207 | Wisconsin Relay System: 711  
info@wtcsystem.edu | www.wtcsystem.edu

May 17, 2022

Dr. Jason S. Wood  
Southwest Wisconsin Technical College  
1800 Bronson Boulevard  
Fennimore WI 53809

Dear Dr. Wood:

**Program Approval Submission Approved by Board**

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

The Program Approval submission for the above program was approved at the May 17, 2022 meeting of the Wisconsin Technical College System Board.

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

Sincerely,

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

Dr. Colleen A. McCabe  
Provost and Vice President

cc: Valerie Crespín-Trujillo, WTCS  
Sara Mackey, WTCS  
Dr. Katie Garrity, SWTC  
Denise Janssen, SWTC

**CHANGE OF NAME FROM THE SHELDON LUBAR SCHOOL OF  
BUSINESS TO THE SHELDON LUBAR COLLEGE OF BUSINESS,  
UW-MILWAUKEE**

**REQUESTED ACTION**

Adoption of Resolution C.11., authorizing the name change from the Sheldon Lubar School of Business to the Sheldon Lubar College of Business at UW-Milwaukee.

**Resolution C.11.** That, upon the recommendation of the President of the University of Wisconsin System, and the UW-Milwaukee Chancellor, UW-Milwaukee is authorized to change the name of the Sheldon Lubar School of Business to the Sheldon Lubar College of Business.

**SUMMARY**

UW-Milwaukee recently updated policies related to definitions of colleges and schools. As a result of this process, the shared governance entities at UW-Milwaukee approved a proposal to rename the Sheldon Lubar School of Business to the Sheldon Lubar College of Business to align with recent policy changes for name conventions. The policy changes are documented in section 2.01 of Chapter 2 for the Faculties of the College & Schools and attached to this proposal. The name change does not change the administrative structure of the new college.

**Presenters**

- Dr. Mark Mone, 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 (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/>).

## **Previous Action or Discussion**

The Board has previously approved a restructuring of colleges at UW-Milwaukee at the February 10, 2022 meeting.

## **Related Policies**

- Regent Policy Document 4-19: Naming of University Academic Units
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

## **ATTACHMENTS**

- A) Proposed revisions to UW-Milwaukee Policies and Procedures “Chapter 2: The Faculties of the Colleges and Schools”
- B) Proposed organizational chart for the Sheldon Lubar College of Business

## THE UNIVERSITY OF WISCONSIN-MILWAUKEE

## Policies and Procedures – July 2021

**CHAPTER 2****THE FACULTIES OF THE COLLEGES AND SCHOOLS**

2.01 College and School Faculties

2.02 Membership in College and School Faculties

2.03 Duties and Powers of College and School Faculties

2.04 Meetings of College and School Faculties

(Provisions of Chapter 2 apply equally to all schools, colleges, and equivalent academic units unless specifically accepted herein.)

**2.01 College and School Faculties**

~~(1)~~ ~~(4)~~ — The University of Wisconsin-Milwaukee is organized into colleges, ~~and schools~~ each with its own faculty. A college is defined as an academic unit with a dean as its chief executive officer. Schools may be organized inside a college. Such schools are led by an associate dean of the college, appointed by the dean of the college. The faculty of such schools will have a subset of the college faculty, and membership in a school faculty carries with it membership in the college faculty.

As long as they are led by a Dean, the Lubar School of Business, the School of Freshwater Sciences, and the Graduate School shall be considered colleges.

(2) A college school/college shall be created, substantially restructured, or discontinued with the approval of the Faculty Senate and the Chancellor, and subject to the approval of the Board of Regents. A school shall be created, substantially restructured, or discontinued with the approval of the Faculty Senate and the Chancellor. Prior to submission to the Faculty Senate, all proposals to create, substantially restructure, or discontinue college(s) or school(s) shall be sent to the University Committee for referral to the appropriate committees for their review and recommendations.

Guidelines for creating, substantially restructuring, or discontinuing a school or college or school have been developed by the Academic Planning and Budget Committee. Proposals to create, substantially restructure, or discontinue school(s)/college(s) may originate at any level of the institution. Proposals to create, substantially restructure, or discontinue a school must originate in the college housing the school. The template for submitting such proposals to the University Committee is available from the Secretary of the University.

(Document 2034, 4/18/96 and 5/9/96; UWM Administration approval, 7/2/96)

(Document 2417, 2/19/04; UWM Administration approval, 3/2/04)

- (3) The dean is the chief executive officer of a ~~school or~~ college and must have been granted tenure rank upon recommendation by appropriate faculty bodies as a condition of appointment to this administrative position.
- (4) The dean of a ~~school or~~ college may delegate to appropriate associate or assistant dean's specific areas of his/her responsibilities. Associate deans who hold responsibility for academic program and faculty personnel policies must have been granted tenure rank upon recommendation of appropriate faculty bodies as a condition of appointment to this administrative position.

(Document 1086, 4/20/78; UWM Administration approval, 12/8/78; System Administration approval, 2/22/80)

## **2.02 Membership in College and School Faculties**

- (1) The Faculty of each college ~~or school~~ consists of the Chancellor, the dean, and all members of the Faculty as defined in 1.01(1) who hold appointments in the college ~~or school~~. In addition, the Faculty of each college ~~and school~~ may designate faculty members as defined in 1.01(1) who hold appointments in other colleges ~~or schools~~ as voting members of its college ~~or school~~. (The Faculty of the Graduate School is defined in 2.02(~~32~~).)

(Editorially revised, 5/31/13)

- (2) The Faculty of a school consists of the members the Faculty of the college who are designated to hold appointments inside the school. In addition, the Faculty of each school may designate faculty members as defined by 1.01(1) who hold appointments in other colleges or schools as voting members of its school.

- (~~23~~) The Graduate School Faculty includes all voting members of the University Faculty ~~Milwaukee~~ as defined in 1.01(1)(a) who meet qualifications established by the Graduate Faculty Committee. The Graduate Faculty Committee shall obtain from each department a list with supporting evidence of its members who continue to meet these qualifications, by annual schedules established by the Graduate Faculty Committee. Nominations for additions or deletions from the list are submitted at the same time. Lists are submitted by ~~department and other faculty bodies~~ Executive Committees which sponsor graduate work with copies to the Dean of the Graduate School, dean of the appropriate ~~program/budget school or~~ college, and chairperson of the Graduate



Faculty Committee. The Committee periodically reviews submitted lists of members of the faculty of the Graduate School and recommends to the Graduate Faculty Committee approval the names of individuals who meet the qualifications for categories of Graduate School Faculty membership.

- (43) a. Subject to the approval of the Faculty Senate the Faculty of a college may designate members of its academic staff with training, experience and responsibility comparable to those in the faculty ranks as voting members of its faculty. If the college contains schools and/or departments, the academic staff must have been granted voting rights by the school or department prior to receiving voting rights in the college. If thea school or college is departmentalized, the academic staff must have been granted voting rights in aone of the departments of the school prior to receiving voting rights in the collegeschool.

~~1. the Faculty of non-departmentalized schools or colleges may designate members of its academic staff with training, experience and responsibility comparable to those in the faculty ranks as voting members of its faculty.~~

~~2. an affirmative recommendation by the department of the Faculty of departmentalized schools or colleges may designate academic staff with training, experience and responsibility comparable to those in the faculty ranks and who have voting rights in the department as voting members of the schools or colleges.~~

- b. The foregoing does not deny voting rights to any person holding same prior to enactment of this legislation. Such definition does not imply University Faculty status as defined in 1.01(l).

(Document 1306, 4/22/82; UWM Administration approval, 4/29/82  
(Document 1618, 5/10/88; UWM Administration approval, 5/20/88)

(Document 2563, 3/15/07; UWM Administration approval, 5/11/07)

(Document 2782, 4/21/11; UWM Administration approval, 7/21/11; Regent approval, 10/6/11)

## **2.03 Duties and Powers of College and School Faculties**

Subject to the general jurisdiction of the University Faculty over all educational matters which concern more than one college or school (1.02), college or school faculties have the following duties and powers:

- (1) To control matters involving scholarship, including the advancement of students, and dismissal for defective scholarship.
- (2) To recommend to the University Faculty requirements for admission, course of study, conditions of graduation, and the nature of the baccalaureate degrees conferred. In the case of graduate program matters to recommend to the Graduate School Faculty as provided in 1.02(8).

(Document 1071, 2/16/78; UWM Administration approval, 4/26/78)  
(Editorially revised, 10/12/21)

- (3) To administer the regulations for the admission of students, so far as this duty is committed to them by the University Faculty.
- (4) To recommend to the Board of Regents candidates for degrees in courses.
- (5) To recommend candidates for fellowships and scholarships.
- (6) To recommend honorary fellows and honorary scholars.
- (7) To establish research and field services and sponsor conferences, institutes, clinics, and short courses appropriate to the college ~~or school~~.
- (8) To make appropriate citations with approval of the Board of Regents recognizing outstanding achievements by Wisconsin citizens and others who have been connected with the University or the State.
- (9) To review and to make recommendations to appropriate administrative officers concerning proposals affecting departmental or other academic sub-unit structure of the concerned college ~~or school~~.
- (10) To establish by faculty action and administrative approval by appropriate deans liaison faculty bodies between two (2) or more colleges ~~or schools~~. Recommendations may be made to the participating faculties on any educational matter normally within the jurisdiction of a single faculty. Recommendations from such liaison bodies are subject to review and approval of each participating college ~~or school~~.
- (11) To establish or designate an Academic Planning Committee as a standing faculty committee of the ~~school or~~ college (except the Graduate School) and determine its composition, method of election, procedures, and criteria for action. This information shall be communicated by the Dean to the Secretary of the University. The functions of each Academic Planning Committee shall include, but not be limited to the following:
  - a) Make recommendations to the dean regarding the development of long-range plans and goals for the ~~school or~~ college consistent with

the preservation of high-quality teaching, research and public service.

- b) Review academic program plans and related budgetary proposals regarding positions prepared by the schools, departments or their functional equivalents.
- c) Afford schools and departments or their functional equivalents ample opportunity to present information and position statements during programmatic and budgetary discussions.
- d) Advise the dean regarding criteria and priorities for budget adjustments.
- e) Advise a school or department (or its functional equivalent) and the dean in the event department and dean disagree over specific programmatic or budgetary decisions regarding open faculty positions or positions occupied by probationary faculty. (See 4.05)

(Document 1321 revised, 4/21/83; UWM Administration approval, 6/6/85)

- (12) The Faculty of each ~~school or~~ college ~~whose departments~~whose units offer graduate work~~whose departments offer graduate work~~ shall establish a Graduate Program Committee and determine its composition, size, and method of election and/or appointment of its members. Faculty members are elected or appointed from among the members of its Graduate School Faculty. Student members, if provided for in the composition of the Committee, are appointed by the Dean in consultation with the student organization(s) designated as appropriate by the faculty. The functions of each Graduate Program Committee shall include, but not limited to the following:

- a) Oversees all continuing graduate programs within the ~~school or~~ college.
- b) Reviews all proposals for new graduate programs or modifications of existing graduate programs in the ~~school or~~ college. Proposals originating in ~~schools, in~~ departments, or in inter-departmental bodies and approved by the ~~school or~~ college committees shall be forwarded by the dean of the ~~school or~~ college with recommendations to the Dean of the Graduate School for review and action by the Graduate Faculty Committee and by the Dean of the Graduate School.

(13) For colleges containing schools, any of these duties and powers, except the creation of an Academic Planning Committee, may be delegated to the individual schools by the Faculty of the college. An individual school may create an Academic Planning Committee to advise on school matters.

(Document 1080, 3/21/78; UWM Administration approval, 4/26/78)  
(Document 2536, 3/15/07; UWM Administration approval, 5/11/07)

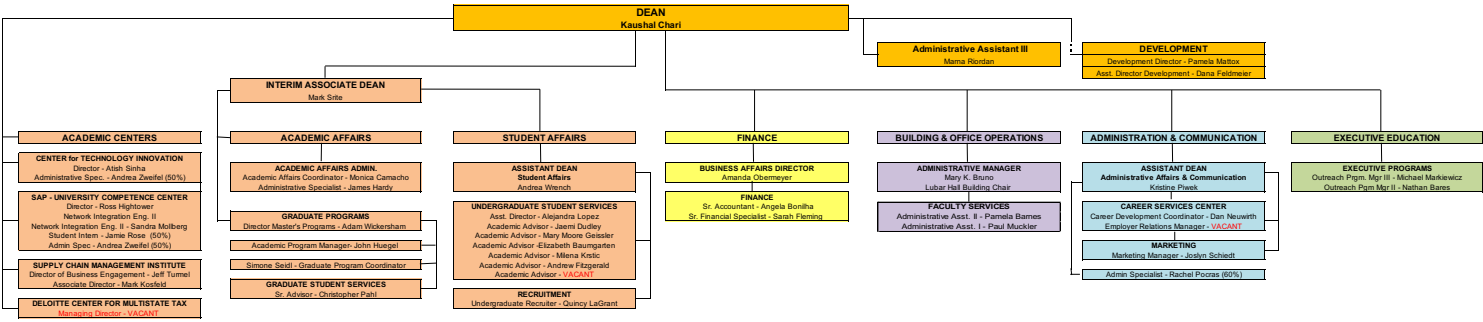
#### 2.04 Meetings of College ~~and School~~ Faculties

- (1) Meetings of each Faculty are held at the call of the dean or as the Faculty deems necessary.
- (2) Each Faculty shall make rules of procedure and provide for committees, consistent with principles of the rules governing the University Faculty. In the absence of such action, the rules governing the procedures of the University Faculty (Chapters 1 and 6) shall apply when appropriate.
- (3) It is the duty of faculty members to attend meetings of the Faculty. All members of the academic staff (defined in UWS 1.01(1)) have a right to speak, but only members of the University Faculty, as defined in 1.01(1), may vote unless otherwise provided in 2.02(2).
- (4) The dean is the executive officer of the college ~~or school~~ and is responsible directly to the Chancellor. The dean has immediate supervision of the affairs of the college, ~~or school~~ in all of its schools and departments and is the presiding officer of each Faculty and ex-officio a member of all standing committees of the college ~~or school~~.
- (5) Each Faculty appoints a secretary who keeps a record of its proceedings. A copy of the proceedings of each Faculty is furnished by its secretary to each member of the college ~~or school~~ Faculty.
- (6) The dean of each Faculty transmits to the University Faculty, through its secretary, all actions which are within the concern of the University Faculty. College ~~and school~~ Faculty action which does not require consideration by the University Faculty is transmitted, in the same manner, to the Chancellor for transmission to the President of the University System and the Board of Regents as may be required.
- (7) If a college contains schools, the college Faculty may designate to a school Faculty the ability to conduct actions that affect only that particular school's functions. If a school is granted such authority, such actions would do not need further approval by the college Faculty, and would be transmitted by the dean in the manner described in 2.04(6). If a school is given such authority, the school shall appoint a secretary to keep a record of its proceedings.
- ~~(8)~~ Except where expressly prescribed the activity of any representative faculty body of any ~~school or~~ college faculty must follow the procedures prescribed for the ~~school or~~ college Faculty.

(Document 1071, 2/16/78; UWM Administration approval, 4/26/78)  
(Document 2543, 9/21/06: UWM Administration approval, 9/27/06)

DRAFT

SHELDON B. LUBAR SCHOOL OF BUSINESS  
ORGANIZATIONAL CHART



**NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION  
ASSOCIATE OF ARTS IN LIBERAL ARTS  
CHIPPEWA VALLEY TECHNICAL COLLEGE**

**REQUESTED ACTION**

Adoption of Resolution D., authorizing the implementation of the Associate of Arts in Liberal Arts transfer program at Chippewa Valley Technical College.

**Resolution D.** That, upon the recommendation of the President of the University of Wisconsin System, the President of Chippewa Valley Technical College is authorized to implement the transfer degree program for an Associate of Arts in Liberal Arts.

**SUMMARY**

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunities, which positively impacts economic stability within communities.<sup>1</sup> These programs can increase transfer opportunities for technical college graduates to help grow a pool of Baccalaureate degree holders who live and work in the state of Wisconsin (93% of WTCS program graduates work within Wisconsin after graduation—7,924 of 8,491 graduates in 2018-19).<sup>2</sup> Wisconsin's statewide attainment goal through the Lumina Foundation's grant (collaboration between WTCS, UW System and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.<sup>3</sup>

WTCS institutions need flexible, multi-path options for students seeking to transfer to the UW System and other universities, especially under-represented, non-traditional, and under-resourced students. Traditional linear articulation agreements are cumbersome to

---

<sup>1</sup> National Science Foundation (2020). Percent of individuals 25-44 years old who are bachelor's degree holders.

<sup>2</sup> Wisconsin Technical College System (2020). WTCS Program Performance Tableau Dashboard.

<sup>3</sup> 360Forward (2017). Wisconsin's statewide attainment goal.

manage and do not offer flexibility for the evolving education needs of many adult learners; although a Universal Undergraduate Credit Transfer Agreement is in place between the UW System and WTCS colleges, approved courses are subject to transfer per each UW institution and at times only transfer as electives rather than coursework, thus requiring lengthy alternative conversations and agreements between each WTCS college and any UW institution it wishes to partner on behalf of its students.<sup>4</sup>

By offering these programs within the WTCS Districts, learners will be able to remain living and working in their local communities while taking classes at one of WTCS's locations. An Associate of Arts degree in Liberal Arts will also increase access through increased affordability for all learners, especially lower income individuals (2020-21 WTCS in-resident tuition for a 3-credit collegiate transfer course is \$563.55 vs. 2020-21 UW in-resident tuition for a 3-credit course is \$1,381.91, a savings of \$818.36 in personal and/or financial aid loan repayment), seeking to obtain a Baccalaureate Degree.<sup>5</sup>

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

To fully realize the benefits of these improved pathways, UW System and WTCS institutions have signed an MOU that will help ensure WTCS students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW institutions to assist in these efforts. WTCS and UW institutions seek to close the attainment gap by expanding and maximizing access to postsecondary education in the WTCS Districts.

---

<sup>4</sup> University of Wisconsin System. (2020). Universal credit transfer agreement (UCTA).

<sup>5</sup> Wisconsin Technical College System. (2020). Tuition and material fees.



## **Presenters**

- Dr. James Schmidt, Chancellor, UW-Eau Claire
- Dr. Maria Gallo, Chancellor, UW-River Falls
- Dr. Katherine Frank, Chancellor, UW-Stout
- Dr. Sunem Beaton-Garcia, President, Chippewa Valley Technical College

## **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 (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/>).

## **Previous Action or Discussion**

The Board has previously approved many WTCS institutions to offer the Associate of Science/Associate of Arts associate degree programs.

## **Related Policies**

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

## **ATTACHMENTS**

- A) Form for approval of associate degree
- B) Associate degree crosswalk for AA degree
- C) Letters from WTCS Board for AA approvals

**NEW ASSOCIATE OF ARTS****1. Names of Persons Submitting:**

Katherine Frank, Chancellor, University of Wisconsin-Stout; Maria Gallo, Chancellor, University of Wisconsin-River Falls; Jim Schmidt, Chancellor, University of Wisconsin-Eau Claire; and Sunem Beaton-Garcia, President, Chippewa Valley Technical College

**2. Wisconsin Technical College (WTC) Name:**

Chippewa Valley Technical College

**3. Proposed Program:** Liberal Arts-Associate of Arts**4. Mode of Delivery:** In Person and Online**5. Provide a Brief Rational for Adding the Degree:**

CVTC's largest program is the Liberal Arts-Associate of Science degree; yet, it has the lowest degree completion rate. This is due, in part, to the heavy emphasis required in math and science, and students' transfer degrees do not require as many math and science credits. Adding an Associate of Arts degree option to CVTC's existing Associate of Science degree, will offer CVTC students the opportunity to maximize the number of credits that transfer into a baccalaureate program of their choice, creating a true 2+2 transfer opportunity. The Associate of Arts degree will offer more credit transfer for non-STEM majors that is better aligned with students' transfer interests with the local UW partners.

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

The curriculum outlined in the tables below aligns with the UW System Shared Learning Goals, as required in [UW System Admin Policy 115](#). In addition to the Associate of Arts requirements, transfer advising guides for UW-Stout, UW-River Falls, and UW-Eau Claire are included to support the regional approach to this partnership.

## PROGRAM REQUIREMENTS

www.cvtc.edu - 1-800-547-2882

START DATE(S): June, August, and January

EFFECTIVE: NA

### LIBERAL ARTS

#### *Associate of Arts Degree*

A minimum of 60 credits is required to complete Chippewa Valley Technical College's Associate of Arts in Liberal Arts with credits in the following areas:

ENGLISH (6 credits minimum)	Credits
801-219 English Composition 1	3
801-223 English Composition 2	3

SPEECH (3 credits minimum)	Credits
810-201 Fundamentals of Speech	3
810-205 Interpersonal/Small Group Communication	3

HUMANITIES (12 credits minimum)	Credits
801-204 Introduction to Literature	3
801-240 Introduction to Creative Writing	3
801-243 American Literature to 1865	3
801-239 American Literature Since 1865	3
802-218 Latin American Studies	3
803-211 U.S. History to 1877	3
803-212 U.S. History 1877-Present	3
803-214 Native American History	3
803-236 The Vietnam Era	3
809-225 Ethics	3
815-201 Art Appreciation	3
815-205 Introduction to Drawing	3
890-261 Foundation of Research Methods	4

SOCIAL SCIENCE (12 credits minimum)	Credits
809-202 Social Problems	3
809-214 Introduction to Gender Studies	3
809-223 International Relations	3
809-227 American Government	3
809-251 General Psychology	3
809-271 Introductory Sociology	3
809-291 Principles of Microeconomics	3
809-292 Principles of Macroeconomics	3
809-229 Political Theory	3

HEALTH/Wellness/PHYSICAL ED (1 credit minimum)	Credits
807-266 Wellness Today	2

DIVERSITY/ETHNIC STUDIES (3 credits minimum)	Credits
803-214 Native American History	3
809-272 Race & Ethnicity in the U.S.	3

MATH (10 credits minimum Math and Science)*	Credits
804-211 Quantitative Reasoning	4
804-224 College Algebra	4
804-230 Statistics	4
804-228 Trigonometry	3
804-236 Calculus & Analytic Geometry 1	5
804-240 Calculus & Analytic Geometry 2	5

SCIENCE (10 credits minimum of Math and Science)*	Credits
<b>CHEMISTRY</b>	
806-245 Principles of General Chemistry 1	5
806-249 Principles of General Chemistry 2	5
<b>PHYSICS</b>	
806-225 Intro to Astronomy	3
806-276 Principles of General Physics 1	5
806-280 Principles of General Physics 2	4
<b>LIFE SCIENCE</b>	
806-201 Principles of Biology	4
806-207 Anatomy & Physiology 1	4
806-208 Anatomy & Physiology 2	4
806-232 Human Reproductive Biology	3
806-286 Environmental Science	4

FOREIGN LANGUAGE (4 credits minimum)	Credits
802-211 Spanish 1	4
802-212 Spanish 2	4
802-213 Spanish 3	4

ELECTIVES (10 credits minimum; any excess credits from the previous areas will also count toward elective credit)	Credits
890-204 Liberal Arts Pathway Planning	1
890-205 Academic Success Strategies	1
890-206 Career Success Strategies	1
890-207 Directed Study Service Learning	1
890-298 C&L Success Strategies	1

2.0 MINIMUM PROGRAM CUMULATIVE GPA REQUIRED FOR GRADUATION

\*Minimum of 10 total credits in Math and Science to include: Math at the level of Quantitative Reasoning or higher and 2 Natural Science courses to include one lab courses

**General Education Transfer Guide  
Chippewa Valley Technical College – Liberal Arts  
to the University of Wisconsin-Stout**

**University Requirements:** UW-Stout prepares students to graduate with broad, important understandings of daily life in a global society. Thus, there are three university requirements to be fulfilled prior to graduation: 1. Racial and Ethnic Studies (RES) 2. Global Perspectives (GLP) 3. General Education (GE, divided into categories and areas).

**\*\*NOTE\*\*** Within the general education requirement, a single course cannot be used to fulfill multiple categories; however, a single course might be eligible for more than one category. For example, BIO 111 is approved as both Natural Science and Cross-disciplinary issues, but BIO 111 will meet just one category in the student's program. Some courses fulfill requirements in all three areas. An example of a single course that fulfills GE, RES and GLP requirements is WGS 210. Students who select courses that count for more than one requirement (GE, RES and GLP) reduce the total number of courses they take to fulfill university requirements.

**If you know** what major you plan to pursue at UW-Stout after completion of courses at CVTC, it is highly recommended you access the Program Plan Sheet for that major to determine if any specific GE courses are required, particularly if you are interested in an education (teaching) major. Go on-line to <https://bulletin.uwstout.edu/> choose UNDERGRADUATE BULLETIN, 'click' on ACADEMIC PROGRAMS/MAJORS then choose the major area of interest. **\*\*IMPORTANT NOTE\*\*** many of our majors require specific courses even within general education so make sure you are checking the requirements. Just because a course transfers does not mean it will count towards any given major.

**Transfer from CVTC**

**TO UW-Stout**

UNIVERSITY REQUIREMENTS	
<b>Racial &amp; Ethnic Studies – 6 Credits Required</b>	<b>All student must have one RES-A course</b>
	<b>RES-A</b>
803-214 Native American History (3 credits)	HIST GAG History Electives (HUAR/RESA/GLP)
809-214 Introduction to Gender Studies (3 credits)	WGS 210 Introduction to Women & Gender Studies (CISS/RESA/GLP)
802-218 Latin American Studies	ANTH GAXCX Latinos in the United States (SBSC/ANTH/CISS/RESA)
809-272 Race & Ethnicity in the U.S. (3 credits)	SOC 375 Sociology of Minority Groups (SRER/RESA/GLP)
	<b>RES-B</b>
801-239 American Literature since 1865 (3 credits)	LIT 260 Modern American Literature (HUAR/RESB)
803-211 U.S. History to 1877 (3 credits)	HIST 120 Early US History (HUAR/HIST/RESB)
803-212 U.S. History 1877 – Present (3 credits)	HIST 121 Modern US History (ARHU/HIST/RESB)
809-202 Social Problems (3 credits)	SOC 225 Social Problems (SBSC/SOC/RESB)
809-227 American Government (3 credits)	POLS 210 American Government (SBSC/POLS/RESB)
809-271 Introductory Sociology (3 credits)	SOC 110 Introductory Sociology (SBSC/SOC/RESB/GLP)
<b>Global Perspective – 6 Credits Required</b>	
802-211 Spanish 1 (4 credits)	SPAN 101 Elementary Spanish 1 (COMSK/GLP)
802-212 Spanish 2 (4 credits)	SPAN 102 Elementary Spanish 2 (COMSK/GLP)
802-213 Spanish 3 (4 credits)	SPAN 201 Intermediate Spanish 1 (COMSK/HUAR/FLC/GLP)
803-214 Native American History (3 credits)	HIST GAG History Electives (HUAR/RESA/GLP)
809-214 Introduction to Gender Studies (3 credits)	WGS 210 Introduction to Women & Gender Studies (CISS/RESA/GLP)
809-271 Introductory Sociology (3 credits)	SOC 110 Introductory Sociology (SBSC/SOC/RESB/GLP)
809-272 Race & Ethnicity in the U.S. (3 credits)	SOC 375 Sociology of Minority Groups (SRER/RESA/GLP)
809-291 Prin of Economics – Microeconomics (3 credits)	ECON 215 Principles of Economics II (SBSC/ECON/GLP)
809-292 Prin of Economics – Macroeconomics (3 credits)	ECON 210 Principles of Economics I (SBSC/ECON/GLP)
GENERAL EDUCATION	
<b>Communication Skills – 9 Credits</b>	<b># courses required of all students for all majors</b>
801-219 English Composition 1 (3 credits)	#ENGL 101 Composition 1 (COMSK)
801-223 English Composition 2 (3 credits)	#ENGL 102 Composition 2 (COMSK)
810-201 Fundamentals of Speech (3 credits)	#SPCOM 100 Fundamentals of Speech (COMSK)
801-211 Spanish 1 (4 credits)	SPAN 103 Elementary Spanish 1 (COMSK)
801-212 Spanish 2 (4 credits)	SPAN 103 Elementary Spanish 2 (COMSK)
802-213 Spanish 3 (4 credits)	SPAN 201 Intermediate Spanish 1 (COMSK/HUAR/FLC/GLP)
810-205 Small Group Communication (3 credits)	COMST 206 Small Group Communication (COMSK)

<b>Analytic Reasoning and Natural Science – 10 Credits</b>	
<b>Analytic Reasoning (Mathematics/Statistics)</b>	
[Reference the Math Sequence Chart on-line at <a href="https://www.uwstout.edu/admissions-aid/transferring-uw-stout/transfer-student-guides-resources">https://www.uwstout.edu/admissions-aid/transferring-uw-stout/transfer-student-guides-resources</a> to determine what math course to take based on any math you may be transferring. The Math Sequence Chart will show what math is required for the major you are interested in pursuing at UW-Stout. Courses that transfer as MATH GXX qualify to meet requirements for any major that states <i>At least 1 course from MATH or STAT</i> listed at the bottom of the chart. MATH GXX courses also serve as a prerequisite to MATH 120, 123 (with a grade of C+ or higher) and MATH 150.]	
804-118 Intermediate Algebra w/Apps (4 credits)	MATH 90 Intermediate Algebra (remedial) – Not General Education
804-224 College Algebra (4 credits)	MATH 120 College Math I (ARNS/MATH)
804-228 Plane Trigonometry (3 credits)	MATH 121 College Math II (ARNS/MATH)
804-230 Statistics (4 credits)	STAT 130 Elementary Statistics (ARNS/STAT) OR STAT 320 Statistical Methods (ARNS/STAT)
804-236 Calculus & Analytic Geometry 1 (5 credits)	MATH 156 Calculus & Analytic Geometry I (ARNS/MATH)
804-240 Calculus & Analytic Geometry 2 (5 credits)	MATH 157 Calculus & Analytic Geometry II (ARNS/MATH)
<b>Natural Science</b>	
<b>Biology/Life Science</b>	
806-201 Principles of Biology (4 credits)	BIO 101 Intro to Biology (ARNS/NSCI/LAB)
806-207 Anatomy & Physiology I (4 credits)	BIO 132 Human Biology (ARNS/NSCI LAB)
806-208 Anatomy & Physiology II (4 credits)	BIO GLX Biology Lab Electives (ARNS/NSCI/LAB)
806-207 Anatomy & Physiology I (4 credits)	BIO 234 Anatomy & Physiology (ARNS/NSCI/LAB)
<b>AND</b> 806-208 Anatomy & Physiology II (4 credits) (Student MUST complete BOTH courses to receive credit for BOTH courses at UW-Stout)	<b>AND</b> BIO 362 Advanced Physiology - NO GE
806-232 Human Reproductive Biology (3 credits)	BIO 130 Human Sexual Biology (ARNS/NSCI/CISS)
806-286 Environmental Science (4 credits)	BIO 111 Science, the Environment & Sustainability (ARNS/NSCI/LAB/CISS)
<b>Chemistry/Physical Science</b>	
806-245 Principles of General Chemistry 1 (5 credits)	CHEM 135 College Chemistry I (ARNS/NSCI/LAB)
806-249 Principles of General Chemistry 2 (5 credits)	CHEM 136 College Chemistry II (ARNS/NSCI/LAB)
<b>Physics/Physical Science</b>	
806-276 General Physics 1 (5 credits)	PHYS 241 College Physics I (ARNS/NSCI/LAB)
806-225 Intro to Astronomy (3 credits)	PHYS 151 Astronomy (ARNS/NSCI/LAB)
806-280 General Physics 2 (4 credits)	PHYS 242 College Physics II (ARNS/NSCI/LAB)
<b>Arts and Humanities~ - 6 Credits</b>	
801-204 Introduction to Literature (3 credits)	LIT GXX Literature Electives (HUAR/LIT)
801-239 American Literature since 1865 (3 credits)	LIT 260 Modern American Literature (HUAR/RESB)
801-240 Introduction to Creative Writing (3 credits)	ENGL 245 Creative Writing (HUAR/CRART)
801-243 American Literature to 1865 (3 credits)	LIT GXX Literature Elective (HUAR/LIT)
803-211 U.S. History to 1877 (3 credits)	HIST 120 Early US History (HUAR/HIST/RESB)
803-212 U.S. History 1877 – Present (3 credits)	HIST 121 Modern US History (ARHU/HIST/RESB)
803-214 Native American History (3 credits)	HIST GAG History Electives (HUAR/RESA/GLP)
803-236 The Vietnam Era (3 credits)	HIST 350 History of the Vietnam War (HUAR)
809-225 Ethics (3 credits)	PHIL 235 General Ethics (HUAR/PHIL/SRER)
815-201 Art Appreciation (3 credits)	ARTH 222 Introduction to Art (HUAR/MUAP)
815-205 Intro to Drawing	ART GXX Art Electives (HUAR/CRART)
<b>Social and Behavioral Sciences~ - 6 Credits</b>	
809-214 Introduction to Gender Studies (3 credits)	WGS 210 Introduction to Women & Gender Studies (CISS/RESA/GLP)
802-218 Latin American Studies	ANTH GAXCX Latinos in the United States (SBSC/ANTH/CISS/RESA)
809-202 Social Problems (3 credits)	SOC 225 Social Problems (SBSC/SOC/RESB)
809-223 International Relations (3 credits)	POLS 340 International Relations (SBSC/POLS)
809-227 American Government (3 credits)	POLS 210 American Government (SBSC/POLS/RESB)
809-229 Political Theory (3 credits)	POLS GXX Political Science Electives (SBSC/POLS)
809-251 General Psychology (3 credits)	PSYC 110 General Psychology (SBSC/PSYC)
809-271 Introductory Sociology (3 credits)	SOC 110 Introductory Sociology (SBSC/SOC/RESB/GLP)
809-272 Race & Ethnicity in the U.S. (3 credits)	SOC 375 Sociology of Minority Groups (SRER/RESA/GLP)
809-291 Prin of Economics – Microeconomics (3 credits)	ECON 215 Principles of Economics II (SBSC/ECON/GLP)
809-292 Prin of Economics – Macroeconomics (3 credits)	ECON 210 Principles of Economics I (SBSC/ECON/GLP)
<b>Electives</b>	
807-266 Wellness Today (2 credits)	HWF XXX Health, Wellness & Elective (NO GE)
890-205 Academic Success (1 credit)	Not Transferable
890-206 Career Success Strategies (1 credit)	Not Transferable
890-207 Directed Study Service Learning (1 credit)	ELCTV XXX Electives - NO GE
890-261 Foundations of Research Methods (4 credits)	ELCTV XXX Electives - NO GE
890-298 CPL Success Strategies (1 credit)	Not Transferable



RES\* (\*A or B) refers to Ethnic Studies at UW-Stout.  
 GLP refers to Global Perspective at UW-Stout.  
 #Courses required for ALL UW-Stout majors.  
 Remedial courses cannot be used towards degree requirements.  
 NO GE identifies that the course cannot be used for general education  
 COMSK refers to the Communication Skills general education area  
 ARNS refers to the Analytic Reasoning & Natural Science general education area  
 HUAR refers to Humanities & Art general education area

SBSC refers to Social & Behavioral sciences general education area  
 CISS refers to Cross-Disciplinary Issues general education area  
 SRER refers to Social Responsibility & Ethical Reasoning general education area

MATH/STAT/NSCI/MUAP/CRART/LIT/HIST/PHIL/SOC/  
 ECON/ANTH/PSYC: are all sub areas of the general education areas under which they fall.

~Social Sciences and ~Humanities courses listed as such at CVTC may fall under other areas at UW-Stout. See **TO UW-Stout** column to see where/how courses may apply. Many majors allow for general education ~~selectives~~. Any course other than the UW-Stout equivalents of ENGL 101, 102 and COMST 100 may apply to general education ~~selectives~~.

An outline of UW-Stout's general education courses along with the definition/outline of the Ethnic Studies and Global Perspective graduation requirements is available on-line in our online bulletin available at <http://bulletin.uwstout.edu> and choose Undergraduate Bulletin. General information about transfer including links to articulation agreements is available on-line at <https://www.uwstout.edu/admissions-aid/transferring-uw-stout/articulation-agreements>. Be sure to check out the Frequently Asked Questions section <https://www.uwstout.edu/admissions-aid/transferring-uw-stout/transfer-student-guides-resources>. New articulation agreements are being developed on an ongoing basis.

For additional information contact any member of the UW-Stout Transfer Team:

Linda Young	Mollie Ficek	Emily Whitcomb
Associate Director	Transfer Recruiter	Transfer Coordinator
<a href="mailto:youngl@uwstout.edu">youngl@uwstout.edu</a>	<a href="mailto:ficekm@uwstout.edu">ficekm@uwstout.edu</a>	<a href="mailto:whitcombe@uwstout.edu">whitcombe@uwstout.edu</a>
715-232-1787	715-232-5467	715-232-1776

**University of Wisconsin-River Falls and Chippewa Valley Technical College 3/11/2021**  
**Liberal Arts Transfer Guide**

Listed below are CVTC courses most directly applicable to the UW-River Falls General Education Requirements, as well as additional courses that transfer to UW-River Falls.

**General Education Goal 1: Communicate Effectively**

**A. Communication-Reading and Writing (CW)**

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
801-219	English Composition 1	ENGL 100	Academic Reading & Writing	CW

**B. Communication-Speaking and Listening (CS) – select one**

801-198	Speech	COMS 101	Fund. of Oral	C
802-211	Spanish	SPAN 101	Comm Beg.	S
810-201	1	COMS 101	Spanish I	C
	Fundamentals of Speech		Fund. Of Oral Comm	S
				CS

**C. Advanced Communications (CA)**

801-223	English Composition 2	ENGL 200	Reading, Writing & the Disciplines	CA
---------	-----------------------	----------	------------------------------------	----

**General Education Goal 2: Knowledge of Past and Present Human Endeavor**

**A. Social and Behavioral Sciences (SB) – Select two courses from different subject areas.**

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
809-195	Economics	ECON 100	Modern	S
809-122	Intro to American	POLS 114	Economics	B
809-198	Gov. Intro to	PSYC 101	Nat./State/Local	S
809-223	Psychology	POLS 260	Gov. General	B
809-251	International	PSYC 101	Psychology Intro	S
809-196	Relations General	SOCI 100	to Int'l Studies	B
809-271	Psychology	SOCI 100	General	S
	Introduction to		Psychology	B
	Sociology Introductory		Introduction to	S
	Sociology		Sociology Introduction to Sociology	B
				S
				B
				S
				B

**B. Humanities and Fine Arts (HF) - select two courses from different subject areas.**

809-166	Intro to	PHIL 240	Social	H
809-225	Ethics	PHIL 240	Ethics	F
801-204	Intro. to Literature	ENGL 106	Social	H
			Ethics	F
815-201	Art Appreciation	ART 100	Literature: Intro to	H
			Fiction, Poetry, Drama	F
			Introduction to Art	HF

**General Education Goal 3: Apply Scientific Principles to the Natural World****A. Mathematics (M) - select one course**

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
804-133	Math and Logic	MATH 126	Activities in Math	M
804-189	Introductory	MATH 226	Fundamentals of	M
804-224	Statistics	MATH 146	Statistics	M
804-228	Algebra	MATH 147	Algebra	M
804-230	Plane	MATH 216	College Algebra & Trig	M
804-236	Trigonometry	MATH 166	Elem. Statistical	M
	Statistics		Concepts	
	Calculus and Analytic		Calculus 1	
	Geometry 1			

**B. Scientific Investigation (SI) - select two courses from different subject areas.**

806-201	Principles of Biology	BIOL 150	General Biology	S
806-245	Principles of Gen	CHEM 111	General Chemistry 1 and	I
	Chem 1	&	General Chemistry Lab 1	S
806-276		CHEM 116	Algebra-based	I
806-154	Principles of Gen	PHYS 121	Physics/Lab Algebra-	
806-134	Physics 1 General	PHYS 121	based Physics/Lab Elem.	S
806-225	Physics 1	CHEM 101	Principles of Chemistry	I
	General	PHYS 117	Basic Astronomy	S
	Chemistry Intro			I
	to Astronomy			S
				I
				SI

**General Education Goal 5: Individual Responsibility to Self, Society, and the World****A. Personal Health and Wellness (HW)**

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
807-266	Wellness Today	PE 108	Health & Fitness for Life	HW



## B. Ethical Citizenship (EC) – select one course

809-122	Intro to American	POLS 114	Intro to American	E
809-227	Gov't American	POLS 114	Gov't American Gov't	C
806-286	Government	ESM 105	& Politics	E
	Environmental Science		Intro to Environmental Sc.	C
				EC

## University Requirements:

### A. American Cultural Diversity – select one course

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
803-214	Native American History	HIST 206	Native American and the United States	ACD
809-214	Introduction to Gender Studies	WGST 200	Intro to Women's and Gender Studies	AC
809-272	Race & Ethnicity in US	SOCI 220	Sociology of Diversity	D

### B. Global Perspective – select one course

CVTC Course #	CVTC Course Name	UWRF Equiv. #	UWRF Equiv. Name	UWRF Equiv. Category
802-218	Latin American Studies	HIST 202	Intro to Latin America Civilizations	GP

## Additional Courses

CVTC Liberal Arts	UWRF Equivalent
801-240 Introduction to Creative Writing	ENGL 262 Creative Writing
801-243 American Literature to 1865	ENGL 9000
801-239 American Literature Since 1865	ENGL 9000
802-212 Spanish 2	SPAN 102 Beginning Spanish II
802-213 Spanish 3	SPAN 201 Intermediate Spanish I
803-211 U.S. History to 1877	HIST 215 U.S History to 1865
803-212 U.S. History 1877-Present	HIST 216 U.S. History from 1865
803-236 The Vietnam Era	HIST 9000 History Elective
804-118 Intermediate Algebra w Apps **	MATH 030 Intermediate Algebra
804-240 Calculus & Analytic Geometry 2	MATH 167 Calculus II
806-249 Principles of General Chemistry 2	CHEM 112 AND CHEM 117 LAB
806-280 Principles of General Physics 2	PHYS 122 Algebra based Physics II
806-207 Anatomy and Physiology 1	Biol 341 Anatomy and Physiology
806-208 Anatomy & Physiology 2	BIOL 342 Anatomy & Physiology 2
806-232 Human Reproductive Biology	BIOL 253 Human Biology
809-202 Social Problems	SOCI 210 Social Problems
809-291 Principles of Microeconomics	ECON 201 Principles of Microeconomics

809-292 Principles of Macroeconomics	ECON 202 Principles of Macroeconomics
809-229 Political Theory	POLS 9000 Political Science Elective
810-205 Interpersonal/Small Group Communication	COMS 106 Interpersonal Communication
890-205 Academic Success	General Elective
890-206 Career Success Strategies	General Elective
890-207 Directed Study Service Learning	General Elective
890-260 Applied Research	General Elective
890-261 Foundation of Research Methods	General Elective
890-298 CPL Success Strategies	General Elective

**Chippewa Valley Technical College to  
University of Wisconsin-Eau Claire Transfer Guide**

Transfer from CVTC	To UWEC
<b>KNOWLEDGE</b>	
<b>K1-Natural Science with Lab (2 experiences)</b> <b>(One lab science required in K1 or K2)</b>	
806134 General Chemistry (4 credits)	Elective, Lower Division (with Lab)
806177 General Anatomy & Physiology (4 credits)	Biol 151-Biology of Humans (with Lab)
806179 Advanced Anatomy and Physiology (4 credits)	Elective, Lower Division (with Lab)
806186 Introduction to Biochemistry (4 credits)	Chem 150-Survey of Biochemistry
806201 Principles of Biology (4 credits)	BIOL 105 General Biology & 106 Exploring the Living World
806207 Anatomy & Physiology I (4 credits)	Biol 214-Human Anatomy and Physiology I (with Lab)
806225 Intro to Astronomy (3 credits)	Elective, Lower Division (with Lab)
806232 Human Reproductive Biology (3 credits)	Biol 130-Human Sexual Biology
806245 Principles of General Chemistry 1 (5 credits)	Chem 105 General Chemistry I Lecture <u>and</u> Chem 106-General Chemistry I Laboratory
806276 Principles of General Physics 1 (5 credits) <u>or</u> 806154 General Physics (4 credits)	Phys 211-General Physics (with Lab)
<b>K2-Social Science (2 experiences)</b> <b>(One lab science required in K1 or K2)</b>	
809128 Marriage and Family (3 credits)	Soc 164-Courtship and Marital Relations
809172 Introduction to Diversity Studies (3 credits)	Sociology elective, Lower Division Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)

809188 Developmental Psychology (3 credits)	Psyc 230-Human Development Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity
809197 Contemporary American Society (3 credits)	Sociology elective, Lower Division
809199 Psychology of Human Relations (3 credits)	Psychology elective, Lower Division
809223-International Relations (3 credits)	Pols 122-Introduction to World Politics Also counts in: Liberal Education R2-Global Perspectives
809227 American Government (3 credits) <u>or</u> 809122 Introduction to American Government (3 credits)	Pols 110-American National Politics Also counts in: Liberal Education R3- Civic/Social/Environmental
809229-Political Theory (3 credits)	Political Science elective, Lower Division
809251 General Psychology (3 credits) <u>or</u> 809198 Intro to Psychology (3 credits)	Psyc 100-General Psychology
809271 Introductory Sociology (3 credits) <u>or</u> 809196 Intro to Sociology (3 credits)	Soc 101-Introduction to Sociology Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity
809291 Principles of Microeconomics (3 credits)	Econ 103-Principles of Microeconomics
809292 Principles of Macroeconomics (3 credits)	Econ 104-Principles of Macroeconomics
810205-Interpersonal and Small Group	CJ 201-Intro to Interpersonal Communication Also counts in: S1-Communication
504900 Introduction to Criminal Justice (3 credits)	Crmj 103-Survey of the Criminal Justice System
<b>K3-Humanities (2 experiences)</b>	
801239 American Literature Since 1865 (3 credits)	Engl 244-American Literature from 1865-1945
801243 American Literature to 1865 (3 credits)	Engl 243- American Literature to 1865
802218-Intro to Latin American Studies	LAS 222-Introducton to U.S. Latino History and Culture Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)

803211 United States History to 1877 (3 credits)	Hist 114-United States History to 1877 Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)
803212 United States History 1877- Present (3 credits)	Hist 115-United States History Since 1877 Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)
803214-Native American History (3 credits)	Hist 240-American Indian History Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)
809214-Introduction to Gender Studies (3 credits)	Wgss 100-Intro to Women's, Gender, and Sexuality Studies Also counts in: Liberal Education R1- Equity/Diversity/Inclusivity (fulfills Design for Diversity requirement)
809225 Ethics (3 credits) <u>or</u> 809166 Introduction to Ethics (3 credits)	Phil 120-Ethical Reasoning Liberal Education R3- Civic/Social/Environmental
803236-The Vietnam Era (3 credits)	History elective, Lower Division
<b>K4-Fine Arts (1 experience)</b>	
801204-Intro to Literature (3 credits)	Engl 150-Introduction to Literature
815201 Art Appreciation (3 credits)	Art 105-Introduction to the Visual Arts

<b>SKILLS</b>	
<b>S1-Communication (2 experiences) (one experience must satisfy the University Writing requirement)</b>	
801223 English Composition II (3 credits)	Writ 116-Blugold Seminar in Critical Reading and Writing Fulfills the University Writing requirement
810201 Fundamentals of Speech (3 credits) <u>or</u> 801198 Speech (3 credits)	CJ 202-Fundamentals of Speech
810205-Interpersonal and Small Group	CJ 201-Intro to Interpersonal Communication Also counts in: K2-Social Sciences
801196 Oral/Interpersonal Communication (3 credits)	CJ 203- Fundamentals of Human Communication
802211 Spanish 1 (4 credits)	Span 101-Beginning Spanish I
802212 Spanish 2 (4 credits)	Span 102-Beginning Spanish II
<b>S2-Mathematics (1 experience) (Experience must satisfy the Math Competency requirement)</b>	
804211 Quantitative Reasoning (4 credits)	Math 106-Introduction to Mathematical Thinking
804224 College Algebra (4 credits)	Math 109-Algebra for Calculus
804230 Statistics (4 credits)	Math 246-Elementary Statistics
804236 Calculus and Analytic Geometry I (5 credits)	Math 114- Calculus I
<b>S3-Creativity (1 experience)</b>	
801240 Intro to Creative Writing (3 credits)	Engl 220-Intro to Creative Writing
<b>RESPONSIBILITY</b>	
<b>R1-Equity/Diversity/Inclusivity (2 experiences) (One experience must satisfy the Design for Diversity requirement)</b>	
802218-Intro to Latin American Studies	LAS 222-Introducton to U.S. Latino History and Culture Also counts in: Liberal Education K3-Humanities and fulfills Design for Diversity requirement
803211 United States History to 1877 (3 credits)	Hist 114-United States History to 1877 Also counts in: Liberal Education K3-Humanities and fulfills Design for Diversity requirement

803212 United States History 1877- Present (3 credits)	Hist 115-United States History Since 1877 Also counts in: Liberal Education K3-Humanities and fulfills Design for Diversity requirement
803214-Native American History (3 credits)	Hist 240-American Indian History Also counts in: Liberal Education K3-Humanities and fulfills Design for Diversity requirement
809172 Introduction to Diversity Studies (3 credits)	Sociology elective, Lower Division Also counts in: Liberal Education K2-Social Science and fulfills Design for Diversity requirement
809188 Developmental Psychology (3 credits)	Psyc 230-Human Development Also counts in: Liberal Education K2-Social Science
809214-Introduction to Gender Studies (3 credits)	Wgss 100-Intro to Women's, Gender, and Sexuality Studies Also counts in: Liberal Education K3 Humanities and fulfills Design for Diversity requirement
809271 Introductory Sociology (3 credits) <u>or</u> 809196 Intro to Sociology (3 credits)	Soc 101-Introduction to Sociology Also counts in: Liberal Education K2-Social Science
809272 Race and Ethnicity in the U.S. (3 credits)	Soc 312-Race and Ethnicity in the U.S. Fulfills Design for Diversity requirement
<b>R2-Global Perspectives (1 experience)</b>	
809223-International Relations (3 credits)	Pols 122-Introduction to World Politics Also counts in: Liberal Education K2-Social Sciences

<b>R3-Civic/Social/Environmental (1 experience)</b>	
806286 Environmental Science (4 credits)	Biol 180—Environmental Biology and Conservation <u>and</u> Biol 181-Environmental Biology & Conservation will satisfy K1 + Lab, R3, and I1
809202-Social Problems	Soc 242-Social Problems
809225 Ethics (3 credits) <u>or</u> 809166 Introduction to Ethics (3 credits)	Phil 120-Ethical Reasoning Also counts in: Liberal Education K3-Humanities
809227 American Government (3 credits) <u>or</u> 809122 Introduction to American Government(3 credits)	Pols 110-American National Politics Also counts in: Liberal Education K2-Social Science
<b>INTEGRATION</b>	
<b>I1-Integration (2 experiences)</b>	
806286 Environmental Science (4 credits)	Biol 180—Environmental Biology and Conservation <u>and</u> Biol 181-Environmental Biology & Conservation Lab Also counts in: Liberal Education R3-Civic/Social/Environmental
890261-Foundation of Research Methods	LS 201-Liberal Studies Research Seminar Liberal Education R3-Civic/Social/Environmental
<b>Courses that do not count toward Liberal Education requirements</b>	
801197 Technical Reporting (3 credits)	General elective, Lower Division
801219 English Composition I (3 credits) <u>or</u> 801136 English Composition I (3 credits)	Writ Elective With a grade of C or higher students are eligible to take Writ 120 at UW-Eau Claire to complete the Univ. Writing Req.
804107 College Mathematics <u>or</u> 834110 Elementary Algebra with Applications <u>or</u>	Math 010-Basic Mathematics and Elementary Algebra NO DEGREE CREDIT
804116 College Technical Mathematics 2 <u>or</u>	
804118 Intermediate Algebra with Applications (4 credits)	Math 020-Intermediate Algebra NO DEGREE CREDIT
804189 Introduction to Statistics (3 credits)	Bsad 202-Business Statistics
804228 Plane Trigonometry (3 credits)	Math 113-Trigonometry
804240 Calculus and Analytic Geometry II (5 credits)	Math 215-Calculus II
806197 Microbiology (4 credits)	Biol 250-Microbiology
806208 Anatomy & Physiology II (4 credits)	Biol 314-Human Anatomy and



	Physiology II
806280 Principles of General Physics II (4 credits)	Phys 212-General Physics
806249 Principles of General Chemistry 2 (5 credits)	Chem 109-General Chemistry II with Lab
807266 Wellness Today (2 credits)	General elective, Lower Division
809159 Abnormal Psychology (3 credits)	Psyc 251-Abnormal Psychology
809195 Economics (3 credits)	Econ 201-Introduction to Political Economy
890204 Liberal Arts Pathway Planning	General elective, Lower Division
890205 Academic Success Strategies (1 credit)	Gen 110-Strategies for Academic Success

### IMPORTANT NOTES

A MAXIMUM of 72 credits of coursework will be granted to students. This includes 100 and 200-level general studies courses, as well as approved occupational courses. If you are receiving military benefits, you may need to take 200 level courses only (listed as 8\_ \_2\_ \_). Please see a veteran's advisor at CVTC for further information. If you are receiving financial aid, you will need a certain number of 200 level courses (listed as 8\_ \_2\_ \_) to maintain eligibility. Please refer to the CVTC financial aid website regarding the 150% rule for further information. Occupational and technical coursework leading to an applied associate degree may also be considered for transfer if the quality and content of the coursework from CVTC is judged to be comparable to coursework at UW-Eau Claire. Please contact the UW-Eau Claire Admissions Office for information about the current transfer policy.

Some majors and degrees at UW-Eau Claire have specific requirements in Liberal Education. Students are encouraged to consult a transfer admissions counselor at UW-Eau Claire for course recommendations. Additional information about requirements is also available in the catalogue: <http://www.uwec.edu/registrar/catalogs/catalogs.htm>.

#### **For additional information contact:**

Isabel Walters  
Interim Director of Admissions, UW-Eau Claire 715-836-3094 or [walterik@uwec.edu](mailto:walterik@uwec.edu)

Corey Meyer  
Transfer Admissions Counselor, 715-836-5409 or [meyercor@uwec.edu](mailto:meyercor@uwec.edu)

## **7. Provide Information on the Program Assessment Process:**

Each program at CVTC uses annual scorecard data to review the effectiveness of the program and to select key areas to target for improvement. Program Directors work with their respective Dean and develop a program improvement plan annually, which guides the program in identifying indicators for improvement. Program-level data is also used in the formative evaluation of programs during the annual program finalization process. Each year, programs review their current program and propose changes informed by data. Program Directors meet with the Curriculum department to discuss and finalize these changes. Faculty, program design teams, program advisory committees, and surveyed employers continuously review and/or revise core abilities, program outcomes, and course competencies. Program advisory committees also assist program faculty with designing and validating program concept designs and outcomes.

The Institutional Research (IR) office generates program scorecards annually to provide results for academic programs and services with the following indicators: student demographics, capacity and enrollment, graduate placement and wages, student performance and success, student satisfaction and engagement, and instructional costs. Most areas include three to five-year trend data. Data is pulled from WTCS client reporting, admissions reports, EMSI, Graduate Follow-Up Survey, Financial Aid office, Banner Operational Data Store (ODS), Cognos (CVTC's reporting system used to extract information from Banner), the National Community College Benchmarking Project (NCCBP), Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE), and the Assessment office. Each year, the IR office publishes updated scorecard data definitions in the Scorecard Data Dictionary. This document outlines the sources of each piece of data on the scorecards and provides detailed explanations for each indicator shown.

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

The Associate of Arts degree program has been designed to provide a solid academic foundation in "general education," preparing students to enter as college juniors in a variety of Baccalaureate programs offered by CVTC's transfer partners. This degree program will offer a wide variety of courses that meet the standards for General Education coursework in the University of Wisconsin System. CVTC has been working closely with UW-Stout, UW-River Falls, and UW-Eau Claire as a partner in this degree. CVTC and the UW partners will continue to develop specific degree transfer pathways leveraging the Associate of Arts degree and targeted electives.

## **9. Provide Information on Opportunities for Collaboration with additional Universities:**

As outlined in the cover letter accompanying these materials, UW-Stout, UW-River Falls, and UW-Eau Claire are partnering with Chippewa Valley Technical College (CVTC) to implement a regional approach in support of CVTC developing, obtaining approval of, and offering an Associate of Arts degree for implementation in fall 2022. An overarching goal of the partnership is to work collectively on increasing Wisconsin university graduates.

CVTC has strong partnerships and support in place with additional 4-year colleges. Currently, CVTC has articulation agreements in place for the transfer of courses with the following University of Wisconsin campuses: Eau Claire, Green Bay, La Crosse, Madison, Milwaukee, Oshkosh, Parkside, River Falls, Stout, Superior, and Whitewater. With the approval of this new degree, the opportunity for additional articulation agreements and program-to-program transfer pathways with UW institutions will be available.

**10. Provide the Desired Implementation Term and Year:**

Implementation would be for the 2022-23 AY.

**11. State whether Higher Learning Commission Approval will be Needed**

Chippewa Valley Technical College is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a national accreditation agency recognized by the U.S. Department of Education. The Associate of Arts degree program has been screened by the Higher Learning Commission and falls within CVTC's current ability to offer transfer degrees – both the Associate of Science and the Associate of Arts. No additional approvals are needed.

**12. How will the program be staffed in terms of current faculty, new faculty, and staff members?**

The addition of the Associate of Arts courses would not require CVTC to create new courses and would allow the college to fill existing courses to capacity. There are no anticipated financial or budgetary commitments beyond the scope of the present level of staffing, resources, or facilities to achieve program implementation.

Associate of Arts (60 credits)*					
General Education (39-41 credits)**					
Chippewa Valley Technical College Course Title			UW-River Falls Course Title		
Knowledge of Human Cultures and the Natural World (18-20 )			Knowledge of Human Cultures and the Natural World (18-20)		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Principles of Biology	806-201	4	General Biology	BIOL 150	3
Anatomy & Physiology 1	806-207	4	Anatomy & Physiology 1	BIOL 341	4
Anatomy & Physiology 2	806-208	4	Anatomy & Physiology 2	BIOL 342	4
Human Reproductive Biology	806-232	3	Human Biology	BIOL 253	3
<b>Environmental Science</b>	<b>806-286</b>	<b>4</b>	<b>Introduction to Environmental Science</b>	<b>ESM 105</b>	<b>3</b>
Principles of General Chemistry 1	806-245	5	General Chemistry 1 and Lab 1	CHEM 111 & 116	4+1
Principles of General Chemistry 2	806-249	5	General Chemistry 2 and Lab 2	CHEM 112 & 117	4+1
Introduction to Astronomy	806-225	3	Basic Astronomy	PHYS 117	3
Principles of General Physics 1	806-276	5	Algebra-based Physics/Lab	PHYS 121	5
Principles of General Physics 2	806-280	4	Algebra-based Physics/Lab	PHYS 122	4
College Algebra	804-224	4	College Algebra	MATH 146	4
<b>Introductory Statistics</b>	<b>804-189</b>	<b>3</b>	<b>Fundamentals of Statistics</b>	<b>MATH 226</b>	<b>3</b>
Statistics	804-230	4	Elem. Statistical Concepts	MATH 216	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Introduction to Psychology	809-198	3	General Psychology	PSY 200	3
Art Appreciation	815-201	3	Introduction to Art	ART 100	3
<b>Introduction to Creative Writing</b>	<b>801-240</b>	<b>3</b>	<b>Creative Writing</b>	<b>ENGL 262</b>	<b>3</b>
Introduction to Ethics: Theory and Application	809-166	3	Social Ethics	PHI 239	3
<b>Ethics</b>	<b>809-225</b>	<b>3</b>	<b>Social Ethics</b>	<b>PHI 240</b>	<b>3</b>
Introduction to Literature	801-204	3	Approaching Literature	ENG 190	3
American Literature to 1865	801-243	3	ENGL Elective	ENGL 9000	3
American Literature Since 1865	801-239	3	ENGL Elective	ENGL 9001	3
U.S. History to 1877	803-211	3	U.S. History to 1865	HIST 215	3
U.S. History to 1877 -Present	803-212	3	U.S. History from 1865	HIST 216	3
<b>Introduction to Sociology</b>	<b>809-271</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
International Relations	809-223	3	Intro to International Studies	POLS 260	3
Economics	809-195	3	Modern Economics	ECON 100	3
<b>Introduction to Diversity Studies</b>	<b>809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
<b>Introduction to American Government</b>	<b>809-122</b>	<b>3</b>	<b>American Government 1</b>	<b>POL 221</b>	<b>3</b>
Principles of Microeconomics	809-281	3	Principles of Microeconomics	ECON 201	3
Principles of Macroeconomics	809-292	3	Principles of Macroeconomics	ECON 202	3
<b>Critical and Creative Thinking Skills (3)***</b>			<b>Critical and Creative Thinking Skills (3)***</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>Science and Math</b>			<b>Science and Math</b>		
Principles of Biology	806-201	4	General Biology	BIOL 150	3
Anatomy & Physiology 1	806-207	4	Anatomy & Physiology 1	BIOL 341	4
Anatomy & Physiology 2	806-208	4	Anatomy & Physiology 2	BIOL 342	4
Human Reproductive Biology	806-232	3	Human Biology	BIOL 253	3
<b>Environmental Science</b>	<b>806-286</b>	<b>4</b>	<b>Introduction to Environmental Science</b>	<b>ESM 105</b>	<b>3</b>
College Algebra	804-224	4	College Algebra	MATH 146	4
<b>Introductory Statistics</b>	<b>804-189</b>	<b>3</b>	<b>Fundamentals of Statistics</b>	<b>MATH 226</b>	<b>3</b>
Statistics	804-230	4	Elem. Statistical Concepts	MATH 216	4
Principles of General Chemistry 1	806-245	5	General Chemistry 1 and Lab 1	CHEM 111 & 116	4+1
Principles of General Chemistry 2	806-249	5	General Chemistry 2 and Lab 2	CHEM 112 & 117	4+1
Introduction to Astronomy	806-225	3	Basic Astronomy	PHYS 117	3
Principles of General Physics 1	806-276	5	Algebra-based Physics/Lab	PHYS 121	5
Principles of General Physics 2	806-280	4	Algebra-based Physics/Lab	PHYS 122	4
<b>Social Science, Humanities, and Fine Arts</b>			<b>Social Science, Humanities, and Fine Arts</b>		
Introduction to Psychology	809-198	3	General Psychology	PSY 200	3
Art Appreciation	815-201	3	Introduction to Art	ART 100	3
<b>Introduction to Creative Writing</b>	<b>801-240</b>	<b>3</b>	<b>Creative Writing</b>	<b>ENGL 262</b>	<b>3</b>
Introduction to Ethics: Theory and Application	809-166	3	Social Ethics	PHI 239	3
<b>Ethics</b>	<b>809-225</b>	<b>3</b>	<b>Ethics</b>	<b>PHI 232</b>	<b>3</b>
Introduction to Literature	801-204	3	Literature: Intro to Fiction, Poetry, Drama	ENG 106	3
American Literature to 1865	801-243	3	ENGL Elective	ENGL 9000	3
American Literature Since 1865	801-239	3	ENGL Elective	ENGL 9001	3
U.S. History to 1877	803-211	3	U.S. History to 1865	HIST 215	3
U.S. History to 1877 -Present	803-212	3	U.S. History from 1865	HIST 216	3
<b>Introduction to Sociology</b>	<b>809-196</b>	<b>3</b>	<b>Introduction to Sociology</b>	<b>SOC 100</b>	<b>3</b>
International Relations	809-223	3	Intro to International Studies	POLS 260	3
<b>Introduction to Diversity Studies</b>	<b>809-172</b>	<b>3</b>	<b>Majority/Minority Relations</b>	<b>SOC 210</b>	<b>3</b>
<b>Introduction to American Government</b>	<b>809-122</b>	<b>3</b>	<b>American Government 1</b>	<b>POL 221</b>	<b>3</b>
Economics	809-195	3	Modern Economics	ECON 100	3
Principles of Microeconomics	809-281	3	Principles of Microeconomics	ECON 201	3
Principles of Macroeconomics	809-292	3	Principles of Macroeconomics	ECON 202	3
<b>Effective Communication (6)</b>			<b>Effective Communication (6)</b>		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
<b>English Composition 1</b>	<b>801-219</b>	<b>3</b>	<b>Academic Writing</b>	<b>ENGL 100</b>	<b>3</b>
<b>English Composition 2</b>	<b>801-223</b>	<b>3</b>	<b>Reading, Writing &amp; the Disciplines</b>	<b>ENGL 200</b>	<b>3</b>
Interpersonal /Small Group Communication OR	810-205	3	Fundamentals of Oral Communication	COMM 101	3
Fundamentals of Speech	810-201	3	Fundamentals of Oral Communication	COMM 101	3

Intercultural Knowledge and Competence (6)			Intercultural Knowledge and Competence (6)		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Spanish 1	802-217	4	Elementary Spanish 1 with Lab	SPA 101	4
Spanish 2	802-212	4	Beginning Spanish II	SPAN 102	4
Spanish 3	802-213	4	Intermediate Spanish I	SPAN 201	4
Introduction to Diversity Studies	809-172	3	Majority/Minority Relations	SOC 210	3
Latin American Studies	802-218	3	Intro to Latin America Civilizations	HIST 202	3
Race & Ethnicity in U.S.	809-272	3	Sociology of Diversity	SOCI 220	3
Native American History	803-214	3	Native American and the United States	HIST 206	3
Introduction to Gender Studies	809-214	3	Intro to Women's and Gender Studies	WGST 200	3
Individual, Social, and Environmental Responsibility (6)			Individual, Social, and Environmental Responsibility (6)		
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Environmental Science	806-286	4	Introduction to Environmental Science	ESM 105	3
Race & Ethnicity in U.S.	809-272	3	Sociology of Diversity	SOCI 220	3
Introduction to Gender Studies	809-214	3	Intro to Women's and Gender Studies	WGST 200	3
Introduction to Diversity Studies	809-172	3	Majority/Minority Relations	SOC 210	3
Note: courses throughout this table that are recorded with bold font incorporate high impact practices, and also fulfill this category.					
<b>Electives (19-21 credits)***</b>					
Course Title	Course Number	Credits	Course Title	Course Number	Credits
Wellness Today	807-266	2	Health & Fitness for Life	PE 108	1

### Additional Considerations

\*The Associate of Arts degree is primarily intended to provide a broad liberal arts background and is designed to be the foundation for most bachelor degree programs and to satisfy general education requirements. Credits are focused toward the area of Human Cultures (this learning area typically includes coursework in social sciences, humanities, fine arts, and world languages).

\*\*Each associate degree must contain a two-course sequence in which the first course provides the foundation for the second.

\*\*\*The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category.

\*\*\*\*Any course in any category can be utilized to fulfill the electives category, as long as that course has not already been used to fulfill the requirement of another category.



**Morna K. Foy, President**

4622 University Avenue  
PO Box 7874  
Madison, Wisconsin 53707-7874  
608.266.1207 | Wisconsin Relay System: 711  
info@wtcsystem.edu | www.wtcsystem.edu

May 17, 2022

Dr. Sunem Beaton-Garcia  
Chippewa Valley Technical College  
620 West Clairemont Avenue  
Eau Claire WI 54701-1098

Dear Dr. Beaton-Garcia:

**Program Approval Submission Approved by Board**

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

The Program Approval submission for the above program was approved at the May 17, 2022 meeting of the Wisconsin Technical College System Board.

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

Sincerely,

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

Dr. Colleen A. McCabe  
Provost and Vice President

cc: Valerie Crespín-Trujillo, WTCS  
Sara Mackey, WTCS  
Dr. Lynette Livingston, CVTC  
Rachelle Phakitthong, CVTC

**UNIVERSITY OF WISCONSIN SYSTEM  
2022 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS,  
AND OTHER CHANGES OF STATUS**

**REQUESTED ACTION**

Adoption of Resolution E., approving the 2022 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

**Resolution E.:** That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2022 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

**SUMMARY**

The 2022 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status is presented to the UW System Board of Regents.

**BACKGROUND**

Each spring, the UW System Office of Academic and Student Affairs compiles data on tenure designations, promotions, and new tenured appointments made at the 13 UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2021-22 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to s. UWS 3.06, Wis. Admin. Code, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the chancellor of each UW institution. Typically, institutional procedures provide for a multi-step review of candidates before a recommendation from each of the chancellors is forwarded to the Board of Regents.

In providing the UW System Office of Academic Affairs with the names of the faculty tenured and promoted by their institutions, chancellors provide assurances that they have personally reviewed the dossiers of each faculty member and can certify as to the appropriateness of each faculty member's tenure and promotion.

Regent action is the final step in the process by which faculty receive tenure.

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure (see Attachment A). The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2021 Report was issued are also included in the 2022 Report.

### **Related Policies**

- Regent Policy Document 20-9: Periodic Post-Tenure Review in Support of Tenured Faculty Development
- Regent Policy Document 20-23: Faculty Tenure
- Regent Policy Document 20-24: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination

### **ATTACHMENT**

- A) 2022 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status



**UNIVERSITY OF WISCONSIN  
SYSTEM**

**2021-22 REPORT ON FACULTY  
PROMOTIONS, TENURE DESIGNATIONS,  
AND OTHER CHANGES OF STATUS**

UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	AMETHYST, SILVIANA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	ASCHENBRENNER, ANN	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSISTANT PROFESSOR W/ TENURE
UW-EAU CLAIRE	BHATTACHARYAY, SUDEEP	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	CLARK, SCOTT	GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HINNANT, KATHERINE	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HOLLARS, BENJAMIN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HSIEH, MING-LI	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KIM, KATE	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LAGUNAS, MEG	NURSING	TENURE TRACK	CLINICAL LEARNING CENTER DIRECTOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MAHAFFY, ELLEN	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MARIE, CEDAR	ART AND DESIGN	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	MAYNE, LESLEY	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MBIRIKA, ABA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MEIERS, SONJA	COLLEGE OF NURSING AND HEALTH SCIENCES	TENURE	JANE W. AND JAMES E. MOORE NURSING RESEARCH	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	MILLER, ROBIN	LIBRARY	TENURE	HEAD OF DISCOVERY/ASSESSMENT	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MOTA, DALETE	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-EAU CLAIRE	MUMFORD, KAREN	PUBLIC HEALTH AND ENVIRONMENTAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	OH, SEUNGBIN	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-EAU CLAIRE	OPALL, BRENT	MANAGEMENT AND MARKETING	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	PHA, KONG PHENG	WOMEN'S, GENDER, AND SEXUALTY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RYLANDER, JONATHAN	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SIMON, KAIA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STERNFELD-DUNN, ALEKSANDER	COLLEGE OF ARTS AND SCIENCES	TENURE	DEAN	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	TSCHIDA, DAVID	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-GREEN BAY	AHMED, MD RIAZ UDDIN	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HOLLY, MICHAEL	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	BRUSICH, DOUGLAS	HUMAN BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HEYRMAN, GEORGETTE	HUMAN BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CHU, TSZ LUN (ALAN)	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	YADAV, DINESH	THEATRE AND DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HILLHOUSE, TODD	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	KIM, HYE-KYUNG	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	CRUZ, MARCELO	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	SMITH, CHRISTINE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	GURTU, AMULYA	BUSINESS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	CHANDNA, VALLARI	MARKETING & MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-LA CROSSE	BOSER, BETH	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	CARMOSINI, NADIA	CHEMISTRY/BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	DRISCOLL, ADAM	SOCIOLOGY/CRIMINAL JUST	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UW-LA CROSSE	EDWARDS, ASHLEY	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	GARCIA, MERIDETH	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	KEEFE, ANNA	GLOBAL CULTS/LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KIM, YEONKA	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	LENARZ, LISA	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	MOREY, MEGAN	THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	NARCOTTA-WELP, EILEEN	EXERCISE/SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	NICODEMUS, AMY	ARCHAEOLOGY/ANTHRO	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	ORMES, GREG	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	SCHWEIGER, PAUL	MICROBIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	STIVERS, ADAM	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	STROM, MEGAN	GLOBAL CULTS/LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	XU, HONGYING	GLOBAL CULTS/LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	BAUMANN, DOUGLAS	MATHEMATICS/STATS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	CHAUDHURI, GARGI	GEOGRAPHY/EARTH SCI	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	COCKS, SAM	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	DAS, TUSHAR	MATHEMATICS/STATS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HEPLER, TERI	EXERCISE/SPORT SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HIRIS, ERIC	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	LAVELLE, KATE	COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	LINVILLE, HEATHER	EDUCATIONAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	PAI, GITA	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	PARKER, KATE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-LA CROSSE	QUARTIROLI, ALESSANDRO	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	VIDDEN, CHAD	MATHEMATICS/STATS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	GULLEKSON, NICOLE	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	ELKINS, BECKI	STUDENT AFFAIRS ADMINISTRATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	NANDIALATH, ANUP	MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	PFITZINGER, SCOTT	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	FORBES, ELLIOTT	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	GHEIDI, NAGHMEH	EXERCISE/SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	KUMM-SCHALEY, BRIAN	RECREATION MANAGEMENT & THERAPEUTIC RECREATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KING, SETH	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	KIM, JU	PHYSICS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-MADISON	GILICK, BERNADETTE	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FU, KATHERINE	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NICHOLSON, CHARLES	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AI, HENGJIE	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	LEBEAU, AARON	PATHOLOGY AND LABORATORY MEDICINE	TENURE TRACK	RESEARCH SCIENTIST	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PETRUZZI, NICHOLAS	WISCONSIN SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	HUA, JESSICA	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHEN, YUDONG	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CRANMER, KYLE	PHYSICS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	CAUBLE, EMILY	LAW SCHOOL	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	CHEN, JULIE	ART	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE

UW-MADISON	GLASFORD, DEMIS	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	LI, ZHUOXIN	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BRAND, MARJORIE	CELL AND REGENERATIVE BIOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DILWORTH, JEFF	CELL AND REGENERATIVE BIOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	PIASECKI, THOMAS	MEDICINE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	MAY, ELEBEoba	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	POGUE, BRIAN	MEDICAL PHYSICS	TENURE TRACK	RESEARCH SCIENTIST	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	RYCROFT, CHRIS	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BARNES, JILL	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHUNG, YOU CHAN	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	OLLIVETT, THERESA	MEDICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PRABHAKAR, PAVANA	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BISHOP, LAUREN	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GILMORE-BYKOVSKYI, ANDREA	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCKINNEY DE ROYSTON, MAXINE	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BROOKE, STEVEN	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHWARZE, MICHELLE	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GUPTA, MOHIT	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WRIGHT, DAN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COLLER, RYAN	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DAVIS, THULANI	AFRO-AMERICAN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	YUDKOFF, SUNNY	GERMAN, NORDIC, AND SLAVIC +	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHO, JACEE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	BROWN, MATTHEW	AFRICAN CULTURAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MOUGOUE, JACQUELINE	AFRICAN CULTURAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NELSON, CONOR	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ALISCH, REID	NEUROLOGICAL SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BROWN, HEIDI	OBSTETRICS & GYNECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STANIC-KOSTIC, ALEKSANDAR	OBSTETRICS & GYNECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ENGIN, FEYZA	BIOMOLECULAR CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MAO, LU	BIostatISTICS AND MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TANG, ZHENGZHENG	BIostatISTICS AND MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FOWLER, AMY	RADIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RAMAN, SRIVATSAN	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HERNANDO, DIEGO	RADIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ENGLE, JONATHAN	MEDICAL PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHEN, LIANYI	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KAWASAKI, JASON	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KALCIC, MARGARET	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VAN LEHN, REID	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROLDAN-ALZATE, ALEJANDRO	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PAN, WENXIAO	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SONE, HIROKI	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PAPAILIOPOULOS, DIMITRIS	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GUO, SHAOMING	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NOTBOHM, JACOB	ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	MEYN, ION	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CONROY, TESSA	EXTENSION FACULTY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KIRPALANI, RISHABH	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DOWER, PAUL	AGRICULTURAL AND APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ABRAHAM, OLUFUNMILOLA	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FORD, JAY	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GAO, SONG	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BULLOCK, ERIKA	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LI, KE	MEDICAL PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHEN, GUANHUA	BIostatISTICS AND MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SHARMA, PRASHANT	INTEGRATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GLUKHOV, ALEXEY	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TEIXEIRA, LEANDRO	PATHOBIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHLOSS, KAREN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PARASCHOS, KOUTRIS	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KOLKOWITZ, SHIMON	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VELTEN, ANDREAS	BIostatISTICS AND MEDICAL INFORMATICS/ELECTRICAL AND COMPUTER	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GOLDEN, JENNIFER	PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	POOL, JOHN	GENETICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HITTINGER, CHRIS TODD	GENETICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WHITE, HEATHER	ANIMAL AND DAIRY SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ZUCKERBERG, BENJAMIN	FOREST AND WILDLIFE ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PAULI, JONATHAN	FOREST AND WILDLIFE ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	PARKER, DOMINIC	AGRICULTURAL AND APPLIED ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SMITH, DAMON	PLANT PATHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SARLIOGLU, BULENT	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TRUJILLO, MARIO	MECHANICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WIEGMANN, DOUGLAS	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STEEGE, LINSEY	SCHOOL OF NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KING, BARBARA	SCHOOL OF NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TAHK, SUSANNAH	LAW SCHOOL	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KIRKORIAN, HEATHER	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HARTLEY, SIGAN	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HALPERN-MEEKIN, SARAH	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHIN, JUNG-HYE	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROBB, CLIFFORD	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HALBERG, RICHARD	MEDICINE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RAVAL, AMISH	MEDICINE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CRNICH, CHRISTOPHER	MEDICINE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEAVER, BETH	CELL & REGENERATIVE BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PRABHAKARAN, VIVEK	RADIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SETHI, AJAY	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BROOKS, ALISON	ORTHOPEDICS & REHABILITATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROOPRA, AVTAR	NEUROSCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHERER, NATHAN	ONCOLOGY/MCARDLE LABORATORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCLELLAN, GILLIAN	SURGICAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE



UW-MADISON	SUZUKI, MASATOSHI	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BASHIRULLAH, ARASH	SCHOOL OF PHARMACY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CLARK-PUJARA, CHRISTY	AFRO-AMERICAN STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	D'ONGHIA, ELENA	ASTRONOMY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MAEDA, HIROSHI	BOTANY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOHNSON, JENELL	COMMUNICATION ARTS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCKINNON, SARA	COMMUNICATION ARTS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MORRIS, JEREMY	COMMUNICATION ARTS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DRESSLER, ALEX	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NELSESTUEN, GRANT	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FAWAZ, RAMZI	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GOTTSCHALK DRUSCHKE, CAROLINE	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NEYRAT, FREDERIC	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MURTHY, VIREN	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DENNIS JOSEPH	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WILLETT, REBEKAH	INFORMATION SCHOOL	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANDREWS, URI	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ERMAN, DANIEL	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SPAGNOLIE, SAVERIO	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BACK, LARISSA	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	REBEL, BRIAN	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELDRIDGE, HANNAH	GERMAN, NORDIC, SLAVIC+	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RENSHON, JONATHAN	POLITICAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	BHAVNANI, RIKHIL	POLITICAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LIGHT, MICHAEL	SOCIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RAO, RAJIV	SPANISH AND PORTUGUESE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GRINBLAT, JENYA	INTEGRATIVE BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BERLAND, LEEMA	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEETH-FEINSTEIN, NOAH	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GHOUSSEINI, HALA	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PACHECO, MARIANA	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SMITH III, LESLIE	ART	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-MILWAUKEE	DENG, DONG-FANG	FRESHWATER SCIENCES	TENURE	SCIENTIST III	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	ESSWEIN, CAROLYN	URBAN PLANNING	TENURE TRACK	TEACHING FACULTY I	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ANTUNES, SUSANNA	SPANISH AND PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BOLAND, COLLEEN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	DRESSEL, ANNE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GIBISSER, MIKE	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GWON, SEOK HYUN	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MOON, WHITNEY	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SPADE, DAVID	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CHANG, PHILIP	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	EBERSOLE, KYLE	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	EICHNER, CAROLYN	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	JONESON, SUZANNE	MATHEMATICS AND NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MILWAUKEE	KAVANAUGH, MELINDA	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NEUFELD, BLAIN	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	OUALI, HAMID	LINGUISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	PUSKAR, JASON	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	RICE, NANCY	TEACHING AND LEARNING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	SCHWANDER, PETER	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	SILVAGGI, NICHOLAS	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	TERANDO, LORENA	TRANSLATION AND INTERPRETING STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	TIFFANY, TANYA	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	TRIPATHI, SWAPNIL	MATHEMATICS AND NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
OUT OF CYCLE						
UW-MILWAUKE	DHINGRA, ANOOP	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKE	KAPELLUSCH, JAY	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKE	LEE, HAN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKE	SCHNEIDER, ROBERT	URBAN PLANNING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKE	SHAH, PARU	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKE	SUGIYAMA, NATASHA	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW OSHKOSH	ALIIOSHA ALEXANDROV	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	ABAYOMI ANIMASHAUN	ENGLISH	TENURE TRACK	INSTRUCTOR	NEW APPOINTMENT	ASSISTANT PROFESSOR
UW OSHKOSH	MELISSA BUBLITZ	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	MICHAEL BALTUTIS	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	ALPER CAMLIBEL	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UW OSHKOSH	JOHN CHAN	MATHEMATICS	TENURE TRACK	INSTRUCTOR	NEW APPOINTMENT	ASSISTANT PROFESSOR
UW OSHKOSH	AMY KNEPPE CARNEY	PSYCHOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	QUIN CHROBAK	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	KATHRYN ALLEN	LEADERSHIP, LITERACY AND SOCIAL FOUNDATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	KATHERINE DECKER	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	BRYAN ENGELHARDT	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	MICHAEL FONKEM	HUMAN SERVICES LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	DAVID FULLER	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	JOSHUA GARRISON	LEADERSHIP, LITERACY AND SOCIAL FOUNDATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	BETH HUBBARD	RADIO, FILM AND TV	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	JON HUDSON	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	COURTNEY KURTZ	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	SHU-YUEH LEE	JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	SEON-YOON CHUNG	NURSING	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW OSHKOSH	PASCALE MANNING	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HEIDI NICHOLLS	ANTHROPOLOGY	TENURE TRACK	INSTRUCTOR	NEW APPOINTMENT	ASSISTANT PROFESSOR
UW OSHKOSH	KRISTINE NICOLINI	JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	JUSTYNA OLSZEWSKA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	AMY PARROTT	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	PAULA MCNIEL	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	BETH JOHNSON	GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	KARRIE RUKAMP	CHEMISTRY	TENURE TRACK	INSTRUCTOR	NEW APPOINTMENT	ASSISTANT PROFESSOR
UW OSHKOSH	ANDREW SODERBERG	MANAGEMENT AND HUMAN RESOURCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW OSHKOSH	ANNE STEVENS	ENGLISH	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW OSHKOSH	JANE PURSE-WIEDENHOEFT	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	KRISTI WILKUM	COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	CAREY WOODWARD	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW OSHKOSH	KATHLEEN WREN	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	JASON WOLDT	SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	DREW WHITING	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MARY WEEDEN	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	RENAE SWANSON	PROFESSIONAL COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-PARKSIDE	AKINLADE, DAYO	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	ASTORIA, ROSS	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	CRAMER, GREG	INSTITUTE FOR PROFESSIONAL EDUCATION DEPARTMENT (IPED)	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	GILL, BRIAN	THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	KANDEL, HOM	MATH AND PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	PARKER, WILLIAM	MATH AND PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	VIRAMONTES, ADRIENNE	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-PLATTEVILLE	KRUEGER, GEORGE	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	WILBUR, CHRISTOPHER	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	NELSON, GREGORY	PERFORMING & VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	STRANGE, JEFFREY	PERFORMING & VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MEULBROECK FICK, JESSICA	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-PLATTEVILLE	OBILODAN, JOHN	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	SHI, YAN	COMPUTER SCIENCE & SOFTWARE ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
PLATTEVILLE	DAVIDSON, TRACEY	BIOLOGY	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-PLATTEVILLE	NELSON, TRAVIS	CRIMINAL JUSTICE & SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	STANLEY, CARYN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LEVENSTEIN, MARK	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	BARTLING, MARY	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KADJO, LUCIE	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	EDGINGTON, ERIN	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ANDERSON, JOSHUA	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	GARTNER, NANCY	CRIMINAL JUSTICE & SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LESUER, WILLIAM	CRIMINAL JUSTICE & SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	EL RAGABY, AMR	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CZARNECKI, KYLE	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HORNE, KYLE	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	YU, BO	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	YUE, SONGQING	COMPUTER SCIENCE & SOFTWARE ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KELLY, HILTON	CRIMINAL JUSTICE & SOCIAL SCIENCES	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-RIVER FALLS	GALLO, MARIA*	PLANT AND EARTH SCIENCE	TENURE	CHANCELLOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-RIVER FALLS	JANI, ARPAN	COMPUTER, INFORMATON AND DATA SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	SHIRLLA, PAUL	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	DONNA, JOEL	TEACHER EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-RIVER FALLS	HOWRY, SIERRA	AGRICULTURAL ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	JUNEAU, KEVYN	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	MAKI, SONJA	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	BREGER, DAVID	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	ROMANO, DAVID	COMPUTER, INFORMATON AND DATA SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	ALVARADO, SAMUEL	CHEMISTRY AND BIOTECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	LYNCH, MOIRA	POLITICS, GEOGRAPHY AND INTERNATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-STEVENS POINT	BALDAUFF, BRIAN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BANERJEE, PALASH	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BOHM-JORDAN, MAGGIE YI	SOCIOLOGY & SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BRASHIER, RACHEL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	BUENO, SYDNEY	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BUTZ, NIKOLAUS	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	CROMWELL, ANNA	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	DRESANG, LINDSAY	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ESPE, TROY	UNIVERSITY LIBRARY	TENURE	ASSISTANT PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	FARZANEH, MARYAM	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	GANTZ, LAUREN	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	GROSHEK, MATTHEW	ART & DESIGN/SDC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KADOCH, AARON	INTERIOR ARCHITECTURE/SDC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	KANBIR, SINAN	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LAWRENCE, JAMES	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-STEVENS POINT	McGARRY, KATHYN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	MORAN, ANDRES	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	PARK, SAEMYI	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	RADER,MICHAEL	HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT DISCIPLINE/CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	RIHA, SHANNON	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SPEETZEN, ERIN	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	STUDINSKI, JERED	FISHERIES & WATER RESOURCES DISCIPLINE/CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SZPUNAR, DAVID	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	TANGEDAL, ROSS	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	WANG, JIAXI (DAVID)	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ZAMFIR, NICOLAE (SEBASTIAN)	PHYSICS & ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-STOUT	BARNETT, AMANDA	COUNSELING, REHABILITATION AND HUMAN SERVICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	BERG, DEVIN	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	GHENCUIU, EUGEN	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	KADNIKOV, DMITRY	CHEMISTRY & PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	LOVEJOY, CHELSEA	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	MEISNER, ROBERT	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	MENSINK, MICHAEL	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	SCHNEIDER-BATEMAN, GREGORY	ENGLISH, PHILOSOPHY AND COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	SHI, WEI	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	WILLIAMS, ANDREW	ART & ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	LUKOWSKI, ALISON	ENGLISH, PHILOSOPHY AND COMMUNICATION STUDIES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR



UW-STOUT	ABA, ELI	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	ALNAELI, SALEH	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BENSON, KATHERINE	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BROCK, KATHLEEN	TEACHING, LEARNING & LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	BRUYA, RACHEL	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	CHEN, CHANG-RAY	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	FELTON, ANDREW	COUNSELING, REHABILITATION AND HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GHOSH, ABHIMANYU	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GILLAND, KEITH	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GONG, XUE	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HEIDELBERGER, LINDSAY	KINESIOLOGY, HEALTH, FOOD & NUTRITION SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	KIM, TAEJO	KINESIOLOGY, HEALTH, FOOD & NUTRITION SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MACDONALD, KEVIN	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	MAIER, CANDICE	COUNSELING, REHABILITATION AND HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MCKINNON, INNISFREE	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MOONEY, CHRISTOPHER	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	NICHOLAS, JUSTIN	ENGLISH, PHILOSOPHY AND COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	RAFF, ZACH	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SINKOVITS, DANIEL	CHEMISTRY & PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SURDICK, RENEE	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SWANSON, ANDREW	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-SUPERIOR	KOSLOWSKY, DAVID	SCHOOL OF BUSINESS AND ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE

UW-SUPERIOR	LILLY, AMANDA	HUMAN BEHAVIOR, JUSTICE, AND DIVERSITY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	NIFOUSI, SHANNA	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR
UW-SUPERIOR	FUCHS, MICHAEL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	MCCONNELL, KRISTOPHER	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	PRATOOMCHAT, PRAOPAN	SCHOOL OF BUSINESS AND ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	STANGLE, JOSH	MATH AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	BOLTON HOLZ, KENNA	HUMAN BEHAVIOR, JUSTICE, AND DIVERSITY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	GOERDT, LYNN	HUMAN BEHAVIOR, JUSTICE, AND DIVERSITY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
<b>UW CAMPUS</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-WHITEWATER	BHANDARI, AVISHEK	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BLAIR, ELIZABETH	EDUCAITONAL FOUNDATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BUCHMAN, TRACY	OCCUPATIONAL & ENVIRONMENT SAFETY & HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHAPHALKAR, RACHEL	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHENNAMANENI, PAVIN	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	COHEN, BRUCE	THEATRE/DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	COONS, JAMES	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CUSHING-LEUBNER, JENNA	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DAHL, ANDREW	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	EDNIE, ANDREA	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	FARD BAHERINI, AMIR	INFORMAITON TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	FINEGERSON, KYLE	INTEGRATED STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	FRIEDSON, MICHAEL	SOCIOLOGY, CRIMINOLOGY, & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	FUCILLA, LOUIS	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-WHITEWATER	GANGULY, ARNAB	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GREVSKES, LINDSEY	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HAMMER, MICHAEL	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HATCH, KELLY	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HWANG, NICK	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	JAFARINEJAD, MOHAMMAD	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	KEPHART, WESLEY	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	KNAPP, JOSHUA	MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-WHITEWATER	LEVAS, STEPHEN	BIOLOGICAL SCIENCES/ENVIRONMENTAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MADDUX, NATHAN	INTEGRATED STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MARTIN, GINA	COUNSELOR EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MORTON, IAN	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	ONSTAD, MATTHEW	MUSIC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	PARK, SANGHEE	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PLESSEL, KRISTIN	INTEGRATED STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	SCHULZ, TIA	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	SHIN, DONGHOON	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	SHURLEY, JASON	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	SWANSON, BARRETT	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	TALUKDAR, BAKHTEAR	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	TIPPERY, NICHOLAS	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	TOMS, OZALLE	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	VAN ALSTINE, SHARRI	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-WHITEWATER	VOSBURGH, DONNA	OCCUPATIONAL & ENVIRONMENT SAFETY & HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	WILT, COURTNEY	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	WOOD, RACHEL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	YU, ANDY	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

**HOST CAMPUS PRESENTATION BY UW-MILWAUKEE: EXPANDING  
UWM'S IMPACT—STUDENT CENTRIC FRAMEWORK UPDATE**

**REQUESTED ACTION**

For information only.

**SUMMARY**

UW-Milwaukee leaders implementing the 2030 student-centric framework will share a progress report and a glimpse into the priorities around our student success efforts.

**Presenters**

- Dr. Kay Eilers, Associate Vice Chancellor for Enrollment Management, UW-Milwaukee
- Kelly Haag, Vice Chancellor for Student Affairs, UW-Milwaukee

**IDENTIFIED GAPS AND SUSTAINABLE STRATEGIES  
TO MEET STUDENTS' BASIC NEEDS**

**REQUESTED ACTION**

For information and discussion only.

**SUMMARY**

Three Senior Student Affairs Officers (SSAOs) and one student will present a summary of the Basic Need Insecurities (BNI) facing students and communities at a national, state, and a campus level. Erin Grisham, Vice Chancellor at UW Oshkosh, will open with data from a national standpoint. Next, Jamie Zamjahn, Associate Vice Chancellor at UW-River Falls will go further into state data. Then, Kelly Haag, Vice Chancellor at UW-Milwaukee will provide findings on BNI across the UW System. UW-Milwaukee student Joy Evans will share her personal experience serving in a food pantry on campus. Finally, Vice Chancellor Haag will also provide an overview of some of the strategies and partnerships UW institutions have developed to meet these needs to open a discussion on solutions to closing these gaps.

**Presenters**

- Erin Grisham, Vice Chancellor of Student Affairs, UW Oshkosh
- Kelly Haag, Vice Chancellor for Student Affairs, UW-Milwaukee
- Jamie Zamjahn, Associate Vice Chancellor for Academic Excellence and Student Success, UW-River Falls
- Joy Evans, Student, UW-Milwaukee

**BACKGROUND**

Basic Need Insecurity (BNI) for students is not new to higher education. BNI is the umbrella term for food, housing, and other basic needs insecurities, including childcare, technology, and access to textbooks, among others. Before the pandemic, these issues impacted student success and continued enrollment in college. This item's presenters seek to provide aggregated data through three lenses to open a discussion of how BNI impacts the student experience.

This discussion will offer context and insight into how BNI looks in higher education at a: 1) national level; 2) state level in Wisconsin; and 3) at the campus level throughout the UW System. Building from the first discussion of student needs and the impacts of COVID-19 at the April, 2022 Education Committee meeting, this session is part two of a series of presentations that will dive deeper into the needs and concerns of today's students. Future topic discussions will include:

- Increasing numbers and needs of students with disabilities, including students on the Autism Spectrum
- Serving unique populations, such as adult learners, veterans, BIPOC students, and others

### **Related Policies**

- [Regent Policy Document 23-1, \*Basic Health Module\*](#)

## **UW SYSTEM TEACH-LEAD WISCONSIN UPDATE**

### **REQUESTED ACTION**

For information only.

### **SUMMARY**

The Teach-Lead Wisconsin Initiative seeks to develop strategies to recruit, diversify, and support Wisconsin teachers and education leaders. The presentation will share highlights from the initiative's final report, which: 1) describes the challenges in Wisconsin's current teacher recruitment and preparation pipeline; and 2) identifies strategic and financial recommendations to address these challenges.

#### **Presenters**

- Dr. Barbara Bales, Director, PK-20 Strategic Initiatives and Educational Innovation, UW System
- Dr. Marcie Wycoff-Horn, Dean, School of Education, UW-La Crosse

### **BACKGROUND**

The COVID-19 pandemic exacerbated Wisconsin's unmet demand for highly qualified teachers and education leaders, the results of which fall disproportionately on children attending urban and rural schools. The negative repercussions on children's learning reverberate throughout their PK-12 education, leaving students unprepared for the range of post-secondary options afforded others, including enrollment at a UW institution. Drawing on the UW long-standing commitment to public schools and education preparation, Vice President Anny Morrobel-Sosa charged the School of Education Deans to advance research-based, equity-focused strategies to recruit, diversify, and support Wisconsin teachers and education leaders.

The result of their work is the Teach-Lead Wisconsin Initiative. This report details research-based strategies targeting each area. Collectively, they apply the renewed Wisconsin Idea to this specific 21st century challenge and argue for investment in, and advocacy of, each recommendation. In doing so, the UW System continues to support the education attainment goals of every child across the state.



This report has three sections:

- Section I describes the problem and background for the Teach-Lead Wisconsin Initiative. Work groups (identified in the report under Appendix A) examined four points ripe for interventions to improve the system's health and outcomes:
  - Recruiting and diversifying candidates into preparation programs;
  - Retaining candidates in preparation programs by addressing barriers;
  - Expanding alternative pathways into preparation programs; and
  - Supporting in-service educators, administrator, and pupil services personnel.
- Section II shares each work group's final report.
- Section III presents the proposed Teach-Lead Wisconsin budget.

## **ATTACHMENTS**

- A) UW System Teach-Lead Final Report and Proposed Budget

***Teach-Lead Wisconsin:  
Recruiting, Diversifying, and Supporting Wisconsin Teachers and Education Leaders***

May 2022

Submitted by  
Barbara L. Bales, Ph.D.  
Director, PK-20 Strategic Initiatives and Educational Innovation

On behalf of the  
UW System School of Education Deans and Directors  
Marcie Wycoff-Horn, Dean UW-La Crosse, Chair

## **Contents**

*Section I: Executive Summary*

*Section II: Work Group Reports:*

*Work Group I—Recruiting and Diversifying Candidates into Educator, Administrator, and Pupil Services Preparation Programs*

*Work Group II—Addressing Barriers to Program Completion*

*Work Group III—Expanding Innovative Pathways, Alternative Delivery Models, and Internships*

*Work Group IV Final Report—Strengthening Partnerships, Cooperating Teachers, and Site Supervisors*

*Section III: Teach-Lead Wisconsin Proposed Budget*

*Appendix A: Work Group Members and UW Affiliation*

## Executive Summary

### Overview

The COVID-19 pandemic exacerbated Wisconsin's unmet demand for highly qualified teachers and education leaders; the results of which fall disproportionately on children attending urban and rural schools. The negative repercussions of this situation on children's learning reverberate throughout their PK-12 education, leaving them unprepared for the range of post-secondary options afforded others, including enrollment at a University of Wisconsin System (UW System) institution. Drawing on UW System's long-standing commitment to public schools and education preparation, Vice President Anny Morrobel-Sosa charged the School of Education Deans to advance research-based, equity-focused strategies to recruit, diversify, and support Wisconsin teachers and education leaders. The result of their work is the *Teach-Lead Wisconsin Initiative*. This report details research-based strategies targeting each area. Collectively, they apply the *Renewed Wisconsin Idea* to this specific 21<sup>st</sup> century challenge and argue for investment in, and advocacy of, each recommendation. In doing so, UW System continues its long-standing commitment to support the education attainment goals of every child across the state. This report has three sections. Section I describes the problem and background for the *Teach-Lead Wisconsin Initiative*. It highlights four points ripe for interventions to improve the UW System's outcomes and well-being:

1. Recruiting and diversifying candidates into preparation programs.
2. Retaining candidates in preparation programs by addressing barriers.
3. Expanding alternative pathways into preparation programs; and
4. Supporting in-service educators, administrator, and pupil services personnel.

A work group was assigned to examine each of these areas. Section II shares each work group's final report. Section III presents the proposed *Teach-Lead Wisconsin* budget. Appendix A identifies members of each work group.

### Statement of Problem

In 2015-2016, the Wisconsin Department of Public Instruction issued 1540 emergency licenses or permits to individuals who served as the teacher of record in the state's public school classrooms. That number increased to 2435 in 2016-2017. During the 2019-2020 academic year, that number rose 13%. More importantly, these experiences contributed to disparities in high school graduations rates, where students of color lag considerably behind the statewide average of 89.6% in 2018.

Although the University of Wisconsin System certifies more candidates for a teacher license than any other entity in the state, there was a 15% decline in program completers across the state. In fact, education completions among the [Higher Education Regional Alliance](#) (HERA) in southeast Wisconsin, decreased 12.9% from 2,244 to 1,955 between 2011 and 2019.<sup>1</sup> The state Department of Workforce Development (DWD) "projects a combined 2,565 preschool and K-12 teacher openings each year in the seven-county southeast Wisconsin region in which HERA institutions operate. These openings do not include postsecondary education, teaching assistants, or district administrators."<sup>2</sup> And, the Wisconsin Department of Public Instruction projects a declining PK-12 enrollment at a "far slower rate than degree completions" during this same time.<sup>3</sup> Thus, the number of education openings already exceeds the number of educators prepared by the HERA institutions. Wisconsin children, particularly children of color, multilingual, and those living in low-income households, bear the learning consequences of these data.

---

<sup>1</sup> WPF (2021)

<sup>2</sup> WPF (2020)

<sup>3</sup> WPF (2020)

Two years of the COVID-19 pandemic have only accentuated these stressors on the educator pipeline – from who and how many enter a preparation program, how many are retained and complete all the requirements for licensure, to how many stay in the profession to support the next generation’s learning needs. This report, *Teach-Lead Wisconsin Initiative*, advances research-based recommendations to address specific aspects of this long-standing and complex problem.

## Arching Methodology

As researchers, the UW System Education Deans were methodical in how they approached their charge. They began their work in May 2021 with a landscape analysis of successful strategies currently being used on each campus to recruit, diversify, and support Wisconsin teachers and education leaders, particularly in high need areas. They also noted any possible links to particular people and/or other statewide efforts. Strategies were then clustered into four priority areas:

- Priority Area #1: Diversify + Amplify Recruitment Efforts for teachers, administrators, pupil services personnel.
- Priority Area #2: Address Barriers to Preparation Program Completion.
- Priority Area #3: Expand Innovative Pathways, Alternative Delivery, and Internships.
- Priority Area #4: Strengthen Partnerships, Cooperating Teachers/Site Supervisors, Induction Support, PDS.

In July 2021, institution and cross-institution work groups were created, bringing together people's expertise to study each of the four priority areas. Each Priority Work Group spent July and August examining state and national research supporting best practices for their selected area. In addition, Work Group #3 developed and distributed an eight-item survey to Wisconsin building principals and Work Group #4 conducted focus groups with field experience coordinators, who work with cooperating teachers and site supervisors.

In September and October, each Work Group ranked each strategy 1 through 5 (low to high) using six metrics – impact, resources (fiscal and human), sustainability, scalability timeline, advocacy partners, and connections to distance education or other UW System initiative. This process yielded four to nine prioritized strategies per work group, with some spanning multiple teams. In November, the work groups met collectively to parse overlapping strategies. Then each group rated and ranked their identified strategies using a 1 through 4 scale on each of four access and cost criteria.<sup>4</sup> This process highlighted 11 strategies considered “Easy Wins” and “Strategic Initiatives” as well as those less impactful or costly. These 11 “Easy Wins” and “Strategic Initiative” strategies were forwarded to the Deans’ voting membership for further consideration. In January 2022, the Deans’ Voting Members ranked which of the 11 strategies should be prioritized in their report to the Vice President and Board of Regents. This process yielded four strategies for immediate consideration by the BOR and the UWSA leadership:<sup>5</sup>

1. Expand pathways into teaching through school district-higher education partnership programs, including WTCS.
2. Address barriers to students’ success with the Wisconsin Foundations of Reading Test to retain candidates in preparation programs.
3. Provide a range of financial supports for student teachers.
4. Enact a payment schedule and/or tuition waivers for educators who serve as cooperating teachers or on-site supervisors of administrator candidates.

The Deans’ original work groups were reconfigured at their February 3<sup>rd</sup> meeting so members could focus efforts on the recommended strategies.

---

<sup>4</sup> Access and Cost Criteria: Equitable Opportunity/Access Across all UWs; Opportunity to Diversify Pipeline/Workforce; Fiscal Costs; and Human Resource Costs.

<sup>5</sup> The other strategies are also shared in this report for future consideration.

This report offers a research-based argument for each recommended strategy and advocates for the financial and political investment of the Board of Regents and UWSA leadership. In doing so, they use the Wisconsin Idea to support high quality educator preparation for all children.

# **Priority Work Group I Final Report: *Recruiting and Diversifying Candidates into Educator, Administrator, and Pupil Services Preparation Programs***

## **Background of the Problem**

As teacher education researchers, we know that a child's teacher plays an essential role in their academic progress.<sup>6</sup> Our research also notes that students of color benefit when their teachers use culturally relevant pedagogy.<sup>7</sup> Research also suggests that students of color benefit greatly from having a teacher who looks like them.<sup>8</sup> In fact, teacher diversity benefits all learners.<sup>9</sup> Yet, the gap between students and teachers of color widened from 19.1% points in 2009 to 25.1% points in 2019.<sup>10</sup> Although the gap between Hispanic/Latinx and Black teachers and students varies, its steadfastness remains problematic in urban, suburban, and rural schools.<sup>11</sup> In Wisconsin, this gap in the 17 school districts where students of color were a majority in 2019, ranged from 40.5% to 86.3%. More importantly, the number of "education graduates of color does not yet correspond with the share of students of color in the state's K-12 student enrollment".<sup>12</sup>

This problem is further complicated when we look at five important milestones along the PK-20 educational system (see Figure 1). These milestones are key junctures, where potential teachers of color are pushed out or fail to thrive in pursuit of their educational attainment goals.

**Figure 1. *The Leaky Pipeline***<sup>13</sup>



The first 'leak' in this pipeline manifests from the fact that students of color, particularly those attending urban schools, do not experience the same opportunities to learn as their white peers. This situation occurs for a variety of reasons, like having a classroom teacher who is not fully licensed to teach or having one assigned to a grade level or subject area for which they are not qualified. Compounded annually, this situation only contributes to high school graduation rates for students of color lagging behind the statewide average of 89.6%.<sup>14</sup> The combination of having an unqualified

<sup>6</sup> e.g., Darling-Hammond, L. (1999); Stronge, Ward, Tucker, & Hindman (2007)

<sup>7</sup> Wisconsin Policy Forum. (2020).

<sup>8</sup> Gershenson, Hart, Lindsay & Papageorge (2018); Hwang, Graff, and Berends (2022).

<sup>9</sup> U.S. Department of Education. (2016).

<sup>10</sup> Wisconsin Policy Forum (2020, p. 8).

<sup>11</sup> Wisconsin Policy Forum (2021b).

<sup>12</sup> Wisconsin Policy Forum. (2020, p.3).

<sup>13</sup> e.g., Ahmad, F. Z., & Boser, U. (2014).

<sup>14</sup> Wisconsin Policy Forum (2020).

teacher, who offers less than sufficient opportunities to learn, contributes to students' negative schooling experiences, which in turn, deters them from considering education as a professional career.<sup>15</sup>

Two factors contribute to the second leak, which occurs in attempts to recruit students of color into educator preparation programs. The first is a precipitous decline in the overall number of students enrolling in Wisconsin educator preparation programs with white students, who comprised at least 90% of enrollees in any given year, falling by almost 35% (from 10,727 students to 6,982) in 2019.<sup>16</sup> Although students of color made up a small fraction of overall enrollment in this period, their ranks declined by 15.2% between 2012 and 2018.<sup>17</sup> Research suggests these enrollment trends are complicated by the fact that students are more likely to consider student debt and/or the absence of sufficient financial assistance as a criterion for selecting a career in education.<sup>18</sup>

A third leak in the pipeline occurs in efforts to retain education students in their preparation program. The Work Group III Final Report spotlights how pass rates for mandatory program completion and licensing exams differ by race among candidates and offers recommendations to address retention issues.

The fourth leak occurs after teacher candidates of color become licensed educators only to discover racial bias in the hiring and promotion process. This section of the leaky pipeline only exacerbates the already limited number of cooperating teachers and supervisors available to mentor new and early career educators. The Final Report of Work Group IV addresses ways to support cooperating teachers and site supervisors.

This final report recommends successful strategies to mitigate the first two leaks, with the assumption that attending to these junctures will improve outcomes across the pipeline for people of color wanting to become educators. It also highlights existing institutional programs and outlines how inaugural efforts might be implemented.

### **Successful Strategies to Recruit and Diversify Educator Candidates to UW Institutions**

Although each UW institution is trying to amplify recruitment and diversification efforts, research suggests five, targeted, strategies encourage potential educator candidates into preparation programs. Three originate in the expansion of school district-higher education partnerships.<sup>19</sup> A fourth recommends the implementation of state policies to encourage districts to recruit diverse, high-achieving candidates more intentionally through “grow your own” programs.<sup>20</sup> To ensure diversity in the teaching profession, the fifth strategy points to connecting with graduates of color, who hold an associate degree<sup>21</sup> and/or working with historically black colleges and universities and Hispanic-serving institutions.<sup>22</sup> The sixth recruitment mechanism –offering financial scholarships and internships to education candidates – was taken up by Work Group #3 and is addressed in their final report.

### **Amplify School District-Higher Education Partnerships to Expand Pathways into Teaching**

Creating strong partnerships between institutions of higher education (IHE) and school districts presents three critical pathways for recruiting more teacher candidates. Many of these partnership programs include early tutoring experiences, which provide candidates with opportunities to build the

---

<sup>15</sup> The report works under the cyclical assumption that repairing leaks at this juncture in the pipeline with moderate the number of people exiting the system later.

<sup>16</sup> Wisconsin Policy Forum (2021b).

<sup>17</sup> Wisconsin Policy Forum (2021b).

<sup>18</sup> Fiddiman, B., Campbell, C., and Partelow, L. (2019).

<sup>19</sup> American Institute for Research (2015); Carver-Thomas (2018); Wisconsin Policy Forum (2021)

<sup>20</sup> Carver-Thomas (2018).

<sup>21</sup> Wisconsin Policy Forum (2021a)

<sup>22</sup> American Institute for Research (2019)



skills and self-efficacy they will need to succeed as novice teachers.<sup>23</sup> One specific strategy that strengthens these partnerships is the **Dual Credit Enrollment Option**. The dual credit enrollment option provides an opportunity for high school students to complete general education and specific teacher preparation course requirements while earning credit towards their college degree. This pathway reduces time to degree and raises interest in education programs.

Many examples of this pathway are offered across Wisconsin. UW Oshkosh offers a 3+1 pathway to teacher licensure where high school students can complete their first year of university coursework while still in high school and finish their degree at UW Oshkosh in three years. UW-River Falls partners with CESA 11 to offer Introduction to Teaching and Introduction to Special Education courses fully online to high school students. UW-Whitewater also offers an Introduction to Special Education course fully online to high school students. At UW-Green Bay, dual-enrollment education courses are offered at reduced rates for high school students.

Another strategy is to develop strong relationships with **Educators Rising** programs, community-based program with chapters in local high schools. This program, supported by the Department of Public Instruction (DPI), establishes a partnership with teacher preparation programs in IHEs. Membership for WI Educators Rising is free and chapters have no state dues. The standards-based curriculum, developed by teacher leaders, IHE faculty and DPI personnel, focuses on equity and diversity. It, and other resources, are freely available on the [DPI's Educators Rising](#) website. The annual WI Educators Rising conference is an excellent venue for students to show off their skills and talk with preparation program faculty. Educator preparation programs connected to a WI Educators Rising chapter have experienced students choosing their institution.

The third strategy focuses on developing an **Educator Career Pathway** as part of PK-12 students career exploration programming. Many high school students are unaware that teaching is a professional career choice and Academic and Career Planning (ACP) is required by all Wisconsin middle and high school students. Although DPI is still detailing this pathway, plans are being made to include faculty in its design as it illustrates multiple pathways into educator preparation programs.

### **Implement State Policies that Promote ‘Grow Your Own’ Programs**

Many school districts and community agencies have racially, ethnically, and culturally diverse members interested in becoming teachers, but their scheduling and financial needs are often at odds with traditional preparation programs<sup>24</sup>. Implementing policies that encourage ‘Grow Your Own’ (GYO) programs is one way to recruit and prepare school staff and community members to become certified educators.<sup>25</sup> These programs are typically alternative pathway programs, in which candidates work as teachers while earning their certification.

Many of these school district-based programs are developed in partnership with local educator preparation programs. These programs are successful because candidates work in districts with which they are already familiar<sup>26</sup> although the initial human and financial expenditures for these programs is high. Several school districts across Wisconsin have developed GYO programs in partnership with preparation programs although DPI has approved several without this affiliation. Evidence suggests strong connections between GYOs and effectively addressing shortages in high need areas and subjects.<sup>27</sup> There is also evidence that program graduates remain in teaching longer than the typical

---

<sup>23</sup> Deans for Impact (2021); Boyd et. al., (2009).

<sup>24</sup> Carver-Thomas (2018)

<sup>25</sup> American Institute for Research (2019).

<sup>26</sup> Kaufman, Master, et.al., (2020)

<sup>27</sup> Jessen et. al., (2020).

beginning teacher.<sup>28</sup> Additional research is needed to compare the career trajectory and effectiveness of GYO with traditional preparation program graduates.<sup>29</sup>

Expanding school district and higher education partnerships could increase recruitment into the education professions but it will require financial and human resources to develop and scale these pathways. Synthesizing efforts with our DPI colleagues could make these partnership pathways commonplace across Wisconsin. Additional details about GYOs are discussed in the Work Group III Final Report.

### **Work with Associate Degreed Individuals, HBCUs and HSIs to Diversify the Workforce**

Evidence suggests that recruiting adults, who hold an associate degree into licensure programs offers a way to diversify the teacher workforce. A UW System and WTCS work group is currently exploring a pathway between the WTCS Foundations of Teacher Education (FoTE) program and select UW educator preparation programs with K-9 licensure. The most productive pathway involves creation of a campus-based Collaborative B.S. Education degree with K-9 Licensure program, now titled the ABLE Program (Associate to bachelor's degree for Licensing Educators). To date, the group has mapped the FoTE program's curriculum, learning outcomes and students' signature assessments to the Council for the Accreditation of Educator Preparation's K-6 Standards and Association for Middle Level Education Standards. These documents explicate the FoTE students' foundational learning but more importantly, outline the necessary curricular components from which to build the new UW Collaborative Program. They also frame the documentation each participating UW institution must submit to the Department of Public Instruction for approval of the ABLE program. This group expects the ABLE program will be submitted to the Board of Regents for authorization in Spring 2024, with admission of new students that fall.

Our exploration of creating partnerships with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to help diversity the teaching profession was less fruitful. This was because of the geographic distance to the nearest HBCUs (St. Louis and Louisville) and the absence of any HSIs in the UW System. Thus, the material and human resources costs to pursue this strategy would be prohibitive, even though it holds promise.

### **Offer Financial Supports to Students in Educator Preparation Programs**

Work Group #3 explored financial scholarships and internships for teacher candidates and details its findings in their final report. It should also be noted that the Education Committee's 2018 *Task Force for Advancing Teachers and School Leaders in the State of Wisconsin* recommended the next UW System Biennial Budget include a request to expand funding for the Teacher Loan Forgiveness Program administered by the Higher Education Authorization Board of Wisconsin.

### **Conclusions and Recommendations**

These recruitment and diversification strategies were rated using a 1 through 4 scale (1=low; 4=high) on each of four criteria: Equitable Opportunity/Access Across all UWs; Opportunity to Diversify Pipeline/Workforce; Fiscal Costs; and Human Resource Costs. Ratings were averaged and then plotted on an Impact/Cost Matrix. Two strategies plotted on the High-Impact/Low-Cost quadrant and are considered 'Easy Wins.'

### **Expand pathways to teaching through school district-higher education partnerships.**

Expanding school district-higher education partnership strategies will require financial and human resources to develop partnerships with high schools, create appropriate courses, and promote the

---

<sup>28</sup> Clewell & Villeagas (2001).

<sup>29</sup> Huckle, E., LeVangie, S., & Tierney-Fife, P. (2021).

resulting opportunities to students. Encouraging high school students to utilize financial supports offered through the Early College Credit Program (ECCP) could expand access to these pathways. Scaling efforts across Wisconsin will require having a centrally located, campus-based individual, who can cultivate these partnerships and programs. With the appropriate resources, implementation of these partnership pathways would take 18 months. **Budget Request: \$92,000/year; ongoing** (\$87,000 for 1 FTE campus-based program coordinator + \$5,000 stipend for a K-12 counterpart).

### **Develop a partnership pipeline with WTCS and our existing preparation programs.**

A budget request of \$40,000 to develop and implement the ABLE program was met internally.

Moving these partnership relationships from a “transactional handshake to an intentional huddle” (Herring, 2020) is essential if we are to build a robust educator pipeline. Moreover, scaling up these two recruitment and diversification efforts brings the added benefit of enhancing the public’s perception of the teaching profession.<sup>30</sup>

Work Group #1 also recommends working with the Department of Public Instruction to help implement the Educators Rising program and build its Educator Career Pathway. Although these two DPI-sponsored strategies are well under way, engaging with the UW System School of Education Deans and Directors sets into motion a theory to practice and practice to theory nexus for the continuous improvement of these two recruitment and diversification programs.

Drawing on the recent work of the Wisconsin Policy Forum, Work Group #1 also recommends elevating teacher diversity as a top education priority. This could be done by leveraging federal, state, and UW System funds for institutions to incubate or develop programs that expand the pipeline of teachers of color.

In conclusion, Work Group I recommends convening a statewide stakeholder group, including representatives of the education professional associations (e.g., Wisconsin Association of School District Administrators, Association of Wisconsin School Administrators), and business groups (e.g., Wisconsin Department of Workforce Development, Wisconsin Relators Association, Wisconsin Chamber of Commerce) to establish a common vision and align efforts around the needs noted in this report. Such a group could also explore legislative solutions to support recruitment and diversification efforts. Finally, building a comprehensive PK-20 data warehouse would connect a fragmented system of data silos so preparation programs could access data that informs the viability, continuous improvement, and serviceability of efforts to recruit and diversify education candidates for Wisconsin’s learners.

### **References**

Ahmad, F. Z., & Boser, U. (2014). America's Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom. *Center for American Progress*.

American Institutes for Education (2019). [Addressing the Educator Pipeline Through Pathways and Partnerships](#).

Carver-Thomas, Desiree. (2018). [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#). (Learning Policy Institute, April 2018). Learning Policy Institute.

Clewell, B. C., & Villegas, A. M. (2001). Absence Unexcused: Ending Teacher Shortages in High-Need Areas. *Evaluating the Pathways to Teaching Careers Program*.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, 8, 1-1.

Deans for Impact. (2021). How educator-preparation programs and K-12 schools can work together to leverage aspiring teachers as tutors. (Deans for Impact, June 2021). Deans for Impact.

Fiddiman, B., Campbell, C., & Partelow, L. (2019). Student Debt: An Overlooked Barrier to [Increasing Teacher Diversity](#). *Center for American Progress*.

<sup>30</sup> AIR (2019)

- Gershenson, S., Hart, C. M., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018). *The long-run impacts of same-race teachers* (No. w25254). National Bureau of Economic Research.
- Goldhaber, D., Krieg, J., Theobald, R. (2019). [Leveraging the student-teaching experience to train tomorrow's great teachers](#). (Brookings, Brown Center Chalkboard, November 2019) Brookings.
- Herring, C. (2020). The Importance of Educator Diversity: Beginning with the End in Mind. [Webinar, 19 November]. Branch Alliance for Educator Diversity.
- Huckle, E., LeVangie, S., & Tierney-Fife, P. (2021). Region 1 Comprehensive Center Reimagining Education Series: Innovative College and Career Pathways to Advance Equity and Opportunity. *Region 1 Comprehensive Center*.
- Jessen, S., Fairman, J., Fallona, C., & Johnson, A. (2020). Consider "Grow-Your-Own" (GYO). Models by Examining Existing Teacher Preparation Programs in Maine.
- Kaufman, J., Master, B., Huguet, A., Yoo, P., Faon-Mills, Schulker, D., and Grimm, G. (2020). *Growing Teachers from Within: Implementation, Impact, and Cost of an Alternative Teacher Preparation Program in Three Urban School Districts*. RAND Corporation, (2020). The New Teacher Project. RAND Corporation
- Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of personnel evaluation in education*, 20(3), 165-184.
- U.S. Department of Education. (2016). *The State of Racial Diversity in the Educator Workforce*. Department of Policy and Program Studies Service. Office of Planning, Evaluation, and Policy Development.
- Wisconsin Policy Forum. (2020). [A teacher who looks like me: Examining racial diversity in Wisconsin's teacher workforce and the student-to-teacher pipeline](#) (Wisconsin Policy Forum, June 2020). Wisconsin Policy Forum.
- Wisconsin Policy Forum. (2021a). [Opening Doors: Strategies for advancing racial diversity in Wisconsin's teacher workforce](#). (Wisconsin Policy Forum, March 2021). Wisconsin Policy Forum.
- Wisconsin Policy Forum. (2021b). [Fewer Education Grads Pose Threat to Teacher Workforce](#) (Wisconsin Policy Forum, Focus #14, August 2021). Wisconsin Policy Forum.

## **Priority Work Group II Final Report: Addressing Barriers to Program Completion**

### **Background of the Problem.**

Beginning in January 2014, the state legislature established Wisconsin Act 166 of 2011 and stats. 118.19(14)(a) requiring all Wisconsin initial applicants for early childhood education, elementary education, special education,<sup>31</sup> reading teacher, or reading specialist teaching licenses pass “an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure.” Failure to pass the Foundations of Reading Test (FoRT) prevents candidates in Wisconsin teacher preparation programs from being fully endorsed for licensure.

Since its inception, first-time pass rates for the FoRT have declined from 68% in 2016 to 58% in 2020; a significant percentage of potential teachers applying for licenses. These teacher candidates, assuming they meet all other program and licensing requirements, may be granted a one-year Tier I license with stipulations and seek employment as teachers,<sup>32</sup> choose to pursue licensure in an area that does not require the FoRT, or abandon the teaching profession altogether.

In the 2019-2020 academic year, Wisconsin school districts employed 1,640 teachers under Tier I licenses in one of the FoRT-required licensure areas; a 30% increase from the 2017-2018 academic year.<sup>33</sup> While data is unavailable for how many of those licenses were granted to teachers unable to pass the FoRT, a clear correlation is evident. In a study examining the FoRT pass rates at seven UW System institutions, 39% of all teacher candidates who did not pass the FoRT on the first attempt ended up retaking the test three or more times, contributing to the low overall pass rate.<sup>34</sup> Furthermore, retaking the FoRT costs students \$139 per attempt.<sup>35</sup> Clearly, passing the FoRT is a significant barrier to becoming a fully licensed teacher.

However, on January 1, 2014, when the FoRT first became a requirement for teacher candidates applying for initial licensure, candidates were able to take the test with a cut score of 229. During these initial administrations of the test, 76% of UW System test takers passed the FoRT on their first attempt. In the 2014-2015 academic year, when the cut score was set at 240, 66% of test takers passed for the FoRT on their first attempt. With an average of nearly 1,600 teachers taking the FoRT each year for the first time since 2014, this roughly equates to slowing the progress of approximately 1,300 teacher candidates over the years based on first time pass rates.

Although data examining FoRT pass rates by ethnicity is not available for Wisconsin, published data for Massachusetts, which used the same test prior to the 2021 academic year shows the FoRT presents a significantly increased barrier for candidates of color. As illustrated in Table 1, pass rate for candidates who identify as Black are nearly half of those for candidates who identify as White.

---

<sup>31</sup> 2019 Act 44 amended state statute to include a waiver for the Foundations of Reading test for initial licenses in special education if the candidate completes a course of study which meets specific requirements listed in [stats. 118.19\(14\)\(b\)](#). The Foundations of Reading Test continues to be required for special education candidates who do not meet the requirements of this test alternative. The impact of this alternative on program completion will be addressed in Section II.

<sup>32</sup> Teachers working under an initial Tier I license cannot add supplemental or additional licenses and have limited opportunities for pay raises.

<sup>33</sup> Wisconsin Department of Public Instruction, 2021a, 2021b, 2021c

<sup>34</sup> Jones & Bales (2020).

<sup>35</sup> Pearson Education (2021).

**Table 1:** *First attempt FoRT pass rates in Massachusetts in 2019-20.*<sup>36</sup>

MA Demographic Group Identity	First Attempt Pass Rate (2019-20)
Black candidates	37 %
Hispanic candidates	49 %
Native Speakers of Spanish	50 %
Asian/Pacific Islander candidates	58 %
Native Speakers of English	62 %
White candidates	64 %

Additionally, teacher candidates of color were less likely to retake licensure tests if they failed on the first attempt, perpetuating the difficulty of recruiting them into the profession.<sup>37</sup> Table 2 presents similar data, although limited, indicating Wisconsin White test takers were significantly more likely to pass the FoRT on their first attempt and overall.

**Table 2:** *First attempt FoRT pass rates in Wisconsin in 2018-19.*<sup>38</sup>

Demographic Group Identity (WI FoRT)	First Attempt Pass Rate	Any Attempt (2018-19)
Black candidates	17 %	26%
Hispanic candidates	30 %	37%
Asian candidates	54 %	58%
White candidates	62 %	69%

Very recently, the State of Massachusetts mandated a new version of the test, called Foundations of Reading Test 190 (FoRT 190), which directly impacts Wisconsin teacher candidates, per stats. 118.19(14)(a). The Massachusetts's change also required additional Wisconsin legislation – 2019 Wisconsin Act 214 – allowing our state's use of the latest version for licensure. Now, University of Wisconsin literacy and reading faculty must familiarize themselves with the revised content, modify course topics as needed, and update all class and external resources for students. The current version of FoRT sunsets on August 21, 2022,<sup>39</sup> so faculty must complete this work to support students' success with test.

In sum, the Wisconsin FoRT is a requirement for licensure in early childhood education, elementary education, special education, reading teacher, or reading specialist (stats. 118.19(14)(a)). Yet, the test is not research-based, and scores are not correlated with effective reading instruction or K-12 student learning outcomes.<sup>40</sup> This lack of validity contributes to decreasing first time pass rates despite increased interventions and supports. Moreover, the test presents a significant barrier to licensure for all candidates, and disproportionately negatively impacts candidates of color. Finally, the new FoRT, unrolling in August 2022, leaves students unexpectedly unprepared for the new test.

### **Strategies to Support Students' Success with the New FoRT**

Currently, all UW System educator preparation programs (EPPs) offering licenses in early childhood education, elementary education, and special education provide foundational and methods

<sup>36</sup> Massachusetts Department of Elementary and Secondary Education (2021).

<sup>37</sup> Cowan, Goldhaber, Jin, & Theobald (2020)

<sup>38</sup> Wisconsin Department of Public Instruction (2021d); Jones & Bales (2020)

<sup>39</sup> Pearson Education, Inc. (2022a)

<sup>40</sup> Angrist & Guryan, (2007; Goldhaber & Brewer (2000)



coursework in literacy and reading rooted in research-based best practices, including the science of reading. Faculty members with expertise in the teaching of reading have modified course sequencing and curriculum to prepare candidates for the test's content and format, including test-taking strategies. They have also adapted clinical experiences, so candidates have more hands-on practice with reading instruction in K-12 schools prior to taking the FoRT. Supplemental preparation resources, including workshops and webinars, individual and group tutoring, the creation of websites for independent study, and the facilitation of candidate study groups are also available to candidates as they ready for the test.<sup>41</sup> Test-takers report studying independently or with a friend, taking practice tests, using online resources, and reviewing or purchasing course and supplemental materials, with the majority of candidates utilizing more than one preparation method.<sup>42</sup> Despite these efforts, students continue to struggle.

Because the FoRT has structural and validity issues,<sup>43</sup> the UW System Deans and Directors FoRT Work Group recommends two approaches to improve students' success with the test: Expand the use of authentic performance assessment alternatives to all licensure areas; and Adjust the FoRT cut score.

### **Expand FoRT Authentic Performance Assessment Alternatives to All Candidates**

Currently, only candidates seeking an initial license in special education have access to an alternative to the FoRT. Wisconsin Act 44 of 2019 created an alternative to the Foundations of Reading Test for candidates in special education programs. It requires candidates complete a course of study that provides “rigorous instruction in the teaching of phonemic awareness, phonics, vocabulary, reading comprehension, and fluency”; receive “feedback and coaching from an individual who is an expert of reading instruction”; and demonstrate competence in the five aforementioned areas of reading instruction ‘by providing a portfolio of work’.<sup>44</sup> The course of study option enables faculty to evaluate special education candidates’ knowledge of the teaching of reading through authentic performance assessments, including a portfolio of work.

Performance assessments that “measure what teachers actually do in the classroom have been found to be “related to later teacher effectiveness, are a much more potent tool for evaluating teachers’ competence and readiness, are more effective because current teacher tests do not directly measure what teachers do in the classroom, and they do not predict how well teachers will do in the classroom.”<sup>45</sup> In this situation, special education candidates’ FoRT portfolios may include a variety of performance assessments, including videos, curriculum materials and lesson plans, and case studies.<sup>46</sup>

The course of study alternative for special education candidates allows them to demonstrate understanding of the five key concepts of teaching reading by creating a portfolio of work and receiving coaching and feedback on their own teaching from a reading expert. Over half of the UW System institutions are currently utilizing this FoRT alternative with special education candidates. The remaining institutions are currently working with their Department of Public Instruction liaisons to have an alternative option approved.

---

<sup>41</sup> UW System Deans and Directors FoRT Work Group.

<sup>42</sup> Allen, Frederick, Hollingsworth, Iwai, Kohlmeier, & Lize (2021)

<sup>43</sup> There is also no evidence that the FoRT has any predictive validity, or that it has had any impact on student outcomes with regard to reading ability or literacy scores (Crowe, 2010), the mostly multiple-choice, computer-based test, the FoRT does not evaluate a teacher candidate’s ability to teach reading to real students in a K-12 classroom environment, and performance assessments offer a research-based alternative to meet the mandated exam (Angrist & Guryan, 2007; Goldhaber & Brewer, 2000).

<sup>44</sup> 2019 Wisconsin Act 44 (2019)

<sup>45</sup> Darling-Hammond (2010)

<sup>46</sup> Pecheone, Pigg, Chung, & Souviney (2005, p. 25).

### **Adjust the FoRT Cut Score**

The FoRT cut score for the current and new versions is 240 out of a possible 300 points. It was established in Wisconsin Act 166 of 2011 and can be “no lower than the level recommended by the developer of the test.” This means the Wisconsin cut score is set by the Massachusetts Commissioner of Elementary and Secondary Education. Wisconsin Act 166 of 2011 also mandates the same cut score for all candidates regardless of whether they are seeking initial licensure in early childhood, elementary, and special education or an advanced Reading Teacher or Reading Specialist license. These advanced licenses require at least two years of successful regular classroom teaching experience, completion of an approved, advanced program, and for the later, a master’s degree with a major emphasis in reading.<sup>47</sup> There is no data highlighting differences in the first-time pass rates between candidates seeking an initial and advanced license. Still, one can presume initial license applicants should not be expected to demonstrate the same level of expertise as an experienced teacher, who has met the requirements for an advanced degree in reading and is defined as “an expert of reading instruction.”<sup>48</sup>

Nationally, there is no unanimity of support for a definitive cut score for the test. Of states that require either the current FoRT or new (190) version, four have a cut score of 240 (Connecticut, Massachusetts, New Hampshire, Wisconsin); three have a cut score of 233 (Arkansas, Mississippi, North Carolina); and one has a cut score of 220 (Ohio).

### **Conclusions and Recommendations**

Based on our analysis, we make four recommendations, recognizing that the FoRT is a statutory requirement:

#### **Support students’ costs of taking the new FoRT190 for two years, while it is being implemented so faculty can study success rates and program alignment.**

Given the current version of the FoRT will no longer be available after August 2022,<sup>49</sup> we anticipate teacher candidates may need to attempt the newer FoRT 190 more than once, with a cost of \$135/administration. Although faculty are actively working to revise courses and resources for the new test, the results of their efforts may not be available to candidates in time for implementation of the new FoRT. Financial support for teacher candidates taking the new FoRT will offset their out-of-pocket costs during the test transition. We also ask for funding so faculty can orchestrate a research study that examines teacher candidates’ success rates with the new FoRT and develop of new curricula and test support materials for those having to retake the test. **Total Budget Request: \$279,450; one-time funds for two years** (Pay students' new FoRT Exam fee for two years. study test results, readjust curriculum, and create student supports for those who must retake the test; 1035 students/year x 2 x \$135 exam fee).

#### **Fund a campus-based, FoRT Program Coordinator to lead research projects, orchestrate test preparation efforts, and coordinate communication.**

Funding one full-time position dedicated to supporting candidate success with the FoRT work would ensure consistent and sustainable leadership, ongoing research, and clear communication related to the test. Specifically, the FoRT program coordinator would lead the UW System Deans & Directors FoRT Workgroup, oversee research projects related to the new test’s implementation and its effects on faculty, candidates, and K-12 students. They would also facilitate/coordinate trainings for faculty and teacher candidates, oversee supports for candidates of color, and liaise with Pearson, DPI, and EPPs to communicate information related to test changes and testing accommodations. This person would also

---

<sup>47</sup> Reading Specialist (2018).

<sup>48</sup> Assessment System (2020).

<sup>49</sup> Pearson Education Inc. (2022a)



manage the distribution of FoRT190 funding to campuses and voucher coordination. **Budget Request: \$87,000+benefits**

**Leverage the UW System’s Government Relations influence to advocate for legislative changes that reduce barriers between the FoRT and teacher licensing.**

Because the FoRT is statutorily required, the UW System School of Education Deans and Directors FoRT Work Group, in concert with this Teach-Lead Wisconsin Work Group, would like the UW System Government Relations team to advocate for two, specific, changes to the FoRT legislation:

- a. Allow for an alternative to the Foundations of Reading Test for all initial licensure candidates, including elementary education and early childhood education, which ensures candidates’ abilities to teach reading will be evaluated through authentic assessments.
- b. Set two, FoRT cut scores – one for initial licensure candidates and the other for those seeking a Reading Teacher or Reading Specialist advanced license.

**Budget Request: None**

**Provide funding to faculty supporting students with the FoRT and/or advocate for this leadership through DPI.**

If the Foundations of Reading Test is to remain a requirement in the state of Wisconsin, we recommend funding be provided for faculty, who work to prepare students for the FoRT. This funding would increase the capacity of institutions to provide high-quality test preparation for candidates by compensating faculty for their out-of-work time and allowing for the purchase of test preparation materials and resources, as well as facilitating workshops and professional development opportunities to share successful test preparation strategies across campuses. Funding also enables more equitable practices across campuses regardless of budget levels. This work has been significant, but it has been limited to the time of individuals on campuses. **UWS Deans & Directors Budget Request: \$15,000**

Alternatively, we recommend the UW System advocate for funding and expert leadership through the Department of Public Instruction because the FoRT mandate applies to certification programs outside UW System’s institutions. Under their leadership, we imagine this person would work with campuses to develop a statewide plan to promote students’ success with the FoRT. This person would also interface with national efforts to improve children’s literacy, stay current with research, and inform policies and practices. The statewide plan would outline the development of high-quality instructional materials and faculty training and professional development.

**References**

- Allen, K., Frederick, A., Hollingsworth, L., Iwai, Y., Kohlmeier, T., & Lize, K. (2021). Experiences taking the WI Foundations of Reading Exam: Results of a questionnaire of University of Wisconsin System students and alumni. *Wisconsin State Reading Association Journal* 58(1): 10-20.
- Angrist, J. D., & Guryan, J. (2007). Does teacher testing raise teacher quality? Evidence from state certification requirements. *Economics of Education Review*, 1-21.
- Assessment System, [PI 34.021, § \(1\)\(f\)2.b.](#) (2020).
- Cowan, J., Goldhaber, D., Jin, Z., & Theobald, R. (2020). [Teacher licensure tests: Barrier or predictive tool?](#) (CALDER Working Paper No. 245-1020). National Center for Analysis of Longitudinal Data in Education Research.
- Crowe, E. (2010). *Measuring what matters: A stronger accountability model for teacher education*. Washington D.C.: Center for American Progress.
- Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Washington D.C.: Center for American Progress.

- Goldhaber, D., & Brewer, D. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational Evaluation and Policy Analysis*, 22(2), 129-145.
- Jones, C., & Bales, B. (2020). [The utility and cost of requiring Wisconsin teachers pass the FoRT and edTPA assessments](#).
- Massachusetts Tests for Educator Licensure. (2022). [Test development activities](#). Pearson Education, Inc.
- Massachusetts Department of Elementary and Secondary Education. (2021, April 1). [Massachusetts Tests for Educator Licensure \(MTEL\) annual summary of test taker counts by ethnicity, program year: September 2019 – August 2020](#).
- Pearson Education, Inc. (2020). [MTEL test information guide](#).
- Pearson Education. (2021). [Foundations of reading \(090\)](#).
- Pearson Education, Inc. (2022a). [Foundations of reading \(090\)](#).
- Pecheone, R., Pigg, M., Chung, R., & Souviney, R. (2005). Performance assessment and electronic portfolios: Their effect on teacher learning and education. *The Clearing House* 78(4): 164-176.
- Reading specialist, [PI 34.070\(2\)](#) (2018).
- Reading teacher, [PI 34.082\(2\)](#) (2018).
- Wisconsin Department of Public Instruction. (2021a). [2017-2018 Emergency licensure data](#).
- Wisconsin Department of Public Instruction. (2021b). [2018-2019 Emergency licensure data](#).
- Wisconsin Department of Public Instruction. (2021c). [2019-2020 Emergency licensure data](#).
- Wisconsin Department of Public Instruction. (2021d). [2020 State Report on Educator Preparation Programs](#).

## **Priority Work Group III Final Report: Expanding Innovative Pathways, Alternative Delivery Models, and Internships**

### **Background of the Problem.**

In general, enrollment in teacher preparation programs is declining or flat. In southeast Wisconsin alone, “education completions dropped substantially both in number and as a share of all new degrees and certificates awarded” during the nine-year period from 2011 to 2019.<sup>50</sup> In the 2017-18 academic year, UW System had 1,859 Wisconsin residents majoring in education. Of these, 76.1% had to take out loans to attend college, while only 65.3% of all other majors incurred student loan debt for the same period.<sup>51</sup> In Wisconsin, this level of student loan debt is not mitigated by a Wisconsin teacher’s \$38,678 annual starting salary, which was ranked 31<sup>st</sup> in the nation in FY 2019-20.<sup>52</sup>

One way to reduce an education student’s debt, is to reduce their time to licensure and/or degree. Some institutions, however, struggle with low enrolled courses, which can lead to fewer offerings and potentially extend a student’s time to degree. This can often discourage students from becoming education majors. Complicating this challenge of low enrollment, and by extension extending one’s time to degree, is the fact that there is little collaboration across institutions or flexibility in program approval for innovation and alternative pathways/delivery models. At the same time, program faculty must be mindful of not putting underprepared teachers into classrooms before they have acquired the appropriate knowledge, skills, and dispositions.

Lindsay (2021) suggests one way to address these challenges is to extend the education career ladder, so the beginning rung is a paraprofessional with an associate degree rather than the newly licensed teacher with a bachelor’s degree. Her rationale is that paraprofessionals tend to have fewer licensure requirements and tend to be more racially and ethnically diverse than traditionally prepared teachers. Rethinking the career ladder could “diversify the teacher workforce while still encouraging the continual professional development that underpins career ladders.”<sup>53</sup> Creating an innovative program or paid internship for these individuals would also allow them to continue working and not disrupt their financial situation. More importantly, this type of programming would allow them to translate theory to practice and practice to theory in their work with students as they complete a licensure program.

Currently, however, internship licenses are only issued to candidates who have applied through the Department of Public Instruction’s Wisconsin Improvement Program (WIP). These candidates are then matched with a school district seeking a licensed intern. However, participating school districts are often uninformed about the WIP process and deadlines, are confused about the associated costs and may put interns in difficult situations that affect retention.

These situations leave us wondering how we can efficiently and effectively get a critical mass of students into teaching through alternative pathways while maintaining healthy enrollments in traditional programs. This Group III Final Report examines four models to address these challenges: Innovative Pathways to Licensure; Innovative/Alternative Delivery Models for Educator Preparation Programs; Fostering Internships; and Strategic School District Partnerships and/or Professional Development Schools (PDS). This examination results in recommendations to better serve Wisconsin education candidates.

---

<sup>50</sup> Wisconsin Policy Forum (2021)

<sup>51</sup> Office of Policy Analysis and Research (2019)

<sup>52</sup> National Education Association (2022).

<sup>53</sup> Lindsay (2021, p. 19).

## Successful Strategies to Support Innovative Programs, Delivery Models, and Internships

Over the past 10 years, almost every UW educator preparation program (EPP) has attempted to address Wisconsin's educator shortages by constructing innovative pathways and/or delivery models. Many times, these innovative programs are in partnership with, or in response to a local or state need. In addition to our review of research and UW landscape analysis of existing programs, the recommendations presented here draw on findings from an eight item survey of Wisconsin school administrators (n=197). Eighty-four percent of the respondents indicated interest in strengthening partnerships with UW System educator preparation programs. They also suggested different program and delivery models to better address candidates' time to licensure, especially for those already working in education or a related field. They specifically identified the need for more internship or residency programs.

This section weaves together the research on innovative pathways, alternative delivery models, internships, and strategic school district partnerships. It also highlights the successful instantiation of these models at UW institutions.

### Innovative Pathways:

Over the past several years, there has been an increase in institutions of higher education (IHEs) programming options for career changers and district-based grow your own (GYO) programs. Because these adults are usually working in the district, there is strong need to partner with an IHE to ensure courses are conveniently offered so candidates can continue working while completing their licensure program. In a recent study of GYO programming across the United States, it was noted that recruiting and preparing staff currently embedded in local school districts results in greater educator retention and community fit.<sup>54</sup> Many of these programs are state funded. UW Oshkosh's [Alternative Careers in Teaching \(ACT\) program](#), and UW-La Crosse's [Grow Our Own Teacher Diversity Program \(GOOTD\)](#) serve as GYO examples, although they are not state funded.

Key features of GYOs are program innovation (concentrated coursework or sequencing) and/or some type of financial support if candidates enroll full-time and are unable to work. GYO program challenges rest on whether institutions have the human and fiscal capacity. Given that, one question to explore is whether there is a way to pool resources and collaborate across institutions? For example, are there ways to share upper level/graduate courses taught by educator preparation faculty at more than one UW System institution? Additional information about GYOs is noted in the Group I Final Report.

Adding flexibility in state licensing requirements can also stimulate innovative pathways to address teacher shortages. One example is the School Psychologists licensing change from a 5-year PhD program to also include the 3-year Educational Specialist (EdS) master's degree program. This change reduced the number of years required to complete a School Psychologist licensure program, which led to increases in the number of certified candidates to fill this high need school position.

### Innovative Delivery

For adult learners working in schools or career changers, on-campus, traditional programs do not meet their personal and professional needs. Such is the case for an emergency licensed teacher, who must complete a licensure program while continuing to meet the needs of children in the classroom.<sup>55</sup> To meet these potential candidates' needs, preparation programs need to offer education coursework through an innovative delivery model. Students and faculty often rely on internal or external funding to support the design, implementation, and tuition costs associated with these models.<sup>56</sup>

The Accelerated Licensure Special Education (ALSE) offered through the Forward Madison partnership between Madison Metropolitan School District and UW-Madison School of Education is

---

<sup>54</sup> Garcia (2021).

<sup>55</sup> UW-Stevens Point Needs Assessment (Spring 2021).

<sup>56</sup> Ellerbrock, et al., (2019); Chapman (2021).

one example of an innovative delivery model. Funded through a Department of Work Force Development grant, this program is structured specifically for provisionally licensed special education teachers. ALSE provides coordinated graduate level coursework and tuition supports, including the [UW-Madison Teacher Pledge](#) loan forgiveness program, to participants. There are currently two cohorts of highly diverse participants. The first cohort completed requirements with an 88% program retention rate.

UW-Stout's distance-delivered, hard-to-staff, Family and Consumer Science Education, Marketing and Business Education, Tech Ed and Special Education undergraduate preparation programs serve as another example. These programs provide a pathway to licensure for individuals hired as Tier I experience-based licensed teachers or working paraprofessionals. Over the past 5 years, the number of candidates in these programs increased 28%. This enrollment boost is most likely because the programs offer intensive advising and student services to support each participant's unique story.

### **Internships**

Currently, teaching internships are only offered and managed through the Department of Public Instruction's Wisconsin Improvement Program (WIP). Teaching internships allow a teacher candidate to complete a paid internship in lieu of student teaching. Although the internship is a full-time, semester position, the intern may not teach more than 50% of the time over the course of the semester.<sup>57</sup> According to our recent district administrator survey, some districts are using internships to address shortages in their districts (19% report utilizing at least one intern per year, and 13% use two or more per year). However, 35% report using less than one intern per year, and 32% report never using an intern. They also reported that it would be helpful to expand internship options beyond the WIP so teacher candidate could take on additional responsibilities. A follow up conversation with DPI about WIP revealed plans for new software and improved communication.

### **Strategic School District Partnerships**

IHEs recognize the value of partnering with PK-12 school districts and our survey of district administrators indicated 84% of respondents (n=187) were interested in strengthening their partnerships. Teacher education programs have routinely collaborated with school districts around clinical placements, professional learning and development, and grants to address licensing needs in high need areas. For example, one institution provides classroom space on campus for 4K and kindergarten students utilizing district personnel and has plans to expand the model to Grades 1-2. Another campus created a special education training lab for middle school students.

These programs, however, are not easily developed. They require human and fiscal resources and funding is a constant barrier.<sup>58</sup> They also require a large investment of time by all parties involved.<sup>59</sup> Large startup costs and a small number of district participants make it particularly difficult to address the needs of children attending rural schools. Still, the nature of educator preparation rests on the symbiotic relationship programs have with their PK-12 school district partners.

### **Conclusions and Recommendations**

There is no doubt that the demands and expectations of educator preparation are time intensive, particularly around clinical experiences. Education students' culminating clinical experience – student teaching or an on-site principal project – is equivalent to a full-time job. In fact, Wisconsin statute PI 34.023, 2.f requires student teaching “be for full school days for a full semester of the cooperating school.” Semesters are typically 18 weeks and student teachers are expected to follow the school's calendar, which includes attending evening events, like parent conferences. Evenings and weekends are

---

<sup>57</sup> WIP Handbook (2017).

<sup>58</sup> Manton, Heffernan, Kostogriz & Seddon (2020).

<sup>59</sup> Guillen, L., & Zeichner, K. (2018).

also filled with planning instruction and grading homework. The rule constraints and expectations, even for those attending an alternative program or participating in an innovative delivery model, make it very difficult for candidates to earn an income during their 18-week placement.

Student loans alone do not meet both tuition and living expenses. This leaves many student teachers working a ‘second job’ even though program policies and practices discourage them. Many opt to live at home during their student teaching experience to save money. At UW-La Crosse, for example, requests for student teaching placements closer to home increased from 8.9% in Spring 2020 to 23.6% in Fall 2022. These financial burdens are more acute for first generation students, those who qualify for Pell Grants, and career changers who cannot afford to not work. Thus, we recommend targeted financial supports for pre-service educators during their culminating clinical experience.

### **Financial Supports to Offset Education Candidates’ Clinical Experience Expenses**

Although the Department of Education, State of Wisconsin, and individual UW institutions offer some funding to support education candidates, it is insufficient. Just as important, information is scattered across multiple websites. Research suggests three, targeted, supports to ease the financial burden associated with education candidates’ culminating clinical experience.

#### ***Clinical Experience Stipends***

One potential funding model is to award a \$5,000 stipend to each education student during their culminating clinical experience. Five thousand dollars is the typical stipend paid to education interns, who serve as the teacher of record through the WIP program. It is also slightly less than the U.S. Department of Education’s Teacher Education Assistance for College and Higher Education (TEACH) grant which was recently doubled from \$4,000 to \$8,000 per year. TEACH grants, however, have a service obligation of eight years, where in exchange for funding, recipients “agree to complete four years of teaching in a high-need field and underserved school as a condition for receiving the grant”.<sup>60</sup> In this case, the \$5,000 stipend is to offset cost of living expenses, so candidates are not forced to seek paid employment while doing their student teaching or other culminating clinical experience. **Budget Request: \$11,500,000/year;** (UW System/State match of Dept of Education TEACH grants. (\$5,000/student teacher x 2300 education graduates; ongoing expenditure).

#### ***Expand Loan Forgiveness Programs***

Currently, many loan forgiveness programs target a particular student group or those attending a specific institution. Expanding existing programs would open access to more, if not all education candidates. For example, the [UW Madison School of Education Wisconsin Teacher Pledge Program](#) is one of the most promising loan forgiveness programs. It involves a multi-level partnership with public and private dollars and collaboration among school districts, higher education institutions, and community organizations. In this program, UW-Madison School of Education pledges to pay the equivalent of in-state tuition and fees, testing, and licensing costs for all teacher education students. In return, program completers pledge to teach in a Wisconsin school for three to four years after graduation. Funded through alumni donations, the program is currently projected to run for five years.

The privately funded Janesville Multicultural Teacher Scholarship is a similar program. It offers scholarships of \$25,000 to Janesville residents or high school graduates who pursue a teaching degree at any institution and pledge to teach for at least three years in the Janesville School District. Beloit offers a similar program.<sup>61</sup>

The U.S. Department of Education offers the Teacher Loan Forgiveness program to current teachers who have Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford

---

<sup>60</sup> U.S. Department of Education (2021)

<sup>61</sup> WPF (2021).



Loans, and Unsubsidized Federal Stafford Loans. To qualify, teachers must have been employed as a full-time, highly qualified elementary or secondary teacher for five consecutive years at a designated low-income (Title I) school. Locally, UW-Platteville partnered with [Ardeo Education Solutions](#) and offers a loan repayment assistance program to help education students pay back their loans until they make \$48,000.00 per year, the amount comparable to a rural teacher's annual salary. Assistance is available to all campuses.

Since the University of Wisconsin System is not a financial lender, we recommend the Government Relations team advocate for expansion of the Teacher Loan Forgiveness program. **Budget Request: None**

### **Develop a Website that Consolidates Educator Grant Opportunities and Loan Forgiveness**

While there appears to be an abundance of funding and loan forgiveness opportunities for potential educators, they do not extend to all candidates and are often limited to specific populations, fields of study, types of schools, or locales. Moreover, this information is scattered across the internet leaving potential users fraught with efforts to find appropriate programs and opportunities. Thus, we recommend implementing a website that consolidates educator grant opportunities and loan forgiveness programs so candidates have a 'one-stop shop' to save them time and energy. Initial discussions with the DPI about hosting such a site have been promising. **Budget Request: None**

In conclusion, we recommend expanding conversations about financial supports for educators to include representatives from the associations who benefit from having excellent teachers and schools (e.g., Wisconsin Department of Workforce Development, Wisconsin Manufacturing and Commerce, Wisconsin Relators Association, Wisconsin Chamber of Commerce). These groups have both the financial and political capital to support investment in the education of Wisconsin children. We also recommend inviting representatives from the various education-related professional associations (e.g., Wisconsin Association of School District Administrators, Association of School Administrators). The State of Colorado brought together similar partners and created [TEACH Colorado](#) and the State of Arizona created the [Arizona Teachers Academy](#). Both offer models for stakeholder conversations about how to better support the financial needs of Wisconsin's future education professionals.

### **References**

- Ellerbrock, C., Vomvoridi-Ivanovic, E., Sarnoff, K., Jones, B., & Thomas, M. (2019). Collaborating to "Grow Our Own": The Helios STEM Middle School Residency Program. *The Clearing House*, 92(4-5), 119–124. <https://doi.org/10.1080/00098655.2019.1614516>
- Garcia, Amaya. (2021). A 50-State Scan of Grow Your Own Teacher Policies and Programs." *New America*. <https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>
- Guillen, L., & Zeichner, K. (2018). A university-community partnership in teacher education from the perspectives of community-based teacher educators. *Journal of Teacher Education*, 69(2), 140-153.
- Lindsay, C.A. (2021). Teacher diversity and student success. *The State Education Standard*, 21, 3, 16-21.
- Manton, Heffernan, Kostogriz & Seddon (2020). Australian school–university partnerships: the (dis)integrated work of teacher educators, *Asia-Pacific Journal of Teacher Education*, DOI: 10.1080/1359866X.2020.1780563
- National Education Association (2022). [Educator Pay and Student Spending: How does your state rank.](#) *National Education Association*.
- University of Wisconsin–Stevens Point. (2021). [University of Wisconsin–Stevens Point Needs Assessment Survey.](#)

- University of Wisconsin System Office of Policy Analysis and Research (n.d.) [Education Reports and Statistics](#).
- U.S. Department of Education. (2021). [Department of Education Implements TEACH Grant Program Changes to Benefit Teachers and Students](#).
- Wisconsin Department of Public Instruction. (2017). [The Wisconsin Improvement Handbook](#).
- Wisconsin Policy Forum. (2021). [Fewer Education Grads Pose Threat to Teacher Workforce](#) (Wisconsin Policy Forum, Focus #14, August 2021). Wisconsin Policy Forum.



## **Priority Work Group IV Final Report: Strengthening Partnerships, Cooperating Teachers, and Site Supervisors**

### **Background of the Problem**

The University of Wisconsin's educator preparation programs (EPPs) face difficulty attracting and retaining high-quality cooperating teachers and site supervisors to support candidates' clinical field experiences. A review of the literatures notes that cooperating teachers (CTs) and site supervisors (SSs) are an important and integral part of preservice educators' professional learning and development.<sup>62</sup> At the same time, not all universities have a formalized or strategic system for recruiting and selecting CTs and SSs,<sup>63</sup> which leaves them struggling to attract CTs and SSs.<sup>64</sup> The critical needs for these essential mentors has only been exacerbated during the COVID-19 pandemic.<sup>65</sup>

Various professional associations provide some guidance on, and recommendations for, cultivating and retaining CTs and SSs. However, Work Group IV wanted to capture the experiences of educators, who serve candidates attending our preparation programs. To that end, in January 2022, Work Group IV members conducted focus groups with invited representatives who work with the CT and SS recruitment process from all 13 UW campuses. Once gathered, we asked the participants from UW-Parkside, UW-Madison, UW-Milwaukee, UW-River Falls, UW-LaCrosse, UW-Superior, UW-Eau Claire, and UW-Whitewater four questions:

1. Why do districts and educators want to host an education candidate?
2. What are the reasons for declining to host an education candidate?
3. What are the challenges in securing clinical experiences for education candidates (pre- and post-pandemic)?
4. What resources would support and enhance our relationships with CTs and SSs?

The findings from these focus group sessions inform Work Group IV's three recommendations to strengthen our partnerships with cooperating teachers and site supervisors.

### **Focus Group Findings to Support Cooperating Teachers and Site Supervisors**

With respect to Question 1, district administrators and educators want to host educator candidates for a variety of reasons. Many shared a commitment to growing the profession by mentoring and encouraging new educators. Many noted that it was an opportunity to give back to their UW campus because they understood the program's expectations. Some see preservice teachers as extra hands in the classroom and view the opportunity as a "win-win." Others talked about the personal benefits, like wanting to get their administrators license so thought hosting served as a good professional experience. Finally, many viewed hosting an education candidate as a recruiting tool for future district vacancies.

Question 2 explored reasons for declining to host education candidates. Here, participants described hesitation with hosting early clinical experiences, when candidates were in the building for limited hours. Some also noted that many potential CTs and SSs were already mentoring new teachers; the frequency of this was more notable in schools with increased retirements. Finally, some shared that the Department of Public Instruction (DPI) policies played a role, particularly around the years of experience required before one could host a candidate.

Question 3 asked, what were the challenges securing clinical experiences for education candidates, pre- and post-pandemic? Here, the participants referenced six challenges. Pre-pandemic, the group noted that the DPI's requirements for educators to serve as a CT or SS were challenging. They

---

<sup>62</sup> e.g., Ganser (1996).

<sup>63</sup> e.g., Roberts, Benedict, & Thomas (2014); Magaya & Crawley (2011).

<sup>64</sup> e.g., Sinclair, Dowson, & Thistleton-Martin (2006).

<sup>65</sup> e.g., Varela & Desiderio (2021).

also noted that it was difficult to find educators for specific placements. This was particularly true when trying to find rural placements for candidates seeking secondary subject certification or where districts had a limited number of teachers in a particular discipline.

The COVID-19 pandemic intensified these challenges. Participants noted that typically reliable CTs and SSs declined invitations to host candidates because they were “stretched thin” and “overwhelmed”. Others preferred a student teacher because they could be in the classroom for an extended period, which meant they were less interested in hosting a clinical or practicum student. Many referenced district communication protocols, codified during the pandemic, directing clinical experience coordinators to only communicate with building administrators. When they did reach out, they often found building administrators less likely to offer a timely response to hosting an education candidate because they too were overwhelmed. They also noted that building principals opted to not to discuss hosting an education candidate with staff because recognized teachers were stretched.

The participants offered many insights to the last question – what resources would enhance and support our relationship with cooperating teachers? Monetary support was cited first and frequently. This is when we learned about the wide variation in the stipend amounts paid to CTs and SSs. Some institutions had the financial resources to pay hosts \$500 per candidate while others were limited to offering access to the campus library and/or gym facilities. When a stipend was available, more than one participant talked about the bureaucratic impediments to timely compensation.

The group also discussed the importance of developing district partnerships and investing in CTs and SSs. Investment was needed to keep them motivated. The group also wanted to suggested creating some mechanism for recognizing CTs, SSs, and their districts for supporting the next generation of professional educators. Finally, the group wondered if a state-wide conference or professional development seminar might be offered so CTs and SSs could formulate a community of practice and exchange mentoring strategies.

## Conclusions and Recommendations

The focus group recommended three strategies to support cooperating teachers and site supervisors. Although each strategy could be scaled to include all UW institutions, not all programs experience the same challenges. Thus, strategies needed to be flexible enough so they could be customized or individualized at each campus.

The first recommended strategy was to offer small grants to campuses so they could respond to local challenges in how they support CTs and SSs. Block grants would accommodate program variation, including the type of issues and resources available on each campus. For example, one institution might need funds to develop a new cadre of CTs and SSs because of district partner attrition. Another institution might require funds to offer specific professional development to CTs and SSs because of a consequential program change or new DPI requirement. In terms of projected timeline, AY 2022-2023 would be a planning year to develop the mechanisms for distributing, reviewing, dispensing, and evaluating grants. **Budget Request: \$650,000 (\$50,00/campus; ongoing).**

The second recommended strategy is to allocate funds for CT and SS stipends. Currently, the amount provided ranges from \$0 to \$500. We recognize the intensity of CT and SS support differs based on whether they are working with a candidate during an early clinical or culminating experience. However, it is important to equalize the wide variation in payment for supporting candidates in the same experience. Equalizing CT and SS stipends across institutions demonstrates a small token of appreciation for their extensive professional contribution. Implementation of these stipends could begin as early as AY 2022-2023. **Budget Request: \$2,300,000/year; ongoing** (\$500 stipend to CT/SS for culminating experiences - \$500/CT or SS x 2300 student teachers and administrator culminating placements plus \$500/early clinical mentors for 2300 students).

The last recommendation addresses the request for statewide professional learning to further develop the skills CTs and SSs bestow on UW education students. Offering a professional development

in the summer acknowledges and respects their time. The content, structure, and location of this professional learning would also need to accommodate those not working in districts close to institutions. Planning for this type of statewide professional learning could occur in AY 2022-2023 with implementation in Summer 2023. **Budget Request: TBD** based on whether the session(s) are virtual or site based.

## References

- Ganser, T. (1996). The cooperating teacher role. *The Teacher Educator*, 31(4), 283-291.
- Magaya, A., & Crawley, T. (2011). The Perceptions of School Administrators on the Selection Criteria and Training of Cooperating Teachers; Strategies to Foster Collaboration between Universities Public Schools. *International Journal of Educational Leadership Preparation*, 6(2), n2.
- Roberts, C. A., Benedict, A. E., & Thomas, R. A. (2014). Cooperating teachers' role in preparing preservice special education teachers: Moving beyond sink or swim. *Intervention in School and Clinic*, 49(3), 174-180.
- Sinclair, C., Dowson, M., & Thistleton-Martin, J. (2006). Motivations and profiles of cooperating teachers: Who volunteers and why? *Teaching and teacher education*, 22(3), 263-279.
- Varela, D. G., & Desiderio, M. F. (2021). Perceptions of COVID-19 pandemic impact on the student teaching experience. *Research in Higher Education Journal*, 39.

***Teach-Lead Wisconsin:  
Recruiting, Diversifying, and Supporting Wisconsin Teachers and Education Leaders***

**Proposed Budget**

<b>Strategic Initiative</b>	<b>Budget Description/Details</b>	<b>Proposed Annual Budget</b>
<b>1a.</b> Expand pathways into teaching through school district-higher education partnership programs.	1a. One FTE Systemwide Position 12 months, housed at a campus, with GYO experience plus .25 K-12 District Coordinator stipend (\$87,000+benefits plus \$5,000 stipend) <b>Ongoing expenditure.</b>	\$92,000
1b. UWS/WTCS Foundations of Teacher Education (FoTE) Licensure Pathway - 2+2 Collaborative B.S. Education degree with K-9 Licensure.	1b. Stipends to UWS faculty to develop the needed bridging courses (\$4,000/course x 8-10 courses). <b>One Time Funds.</b> Funded internally.	
2a. Address barriers to students' success with the Wisconsin Foundations of Reading Test (FoRT) to retain candidates in preparation programs.	2a. The new FoRT will be implemented in 2022, which means the current reading coursework may not be fully aligned. Pay students' new FoRT Exam fee for two years. This will allow faculty to study test results and make the necessary curriculum adjustments, including which supports to offer students who must retake the test. (**1035 students/year x 2 x \$135 exam fee). <b>Two-year expenditure.</b>	\$279,450
2b. FoRT Program Coordinator	2b. One FTE FoRT Program Coordinator (\$87,000+benefits) <b>Ongoing expenditure</b>	\$87,000
<b>3.</b> Provide a range of financial supports for student teachers.	3. System/State match of TEACH grant funds for educators doing their culminating clinical experience - student teaching, administrator clinical placement, pupil services clinicals. (\$5,000/year x 2300* education graduates). <b>Ongoing expenditure or advocacy for inclusion in state biennium budget.</b>	\$11,500,000
<b>4a.</b> Small grants to campuses so they could respond to local challenges in how they support CTs and SSs.	4a. \$50,000/campus <b>Ongoing expenditure</b>	\$650,000
<b>4b.</b> Enact stipends for educators who serve as cooperating teachers or on-site supervisors of administrator candidates	4b. \$500 stipend for cooperating teachers/administrators for culminating experiences (\$500/CT or Administrator x 2300* student teachers and administrator placements plus \$500/early clinical mentors for 2300* students. <b>Ongoing expenditure.</b>	\$2,300,000
<b>TOTAL</b>		<b>\$14,908,450</b>
Notes: *2300 education graduates licensed in Wisconsin (2018-2019). **1035 elementary education graduates in Wisconsin (2018-2019)		

## Appendix A

### Teach-Lead Wisconsin Work Group Members and UW Affiliation

*Work Group 1: Recruiting and Diversifying Candidates into Educator, Administrator, and Pupil Services Preparation Programs*

Scott Ashmann, Associate Dean	UW-Green Bay
Barbara Bales	UWSA
Eric Brunsell, Associate Dean	UW-Oshkosh
*Kelli Danielski	UW-Whitewater
Stacy Furness, Dean	UW- River Falls
Heather Klanderman	UW-Stout
*Lana Collet-Klingenberg, Associate Dean	UW-Whitewater
Kayla Murphy	UW-Platteville
Francesca (Franny) Rodriquez	UW-Madison

*Work Group 2: Addressing Barriers to Program Completion*

Maggie Beeber	UW-Stevens Point
Lynda Fernholz, Dean	UW-Stevens Point
Wendy Kropid, Associate Dean	UW-Superior
*Adrienne Loh, Associate Dean	UW-La Crosse
Hope Longwell-Grice, Associate Dean	UW-Milwaukee
Dana Ryan	UW-Parkside

*Work Group 3: Expanding Innovative Pathways, Alternative Delivery Models, and Internships*

Sydney Bueno	UW-Stevens Point
Cindy Duley	UW-La Crosse
Ann Halbach	UW-Madison
*Linda Haling, Dean	UW-Oshkosh
Cathy Scheder	UW-Stevens Point
Deanna Schultz, Associate Dean	UW-Stout

*Work Group 4: Strengthening Partnerships, Cooperating Teachers, and Site Supervisors*

Jen Collins, Dean	UW-Platteville
Linda Haling, Dean	UW-Oshkosh
Carol Koroghlanian	UW-Eau Claire
Cathleen Olds	UW-Stevens Point
Emily Wahlquist	UW-Stevens Point
*Kimber Wilkerson	UW-Madison
*Marcie Wycoff-Horn, Dean	UW-La Crosse

\*Chair or Co-Chairs

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

**REQUESTED ACTION**

No action required. For information only.

**SUMMARY**

Johannes Britz, the recently appointed Interim Vice President for Academic and Student Affairs will provide an end-of-year review on the work conducted by the Office of Academic and Student Affairs in support of the Regents and the Renewed Wisconsin Idea for the 21<sup>st</sup> century. Interim Vice President Britz will also share key highlights and milestones from the year.

**Presenter**

- Dr. Johannes Britz, Interim Vice President for Academic and Student Affairs, UW System

**ATTACHMENTS**

- A) UW System Office of Academic and Student Affairs FY 22 End-of-Year Review

# FY22: END OF YEAR REVIEW

BOR Education Committee and  
UW System Office of Academic and Student Affairs

June 9, 2022

*Education Committee, Board of Regents, UW System*

**Presented By:**

Johannes Britz, VP for Academic and Student Affairs

# Office of Academic & Student Affairs

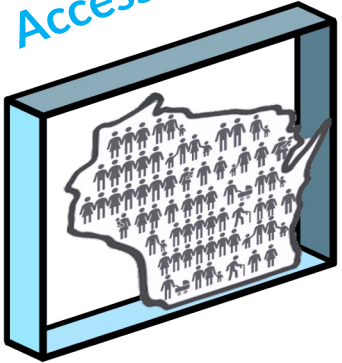
- **OFFICE OF RESEARCH AND ACADEMIC INNOVATION**
  - Dr. Laura Dunek, Assoc. VP
- **OFFICE OF ACADEMIC PROGRAMS AND FACULTY ADVANCEMENT**
  - Dr. Carleen Vande Zande, Assoc. VP
- **OFFICE OF EDUCATION OPORTUNITY**
  - Vanessa Moran, Director
- **OFFICE OF PLANNING ANALYSIS AND RESEARCH**
  - Dr. Benjamin (Ben) Passmore, Assoc. VP
- **OFFICE OF STUDENT SUCCESS**
  - Dr. John Achter, Interim Assoc. VP
- **UNIVERSITY OF WISCONSIN EXTENDED CAMPUS**
  - Dr. Aaron Brower, Sr. Assoc., VP and Executive Director
- **BOARD OF REGENTS LIAISON**
  - Aaron Seligman, Senior Advisor



# Key OASA AY 2021-22 Initiatives:

## The Renewed Wisconsin Idea for the 21<sup>st</sup> Century

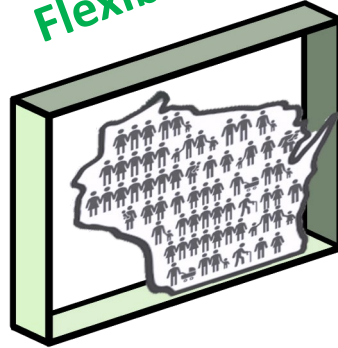
Accessible



### Accessible

- Web based professional development
- Institute for urban Education development programs
- Collaborative Language outreach
- Improved EApp Functionality & Reporting
- Launched Middle School Outreach Plan
- Top 100 Schools Initiative--Outreach in under-represented populations

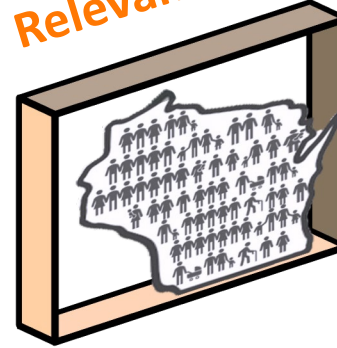
Flexible



### Academically Flexible

- UCTA Credit Transfer
- Liberal Arts Transfer for all WTCS institutions
- Developed online program change submission process
- Advanced transfer pathways
- Programs developed by Alliance for Inclusion, diversity, equity and advancement in STEM
- Hired Transfer Enrollment Specialist (Q2-'22)
- \$5M Tele-Mental Health F'22 Launch

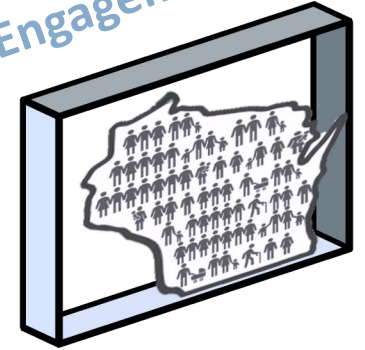
Relevant



### Academically Relevant

- Teach Lead Wisconsin proposal and Teacher Education Task Force
- Market analysis for high demand programs
- Curriculum program online tools
- Distance Education and Certificates Minors and concentrations database
- Prior learning assessment policy and procedures
- Articulated transfer pathways for high demand programs in STEM
- WI Math Alignment Task Force
- College Math pathways
- Applied research grants

Lifelong Engagement



### Lifelong Engagement

- OPID professional Development programming
- Prior learning assessment grant and pathways
- Wisconsin Teaching Fellows and Scholars projects
- UWEX: 5 New Certificates<sup>1</sup>
- UWEX: 3 Certificates In-Development<sup>2</sup>
- UWEX/UWGB Degree Q4-'23<sup>3</sup>

# REGULAR ANNUAL REPORTS FY21

- Program Planning, Review and Array Management
- Tenure and Promotion

# Key OASA Initiatives

- Wisconsin Economic Development Corporation (WEDC) Awarded \$5.6M Workforce Innovation Grant to Prison Education Initiative
- Walmart Corporation Awarded \$250K to UW System to Partner with Microsoft & LinkedIn to Create a Workforce-Focused Skills & Knowledge Accelerator (*UW Skills Forward*)
- Teach-Lead Initiative

# 2020/21 Authorized Academic Degree Programs

## 29 New Programs

### 19 BA/BS

Date Approved	Campus	Degree Name	Degree Level
2021.07	UW-Eau Claire	Bioinformatics	BA/BS
2021.07	UW-Whitewater	Cybersecurity	BS
2021.10	UW-Madison	Marketing	BBA
2021.10	UW-Madison	Management	BBA
2021.10	UW-Madison	Human Resources	BBA
2021.10	UW-Madison	Human Development and Family Systems	BS
2021.10	UW-Madison	Consumer Marketplace Studies	BS
2021.10	UW-Madison	Consumer Finance and Financial Planning	BS
2021.10	UW-Madison	Applied Social Science	BLS
2021.12	UW-Milwaukee	Design and Visual Communication	BFA
2021.12	UW-Oshkosh	Advertising	BA/BS
2021.12	UW-Stevens Point	Community Sustainability	BS
2021.12	UW-River Falls	International Food Operations Management	BS
2022.02	UW-Madison	Information Science	BA/BS
2022.02	UW-Milwaukee	Data Analytics	BS
2022.02	UW-Oshkosh	Leadership and Organizational Development	BPS
2022.02	UW-Whitewater	Professional Writing and Publishing	BA/BS
2022.04	UW-Stout	Cybersecurity	BS
2022.04	UW-Superior	Business Analytics	BS

#### **New Programs per University:**

UW-Madison	13
UW-Whitewater	5
UW-Milwaukee	3
UW-Oshkosh	3
UW-Eau Claire	1
UW-River Falls	1
UW-Platteville	1
UW-Stevens Point	1
UW-Stout	1
UW-Superior	1

# 2020/21 Authorized Academic Degree Programs (cont.)

## 9 MA/MS/MSE

Date Approved	Campus	Degree Name	Degree Level
2021.07	UW-Platteville	Sports Administration	MS
2021.07	UW-Whitewater	Marketing	MS
2022.02	UW-Madison	School Psychology	MS
2022.02	UW-Milwaukee	Data Science	MS
2022.02	UW-Oshkosh	Executive Master of Business Administration	MBA
2022.02	UW-Whitewater	Applied Kinesiology	MS
2022.02	UW-Whitewater	Early Childhood Education Policy	MSE
2022.04	UW-Madison	Data Engineering	MS
2022.04	UW-Madison	Data Science	MS

## 2 PhD

Date Approved	Campus	Degree Name	Degree Level
2022.02	UW-Madison	School Psychology	PhD
2022.04	UW-Madison	Gender and Women's Studies	PhD

## 9 AA/AS

Date Approved	Campus	Degree Name	Degree Level
2021.10	Gateway Technical College	Liberal Arts	AA/AS
2022.02	Northcentral Technical College	Liberal Arts	AA/AS
2022.02	Blackhawk Technical College	Liberal Arts	AA/AS
2022.02	Fox Valley Technical College	Liberal Arts	AA/AS
2022.02	Lakeshore Technical College	Liberal Arts	AA/AS
2022.02	Mid-State Technical College	Liberal Arts	AA/AS
2022.02	Moraine Park Technical College	Liberal Arts	AA/AS
2022.02	Northeast Wisconsin Technical College	Liberal Arts	AA/AS
2022.02	Waukesha County Technical College	Liberal Arts	AA/AS

# Anticipated HLC Comprehensive Visits

University	Anticipated HLC Comprehensive 10-year Visits
UW-Eau Claire	2024
UW-Green Bay	2031-2032
UW-La Crosse	2025-2026
UW-Madison	2023
UW-Milwaukee	2023
UW-Oshkosh	2023
UW-Parkside	2023
UW-Platteville	2025-26
UW-River Falls	2022
UW-Stout	2025-2026
UW-Stevens Point	2023
UW-Superior	2023
UW-Whitewater	2022

# 2021-22 Policy Reviews Involving OASA

## Regent Policies (4)

RPD 4-12 “Academic Program Planning, Review, and Approval in the University of Wisconsin System”

RPD 7-3, "UW System Freshman Admissions Policy" extension of waiver

RPD 20-24, “Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination”

RPD 4-10 "Class Audit Policy”

## SYS Policies (11)

SYS 2: Development, Revision, and Approval of Academic and Student Affairs Policies

[SYS 102](#) Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

SYS 110: Criteria and Approval of Wisconsin Technical College System Liberal Arts and Pre-Professional Transfer Programs

SYS 135 Guidance for [UW System Undergraduate Transfer Policy](#)

SYS 138: Award of Credit by Prior Learning Assessment

SYS 165: Academic Calendar

SYS 150 The Application of job Market and Placement Information to Academic Planning

SYS 155 Instructor Educational Development (out for comment)

SYS 156 rescind Guidelines for Faculty Retraining, Renewal, and Development

SYS 157 Rescind Faculty Development and Renewal – A System Policy for Faculty Transfer and Exchange

SYS 185 College Credit in High School (out for comment)

# Office of Policy Analysis & Research (OPAR) AY 2021-22 Review

- Data Strategy, Infrastructure & Analytics Solution (Ongoing)
- Evidence-Driven Program Array & Review Capabilities (New)
- Workforce Analysis (New)-The development of a systemwide, efficient and sole-source-of-truth current and predictive workforce tool providing key strategic insights necessary for program development and continuation
- Navigate Student Success Analytics—The Navigate Initiative represents the UW System’s single largest interventional strategy to improve student success and close achievement gaps
- COVID-19 Crisis Data Analysis
- Transferology/UCTA Project
- Tableau Server Implementation



# Office of Research & Academic Innovation AY 2021-22 Review

- Completion of the UW System Math Initiative—Funded by a \$2.3M Ascendium Education Group Grant, allowed for greater advancement of math pathways in various disciplines
- Completion of the UW System Online Learning Initiative—A \$2M Private Donation Funded a Systemwide Effort to both Improve Online Curriculum and Achieve Greater Technology Equity by Delivering Key Software & Hardware
- Grant Growth—Aided in the securing of grants and awards totaling \$8.8M including the UW System Prison Education Initiative
- Freshwater Collaborative of Wisconsin—Worked collaboratively to help improve structural efficiencies while seeking additional resources and mission-advancing partnerships
- Leadership and Convening of the UW System Research Administrators and Undergraduate Research Directors

# UW Extended Campus (UWEX) AY 2021-22 Review

- UWEX-managed programs now total 33 programs<sup>1</sup>
  - 5 New Certificates
  - 3 New Certificates In-Development
  - New Cooperative Master Degree Program with UW Green Bay (Master in Biodiversity)
- Leading UW Skills Forward (Walmart-funded partnership with Microsoft/LinkedIn)
- Directly supported approx. 500 faculty across all UW campuses who teach in UWEX-managed collaborative programs
- Generated over 21,000 prospective student leads, connecting directly with 98% of them either through personal interviews (approx. 16,000) or automated assistance programs (approx. 5,000)
- Enrolled 1,336 new students across all UWEX-managed programs
- Enrolled a total of 5300 students (in over 15,000 courses) a 54% increase in enrollments since 2014
- Direct support of all 5300 students using proactive, wraparound coaching; maintaining over ~70% retention rate.
- Graduated our 1,000<sup>th</sup> Flex grad in Summer 2021
- Generated and transferred to campuses about \$17M in program revenue in F21
  - Additionally transferred \$8.6M in GPR to campuses for statewide outreach purposes, generating \$20M
- Moved to 780 Regent (60% less space) and successful transition to hybrid-remote work environment

# Student Success AY 2021-22 Review

## OSS

- Student Success Summit Series – Engaging and Retaining Students (October 2021)
- Launch of Navigate Academic Planning pilot
- Systemwide implementation of National Alumni Career Mobility Survey
- UW System Fentanyl Awareness campaign and Narcan Rescue Kit implementation
- Awarded \$5M in ARPA Funds for Tele-Mental Health Services
- Hired the first Transfer and Enrollment Specialist – beginning June 2022

## UW HELP

- Instituted an EApp Governance structure/process for EApp improvements
- Re-Coded EApp for improved stability, resulting in fewer customer service calls/complaints
- Improved EApp Campus Admin functionality/added reports based on user feedback
- Launched middle school outreach plan and college planning publication
- Top 100 schools initiative - focused outreach to increase college interest in under-represented student populations

# OPAR-Appendix 1

**Data Strategy, Infrastructure and Analytics Solutions**—A modern information infrastructure is critical to the short and long-term viability of the UW System in the 21<sup>st</sup> century and recognized by the Board of Regents as a key risk. Working in close cooperation with the Office of Learning and Information Technology Services (OLITS) and institutions, this core strategic priority underpins all OPAR's initiatives and routine work. Success will be measured by the creation of a general data strategy, expanded data product lines and establishment of new governance structures supporting data provisioning.

**Systemwide Data Collection and Analysis**—Understanding the direction and drivers of enrollment change within the UW System is critical and will likely be a decisive factor in the viability of both individual institutions and the UW System in the decade ahead. OPAR has created an array of advanced interactive information products to support campus enrollment management, is conducting the most extensive follow-up study of applicants to understand decision-making behavior and is beginning the bi-annual Enrollment Projections process which supports Capital Planning and other key strategic processes. Success will be evidenced by expansion of use of these products and the broad-based understanding of the major challenges faced in the enrollment arena.

**Evidence-driven Program Array and Review Capabilities**—OPAR has been focused on establishing an evidence-based, system-level approach to the review of new and existing programs. This includes a major expansion of effort on workforce demand and labor market analytics to support tailoring of programs to needs of our students and State. Success will be measured by the completion of institutionally oriented tools focused on academic program analysis, enrollment and award patterns and fit of programs to market/workforce conditions.

**Workforce Analysis**—OPAR has opened an entirely new area of analysis which will systematically match high-quality workforce data and academic programs (both current and prospective). The work will also provide strategic insights into program offerings that have not previously been possible. This work provides an efficient and sole-source-of-truth resource for all UW System institutions that no longer need invest financial and analytical resources to provide this information for every new academic degree program.

# OPAR-Appendix 1 Cont.

**Navigate Student Success Analytics Initiative**—[The Navigate Initiative](#)<sup>12</sup> represents the UW System’s single largest intervention strategy to improve student success and close achievement gaps through the application of student data analytics to develop targeted outreach and interventions. The Navigate platform came into operational use in 2020 just as the COVID-19 pandemic began, but despite that crisis it has seen its utilization scale up rapidly. The comprehensive training program for use of Navigate was significantly curtailed during the pandemic, while nearly 2/3<sup>rd</sup>s of instructors in UW System universities made initial use of the platform. FY 2022 will see the resumption of the training program to allow additional faculty and staff to use the platform and ensure the most advanced features (coming online currently) are effectively and appropriately used. Measurable results at UW-Parkside and UW-Milwaukee have demonstrated the effectiveness of the overall project and contributed significantly to the COVID response by campuses. Consequently, three other universities (UW-Oshkosh, UW-Platteville, and UW-River Falls) have joined UW-Parkside and UW-Milwaukee in a UW System supported pilot program to add the Academic Planning module.

**COVID-19 Crisis Data Analysis**—How the UW System has fared during the COVID-19 crisis and where the crisis is likely to lead the System are key concerns for leaders at every level within the UW System. OPAR has run several special collections during the COVID-19 crisis and will continue these analyses to continue to provide key context for planning in support of students. In addition, OPAR will carry out a series of analyses of the crisis impact on faculty and staff. Success will be measured by the effective collection of these data, the promulgation of the resulting materials to a wide UW System audience and the integration of the results into the continuing response to the COVID-19 crisis and its aftermath.

**Transferology/UCTA Project**—Implementation of [Transferology](#)<sup>13</sup> was completed on time and under budget in Summer 2020, the technology is now in widespread and common use allowing UW System to utilize it to more effectively to create effective pathways for WTCS–to-UW System transfer. The current work will provide WTCS critical course review data that will allow the effective articulation of the transfer agreement for UW System courses to WTCS.

**Tableau Server Implementation**—OPAR’s [Tableau Server project](#)<sup>14</sup> provides a service for communicating data across the UW System that allows highly secure sharing and publishing of interactive data visualizations and dashboards. This project was driven by UW System institutional needs and requests to find a cost-effective solution to a standing existing problem. UW-Madison transferred governance to UW System to bring on more campuses allowing the project to be implemented without expanding commitments or cost.

# ORAI-Appendix 2

**The UW System Math Initiative** served as the initial proof-of-concept for the development of ORAI when OASA received a multi-year \$2.3M grant from the Ascendium Education Group in January 2018. Built on many years of foundational work in math education from across the UW System, the initiative allowed for greater advancement of math pathways in various disciplines. Although not counted in the total amount of funding received by OASA in its current structure, the last funded year of the grant and final reporting demands overlapped with the official establishment of ORAI.

Through the initiative, ORAI staff members engaged with and provided leadership and professional development for more than 350 faculty and staff representing mathematics departments, as well as faculty and staff from partner disciplines (i.e., arts and humanities, social and behavioral sciences, math and related STEM programs, business education and nursing) from all UW System institutions. This allowed for ORAI staff members to build relationships across the UW System ensuring that academic programs with a math requirement had a voice in shaping math pathways, supporting the goals and strategies of student success in math courses.

Systemwide progress includes an 11-percentage point reduction in student placement in pre-requisite developmental math and significant increases in transfer for all three most common gateway math courses between UW System institutions: from 78% to 94% for College Algebra, 80% to 90% for Statistics, and 62% to 80% for Quantitative Reasoning. Several UW System universities saw dramatic improvements as described in the December 2021 presentation to the UW System Board of Regents. For example, UW-Parkside eliminated developmental level mathematics, and UW-Milwaukee eliminated all but one developmental mathematics course by the end of the grant-funded period. In addition, UW-Milwaukee was among the institutions that greatly expanded the Quantitative Reasoning math pathway, as they determined course learning outcomes that better prepared students for success in nursing, public health, and business programs at their institution. These data-informed changes support student success, retention, and progress toward degree.

**The UW System Online Learning Initiative**—In mid-April 2020, as the deleterious impact of the COVID-19 pandemic upon our universities was becoming clear, the UW System received a \$2 million donation from a private donor with the expressed desire to help improve the quality and delivery of online teaching and learning. In fulfillment of this donation, the *UW System Online Learning Initiative (OLI)* was created to address one of the most critical challenges facing the UW System due to the pandemic: delivering high quality online learning at scale, while ensuring broad access and equity so that all students succeed.

The data demonstrate that the donation provided UW System institutions significantly improved the quality and delivery of online teaching and learning, and positively impacted thousands of faculty, instructional academic staff and students:

UW Extended Campus was able to create not only open-source materials, but also four asynchronous *Journey to Online and Keep Coaching* courses for faculty, instructional academic staff, and student support staff seeking to improve student success in online teaching and learning. These resources have been accessed by 2,215 unique visitors, and 599 people have enrolled in these courses.

# ORAI-Appendix 2 cont.

In just four months, the *UW System Professional Development Grant Program* supported an increase in the number of faculty and instructional academic staff trained in research-based pedagogy for online teaching and learning. Between June and September 2020, the UW System went from 3,435 (30%) of 11,451 total faculty and instructional academic staff trained in online teaching and learning pedagogy, to 6,692 (58%) of 11,451 of total faculty and instructional academic staff.

A newly developed *UW System Online Learning Certificate Program* provided training and credentials for an additional 222 faculty and instructional academic staff from all UW System universities in online teaching and learning pedagogy, thereby increasing the total number of faculty and instructional academic staff who have been trained in online teaching and learning to 6,914 (60%) of 11,451.

Across the entire UW System, 367,721 credit hours in online courses were taught by newly-trained faculty and instructional academic staff.

Notetaking software was made available to 741 students with disabilities across the UW System, who were enrolled in online courses during both the fall and spring semesters of the 2020-2021 academic year.

The *UW System Student Technology Equity Program* provided equitable access to new laptop computers for 380 students from all UW System universities. Students living at or near the poverty line were given free usage of WIFI-enabled laptop computers, which will help them not only remain enrolled and deeply engaged in online coursework, but also increase their success in coursework and degree completion.

The State of Wisconsin Department of Public Instruction (DPI) and the Wisconsin Technical College System (WTSC) have been provided free and open access to the *Journey to Online and Keep Coaching* courses, as well as the *UW System Online Learning Certificate Program*.

**The UW Institute for Higher Education in Prison (UWIHEP) Initiative**—ORAI assisted in developing several successful grant proposals garnering \$5.85M in funds from the Wisconsin Economic Development Corporation (WEDC), Ascendium Education Group, and the Midwest Higher Education Compact (MHEC) in support of this Initiative. The funding now supports UWIHEP in delivering employable and academic skills to currently incarcerated individuals, and thereby, reducing recidivism.

**Freshwater Collaborative of Wisconsin**—ORAI is working closely with the Freshwater Collaborative of Wisconsin to advance funding opportunities for freshwater, environmental and sustainability research projects. In doing so, ORAI has connected the Freshwater Collaborative with the Great Lakes Higher Education Consortium (GLHEC), in order expand research and innovation across the Great Lakes bi-national region. As a result, GLHEC funded a UW-Milwaukee led grant proposal, and has agreed to promote future collaborative research projects by hosting a four-part webinar series of the Freshwater Collaborative to be made available to potential research collaborators and funders across the bi-national Great Lakes Region.



# UWEX-Appendix 3

## 1. UWEX: 5 New Certificates

- UG Cert in Healthcare Informatics (Flex); 2021
- Graduate Cert in Data Science; 2021
- Graduate Cert in Senior Care and Services Leadership; 2021
- Project Management Certificate (Flex); Q2-'22
- HIM Certificate of Degree (pending campus appr); Q4-'22

## 2. UWEX: 3 Certificates In-Development

- Business Analytics (Flex) – Q4-'22
- Graduate Cert in Digital Marketing Q4-'23
- Graduate Cert in Financial Technology Q4-'23

## 3. UWEX/UWGB Degree Q4-'23

- w/UWGB: MS in Biodiversity Q4-23