

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, December 7, 2023

8:45 a.m. – 10:15 a.m.

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

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the October 5, 2023 Meeting Minutes of the Education Committee
 - 2. UW-Green Bay: Approval of an Education Doctorate in Applied Leadership
 - 3. UW-La Crosse: Approval of a Bachelor of Science in Environmental Science
 - 4. UW-Milwaukee: Approval of a Bachelor of Arts in General Letters
 - 5. UW-Parkside: Approval of a Bachelor of Arts in Anthropology
 - 6. Approval of Appointment to the Oversight and Advisory Committee of the Wisconsin Partnership Program
- D. UW-Madison School of Medicine and Public Health: Wisconsin Partnership Program (WPP).
 - 1. Presentation of the WPP Fiscal Year 2023 Annual Report.
 - 2. Approval of the WPP 2024-2029 Five-Year Plan
- E. Discussion: Strategies and Support to Increase Student Retention

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF EDUCATION IN
APPLIED LEADERSHIP,
UNIVERSITY OF WISCONSIN-GREEN BAY**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Doctor of Education in Applied Leadership at the University of Wisconsin-Green Bay.

Resolution C.2. 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 Doctor of Education in Applied Leadership program at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin (UW)-Green Bay proposes to establish a Doctor of Education (Ed.D.) in Applied Leadership. The 54-credit program will prepare students to lead complex organizations and cultivate change in emerging organizations, incorporating effective and ethical practices. The program is built on a core of leadership and skill development in advanced inquiry, people leadership, and application. Students will build specialized knowledge within an area of emphasis aligned to their professional goals. The balance of these complementary skill sets will prepare graduates to become transformative leaders across sectors.

The Ed.D. in Applied Leadership program will directly address the select mission of UW-Green Bay by focusing on a “deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels.” It aligns to the university’s core values to “embrace community-based partnerships, collaborative faculty scholarship, and innovation.” Moreover, the program will provide an educational opportunity that does not currently exist in the Green Bay region.

Graduates will be prepared to pursue leadership positions in PK-12, higher education, nonprofits, health organizations, government agencies, and private companies. Employers and students increasingly seek these high demand skills, both regionally and nationally.¹ Service-based tuition pricing will apply.

Presenter

- Dr. Kathleen 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, 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

¹ EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF EDUCATION (Ed.D.) IN APPLIED LEADERSHIP
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Doctor of Education (Ed.D.) in Applied Leadership. The 54 credit program will prepare students to lead complex organizations and cultivate change in emerging organizations, incorporating effective and ethical practices. The program is built on a core of leadership and skill development in advanced inquiry, people leadership, and application. Students will build specialized knowledge within an area of emphasis aligned to their professional goals. The balance of these complementary skill sets will prepare graduates to become transformative leaders across sectors.

The Ed.D. in Applied Leadership program will directly address the select mission of UW-Green Bay by focusing on a “deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels.” It aligns to the university’s core values to “embrace community-based partnerships, collaborative faculty scholarship, and innovation.” Moreover, the program will provide an educational opportunity that does not currently exist in the Green Bay region. Graduates will be prepared to pursue leadership positions in PK-12, higher education, nonprofits, health organizations, government agencies, and private companies. Employers and students increasingly seek these high demand skills, both regionally and nationally.¹ Service-based tuition pricing will apply.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program

Applied Leadership

Degree Designation(s)

Doctor of Education (Ed.D.)

¹ EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*

Suggested Classification of Instructional Program (CIP) Code

52.0213 – Organizational Leadership

Mode of Delivery

Single university, 50% or more via distance education

Department or Functional Equivalent

Department of Education

College, School, or Functional Equivalent

College of Health, Education, and Social Welfare

Proposed Date of Implementation

September 2024

Overview of the Program

Ed.D. in Applied Leadership students will complete 54 credits of graduate coursework. The unique curriculum includes a choice of an emphasis area, a leadership field-based course, and an immersive leadership experience that will take place on-campus in the second year of study. This immersive component will strengthen and focus the cohesiveness of cohort relationships and will center on leadership, as students engage with regional leaders and presenters. The program's structure will build and strengthen university and community partnerships which will support alumni relations and will have regional economic and workforce impact.

Projected Enrollments and Graduates by Year Five

Table 1 represents five-year enrollment and graduation projections. It is anticipated that about 85% of students will be full-time and 15% part-time. Student completion rates are expected to be over 90%, based on retention rates for other graduate programs at UW-Green Bay. For simplicity, it is assumed student attrition occurs between the first and second years of enrollment. By the end of Year 5, it is expected 75 students will have enrolled in the program and 24 students will be eligible for graduation from the program.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	15	15	15	15
Continuing Students		14	28	42	44
Total Enrollment	15	29	43	57	59
Graduating Students				12	12

Tuition Structure

Per UW System Administrative Policy SYS 805 and SYS 130, service-based pricing will apply. Students enrolled in the program will pay \$675 per credit. There will be no

differential between in-state and out-of-state tuition rates due to the distance education delivery model. In addition, students will be responsible for \$87.51 per credit student segregated fee; these funds are not directly available to the program. With fees, the total cost for full-time students is expected to be approximately \$762 per credit, or \$12,192 per year.

DESCRIPTION OF PROGRAM

Student Learning Outcomes and Program Objectives

The Ed.D. in Applied Leadership is a community-focused degree program that fosters development of strong leadership skills in a collaborative environment to effect organizational transformation. Graduates will demonstrate an ongoing commitment to diversity and inclusion with a focus on addressing inequalities in organizational systems, policies, processes, and practices. The program curriculum will emphasize innovative and strategic thinking. The curriculum will engage learners with diverse backgrounds and from professional experiences across fields such as education, psychology, public administration, non-profits, and athletics, as well as professions in which these areas overlap. Program-level student learning outcomes include:

1. Examine how behavior impacts an organization and its unique culture.
2. Design and implement policies and processes to effectively lead change in an organization.
3. Apply teaching and learning principles and methods in the construction of educational training and development.
4. Apply leadership knowledge, theory, principles, practices, and skills within an organization.
5. Utilize ethical behavior and decision-making within an organization, with a focus on equity and its role in shaping policy.

Program Requirements and Curriculum

A graduate admission committee will review applicants to the Ed.D. in Applied Leadership program. Admission recommendations will be based on the admission criteria listed below. Applicants who do not meet these criteria can be accepted on a provisional basis, based on committee recommendations. Criteria include:

- A baccalaureate and master's degrees from an accredited institution. Students without a master's degree may be admitted and would be required to complete additional coursework.
- A 3.0 GPA measured on a 4.0 scale for post-bachelor's degree.
- A minimum of three years satisfactory teaching or professional experience preferred.
- International students must submit additional information.²

² Information located at <https://www.uwgb.edu/graduate/admissions/international-students/>

Table 2 illustrates the curriculum for the proposed program. The program requirements include 54 credits. Students who have not completed a Master's degree must complete an additional 30 credits toward a Master's degree prior to admission to the Ed.D. Coursework will be offered in four sequences: 1) Leadership sequence—composed of leadership core coursework; 2) Inquiry sequence—coursework covers research design and methods; 3) Emphasis sequence—choice of emphasis area selected by the students based on their professional goals and industry area; and 4) Application sequence—coursework covers a field-based course, an on-campus immersive leadership seminar, and a dissertation project. Unique to this Ed.D. program is the flexibility to develop a 12-credit area of emphasis tailored by the student.

The program will have a culminating professional project (dissertation). This culminating assessment will be a practice immersed inquiry that directly impacts communities and professional entities in significant ways. These inquiries will include addressing equity and diversity issues and looking at leadership through a new lens. A successful design and model employed for over two decades by the UW-Green Bay M.S. in Applied Leadership for Teaching and Learning program will be applied. This model presses candidates to focus on real world problems in schools, communities, and professional organizations.

Table 2: Ed.D. in Applied Leadership Program Curriculum

Leadership Sequence	15 credits
EDUC 706 Doctoral Inquiry	3 cr.
EDUC 801 Seminar in Leading with Emerging Technologies	3 cr.
EDUC 707 Organizational Theory and Behavior	3 cr.
EDUC 708 Leading Diverse Organizations	3 cr.
EDUC 709 Leadership for Equity and Social Justice	3 cr.
Inquiry Sequence	9 credits
EDUC 806 Research Design and Methodologies	3 cr.
EDUC 808 Introduction to Quantitative Methods	3 cr.
EDUC 809 Advanced Qualitative Methods	3 cr.
Emphasis Options	12 credits
<u>Option:</u> Public & Non-profit Leadership - Four courses (700-level) in Public Administration	
<u>Option:</u> Specialized Studies - Four graduate courses aligned with the student's learning and leadership goals	
Applied Sequence	18 credits
EDUC 713 Leadership Field-based Application	4 cr.
EDUC 811 Seminar: Immersive Leadership Experience	4 cr.
EDUC 888 Dissertation Project Seminar	4 cr.
EDUC 899 Dissertation	6 cr.
Total	54 credits

Collaborative Nature of the Program

UW-Green Bay will be the single institution to deliver the Ed.D. in Applied Leadership. The program will engage industry leaders from the region who will collaborate with program faculty and staff to support curriculum development, deliver guest lectures, participate in the Leadership Field-based Application course, and give feedback to support continuous improvement of the curriculum. These types of partnerships form not only a strategic strength of the program but also highlight its collaborative nature.

During the UW System Notice of Intent (NOI) approval process, one UW institution offering a doctoral degree in Educational Leadership and Policy, and one UW institution offering a doctoral degree in Career and Technical Education Leadership expressed the desire to cooperatively inform prospective students of the uniqueness of their program offerings so students can access coursework and reach their goals. Consequently, the program has created the option for students to take emphasis courses from other UW graduate programs if such courses will best enable students to reach their desired learning and career goals. This coursework will be applied to the program requirements as transfer credit.

Projected Time to Degree

New students will be admitted to the proposed Ed.D. in Applied Leadership program once per year for the fall semester. The projected time to degree will be four (4) years for students who enroll full-time and enter the program with a prior Master's degree credential. These students will complete 6-7 credits in fall and spring and 3-4 credits in summer during the first two years of the program. In their remaining two years, students will enroll in one course and dissertation credits each fall and spring semester. Graduation requirements include successful completion of all coursework, a qualifying individual assessment, and approved dissertation.

Accreditation

Beyond authorization by the UW Board of Regents, no additional approvals are required to offer the program. UW-Green Bay has approval from HLC to offer an Ed.D., as it is not a new degree type for the institution.

JUSTIFICATION

Rationale and Relation to Mission

The Ed.D. in Applied Leadership will contribute directly to the mission of the Universities of Wisconsin by developing graduates who demonstrate higher levels of intellectual and cultural dispositions, as well as professional and scholarly expertise. Consequently, graduates will be equipped to best serve their communities and society.

An Ed.D. in Applied Leadership is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem-focused educational experience” with a commitment to “educational opportunity at all levels,” at a university that promotes “cross-discipline collaboration.”³ An Ed.D. in Applied Leadership also fits with the strategic vision of the university, including expanding professional graduate programs and professional growth.⁴ Core aspects of the Academic Strategic Plan include student success indicators such as access, achievement, satisfaction, and the delivery of programs that meet the needs of communities. The program will be accessible to students. Graduates will be prepared to fill the workforce need in Wisconsin and the region for well-trained administrators and leaders who hold the skills to move their organizations forward.

Support for the program has been expressed by community leaders and the university community. This program offering, in particular, would provide local educational, health services, government, and community service organizations with skilled and qualified leaders that hold the needed terminal-degree. Furthermore, the program will provide complex organizations the opportunity to work with students on applied projects beyond those currently offered at the undergraduate and masters level. The partnerships will provide clear opportunities for professional growth for working professionals looking to serve in a leadership capacity in their organizations.

Institution and Universities of Wisconsin Program Array

The Ed.D. in Applied Leadership will complement the existing program array at UW-Green Bay and will strengthen the existing graduate portfolio, including degrees such as the M.S. in Applied Leadership in Teaching and Learning, M.S. in Health and Wellness Management, M.P.A. in Public Administration, M.S. in Sports, Exercise and Performance Psychology, and the M.S. in Sustainable Management. The program will allow pathways from multiple professional development and continuing education programs. The program is complementary to, but clearly distinct from, the UW-Green Bay Ed.D. in First Nations Education, which is currently the only UW-Green Bay doctoral degree. For individuals looking for opportunities to build their leadership acumen in a flexible and approachable format, this program will offer a clear choice of study from that of current degree offerings at UW-Green Bay as well those offered around the country. Additionally, this program would represent the first fully accessible educational pipeline for UW-Green Bay, building from associate and bachelor’s degrees in areas such as organizational leadership and education, to master’s degrees in applied leadership and public administration, to this interdisciplinary Doctor of Education.

³ UW-Green Bay Mission. Office of the Chancellor. Located at <https://www.uwgb.edu/chancellor/university-mission/>

⁴ UW-Green Bay Academic Strategic Plan: Strategic Plan 2022-2025. Academic Affairs-Office of the Provost. Located at <https://www.uwgb.edu/provost/mission-strategic-planning/strategic-plan/>

The proposed program is unique across the Universities of Wisconsin. There are no doctoral programs offered in the curricular area of organizational leadership (CIP 52.0213).⁵ There are four UW institutions that offer a doctoral program in the curricular area of educational leadership (CIP 13.04). These include a Ph.D. in Educational Leadership and Policy Analysis at UW-Madison, an Ed.D. in Educational Leadership and Policy at UW Oshkosh, an Ed.D. in Student Affairs and Leadership at UW-La Crosse, and an Ed.D. in Career and Technical Education Leadership at UW-Stout.

Given no other UW institution offers an Ed.D. in the curricular area of organizational leadership, individuals look outside the Universities of Wisconsin for this degree. Prospective students look to universities with online Ed.D. programs such as the Concordia University Ed.D. in Educational Leadership, the Capella University Ed.D. in Educational Leadership, the Grand Canyon University Ed.D. in Leadership, or the Arizona State University Ed.D. in Leadership & Innovation.

Need as Suggested by Current Student Demand

Graduates with an Ed.D. in Applied Leadership will be prepared to pursue leadership positions in K-12, higher education, nonprofits, health organizations, government agencies, and private companies. There is compelling evidence of student demand for the proposed program. An EAB analysis commissioned by UW-Green Bay found that student demand is outpacing program growth by its competition by roughly 4:1. The report indicated that “despite regional competition, growing student demand and a market open to smaller or new programs suggest a favorable outlook for a new program.” The EAB analysis considered both regional (Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin) and national student demand.⁶

UW-Green Bay has received student inquiries about doctoral offerings, including in the area of leadership. The need for this specific program has been evaluated and expressed at UW-Green Bay for many years. In 2012, for example, a survey was conducted of over 1,500 teachers, administrators, and other professionals throughout northeastern Wisconsin. The survey received a 73% response rate. Respondents indicated high levels of interest: 70% of respondents were very or somewhat interested in pursuing an Ed.D. at UW-Green Bay within the next five years. They indicated an interest in focused leadership studies and skills development. The UW-Green Bay Office of Graduate Studies continues to receive regular inquiries and to hear about student interest in an Ed.D. leadership degree.

⁵ University of Wisconsin System (UWS) (2022, June 13). The University of Wisconsin System Institutional List of CDR Major Codes 2022-2023 Academic Year. Madison WI: UWS. Link: https://www.wisconsin.edu/education-reports-statistics/download/central_data_request/cdr_manual/volume_2/IV-Major-Codes.pdf

⁶ EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*



Need as Suggested by Market Demand

Workforce need for individuals with this specific preparation remains high and employment outlook for those with an Ed.D. credential is promising. Example position titles include public policy leader, city and local government official, postsecondary education administrator, health services executive, and nonprofit and charitable organizer. According to the Bureau of Labor Statistics Occupational Outlook Handbook, these are high-level positions with salaries reflective of those levels; average starting salaries range from \$74,000 to more than \$120,000. Additionally, opportunities for such positions are expected to grow significantly and faster than average nationally over the next ten years. Between 2022 and 2023, occupational growth is expected to range from 7% to more than 28% across the position categories, suggesting a favorable labor market for program graduates.⁷ Furthermore, occupational need for education administrators with this credential, as a whole (regardless of category), is estimated to grow in Wisconsin by 7.5% between 2020 and 2030.⁸ Employer demand for relevant professionals outpaced demand for all doctoral-level professionals at nearly twice the rate, both regionally and nationally. These data indicate that program graduates will likely enter a labor market with increasing employment opportunities.⁹

⁷ Bureau of Labor Statistics, U.S. Department of Labor (n.d.), *Occupational Outlook Handbook*, Management Occupations, on the Internet at <https://www.bls.gov/ooh/management> (visited 2/24/2023)

⁸ Wisconsin Department of Workforce Development (DWD). (2023). Projections. <https://jobcenterofwisconsin.com/wisconomy/pub/projections>

⁹ EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) FTE	15	15	15	15	15
	Enrollment (Continuing Student) FTE		14	14	14	14
	Enrollment (Continuing Student) FTE			14	14	14
	Enrollment (Continuing Student) FTE				14	14
	Total FTE	15	29	43	57	57
II	Credit Hours per Student FTE (YR 1 courses)	15	15	15	15	15
	Credit Hours per Student FTE (YR 2 courses)		17	17	17	17
	Credit Hours per Student FTE (YR 3 courses)			6	6	6
	Credit Hours per Student FTE (YR 4 courses)				4	4
III	FTE of New Faculty/Instructional Staff	1	2	2	2	2
	FTE of Current Fac/IAS	0.25	0.25	0.25	0.25	0.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	From Tuition	\$151,875	\$312,525	\$369,225	\$407,025	\$407,025
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	\$151,875	\$312,525	\$369,225	\$407,025	\$407,025
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$91,000	\$181,356	\$184,983	\$188,683	\$192,456
	Other Staff					
	Other Expenses					
	Marketing	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Professional Development/S & E	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Speaker fees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Indirect Program Expenses	\$45,563	\$93,758	\$110,768	\$122,108	\$122,108
	Total Expenses	\$163,563	\$302,114	\$322,751	\$337,790	\$341,564
VI	Net Revenue	-\$11,688	\$10,412	\$46,474	\$69,235	\$65,461
	Speaker fees					
Provost's Signature:		Date:				
		10/13/23				
Chief Business Officer's Signature:		Date:				
		10/12/2023				

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
DOCTOR OF EDUCATION (Ed.D.) in APPLIED LEADERSHIP

Introduction

The Doctor of Education (Ed.D.) in Applied Leadership will be offered primarily via distance delivery with the exception of one Immersive Leadership Experience seminar and one Field-based Application course that will be held on-campus. Per UW System Administrative Policy SYS 805 and SYS 130, students enrolled in the Ed.D. in Applied Leadership program will pay a service-based pricing graduate tuition rate of \$675 per credit plus a segregated fee of \$87.51 per credit. There is compelling evidence for program implementation with respect to student demand. Additionally, the employment outlook for graduates with this degree is favorable. No other UW institution offers an Ed.D. in the curricular area of organizational development.

Section I – Enrollment

The budget assumes a cohort of 15 new students will enter the Ed.D. in Applied Leadership program each year in the fall semester. Continuing student enrollment figures reflect cohort movement through their years of study. A retention rate from program start to completion of at least 90% is assumed. Most students are expected to enroll full-time. Enrollment projections listed in the cost and revenue spreadsheet reflect the incoming and continuing cohort of students as they move through the program.

Section II – Credit Hours

The program requires students to complete a total of 54 credits, of which 12 credits will be taken in an emphasis area. These courses can be taken at UW-Green Bay in any graduate department. For this reason, the 12 credit emphasis courses are not counted in the cost and revenue projections.

The cost revenue spreadsheet indicates credit hours for each student FTE. Each student will enroll in 42 credit hours. It is anticipated that these credit hours will be distributed across a four to five year period. The cost and revenue spreadsheet indicates:

- In Years 1 and 2 of their program of study, full-time students will take 15-17 credits each year. This includes two courses (6-7 credits) in fall and spring semesters and one course (3-4 credits) each summer.
- In Years 3 and 4 of their program of study, it is expected students will enroll in 4-6 credits each year, with some students completing credits in Year 5. Work will include a dissertation project seminar (four credits), dissertation credits (six credits) and emphasis area credits. Alternatively, students can take emphasis area courses throughout the program.

Section III – Faculty and Staff Appointments

This program will require 2.0 FTE faculty to meet the instructional demands. A new faculty FTE position will be added in Year 1 and an additional new faculty appointment will be added in Year 2 of the program. Existing faculty at a .25 FTE level will contribute to the program most years. Existing faculty in the Department of Education and supporting departments will assist with course development, teaching of the Ed.D. courses, service on dissertation committees, and will serve on the program executive committee. Program leadership responsibilities will be part of the total FTE to implement the program. A .40 FTE recruiter may be added once the program is established. That position is not reflected in the cost revenue spreadsheet.

Section IV – Program Revenues

The tuition rate set for the program will be \$675.00 per credit. New tuition revenue was calculated as follows: $\$675/\text{credit} \times (\text{FTE} \times \text{Credit Hours per each FTE})$. Emphasis area credits were excluded from the revenue calculation. The tuition rate was chosen as it covers the cost of instruction within the program and is competitive with other online Ed.D. programs in Wisconsin and nationally. Students will be charged a student segregated fee of \$87.51 per credit; these funds are not available to the program and not included in the budget. No program fees will be charged to students. No other funding sources (e.g., grants, GPR, etc.) will be allocated to this program.

Section V – Program Expenses

Salary and Fringe Expenses

A total of 2.0 new FTE faculty will be hired in Years 1 and 2 (budget includes salary and fringe with a 2% increase each year). A position will be added in Year 1 (assistant professor at \$65,000 plus 40% fringe) and Year 2 (assistant professor at \$65,000 plus 40% fringe) of the program. Existing admin support (0.5 FTE) will be used for this program. to meet the instructional demands.

Other Expenses

Program Marketing: \$12,000-\$25,000 per year for print, radio, outdoor, and digital marketing of the EdD program.

Professional Development, travel, and S&E: \$6,000 per year for travel, office S&E, and professional development.

Speaker Fees: Community, regional, and national speakers will be used to enhance program content at a cost of \$4,000 in the first year and \$7,000 in subsequent years. Speakers will be critical in the Immersion Leadership course offered on-campus in summer.

Indirect program expenses: To cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support, 25% of total tuition will be assessed.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of positive revenue beginning Year 2. Any positive net revenue will be reinvested in the university to ensure curricular relevance, as well as to support initiatives and operations.



Date: 13 October 2023
To: Jay Rothman, UW-System President
Cc: Tracy Davidson, 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: Doctorate of Education in Applied Leadership

I confirm the University of Wisconsin-Green Bay's commitment to adding a Doctorate in Education (EdD) in Applied Leadership to our graduate program array. The program is currently moving through the final steps of our internal approval process, with formal support from UW-Green Bay's shared governance anticipated at the Faculty Senate meeting on 07 November 2023.

The EdD in Applied Leadership will contribute directly to the mission of the UW System by developing students' higher levels of intellectual and cultural dispositions as well as professional and scholarly expertise, positioning them to better serve communities and society. An Ed.D. in Applied Leadership is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "educational opportunity at all levels" at a university that promotes "cross-discipline collaboration." This degree seeks to provide an educational opportunity that does not currently exist in our region, therefore advancing the core mission of the university by offering a degree that is new and will "promote the economic development of the State."

Graduates with a Doctorate of Education in Applied Leadership will be prepared to pursue leadership positions in K-12 and higher education, nonprofits, health organizations, government agencies, and private companies. There is compelling evidence for program implementation with respect to student demand, as it is outpacing growth by its competition by roughly 4:1.

The UWGB Graduate Academic Affairs Council (GAAC) has oversight for all graduate programs, including review and approval of new programs and graduate-level credit courses. The GAAC will formally review the EdD program on a five-year cycle beginning in 2029-2030. Additionally, the EdD program will use a multi-leveled assessment approach to collect program data and will be nimble in making adjustments. Assessment of student learning outcomes will be managed by an EdD Applied Leadership graduate assessment committee which will include qualified community members.

I am fully supportive of the development of a Doctorate of Education in Applied Leadership 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
ENVIRONMENTAL SCIENCE,
UNIVERSITY OF WISCONSIN-LA CROSSE**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science in Environmental Science at the University of Wisconsin-La Crosse.

Resolution C.3. That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Environmental Science program at the University of Wisconsin-La Crosse.

SUMMARY

The University of Wisconsin (UW)-La Crosse proposes to establish a Bachelor of Science degree (B.S.) in Environmental Science. Addressing existing and future environmental issues is a fundamental outcome of this program that aligns with the mission of UW-La Crosse that “prepares students to take their place in a constantly changing world community,” and the university vision “to solve the regional, national, and international challenges of the 21st Century.” A required field course and optional undergraduate research opportunities through the new major align with the pillar of the university’s strategic plan to provide “high-impact teaching & learning opportunities.” UW-La Crosse has established relationships within the private and public sectors providing potential internship opportunities for students, which aligns with a second pillar of the strategic plan focused on community engagement. Curricular and program updates within the Department of Geography and Environmental Science over the past two years drove the development of this new degree program, as did the continued growth in environmental science degrees nationwide. The 120-credit program will consist of 31 credits in general education coursework, 55-68 credits in the major and up to 34 credits in electives. Upon completion of the program, students will have the skills and technological expertise needed to address environmental problems and communicate findings, preparing them for the workforce or graduate education.

Students will be prepared to enter the workforce in positions with environmental consulting firms, environmental conservation non-profits, and local, state, and federal agencies, among others. Employment projections from the Bureau of Labor Statistics indicate a 6% increase in career opportunities across the nation for environmental scientists and specialists over the next decade, with demand expected to outpace supply in the Midwest.¹

Presenter

- Dr. Betsy Morgan, 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 August 2023), 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

¹ Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook, Environmental Scientists and Specialists](#)

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE
AT UNIVERSITY OF WISCONSIN-LA CROSSE
PREPARED BY UW-LA CROSSE**

ABSTRACT

The University of Wisconsin (UW)-La Crosse proposes to establish a Bachelor of Science degree (B.S.) in Environmental Science. Addressing existing and future environmental issues is a fundamental outcome of this program that aligns with the mission of UW-La Crosse that “prepares students to take their place in a constantly changing world community,” and the university vision “to solve the regional, national, and international challenges of the 21st Century”. A required field course and optional undergraduate research opportunities through the new major align with the pillar of the university’s strategic plan to provide “high-impact teaching & learning opportunities.” UW-La Crosse has established relationships within the private and public sectors providing potential internship opportunities for students, which aligns with a second pillar of the strategic plan focused on community engagement. Curricular and program updates within the Department of Geography and Environmental Science over the past two years drove the development of this new degree program, as did the continued growth in environmental science degrees nationwide. The 120-credit program will consist of 31 credits in general education coursework, 55-68 credits in the major and up to 34 credits in electives. Upon completion of the program, students will have the skills and technological expertise needed to address environmental problems and communicate findings, preparing them for the workforce or graduate education. Students will be prepared to enter the workforce in positions with environmental consulting firms, environmental conservation non-profits, and local, state, and federal agencies, among others. Employment projections from the Bureau of Labor Statistics indicate a 6% increase in career opportunities across the nation for environmental scientists and specialists over the next decade, with demand expected to outpace supply in the Midwest.¹

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-La Crosse

¹ Bureau of Labor Statistics, U.S. Department of Labor, [*Occupational Outlook Handbook, Environmental Scientists and Specialists*](#)

Title of Proposed Academic Program

Environmental Science

Degree Designation(s)

Bachelor of Science

Suggested Classification of Instructional Programs (CIP) Code

03.0104 - Environmental Science

Mode of Delivery

Single university, face-to-face

Department or Functional Equivalent

Department of Geography and Environmental Science

College, School, or Functional Equivalent

College of Science and Health

Proposed Date of Authorization

December 2023

Proposed Date of Implementation

January 2024

PROGRAM INFORMATION**Overview of the Program**

The interdisciplinary B.S. in Environmental Science draws from the natural and social sciences to provide students with the skills and knowledge needed to address pressing environmental issues impacting society. Introductory courses from five units (Biology, Chemistry, Geography and Environmental Science, Microbiology, and Sustainability and Environmental Studies) across two colleges (College of Science and Health and the College of Arts, Social Sciences, and Humanities) will provide students with the foundation required to develop additional depth in one of four tracks: 1) environmental biology; 2) environmental chemistry; 3) environmental geospatial techniques; or 4) environmental microbiology. The introductory courses also prepare students for the rest of the program that requires selecting courses from each of the four areas of humans and the environment, quantitative analysis, environmental science field experience, and Earth's environmental systems. These four areas will enhance knowledge of global diversity and environmental justice, develop students' ability to generate and analyze quantitative data, and require students to engage in experiential learning.

The program requirements are comprised of 120 credits including: 31 unique credits in general education program coursework, 49-52 credits within the program core, 6-16 credits in a selected track, and 21-34 credits of electives. Depending on the track selected, students will be encouraged to declare a complementary minor in Biology, Chemistry, Earth Science, Human and Environmental Geography, Geoarchaeology, Geographic Information Science, Microbiology, or Sustainability and Environmental Studies to enhance their degree and provide additional depth in a subject area.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is anticipated that five students in sophomore status, either undeclared or from existing environmental science concentrations in Biology, Chemistry, or Geography degree programs, will switch to the new Environmental Science major when it is first offered in January 2024. These students are listed as continuing students in Year 1. This number is combined with two new students enrolling in the program in Year 1. It is anticipated that each year five additional continuing students in sophomore status will declare an Environmental Science major and that there will be moderate growth in new student enrollment over the next three years levelling off at 13 by Year 4. By the end of Year 5, it is expected 54 students will be enrolled in the program and 23 students will have graduated from the program. An 85% retention rate is assumed for new students from freshman to sophomore year, based on the main campus retention rates across all majors.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	2	7	10	13	13
Continuing Students	5	12	23	32	41
Total Enrollment	7	19	33	45	54
Graduating Students	0	0	5	7	11

Tuition Structure

For students enrolled in the B.S. in Environmental Science program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$4,738.50 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$3,987.16 is attributable to tuition and \$751.34 is attributable to segregated fees. Nonresident tuition and segregated fees total \$9,258.47 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$8,507.13 is attributable to tuition and \$751.34 is attributable to segregated fees.

Student Learning Outcomes and Program Objectives

The B.S. in Environmental Science will enable students to approach environmental problems through a broad lens given the interdisciplinary breadth of the program. Upon completion of their degree, students will have expertise to identify how human activities affect and are affected by the natural environment and apply analytical and quantitative approaches to address environmental challenges. Students will be prepared to enter the workforce in positions with environmental consulting firms, environmental conservation non-profits, and local, state, and federal agencies, among others.

Upon completion of the program, students will be able to:

1. Identify and explain interactions and feedback between human activities and the natural environment.
2. Conduct field and laboratory data collection and analysis for addressing environmental issues.
3. Exhibit analytical and quantitative proficiencies with environmental data.
4. Communicate environmental questions and approaches for resolving them in written, oral, and visual formats.

The B.S. in Environmental Science program at UW-La Crosse will prepare students for the Environmental Professional In-Training (EPI) certification for environmental professionals. The EPI enables university seniors and recent graduates entering an environmental field to demonstrate their environmental science knowledge, thus increasing their marketability. As part of the certification, students complete a General Environmental Science (GES) exam that includes topics in chemistry, earth science, ecology, toxicology, mathematics and statistics, and data management. Content associated with these topics is included within the environmental science program's core and elective courses, and students will be advised to take the GES exam and apply for the EPI certification upon completion of their degree at UW-La Crosse.

Program Curriculum

There are no prerequisites for entry into the B.S. in Environmental Science program. Students will be allowed to choose this major upon matriculating to UW-La Crosse either as a first-year or transfer student. Table 2 illustrates the curriculum for the B.S. in Environmental Science. UW-La Crosse students completing a baccalaureate degree are required to complete a 42-credit general education program, of which 11 credits are satisfied through courses required within the Environmental Science core curriculum. Additionally, some students may require fewer general education credits depending on credits earned before matriculation.

The core curriculum of the proposed B.S. in Environmental Science consists of 55-68 credits, depending on course and track selection, which are drawn almost entirely from existing courses. Students must complete 49-52 credits of environmental science core courses in biology (four credits), chemistry (five credits), sustainability and environmental studies (three credits), physical geography (eight credits), geographic information science

(three credits), microbiology (four credits), statistics (four credits), and a capstone course (one credit). Additionally, students will complete core credits by taking courses in each of the following categories: humans and the environment (six credits), quantitative analysis (two-five credits), environmental science field experience (three credits), and Earth's environmental systems (six credits). Finally, students must complete 6-16 credits by taking courses from one of four tracks in either environmental biology (11-15 credits), environmental chemistry (13-16 credits), environmental geospatial techniques (6 credits), or environment microbiology (6-7 credits).

Table 2: Bachelor of Science in Environmental Science Program Curriculum		
General education courses required for graduation (31 of 42 unique credits):		
FYS 100	First-Year Seminar	3 credits
ENG 110/112	College Writing	3 credits
CST 110	Communicating Effectively	3 credits
Various	Mathematics/Logical Systems (4 credits satisfied by STAT 145)	7 credits
Various	Minority/Multiracial	3 credits
Various	International/Multicultural Studies (3 credits satisfied by ENV 101)	6 credits
Various	Science (fully satisfied by BIO 105, CHM 103, GEO 101, or MIC 230)	4 credits
Various	Self & Society	3 credits
Various	Humanistic Studies	3 credits
Various	Arts	4 credits
Various	Health & Physical Well Being	3 credits
Required Core courses (49-52 credits):		
BIO 105	General Biology	4 credits
CHM 103	General Chemistry I	5 credits
ENV 101	Introduction to Sustainability and Environmental Studies	3 credits
GEO 101	Earth Environments	4 credits
GEO 221 OR	Weather and Climate OR	4 credits
GEO 222	Earth Surface Processes and Landforms	
GEO 305	GISS I	3 credits
MIC 230	Fundamentals of Microbiology	4 credits
STAT 145	Elementary Statistics	4 credits
GEO 401	Capstone Seminar in Geography and Environmental Science	1 credit
Humans and the Environment courses (choose 2 courses)		
ENV 303	Topics in Sustainability and Environmental Studies	3 credits

ENV 304	Topics in Environmental Justice	3 credits
GEO 309	Cities: Past, Present, and Future	3 credits
GEO 310	Transportation Equity and Sustainable Communities	3 credits
GEO 321	Sustainable Development and Conservation	3 credits
GEO 340	Polar Environments	3 credits
GEO 427	Water Resource Management	3 credits
Quantitative Analysis course (choose 1 course)		
BIO 202	Intro to Biological Data Analysis and Interpretation	2 credits
BIO 419	Quantitative Methods in Ecology	3 credits
CHM 301	Analytical Chemistry	5 credits
GEO 488	Quantitative Methods in Geography	3 credits
MTH 207	Calculus I	5 credits
MTH 265	Mathematical Models in Biology	4 credits
STAT 405	Statistical Methods	3 credits

Environmental Science Field Experience course (complete a minimum of 3 credits)		
GEO 410	Geospatial Field Methods	3 credits
GEO 412	Geospatial Applications of Unmanned Aerial Systems	3 credits
GEO 450	Internship in Geography and Environmental Science	1-3 credits
GEO 499	Research in Geography and Environmental Science	1-3 credits
BIO 341	Limnology	3 credits
BIO 447	Standard Methods/Quality Assurance Water Analyses	3 credits
BIO 499	Independent Research	1-3 credits
CHM 413	Environmental Chemistry Laboratory	2 credits
CHM 479	Field Research Station Experience	1-3 credits
CHM 499	Research	1-2 credits
MIC 499	Research in Microbiology	1-3 credits
Earth's Environmental Systems courses (complete a minimum of 6 credits)		
GEO 221 OR	Weather and Climate OR	4 credits
GEO 222	Earth Surface Processes and Landforms (cannot select course not taken as core option)	
GEO 422	Meteorology	3 credits
GEO 425	Biogeography	3 credits
GEO 428	Past Environmental Change	3 credits
GEO 430	River Systems	3 credits
GEO 460	Environmental Hazards	3 credits
Required Program Track (choose one track) (6-16 credits)		

Environmental Biology Track		
BIO 203	Organismal Biology	4 credits
BIO 307	Ecology	3 credits
Choose 2 courses:		
BIO 302	Introductory Plant Identification	2 credits
BIO 304	Plant Biology	3 credits
BIO 321	Ornithology	4 credits
BIO 337	Plant Physiology	3 credits
BIO 341	Limnology	3 credits
BIO 404	Plant Taxonomy	3 credits
BIO 405	Aquatic and Wetland Vascular Plants	2 credits
BIO 406	Parasitology	4 credits
BIO 412	Mycology	4 credits
BIO 414	Freshwater Invertebrate Zoology	4 credits
BIO 422	Ichthyology	3 credits
BIO 441	Environmental Toxicology	3 credits
BIO 442	Plant Microbe Interaction	3 credits
BIO 444	Entomology	4 credits
BIO 446	Animal Behavior	3 credits
BIO 447	Standard Methods/Quality Assurance Water Analyses	3 credits
BIO 456	Plant Ecology	4 credits
BIO 464	Stream and Watershed Ecology	3 credits
BIO 476	Ecosystem Ecology	3 credits
BIO 488	Mammalogy	3 credits
Environmental Chemistry Track		
CHM 104	General Chemistry II	5 credits
CHM 300 OR	Fundamental Organic Chemistry OR	3-4 credits
CHM 303	Organic Chemistry Theory I	
Choose 2 courses:		
CHM 312	Atmospheric Chemistry	3 credits
CHM 322	Chemistry of Materials	4 credits
CHM 412	Aquatic and Soil Chemistry	3 credits
CHM 413	Environmental Chemistry Laboratory	2 credits
Environmental Geospatial Techniques Track		
Choose 2 courses:		
GEO 405	GISS II	3 credits
GEO 410	Geospatial Field Methods	3 credits

GEO 412	Geospatial Applications of Unmanned Aerial Systems	3 credits
GEO 415	Remote Sensing of the Environment I	3 credits
GEO 445	Remote Sensing of the Environment II	3 credits
GEO 465	Scripting in GIS	3 credits
GEO 485	GISS III	3 credits
Environmental Microbiology Track Choose 2 courses:		
MIC 350	Bacterial Diversity	3 credits
MIC 427	Industrial and Fermentation Microbiology	3 credits
MIC 434	Aquatic Microbial Biology	3 credits
MIC 442	Plant Microbe Interactions	3 credits
BIO 412	Mycology	4 credits
Additional Electives		21-34 credits
Total Credits		120 credits

Collaborative Nature of the Program

The proposed B.S. in Environmental Science is a collaboration across five disciplines and two colleges at UW-La Crosse. An Environmental Science Liaison Committee (two members from Geography and Environmental Science, one each from Biology, Chemistry, Sustainability and Environmental Studies, and Microbiology) was created to advise on curriculum, develop best practices for advising students, and report back to their respective units. The committee will continue to meet once the program launches, offer student information and advising sessions at the beginning of each academic year, and will be available to consult with the Geography and Environmental Science student advisors.

UW-La Crosse's River Studies Center (RSC) has been supporting faculty and staff and providing students with hands-on research experiences and opportunities related to the Mississippi River and its watershed for over 50 years.² Instructional staff for courses in the proposed major are members of RSC and have connections with the Upper Midwest Environmental Sciences Center (USGS), the Wisconsin Department of Natural Resources, the Wisconsin Geologic and Natural History Survey, J.F. Brennan Company, and the Mississippi Valley Conservancy. These established relationships will continue to provide research and internship opportunities for students, and graduates of the new program will contribute to the employment needs of these organizations.

² [UW-La Crosse River Studies Center](#)

As part of the Freshwater Collaborative of Wisconsin (FCW), faculty and staff from UW-La Crosse have received funding for collaborative research and for creating student experiences. These opportunities provide students with training and skills that will enable them to address environmental challenges related to water resources in Wisconsin and elsewhere. Contributors to the proposed B.S. in Environmental Science will continue to develop alliances with sister Universities of Wisconsin institutions through FCW, expanding the collaborative nature of the program.

Projected Time to Degree

Full-time students will be able to complete the proposed degree in four years, assuming the necessary pre-requisites are taken in sequence, and they complete 15 credits per semester. Required and elective courses are offered each semester or annually, and the variety of options available within the different categories provide the ability to meet degree requirements. Transfer students enrolling in the program in their sophomore or junior year will likely have completed a subset of courses required for the degree. Advising by the College of Science and Health (CSH) Academic Services Director and the Chair of the Department of Geography and Environmental Science will determine credits eligible for transfer. Few students enroll part-time for degrees in the contributing units; therefore, this degree is not expected to attract a significant number of part-time students.

Accreditation

The proposed program will fall under UW-La Crosse's institutional accreditation by the Higher Learning Commission (HLC) and will be subject to those accreditation standards.

PROGRAM JUSTIFICATION

Rationale

The B.S. in Environmental Science will contribute directly to the mission of the Universities of Wisconsin by training UW-La Crosse students as the next generation of environmental scientists. In these future roles, graduates will educate society on pressing environmental issues, and contribute to improving the human condition by working to resolve problems that impact the environment and human health. The proposed interdisciplinary major will advance the mission of UW-La Crosse that is committed to providing students with a liberal arts education that will prepare them for the future. Students will gain the knowledge and skills necessary to enter the workforce or continue with their education, and future environmental scientists will be tasked with solving challenges of the 21st century, which aligns well with the institutional vision. The strategic plans of both the institution and the CSH emphasize experiential learning and community engagement.^{3, 4}

³ [UW-La Crosse Strategic Plan](#)

⁴ [College of Science and Health Strategic Plan](#)

The proposed program aligns with these strategic plans through required elective field and laboratory experiences in introductory and upper-level courses. A research partnership exists between UW-La Crosse and Mayo Clinic Health System that provides hands-on research opportunities for students, and a memorandum of understanding is in place with J.F. Brennan Company that will train students to use technology that the company deploys on the Mississippi River. Collaborations with local, regional, and national governmental and non-governmental organizations (e.g., USGS, the Wisconsin Department of Natural Resources, the Wisconsin Geologic and Natural History Survey, the Mississippi Valley Conservancy, and Franciscan Sisters of Perpetual Adoration on St. Joseph Ridge) provide potential for student internships and undergraduate research projects. Several of these organizations have expressed their support for the proposed program, as have UW-La Crosse campus administration, faculty, staff, current students, and recent graduates. Universities of Wisconsin institutions have identified the opportunity for joint programs across UW campuses through the FCW, and UW-Madison noted that graduates of the proposed program could feed into master's programs offered through the Nelson Institute for Environmental Studies.

Curricular and program updates within the Department of Geography and Environmental Science over the past two years drove the development of this new degree program at UW-La Crosse. A Humans and the Environment emphasis was added to our Geography B.A. and B.S., and the department name was changed to the Department of Geography and Environmental Science (formerly Geography and Earth Science). These changes better reflect the expertise of our faculty and staff and initiated the development of the proposed B.S. in Environmental Science.

University and Systemwide Program Array

The four CSH departments contributing to the proposed B.S. in Environmental Science offer degrees in Geography, Biology, Chemistry, and Microbiology with an environmental science concentration. However UW-La Crosse does not currently offer a stand-alone B.S. in Environmental Science. Since 2018, 50% or more of the declared majors in the Department of Geography and Environmental Science were enrolled in the geography degree with an environmental science concentration, making it the most sought-after degree of the three geography degrees currently offered. The curriculum for the proposed B.S. in Environmental Science includes existing courses in geography, biology, chemistry, microbiology, and sustainability and environmental studies, and the contributing departments have faculty and staff that can deliver the required courses. This positions UW-La Crosse and the Department of Geography and Environmental Science for launching the proposed major without needing additional resources or significant course development. Expansion of the program may include future tracks in environmental policy, public health, and sustainability.

The Universities of Wisconsin offer a wide variety of degree programs focused on the environment. Six comprehensive universities offer stand-alone degrees in environmental science with CIP code 03.0104: UW-Green Bay, UW-Platteville, UW-River Falls, UW-Stout, UW-Superior, and UW-Whitewater. UW-Madison and UW-Milwaukee offer similar programs, but UW-La Crosse tends to attract students from a different pool than the larger, research-intensive institutions. Students come from across Wisconsin and neighboring Minnesota to attend UW-La Crosse: 12% from the Madison area, 24% from Milwaukee and nearby counties, 11% from the Fox River Valley, and 15% from Minnesota (2022 first-year enrollments).⁵ The closest UWs that offer a comparable degree are at least 100 miles away (UW-Platteville, UW-River Falls, and UW-Stout), and they tend to attract students from their surrounding area. St. Mary's University in Winona, Minnesota offers an environmental science degree and is within a 50-mile radius of La Crosse; however, it is a small, Catholic university that draws students from a different demographic than UW-La Crosse.

Need as Suggested by Student Demand

Projections of student demand for the proposed program were determined based on national, state, and institutional data. Environmental science degrees awarded across the nation have increased 24% since 2016, as has student interest in degree programs related to the environment.^{6,7} In 2022, UW-La Crosse ranked #124 in top public schools at the national level by U.S. News & World Report, and for more than 20 years has ranked as the top comprehensive UW System.^{8,9} These data show that the institution consistently delivers a high-quality experience for students in academics and university life.

Enrollment trends at the six comprehensive UWs with degree programs within the environmental science and specialists category increased by 26% between 2010 and 2020.¹⁰ A recent article by Keystone Education Group revealed that Generation Z (born 1997-2015), and Generation Alpha (born 2010 or later) have/are growing up with climate change and sustainability issues and see them as real problems that need long-term solutions.¹¹ Generation Z is currently in college and Alpha is set to enroll in college in the coming years. Since 2018, 50% or more of the declared majors in the Department of Geography and Environmental Science were enrolled in the geography degree with an environmental science concentration, making it the most sought-after degree of the three geography degrees currently offered.

⁵ [UW System Accountability Dashboard](#)

⁶ Nichols, T. 2022. [Data shows today's environmental science grads have more diverse job prospects.](#) OnlineU

⁷ Adkins, L., 2020. [On the rise in America: Bachelor's degrees in environmental science.](#) Share America

⁸ [Top Public Schools](#), Best Colleges, U.S. News Education Rankings 2022-2023

⁹ [A national standing.](#) September 2022. UW-La Crosse Campus Connection

¹⁰ UW System Workforce Analytics Dashboard tableau.wisconsin.edu

¹¹ Anderson, S., 2022. [Rising popularity of environmental programs.](#) Keystone Education Group

This combined evidence suggests sustained or increasing interest in the proposed program. On campus, conversations among faculty indicate that enquiries from existing UW-La Crosse students and incoming first-year students about a stand-alone environmental science degree has increased in recent years, and there are students that have transferred out of UW-La Crosse in pursuit of environmental science degree programs elsewhere.

In September 2022, UW-La Crosse was 4th on the list of best small college towns in America due in part to its location on the Mississippi River and in the heart of the Driftless Area.¹² Students are drawn to the natural beauty of the region and its wide array of outdoor activities, especially students interested in degrees focused on the natural environment. It is anticipated that the new major will attract incoming first-year students and transfer students that would not have otherwise selected UW-La Crosse without the new major. Due to the interdisciplinary nature of the Environmental Science major, it is not expected to draw heavily from the existing environmental science concentrations in Biology, Chemistry, or Geography.

Need as Suggested by Market Demand

A B.S. in Environmental Science at UW-La Crosse will contribute to the market demand for environmental scientists in the state, the region, and the nation. The U.S. Bureau of Labor Statistics reported that 80,500 people were employed across the nation in this group in 2022, and a 6% increase in these positions is projected for the decade 2022-2032.¹³ This rate is above the average growth rate of 3% for all occupations during the same time period. In Midwestern states, demand is expected to outpace supply for the number of qualified people needed to fill these positions through 2032 (Table 3).⁹

Table 3: Forecasted growth rate for Environmental Scientists and Specialists Category in Midwestern states through 2032.

Region	10-year forecast growth rate	Current employment 2022	Projected employment 2032	Number of jobs
Illinois	2.5%	1783	1828	45
Indiana	7.6%	1069	1150	81
Iowa	3.1%	543	560	17
Michigan	2.3%	2256	2308	52
Minnesota	5.5%	1516	1598	82
Ohio	3.5%	2049	2121	72
Wisconsin	2.9%	1136	1168	32
			Total	381

¹² Mykhalevych, N. 2022. [Best small college towns in America](#). Preply

¹³ Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook, Environmental Scientists and Specialists](#)

UW-La Crosse's location on the Mississippi River at the western edge of the Driftless Area puts the institution in an ideal geographic position to offer the proposed B.S. in Environmental Science. In fall 2023, UW-La Crosse's RSC will have a new vessel for environmental teaching and research on the Mississippi River. No other 4-year comprehensive in the Universities of Wisconsin has a similar vessel for use on Wisconsin waters, nor does any academic institution on the Mississippi River between Minneapolis and St. Louis. This vessel will enable further collaboration among members of the RSC, with other UWs through FCW, and expand existing relationships with local and regional organizations. This new program will also utilize the teaching and research labs in Prairie Springs Science Center (opened summer 2018) that house an extensive array of field and lab equipment.

UW-La Crosse is well-positioned to implement and deliver this new environmental science degree program that will utilize university and regional resources to prepare future environmental scientists for career and graduate opportunities in the Midwest and elsewhere.

University of Wisconsin - La Crosse						
Cost and Revenue Projections For B.S. in Environmental Science						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	2	7	10	13	13
	Enrollment (Continuing Student) Headcount	5	12	23	32	41
	Enrollment (New Student) FTE	2	7	10	13	13
	Enrollment (Continuing Student) FTE	5	12	23	32	41
II	Total New Credit Hours	30	105	150	195	195
	Existing Credit Hours	75	180	345	480	615
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1	1.25	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	Tuition	\$15,949	\$71,769	\$143,538	\$239,230	\$310,998
	Additional Tuition					
	Fees (indicate type)					
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total Revenue	\$15,949	\$71,769	\$143,538	\$239,230	\$310,998
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary					
	Instructional Academic Staff					
	Administrative and Student Support Staff					
	Other Staff					
	Fringe Faculty and Academic Staff					
	Fringe University Staff					
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$0	\$0	\$0	\$0	\$0
	Net Revenue	\$15,949	\$71,769	\$143,538	\$239,230	\$310,998

Provost's Signature:

Date:



10/4/2023

Chief Business Officer's Signature:

Date:



10/4/2023

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-LA CROSSE BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

Introduction

The proposed interdisciplinary Bachelor of Science (B.S.) in Environmental Science draws from the natural and social sciences to provide students with the skills and knowledge needed to address pressing environmental issues impacting society. Introductory courses from five units (Biology, Chemistry, Geography and Environmental Science, Microbiology, and Sustainability and Environmental Studies) across two colleges (College of Science and Health and the College of Arts, Social Sciences, and Humanities) will provide students with the foundation required to develop additional depth in one of four tracks in: 1) environmental biology; 2) environmental chemistry; 3) environmental geospatial techniques; or 4) environmental microbiology. The B.S. in Environmental Science program is designed for full-time students completing primarily face-to-face courses, with all required courses being available in a face-to-face format. All required and elective courses, except one that will be new, are currently regularly offered at UW-La Crosse (UWL). Program requirements range between 55-68 credits depending on the courses and track selected. By Year 5 a total of 1.5 faculty FTE will be required to deliver the program.

Section I – Enrollment

Program enrollment projection numbers are based upon anticipated interest by students who will enroll at UWL to pursue the program along with interest from current UWL students who are expected to change their major to pursue the Environmental Science program. It is anticipated that two additional new students will enroll in the first year, with moderate growth in new student enrollment over the next three years and leveling out at Year 5. An 85% retention rate is assumed from Year 1 to Year 2 for new students, based on the main campus retention rates across all majors. Each year anticipates that five current UWL students in sophomore status switch into the Environmental Science program.

In Year 1, two new students are expected to enroll in the Environmental Science program, along with five current UWL students, for a total enrollment of seven students.

In Year 2, seven new students are expected to come to UWL and enroll in the program. In Year 2, there will be 12 continuing students comprised of the seven students from Year 1 continuing in the program and five current UWL students switching into the Environmental Science program. Thus, the total enrollment for Year 2 is estimated to be 19 students.

In Year 3, ten new students are expected to come to UWL and enroll in the program. In Year 3, there will be 23 continuing students comprised of six Year 2 new students, 12 Year 2 continuing students, and five current UWL students switching into the Environmental Science program. Thus, the total enrollment for Year 3 is estimated to be 33 students. At the end of Year 3, the five students who switched into the Environmental Science program in Year 1 as sophomores, will graduate with a B.S. in Environmental Science.

In Year 4, 13 new students are expected to come to UWL and enroll in the program. In Year 4, there will be 32 continuing students comprised of nine Year 3 new students, 18 Year 3 continuing students, and five current UWL students switching into the Environmental Science program. Thus, the total enrollment for Year 4 is estimated to be 45 students. At the end of Year 4, seven students will graduate with a B.S. in Environmental Science.

In Year 5, 13 new students are expected to come to UWL and enroll in the program. In Year 5, there will be 41 continuing students comprised of 11 Year 4 new students, 25 Year 4 continuing students, and five current UWL students switching into the Environmental Science program. Thus, the total enrollment for Year 5 is estimated to be 54 students. At the end of Year 5, 11 students will graduate with a B.S. in Environmental Science.

Table 1: Five-Year Academic Degree Program Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Freshman	2	7	10	13	13
Sophomore	5	2+5=7	6+5=11	9+5=14	11+5=16
Junior		5	7	11	14
Senior/Graduate			5	7	11
Total	7	19	33	45	54

Section II – Credit Hours

Students will complete between 55-68 credits depending on the courses and track selected with the proposed Environmental Science program, thus for the purposes of the credit hour estimate, 60 credits will be used. Dividing 60 credits by four years, a typical full-time student will take 15 credits of Environmental Science core/track courses per year. New credit hours were calculated by multiplying the number of new students each year by 15 credits. Existing credit hours are calculated by multiplying the number of continuing students each year by 15 credits.

Section III – Faculty and Staff Appointments

Current UWL instructional resources will be utilized to deliver the necessary courses for the proposed B.S. in Environmental Science program. Delivery of major core environmental science courses will be provided by 1.5 current faculty members within the Geography and Environmental Science Department and other supporting departments within the College of Science and Health. Current staff within the existing Geography and Environmental Science Department will be sufficient to absorb the additional administration needs.

Section IV – Program Revenues

Shown below are new revenues that will be generated because of the new B.S. in Environmental Science. No new additional UW Administration funding will be requested for this major.

Tuition Revenues

Tuition revenue assumes that all students will be enrolled full time during the academic year and pay the undergraduate tuition rate of \$7,974.32 per year. The five-year projection assumes no change in tuition. There are no special course fees or technology fees related to this program. Since this is an on-campus program, students will incur segregated fees, but those have been excluded from the tuition revenue since those fees will ultimately go towards supporting traditional student services and/or activities.

In Year 1, it is assumed that two new students (first-years) will enroll at the university to pursue the B.S. in Environmental Science and that five existing students (sophomores) will move into the program, so the tuition revenue is based on two FTE x \$7,974.32.

In Year 2, it is assumed that existing students will continue with the program in junior status, both first-year students will continue to sophomore status, another five existing students (sophomores) will move into the program, and seven new students will enroll. Tuition revenue for the first-year students and sophomores is based on nine FTE x \$7,974.32. Since the five students in junior status were existing UWL students, no new tuition revenue is factored in for these students.

In Year 3, it is assumed that the five existing UWL students will continue to senior status. Since these were existing UWL students, no new tuition revenue is factored in. There will be a total of 18 students in the program in sophomore, junior and freshman status who came to UWL as new students. Tuition revenue is therefore based on 18 FTE x \$7,974.32. In Year 4, tuition is based on 30 FTE x \$7,974.32. In Year 5, tuition is based on 39 FTE x \$7,974.32.

Section V – Program Expenses

As this program utilizes existing campus resources, and with a recent reallocation of a faculty line to the Department of Geography and Environmental Science, there are no new program expenses associated with implementing or sustaining the proposed Environmental Science program.

Salary and Fringe Expenses

All courses, except one, that comprise the proposed program curriculum are in place currently and are taught by existing faculty and instructional academic staff at UWL. Therefore, no additional faculty or staff positions are required to implement and sustain this major. Current staff will provide administrative support.

Other Expenses

Program costs include standard supplies and expenses, as well as marketing expenses for program promotion. These expenses are covered via a general allocation to the college and department, and thus are not a direct expense of the program. Additionally, all fixed costs needed for this new program are already covered by existing programs within the college. No additional equipment or facilities are needed to implement or sustain the proposed B.S. in Environmental Science program.

Section VI – Net Revenue

By Year 5, with a full cohort of 13 new students enrolling each year, it is estimated that the program will generate net revenues of \$310,998. These funds will be reinvested at UWL to support new program development, student support services to further strengthen the retention and success of current students and offset unforeseen enrollment shortfalls in other programs on campus.



Academic Affairs
227 Graff Main Hall
1725 State Street
La Crosse, WI 54601
608.785.8042
provost@uwlax.edu
www.uwlax.edu

October 13, 2023

Jay O. Rothman, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Rothman,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Bachelor of Science in Environmental Science. The College of Science and Health has a long history of offering exceptional programs in science that meet the needs of industry.

This program is a result of nationwide growth in environmental science degrees and internal curricular updates within UWL's Department of Geography and Environmental Science. A great deal of work has gone into ensuring this program is interdisciplinary and draws from both natural and social sciences to provide students with skills and knowledge to both address pressing environmental issues impacting society as well as enter the workforce with a competitive skillset. These twin outcomes mesh well with the UW-La Crosse's mission to "prepare students to take their place in a constantly changing world community" as well as the university's vision "to solve the regional, national, and international challenges of the 21st Century."

There is university-wide support for the Bachelor of Science in Environmental Science. The program has received approval by the Geography and Environmental Science Department, the College of Science and Health, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-La Crosse has the necessary financial and human resources in place to implement and sustain the program in the form of well-established units within the College of Science and Health and the College of Arts, Social Sciences, and Humanities consisting of strong faculty with a long history of improving and refining the curriculum and responding to trends within the field. Introductory courses will provide students with foundational coursework and well-established, higher-level courses will provide depth within the environmental science discipline. I am also pleased to convey that this program utilizes existing campus resources, including the recent reallocation of a faculty line to the Department of Geography and Environmental Science. Thus, in this time of tight budgets, there are no new program expenses associated with implementing or sustaining the proposed Environmental Science program.

The program will also undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

We look forward to offering our students this exciting new option. Thank you for your consideration.

Sincerely,



Academic Affairs

227 Graff Main Hall
1725 State Street
La Crosse, WI 54601
608.785.8042
provost@uwlax.edu
www.uwlax.edu

A handwritten signature in black ink, appearing to read "Betsy Morgan".

Betsy Morgan
UW-La Crosse Provost and Vice Chancellor for Academic Affairs

CC:

Tracy Davidson, Associate Vice President of Academic Programs & Faculty Advancement

Colin Belby, Chair of Geography and Environmental Science

Ju Kim, Dean of the College of Science and Health

Sandy Grunwald, Associate Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS IN
GENERAL LETTERS,
UNIVERSITY OF WISCONSIN-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Arts in General Letters at the University of Wisconsin-Milwaukee.

Resolution C.4 That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in General Letters program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Arts (B.A.) in General Letters. The establishment of this major responds to the needs of two student audiences: 1) traditional students who have amassed nearly 120 credits but have faced a significant obstacle in completing a major; and 2) returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. The College of Letters and Science (L&S) has decades of success in educating college students in traditional programs. In recent years, thousands of undergraduates have completed B.A. or B.S. degrees in one of the college's 46 majors. The proposed program aims to broaden access to a UW-Milwaukee liberal arts degree to students who have needs that are not met by traditional programs. It will renew the L&S tradition of a general degree that prepares students to work or advance in an array of occupations. According to the Association of Public Land-grant Universities (APLU), bachelor's degree holders are half as likely to be unemployed as their peers who only have a high school degree and they make \$1.2 million in additional earnings on average over their lifetime.¹

¹ APLU. How does a college degree improve graduates' employment and earning potential? Retrieved from <https://www.aplu.org/our-work/4-policy-and-advocacy/publicvalues/employment-earnings/>

The degree will consist of 120 credits in general education and L&S degree requirements, coursework with international content, a significant number of upper-division credits so students develop expertise, a culminating portfolio experience, and the option to complete minors, certificates, and/or microcredentials within the degree. With the flexibility of curriculum and counseling from L&S advisors, students will be able to tailor their degrees to their interests, which will be especially appealing to returning students seeking completion degrees relevant to their careers. Standard UW-Milwaukee undergraduate tuition pricing will apply.

Presenter

- Dr. Andrew P. Daire, 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 August 2023), 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 GENERAL LETTERS
AT UNIVERSITY OF WISCONSIN-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Arts (B.A.) in General Letters. The establishment of this major responds to the needs of two student audiences: traditional students who have amassed nearly 120 credits but have faced a significant obstacle in completing a major and returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. The College of Letters and Science (L&S) has decades of success in educating college students in traditional programs. In recent years, thousands of undergraduates having completed B.A. or B.S. degrees in one of the college's 46 majors. The proposed program aims to broaden access to a UW-Milwaukee liberal arts degree to students who have needs that are not met by traditional programs. It will renew the L&S tradition of a general degree that prepares students to work or advance in an array of occupations. According to the Association of Public Land-grant Universities (APLU), bachelor's degree holders are half as likely to be unemployed as their peers who only have a high school degree and they make \$1.2 million in additional earnings on average over their lifetime.¹

The degree will consist of 120 credits in general education and L&S degree requirements, coursework with international content, a significant number of upper-division credits so students develop expertise, a culminating portfolio experience, and the option to complete minors, certificates, and/or microcredentials within the degree. With the flexibility of curriculum and counseling from L&S advisors, students will be able to tailor their degrees to their interests, which will be especially appealing to returning students seeking completion degrees relevant to their careers. Standard UW-Milwaukee undergraduate tuition pricing will apply.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Milwaukee

¹ APLU. How does a college degree improve graduates' employment and earning potential? Retrieved from <https://www.aplu.org/our-work/4-policy-and-advocacy/public-values/employment-earnings/>

Title of Proposed Academic Program

General Letters

Degree Designation(s)

Bachelor of Arts

Proposed Classification of Instructional Program (CIP) Code

30.0000 – Multi-/Interdisciplinary Studies, General

Mode of Delivery

Single university, both via face-to-face and 50% or more distance education

Department or Functional Equivalent

College of Letters & Science

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

January 2024

PROGRAM INFORMATION**Overview of the Program**

The B.A. in General Letters will emphasize breadth across several disciplines beyond the usual UW-Milwaukee General Education Requirements (GER). These requirements would align with the L&S degree distribution requirements beyond the GER requirements and would include six additional credits each in Humanities, Natural Sciences, and Social Sciences and nine credits to satisfy the L&S International requirement. The proposed program would maintain a standard of excellence by requiring 45 credits in upper division courses (300-level and above). Students may complete the B.A. in General Letters in combination with one or more minors, certificates, and microcredentials. Students may not complete a second major.

Students will engage in a culminating portfolio experience. Students will select three papers: summative assignments from two of their 300-level or above courses taken at UW-Milwaukee and a reflection paper in which the student discusses their learning across the degree with reference to those papers. The portfolio will provide students with an integrative learning experience in which they can connect learning across coursework, as well as reflect on how that learning can be transferred or applied to different contexts. When a student declares this major, they will be provided the information about the portfolio and a prompt for the reflection paper.

When a student completing this degree applies for graduation, they will be asked to submit their portfolio.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Potential students will be recruited through outreach to former students who were previously enrolled but departed prior to completion and current students who have earned significant credit but have 'stalled' in their progress. These students may not be able to complete another major or doing so would cost them significantly more time to completion.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	15	15	15	15
Continuing Students	10	15	19	20	21
Total Enrollment	15	30	34	35	35
Graduating Students	8	15	17	18	18

Previously enrolled returning students are counted as new students, even if they very recently enrolled at UW-Milwaukee prior to departing. This is because these students may not have returned to UW-Milwaukee if it weren't for the proposed program. Enrollment projections of these students are based on L&S Student Academic Services records. Students will be recruited through direct contact by university staff. New student projections also include returning adult learners who completed a significant number of credits at UW-Milwaukee and/or other institutions of higher education. This figure is based on a market analysis conducted by Ruffalo Noel Levitz.² It is expected that no traditional new students would enter this program. As a completion degree, it is expected that students will enter the program as juniors or seniors. Given it will take some time to complete outreach to former students, it is estimated that five returning 'new' students will enroll in Year 1 and 15 returning 'new' students will return each subsequent year. These estimates are conservative, as marketing efforts may produce greater enrollments.

It is also expected that, on average, 10 continuing UW-Milwaukee students will change majors into this program each year. This projection is based on two decades of enrollment records and represents students with some barrier to completing another major or students who have sought to complete a B.A. Committee Interdisciplinary major without a clear topic or project. These students are counted as continuing because they would be new to the major but not new to UW-Milwaukee.

² Ruffalo Noel Levitz, LLC. (2022). Bachelor's in General Studies Market Analysis, Program Prioritization and Positioning. Prepared for University of Wisconsin – Milwaukee, September 2022.

Continuing students also count students entering and counted as new who continue from a prior year. Factoring in graduation and retention, the average student retention rate is projected to be 80%. This rate is based on these students already having completed a substantial number of credits and the flexible nature of the degree.

Graduation rates for this program are expected to rise more quickly than for the traditional B.A. or B.S. because students entering the program would have junior or senior standing. Therefore, it is projected that eight students will complete the program by the end of the first academic year, though this may be underestimated. By the end of Year 5, it is expected 115 students will have enrolled in the program and at least 76 students will have graduated from the program.

Tuition Structure

For students enrolled in the B.A. in General Letters, standard tuition and fee rates will apply. For the current academic year (Fall 2023), residential tuition and segregated fees total \$5,010.05 per semester for a full-time student enrolled in 12 credits per semester or \$417.51 per credit. Of this amount, \$4,227.60 (\$352.30 per credit) is attributable to tuition and \$782.45 (\$65.20 per credit) is attributable to segregated fees. Nonresident tuition and segregated fees total \$11,009.93 per semester for a full-time student enrolled in 12 credits per semester or \$917.49 per credit. Of this amount, \$852.29 is attributable to tuition and \$65.20 is attributable to segregated fees. It is likely that some returning students will study part-time. For a student taking 3 credit hours per semester, residential tuition and segregated fees total \$1,521.89 per semester, of which \$1,056.90 is attributable to tuition and \$464.90 attributable to segregated fees.

Students who opt to complete this major online will also be required to pay per course online fees. Based on Fall 2023 rates, additional instructional technology fees would equate to \$30 per credit.

Student Learning Outcomes and Program Objectives

The B.A. in General Letters will prepare students to integrate their learning across disciplines. Students will expand and elevate their skills and proficiency around the essential learning outcomes featured within the UW-Milwaukee general education program. The general education learning goals are based on aspects of learning and competencies identified by employers as essential workforce skills. Thus, graduates of this program will be prepared to work or advance in an array of occupations. Upon completion of the program, students will:

1. Demonstrate oral and written communication skills. Students will be able to communicate clearly, analyze the communication context, and adapt content and style for different audiences across disciplines.
2. Demonstrate information literacy skills. Students will be able to locate, compile, evaluate, and responsibly apply and share information relevant to a problem.

3. Employ methods from at least two disciplines to explore, argue, solve, and/or analyze course content and transfer learning to a new context.
4. Demonstrate self-awareness regarding learning. Students will be able to evaluate their own learning across disciplines.
5. Compare and contrast content across subject areas/disciplines and make connections among ideas.

Program Requirements and Curriculum

There are no unique admission requirements for this degree, as it is a completion degree. Most students selecting this major will be: 1) students facing a barrier to completion of their initially selected major despite completing a large number of credits; and 2) returning students seeking a completion degree who previously enrolled at UW-Milwaukee and/or other institutions and have earned transfer credits.

Table 2 illustrates the program curriculum for the proposed program. The program requirements comprise 120 credits, of which 42-46 credits are general education requirements (GER) and 90 credits are in L&S courses. The program requirements are similar to other L&S academic degree programs. Students must complete four courses each in the Humanities, Natural Sciences, and Social Sciences and nine credits in courses with over 75% international content. Students enrolled in the B.A. in General Letters must complete 45 credits in courses at or above the 300-level, which exceeds the upper-division requirement for other L&S degree programs. This allows students the option to take courses across an array of disciplines. Furthermore, the structure of the curriculum will allow students seeking specific professional skills to complete existing certificates or minors, or potential micro-credentials and then apply earned credits and learning to the B.A. in General Studies degree requirements.

As a means of integrating learning across disciplines, students enrolled in the B.A. in General Letters must complete a culminating experience in which the student assembles a portfolio. The portfolio will include: 1) a summative assessment assignment from each of two of their 300-level or above courses in two subject areas (two assignments); and 2) a reflection paper in which the student discusses that assignment in relation to their learning across the degree. L&S advisors in collaboration with the Director of Curriculum and Governance will work with students on the portfolio.

Students completing the B.A. in General Letters must complete at least 15 credits in upper division (numbered 300- or above) courses in residence at UW-Milwaukee. L&S requires that students attain at least a 2.0 GPA in all credits in the major at UW-Milwaukee. Students must attain a 2.0 GPA on all major credits attempted, including transfer work.

Table 2: B.A. in General Letters Program Curriculum

General education courses required for graduation:	
Oral and Written Communication	6 credit(s) ²
Quantitative Literacy	6 credit(s) ³
Humanities	6 credit(s)
Natural Sciences	6 credit(s)
Social Sciences	6 credit(s)
Arts	3 credit(s)
Language other than English	6-10 credit(s) ⁴
Cultural Diversity	3 credit(s)
Academic degree program or major course requirements:	
L&S International requirement	9 credit(s)
L&S Humanities	6 credit(s) ⁵
L&S Natural Sciences	6 credit(s) ⁵
L&S Social Sciences	6 credit(s) ⁵
L&S courses numbered 300 or above	45 credit(s) ⁶
Electives at any level in L&S	9 credit(s)
Total Credits	120 credit(s)

² The OWC-A course English 102 is in L&S and therefore counts toward the student's 90 credits in L&S.

³ QL-A courses are in L&S and therefore count toward the student's 90 credits in L&S.

⁴ With the exception of ASL, all language other than English courses are in L&S, so transfer credits could count toward the student's 90 credits in L&S.

⁵ As long as the student's GERs are taken in L&S courses, or transfer in as L&S courses, this would be six credits. If those GERs are taken outside of L&S and cannot transfer in, this would be 12 credits.

⁶ These 300 and above courses may also be used to satisfy L&S distribution courses in Humanities, Natural Sciences, and Social Sciences, in which case a student may take more than nine credits in electives.

Collaborative Nature of the Program

No collaborations beyond UW-Milwaukee are planned. L&S will work with the College of General Studies (CGS) to improve the process for College of General Studies courses to transfer as L&S courses. This will provide students who complete the Associate of Arts and Science degree in the College of General Studies an additional pathway to a bachelor's degree and would enable them to use as many of their College of General Studies courses as possible toward this degree. No other colleges at UW-Milwaukee currently award an associate degree.

Projected Time to Degree

For a full-time student who is continuously enrolled, the B.A. in General Letters may be completed in eight semesters. However, given the program is a completion

degree and students will likely enter the program with significant prior credit, the projected time to degree will vary and will be dependent on several factors including the number of credits the student previously earned, whether the student has completed the GER requirements, and the student's enrollment status (part-time or full-time).

Accreditation

This proposed program requires no special accreditation or approvals beyond that provided by the Higher Learning Commission (HLC).

PROGRAM JUSTIFICATION

Rationale

The UW-Milwaukee select mission reflects on how the university places value in “opportunities for open inquiry to support the positive transformation of individuals (students, faculty, and staff), institutions, and communities” and in “diversity in all of its definitions, including who we are, how we think, and what we do.”³ The proposed B.A. in General Letters supports the university mission by permitting students to pursue open inquiry through a broad general education with a balance of coursework across the humanities, natural sciences, and social sciences. It will support the positive transformation of students by creating a path to degree completion for traditional students facing obstacles to completing a major, and foster diversity by offering a completion degree for non-traditional students.

Three factors prompted the development of this program. First, L&S advisors consistently have requested that the L&S dean and faculty consider re-establishing a version of the B.A. General degree program that was previously offered by L&S but was discontinued. Former students indicated it was a valuable degree. Second, L&S advisors tracked the files of students who encountered obstacles to completing a traditional major. Their findings indicated that 10-15 students each year might be able to complete a degree if a general degree were available. Last, this proposed degree can also serve as a completion degree for returning adult learners in the Milwaukee area and the surrounding region who are close to but have not completed a bachelor's degree.

The proposed program aligns to elements of the UW-Milwaukee 2030 plan that focuses on becoming a student-centric university. The B.A. in General Letters responds to the needs of students who experience academic and administrative obstacles to completing a traditional major, those students who explore widely before selecting a major and thus have completed a large number of credits, and students who have left the university prior to completing a bachelor's degree.

³ The UWM Vision, Values, and Mission Statement is located at <https://uwm.edu/mission/>

Furthermore, given students have the option to complete program requirements via distance education, the proposed program will align with the provost's office's interest in creating an online completion degree, and will leverage the wide array of online courses already offered in L&S. There are no faculty or staff appointments needed to implement this degree. Existing courses will be utilized and existing L&S staff, specifically the L&S Office of Curriculum and Governance in cooperation with the L&S Student Academic Services, will handle administrative support for the degree.

University and Systemwide Program Array

UW-Milwaukee currently offers a B.A./B.S. Committee Interdisciplinary (CI) major. The CI major curriculum is a student initiated and self-design interdisciplinary major. Students declaring this major must form a faculty committee that includes at least two faculty members from two or more different departments. Students create their focus of study, finalize a description for their major, and select major courses. The major is designed for students who have specific learning goals and plan of study that cannot be studied in depth under any other existing major. Thus, the CI major is not well suited as a completion degree.

Most of the Universities of Wisconsin offer an individually designed degree. The design of these degrees is similar to the CI major, in that students proactively identify one or more areas of emphasis. The provisions of such degrees are important to supporting student success and completion.

Need as Suggested by Student Demand

A ten-year review of the Committee Interdisciplinary Major identified that 10-15 students every year found themselves unable to complete their selected major in L&S despite having done most of the coursework. Discussions with the L&S advisors about the data on the Committee Interdisciplinary Major revealed the following pattern:

- A student might struggle to identify a major that is appropriate for them, then amass credits and fulfill GER and L&S requirements except for the major.
- A student might need to repeat a class to achieve a certain grade or to meet the required GPA in the major but cannot repeat again after three attempts or is unable to repeat it because the class is no longer offered.
- A student in either situation might then select a new/different major but be unable to complete it in under 165 credits.⁴

⁴ The UW System Board of Regents Resolution 11610: "the Board directs UW Chancellors to continue efforts to identify and counsel students who are accumulating credits in a manner that could result in amassing more than 165 credits or 30 credits more than required by their degree programs, whichever is greater."

Many students facing such difficulties were turning to the Committee Interdisciplinary Major (“CI Major”) to complete their degrees. The CI Major oversight process has been changed to maintain its focus on student initiative to self-design a truly interdisciplinarity major. As discussed in the array section, the CI major is not designed as a completion degree. Thus, for students facing the kinds of obstacles listed above, another pathway to completing a solid degree is needed.

Many returning students face similar challenges. They may have amassed dozens of credits but cannot find a major that is appropriate for them, or their previous coursework does not transfer or apply well to an existing L&S major. The flexibility of the proposed degree requirements would allow students to apply more coursework and transfer credits and will allow them to focus on completing the upper-division courses in L&S that meet their needs and interests.

UW-Milwaukee Online shows there is demand nationally for completion degrees, especially when the degree can be completed online. The proposed degree will serve students seeking a completion degree with greater flexibility. Furthermore, the structure of the program is unique in that students seeking specific professional skills will be able to complete existing certificates or minors, or potential micro-credentials and then apply earned credits and learning to the B.A. in General Letters degree requirements. Thus, students can complete credentials that provide them with immediate value in the workforce, while pursuing their bachelor’s degree. Credentials include those such as Quantitative Data Analysis, Teaching English to Speakers of Other Languages, Death Investigation, Digital Arts and Culture, Spanish for Health Professionals, or Geographic Information Sciences.

Need as Suggested by Market Demand

Providing a route for students to complete a bachelor’s degree who otherwise would not have been able to attain one will have a significant positive effect on their financial future. The U.S. Bureau of Labor Statistics reports on earnings and unemployment rates by educational attainment. As of the reporting in 2021, median weekly earnings for those with an associate degree were \$963, whereas weekly median earnings for those with a bachelor’s degree were \$1,334, a 39% boost. The unemployment rate for those with a bachelor’s degree was 3.5%, compared with 4.6% for those with an associate degree. According to the Association of Public Land-grant Universities (APLU), bachelor’s degree holders are half as likely to be unemployed as their peers who only have a high school degree and they make \$1.2 million in additional earnings on average over their lifetime.⁵

⁵ APLU. How does a college degree improve graduates’ employment and earning potential? Retrieved from <https://www.aplu.org/our-work/4-policy-and-advocacy/publicvalues/employment-earnings/>


University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	5	15	15	15	15
	Enrollment (Continuing Student) Headcount	10	15	19	20	21
	Enrollment (New Student) FTE	1.25	3.75	3.75	3.75	3.75
	Enrollment (Continuing Student) FTE	10	12	14	15	15
II	Total New Credit Hours	30	90	90	90	90
	Existing Credit Hours	120	147	173	181	183
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0.00
	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
IV	Revenues					
	Tuition (352.30 per credit)	\$52,845.00	\$83,495.10	\$92,690.13	\$95,448.64	\$96,276.19
	Additional Tuition					
	Fees (indicate type)					
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total Revenue	\$52,845.00	\$83,495.10	\$92,690.13	\$95,448.64	\$96,276.19
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary					
	Instuctional Academic Staff					
	Administrative and Student Support Staff					
	Other Staff					
	Fringe Faculty and Academic Staff					
	Fringe University Staff					
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$0	\$0	\$0	\$0	\$0
	Net Revenue	\$52,845	\$83,495	\$92,690	\$95,449	\$96,276

Provost's Signature:



Date:
11-1-2023

Chief Business Officer's Signature:



Date:
11/1/2023

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE BACHELOR OF ARTS IN GENERAL LETTERS

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Arts (B.A.) in General Letters. The B.A. in General Letters will serve as a completion degree for current and returning students. As such, any students who declare the program will not be 'new' students in the conventional sense. First-year students are not the audience for this degree. Instead 'new' students to the program will be students returning to the university after stopping out. The other students expected to select this program are continuing students facing some barrier to completing a major. These students are generally expected to enter the program with enough credits to have junior or even senior standing; therefore, they may graduate in relatively few semesters after entering this program.

COST REVENUE NARRATIVE

Section I – Enrollment

This program will first accept continuing students at UW-Milwaukee who have been identified as having obstacles to completing a traditional major. There are approximately 5-15 such students identified in the College of Letters & Science each year. A mean of 10 is used in the projections. The second audience for this degree is returning students who left UW-Milwaukee because they faced some barrier to completing their major in under 165 credits. These students are recorded as 'new' students in their first year, and continuing students in subsequent years.

Section II – Credit Hours

Credit hours generated by this program will consist of additional enrollment in existing course sections. There is no anticipated need to develop new courses. Existing courses will be sufficient to meet demand for the foreseeable future. Credit hours include only sufficient courses to complete the degree, which for continuing students may be several upper-division courses, and for returning students, only a few upper-division courses. Credit hours were calculated as follows:

1. For Year 1, continuing students were assumed to take 12 credits per term and new (returning) students three credits per term.
2. In the following years, continuing students include 30% of the previously enrolled students (assuming attrition rate of 20% and graduation of 50%, given their high number of credits on declaring this program), plus the estimated average of 10 additional continuing students (continuing at UW-Milwaukee but changing to the proposed degree from original major).

3. Only students who are already at UW-Milwaukee and change to the B.A. in General Letters degree are assumed to take 12 credits per term, and that is assumed only for their first year in the program. All new (returning) students each year, plus all students already in the program who have not yet graduated, are assumed to take six credits per year. This method should yield a conservative estimate.

Section III – Faculty and Staff Appointments

There are no faculty or staff appointments needed to implement this degree. Existing courses will be utilized and existing College of Letters and Science (L&S) staff, specifically the College of Letters and Science Office of Curriculum and Governance in cooperation with the College of Letters and Science Student Academic Services, will handle administrative support for the degree.

Section IV – Program Revenues

The proposed program requires no additional or unique support, but by offering a completion degree to returning students should yield tuition revenue.

Tuition Revenues

Tuition revenues were calculated for all students, including those students currently enrolled at UW-Milwaukee. The inclusion of these students is reasonable given there is a high likelihood that these students would depart UW-Milwaukee unless a degree completion program like the one proposed becomes available. Tuition was calculated using the Fall 2023 rates for three credits per semester for residents.

This method yields a conservative calculation. Actual revenues may be higher if: 1) continuing students take more than six credits per semester, even a year after declaring the B.A. in General Letters; or 2) the proposed degree is marketed beyond UW-Milwaukee as a completion degree with the possibility of being completed online. However, there is insufficient data to address that possibility in these calculations. Also, 'stopped out' students and returning students may take only three credits per semester, so they may take a longer time to graduate, which would lower early revenue but increase the length of time of the incoming tuition revenue and yield no major net difference over time.

Program/Course Fees

This degree involves no specific fees. There may be online course fees for returning students seeking to do a completion degree online, but we have no basis on which to calculate those.

Grants/Extramural Funding or Additional Revenue

There are no expected grants, program revenue or General Program Revenue allocations needed for this program.

Section V – Program Expenses

This program will create no additional costs to the university.

Salary and Fringe Expenses

This degree does not need additional faculty nor instructional academic staff.

Facilities and Capital Equipment

This degree requires no facilities nor capital equipment beyond existing facilities and will use those minimally. The only resources needed are Microsoft 365 for administration and Canvas for assessment.

Section VI – Net Revenue

The main goal of this proposed degree is to meet student need; however, if stopped-out students return and if students unable to complete a traditional major continue to take courses to complete this degree, it may generate net revenue. Conservative calculations are based on continuing students taking 12 credits per semester, and 'new'/returning students taking six credits per year.



Academic Affairs
Provost and Vice Chancellor

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

TO: Jay Rothman, President
 University of Wisconsin System

FROM: Andrew P. Daire, Provost and Vice Chancellor

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

DATE: October 13, 2023

RE: Authorization to Implement a Bachelor of Arts in General Letters

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

The proposed program aims to broaden access to a UW-Milwaukee liberal arts degree to students who have needs that are not met by traditional programs, by recovering and updating the College of Letters & Science tradition of a general degree. The program aligns to elements of the UW-Milwaukee 2030 strategic plan on becoming a student-centric university, and the UW-System mission to “serve and stimulate society developing in students heightened intellectual, cultural, and humane sensitivities.” The B.A. in General Letters responds to the needs of students who experience academic and administrative obstacles to completing a traditional major (such as the combination of a difficult class and being unable to repeat it), as well as to students who explore widely before selecting a major, and students who have left the university without a degree but could return to complete this kind of degree.

The proposed Bachelor of Arts in General Letters supports the university mission of UW-Milwaukee by permitting students to pursue open inquiry through a broad general education with a balance of coursework across the humanities, natural sciences, and social sciences. It will support the positive transformation of students by creating a path to degree completion for traditional students facing obstacles to completing a major, and expand access to higher education for adult learners by offering a completion degree for non-traditional students.

There are no faculty or staff appointments needed to implement this degree. Existing course sections will be utilized and existing College of Letters and Science staff.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the undergraduate level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

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

c: Johannes Britz, Vice President, Academic and Student Affairs
 Tracy Davidson, Associate Vice President, Academic and Student Affairs
 Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
 Scott Gronert, Dean, College of Letters and Science
 Suzanne Boyd, Interim Special Assistant to the Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS IN ANTHROPOLOGY,
UNIVERSITY OF WISCONSIN-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Arts in Anthropology at the University of Wisconsin-Parkside.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Anthropology program at the University of Wisconsin-Parkside.

SUMMARY

The University of Wisconsin-Parkside (UW-Parkside) proposes to establish a Bachelor of Arts in Anthropology (B.A. in Anthropology). This program is an elevation of an existing concentration in Geography. As such, it will require no new resources. The major provides a full anthropology degree, covering all the subfields of anthropology: biological anthropology, archaeology, linguistic anthropology, and cultural anthropology, all with a focus on applied anthropology and career readiness. UW-Parkside is already acknowledged as a premier institution in experiential learning; it was the first university in Wisconsin to earn the Carnegie Classification for Community Engagement. This program contributes to the UW-Parkside mission to prepare students to explore human diversity, differences, and similarities, as well as to contribute to a wide range of diverse communities. With its focus on understanding communities in their own terms, anthropology will advance UW-Parkside's strategic goals of a transformative education through high-impact practices (HIPs) and inclusivity. The major requires 43 credits in addition to general education courses of up to 58 credits and additional elective credits to reach the 120 credits required for graduation. Anthropology courses play a significant role in general education. They contribute to the core values of a UW-Parkside education, particularly acquiring the knowledge and skills that provide an understanding of global issues and analytical skills. The focus of this program is to facilitate career readiness through transferable skills that can be used in a wide range of careers.

Many of the department's graduates have gone on to work in the business world (as is typical of anthropology B.A. graduates nationally), museum or community service careers, consumer behavior research, forensic analysis, cultural resource management (CRM), and education all of which require an ability to gather information from multiple sources, to analyze a system, and work effectively with their co-workers. The Bureau of Labor Statistics projects 6.1% employment growth for anthropologists between 2021 and 2031, compared to a projected change in overall employment of 5.3%.¹ Regionally, the job prospects are stronger.

Presenter

- Dr. Rob Ducoffe, 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 August 2023), 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

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Anthropologists and Archaeologists*. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm> (June 2023).

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS IN ANTHROPOLOGY
AT UNIVERSITY OF WISCONSIN-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin-Parkside (UW-Parkside) proposes to establish a Bachelor of Arts in Anthropology (B.A. in Anthropology). This program is an elevation of an existing concentration in Geography. As such, it will require no new resources. The major provides a full anthropology degree, covering all the subfields of anthropology: biological anthropology, archaeology, linguistic anthropology, and cultural anthropology, all with a focus on applied anthropology and career readiness. The UW-Parkside is already acknowledged as a premier institution in experiential learning; it was the first university in Wisconsin to earn the Carnegie Classification for Community Engagement. This program contributes to the UW-Parkside mission through preparing students to explore human diversity, differences, and similarities, as well as to contribute to a wide range of diverse communities. With its focus on understanding communities in their own terms, anthropology will advance UW-Parkside's strategic goals of a transformative education through high-impact practices (HIPs) and inclusivity. The major requires 43 credits in addition to general education courses of up to 58 credits and additional elective credits to reach the 120 credits required for graduation.

Anthropology courses play a significant role in general education. In this, it contributes to the core values of a UW-Parkside education, particularly acquiring the knowledge and skills that provide an understanding of global issues and analytical skills. The focus of this program is to facilitate career readiness through transferable skills that can be used in a wide range of careers. Many of the department's graduates have gone on to work in the business world (as is typical of anthropology B.A. graduates nationally), museum or community service careers, consumer behavior research, forensic analysis, cultural resource management (CRM), and education all of which require an ability to gather information from multiple sources, to analyze a system, and work effectively with their co-workers. The Bureau of Labor Statistics projects 6.1% employment growth for anthropologists between 2021 and 2031, compared to a projected change in overall employment of 5.3%.¹ Regionally, the job prospects are stronger.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Anthropologists and Archaeologists*. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm> (June 2023).

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Parkside

Title of Proposed Academic Program

Anthropology

Degree Designation(s)

Bachelor of Arts

Proposed Classification of Instructional Program (CIP) Code

45.0201-Anthropology, General

Mode of Delivery

Single university

Face-to-face delivery

Department or Functional Equivalent

Department of Geography and Anthropology

College, School, or Functional Equivalent

College of Social Sciences and Professional Studies

Proposed Date of Implementation

Fall 2024

PROGRAM INFORMATION

Overview of the Program

The Geography and Anthropology Department is uniquely poised to provide this major due to the decades-long existence of anthropology as a concentration in the geography major. Anthropology's four-field approach is one of its hallmarks. Anthropology studies the whole of humanity, across time and space. In practical terms, this means that professional anthropologists typically specialize in one or two subdisciplines: Biological Anthropology, Archaeology, Cultural Anthropology, or Linguistic Anthropology, but are also conversant in the other subdisciplines and regularly work across disciplines. Through careful recruitment of faculty and joint appointments with other programs, the department has been and will continue to provide a full four-field degree in Anthropology.

The program starts with an overview course that covers all these fields (ANTH 100, Introduction to Anthropology). Students then take a series of classes focused on each of these subfields. Students will have opportunities to practice applied anthropology in many of these classes. Students then go on to take a range of higher-level courses focusing on frameworks for thinking through problems, such as methods, data collection, and analysis of data. This includes courses in statistics, mapping and GIS, anthropological theory, and courses in methods and fieldwork. Students choose at least three 3-credit courses as electives based on their interests. In Senior Seminar and fieldwork, students demonstrate their abilities to identify a problem, identify methods for analysis and data collection, carry out a test of their hypothesis, and make conclusions based on the literature of their field. This project-based work allows students to demonstrate their ability to manage a project. The senior seminar includes considerable work in career networking and job searches using tools such as LinkedIn. Students who want to go on to graduate school will have the opportunity to explore and evaluate potential graduate programs.

UW-Parkside students complete 43-58 credits in general education, 12 of which are satisfied by program requirements. The 43 credits of the major introduce students to the four fields as well as how to think across the subdisciplines of anthropology. The study of human biological diversity requires not only biological knowledge but an understanding of the methods of archaeology. The study of heritage requires incorporating both archaeology and the field methods of cultural anthropology to include local communities in participatory preservation of heritage. Ethnographic studies require both cultural anthropology and linguistic anthropology but might also focus on the material cultural resources of a given community. Students would then need to take another 31-46 credits to achieve the 120 credits needed to graduate. Students may take electives, choose another major, add a minor, or earn certificates.

This focus on *doing* anthropology also prepares students for a range of careers. Coursework reinforces the use of critical thinking skills to analyze situations core to the study of anthropology. The curriculum makes it possible for students to achieve the key learning goals of this degree. These include: understanding cultures and societies in their own terms; recognizing ethnocentrism and its consequences; evaluating the impact of the social and physical environment on individual experience; recording, interpreting, and analyzing information using a range of tools such as archaeological fieldwork, library research, databases, and geographic systems (GIS); using this knowledge to address important issues locally and globally; and, using critical thinking skills to conduct research in order to solve problems. Students will learn to find the right perspective and method for a given research problem.

Part of what makes this program in anthropology unique is its emphasis on data collection and analysis, and fieldwork. These opportunities are rarely found in undergraduate programs. Key among the skills cited by graduates is having learned to listen and ask respectful questions to understand their clients' and co-workers' different

points of view. Some students referred to this as cognitive empathy. Another key skill alumni cited was their analytical and critical skills in working through complex, difficult problems. Their facility for careful observation and questioning assumptions has proven especially useful in understanding the social dynamics of their workplaces and how information and policies are applied.

Projected Enrollments and Graduates by Year Five

Enrollment projections are based on two main factors. First, the B.A. in Anthropology is based on the existing anthropology concentration in the geography major and the minor in anthropology. At the time of the proposal submission, there are 10 students in the anthropology concentration as well as nine minoring in anthropology. Students in the concentration will likely declare an anthropology major as soon as it is available. Some students in the anthropology minor program might find the major attractive as well. Second, research on jobs aligned with an anthropology major are forecast to grow over the coming years.

While careers that are labeled as ‘anthropologists’ may not be prominent in job postings, aligned areas such as cultural resource management (CRM) and cultural heritage, user-experience research in software design, consumer behavior research, and forensic analysis are a part of the career landscape that is available to a trained anthropologist. Thus, a modest growth rate is projected for this program.

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 60 students will have enrolled in the program and 27 students will have graduated from the program. Student attrition rate is projected to be 22%, which is the average for Geography majors and for students with a declared major in the College of Social Sciences and Professional Studies. Based on this, a retention rate of 78% overall was assumed.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	2	11	12	13	14
Continuing Students	8	6	10	13	15
Total Enrollment	10	17	22	26	29
Graduating Students	3	4	6	7	7

Tuition Structure

For students enrolled in the Bachelor of Arts in Anthropology program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,927.60 per semester for a full-time student enrolled in 12-18 credits per semester or \$327.30 per credit. Of this amount, \$3,290.88 is attributable to tuition and \$636.72 is attributable to segregated fees. Nonresident tuition and segregated

fees total \$8,248.56 per semester for a full-time student enrolled in 12-18 credits per semester or \$687.38 per credit. Of this amount, \$7,611.84 is attributable to tuition and \$636.72 is attributable to segregated fees. Students will cover incidental expenses such as textbooks and similar.

Student Learning Outcomes and Program Objectives

The goal of anthropology is to explore human diversity over time and space. Through learning about the variations in how humans live, students of anthropology learn to appreciate this diversity of human adaptations in context. It prepares them for an increasingly globalized world by teaching them how to examine their own culturally formed assumptions about what it is to be human, and how to ask questions about and pay attention to diversity. To this end, it is expected that students who complete this major will be able to demonstrate mastery in three broad areas of learning goals:

- 1) Knowledge/Conceptual. Focusing on critical thinking, global perspective, and individual experience:
 - a) Demonstrate an understanding of cultures and societies in their own terms (cultural relativism);
 - b) Recognize ethnocentrism and its consequences for their ability to understand people of different cultures;
 - c) Evaluate the impact of social and physical environment on individual experience; and
 - d) Apply anthropological concepts and interpretations to improve their ability to interact and work with people from diverse backgrounds and cultures.
- 2) Methodological/Analytical and Technical Skills. Focusing on analytical skills and information technology competence:
 - a) Record, interpret, and communicate qualitative and quantitative evidence;
 - b) Find, organize, and critically evaluate information using a variety of tools such as maps, statistics, and a variety of archaeological and ethnographic methods; as well as analysis of culture and social relationships; and
 - c) Analyze and use appropriate technologies where available.
- 3) Synthesize and Communicate. Focusing on literacy and oral communication:
 - a) Use anthropological knowledge to address important issues locally and globally; and
 - b) Demonstrate critical thinking skills to solve problems.

These learning goals as well as the specific curriculum are in alignment with the Anthropology Career Readiness Network,² which seeks to prepare students for the world of work by providing opportunities as undergraduates to apply their knowledge in fieldwork, internships, and other high-impact practices.

² <https://anthrocareeready.net>

Program Requirements and Curriculum

Students enrolled at UW-Parkside are eligible to be admitted into the program. Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 43 credits. This includes the lower-level core courses that introduce students to the foundations of each subfield (except for linguistic anthropology, which is an upper-level course). These foundations include both up-to-date knowledge in each content area as well as discussion of the specific methods of each subfield, that is, “how we know what we know.” The program emphasizes how information is obtained so that students can assess the validity of information. This is core for modern education, citizenship, and a skill that students can use for the rest of their lives. The ability to pose questions that can be tested using appropriate methods and frames of analysis are further developed in methods, theory, and fieldwork courses. Upper-level electives allow students to explore their specific interests more deeply. Students will select electives in consultation with faculty and advisers to focus on their career. All upper-level courses address more than one subfield. Students also have options of doing internships with local institutions such as the Kenosha Public Museum or developing an Independent Study.

Table 2: Bachelor of Arts in Anthropology Program Curriculum		
General education courses required for graduation:		
	Reading and Writing Skills	3-6 credit(s)
	Computational Skills	4-5 credit(s)
	Humanities and the Arts	12 credit(s)
	Social and Behavioral Sciences (9 credits satisfied within the ANTH major)	12 credit(s)
	Natural Sciences (3 credits satisfied within the ANTH major)	12 credit(s)
	Foreign Language Requirement	0-8 credit(s)
	Ethnic Diversity Requirement	0-3 credit(s)
		43-58 credits
Program prerequisites or support courses:		
	None; All are incorporated into the degree program	0 credit(s)
Academic degree program or major course requirements:		
<i>Core Courses (6 credits)</i>		
ANTH 100	Introduction to Anthropology	3 credit(s)
GEOG 495	Senior Seminar	3 credit(s)
<i>Overview (12 credits)</i>		
ANTH 200	Cultural Anthropology	3 credit(s)
ANTH 201	Introduction to Archaeology	3 credit(s)
ANTH 202	Human Evolution	3 credit(s)
ANTH 312	Anthropology of Language	3 credit(s)

<i>Methods, Theory, and Fieldwork Courses (16 credits)</i>		
ANTH 250	Statistics for the Social Sciences ³	4 credit(s)
	OR	
BIOS 210	Biostatistics	4 credit(s)
ANTH 300	Topics in Data Collection and Analysis	3 credit(s)
ANTH 302	Anthropological Theory	3 credit(s)
GEOG 350	Cartography and GIS	3 credit(s)
ANTH 491	Anthropology Fieldwork	3 credit(s)
<i>Elective Courses (9 credits, 6 credits at 300 or above)</i>		
ANTH 227	North American Indians	3 credit(s)
ANTH 228	Peoples of Southeast Asia	3 credit(s)
ANTH 310	Forensic Anthropology	3 credit(s)
ANTH 320	Heritage and Tourism	3 credit(s)
ANTH 327	Archaeology of North America	3 credit(s)
ANTH 357	Livelihoods, Exchange, and Globalization	3 credit(s)
ANTH 362	Migration and Immigration	3 credit(s)
ANTH 382	Environmental Anthropology	3 credit(s)
ANTH 390	Special Topics in Anthropology	3 credit(s)
ANTH 402	Advanced Human Evolution	3 credit(s)
ANTH 405	Forensic and Mortuary Archaeology	3 credit(s)
ANTH 455	International Development and Change	3 credit(s)
ANTH 490	Special Topics in Anthropology	3 credit(s)
ANTH 494	Internship in Anthropology	1-4 credit(s)
ANTH 499	Independent Study	1-4 credit(s)
GEOG 308	Conservation of Cultural and Natural Resources	3 credit(s)
GEOG 323	Climate Change	3 credit(s)
GEOG 360	Urban Geography	3 credit(s)
GEOG 410	GIS & Communities	3 credit(s)
Total		43 credit(s)
Additional Credits earned through electives, a minor in another program, another major, or earning certificates		<u>31-46 credit(s)</u>
Grand Total		120 credit(s)

Collaborative Nature of the Program

This program will not be offered as a collaborative program in the Universities of Wisconsin. The department will work actively to create transfer plans with area technical colleges.

³ Students may substitute another appropriate statistics course at 200 or above, depending on their interests and career goals. Students will choose this in consultation with a major adviser.

The Geography/Anthropology program currently collaborates with the Department of Criminal Justice in the hiring of a forensic anthropologist. The position is half in Criminal Justice and half in Geography/Anthropology. This collaboration is a permanent one.

Projected Time to Degree

The anthropology major is designed to be completed in four academic years, assuming a full-time student who declares the major in the first or second year. Many of the foundational prerequisites are also general education courses. The prerequisites of most, if not all, of the classes are limited to ANTH 100 (Introduction to Anthropology, which is offered in multiple sections in the Fall and Spring semesters). A few of the upper-level courses such as Senior Seminar require junior or senior status. Students who pursue their degree on a part-time basis will need additional time to complete their degree. A dedicated academic advisor in the College of Social Sciences and Professional Studies works with students who are full-time or part-time to develop an academic plan to assist the student in their degree progress and completion. Transfer agreements are as per university policy. The electives are designed to facilitate students completing the 36-credit rule, which requires students to take 36 credits at 300 level or above in order to graduate and allow most students time to take courses outside of their major.

Accreditation

UW-Parkside is accredited by the Higher Learning Commission (HLC) and no additional approvals or specialized accreditation are required.

PROGRAM JUSTIFICATION

Rationale

The mission of UW-Parkside is to offer “high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities.” The anthropology major will contribute to the university’s mission in a number of ways. This will be a unique undergraduate program in the region, providing affordable and career ready-focused education to the range of traditional and nontraditional undergraduate students that UW-Parkside attracts.

Through the existing anthropology concentration, faculty have already demonstrated their commitment to a high-quality educational program that is responsive to student needs as well as to the local community. The new major, with its focus on practical applications in growing fields such as Forensics, CRM, Museum Studies, and Adaptations to Global Climate Change will help to achieve sustainable growth. This major also addresses the goals of UW-Parkside and the Universities of Wisconsin through commitment to career readiness through practical and professional experiences that are embedded in the curriculum. The anthropology curriculum is relevant to the university’s strategic plan with its focus on high impact practices in its methods/fieldwork requirements as well as community-based learning courses across the curriculum.

The B.A. in Anthropology will contribute directly to the mission of UW-Parkside through its practical and pedagogical commitment to working in the community. The signature method of anthropology is cross-cultural comparison. The program aims to extend students' understanding beyond the local and familiar. As such, it serves a key role in developing students' intellectual and cultural sensitivities and critical thinking skills. It contributes to the overall student and campus experience in part because this requires learning how to pay attention to inherent cultural biases and to consciously examine what is known, how it is known, and what is not known. It will contribute to the diverse array of studies that support university degrees in the arts, letters, and sciences. In an increasingly globalized world, students will likely be working with people from a wide range of cultures and countries and may themselves work internationally. This is career readiness for an increasingly globalized world.

The program utilizes existing resources at the university to address student and alumni demand that will better position graduates for certain career areas. Three significant components prompted and supported planning for the proposed program: 1) the long-standing student demand for this concentration to be made a major; 2) student desire to have their field of study be more visible on transcripts when applying for jobs or graduate schools; and 3) to fill an underserved population of potential anthropology majors in the region.

Having an anthropology major will make the department's students' undergraduate studies more directly recognizable for purposes of entering graduate school and/or the workforce. This includes recognition both at the level of the degree itself and the individual courses taken by undergraduates at the university. Support has been expressed by anthropology concentration alumni for a dedicated B.A. in Anthropology.

University and Systemwide Program Array

The B.A. in Anthropology will support the current university array and align to leverage other curricula currently offered with the Department of Geography and Anthropology as well as the College of Social Sciences and Professional Studies. The Anthropology concentration has already leveraged other curricula in Geography, Criminal Justice, and Sociology. In addition, anthropology courses are core to the International Studies major as well as a number of certificates.

Several anthropology programs exist in the UW System. Both UW-Madison and UW-Milwaukee offer a bachelor's level anthropology degree which focuses on preparing students for their vibrant graduate programs. UW Oshkosh also offers a B.S. in Anthropology. UW-Green Bay offers a Sociology & Anthropology program which combines the understanding of social constructs through the lens of anthropology.

The UW-Parkside program will offer an affordable undergraduate degree for residents of southeast Wisconsin that will include high-impact learning experiences that integrate career relevant skills.

Need as Suggested by Student Demand

Student demand has been determined by many years of students taking the concentration in anthropology asking that it be made a major. As noted above and in the enrollment projection, there are currently 10 students in the concentration who have indicated an interest in switching to an Anthropology B.A.

Interviews with alumni of the concentration in anthropology illustrate some of the ways that these graduates use their degree in their work. Graduates have worked in CRM but have also gone into K-12 education, social work, program management for social services, and library and information sciences. Others have gone into business, particularly marketing. Many of these alumni have come back to UW-Parkside to get a master's degree in business administration or professional studies.

Need as Suggested by Market Demand

This major focuses on the application of knowledge and methods of anthropology to a range of different settings and on developing ways to effectively communicate those skills to future employers. The emphasis on methods, data collection and analysis, and fieldwork positions these students to apply their skills in their future professions.

Market demand is difficult to determine as most anthropology graduates go on to use their degrees in a range of fields. Anthropology prepares students for success in many fields. For instance, Apple, Microsoft, and other industries have long hired anthropologists to ensure that their apps are user-friendly. Many others work in city planning or with engineers in User Design.⁴ Anthropologists work in the medical field in cultural competence. Even those with Ph.Ds. typically work in non-academic fields.⁵

⁴ UX or user experience is now known as User Design. It is about designing elements with a focus on the interaction a user has with a product or service.

⁵ Dr. Gillogly, UW-Parkside Professor of Anthropology, has many connections through her professional career network. She is the former Programs Coordinator for the National Association for the Practice of Anthropology; former president of the Chicago Association for the Practice of Anthropology; and a member of the Anthropology Career Readiness Network as well as the Society for Applied Anthropology. For more information, see <https://anthrocareerready.net/> and <https://practicinganthropology.org/>.

A variety of sources point to an increase in job growth for anthropologists. The Bureau of Labor Statistics projects 6.1% employment growth for anthropologists between 2021 and 2031, compared to a projected change in overall employment of 5.3%.⁶ Regionally, the job prospects are stronger. According to Lightcast, employment opportunities for the anthropological and archaeologist category are projected to increase 14.4% from 2023 to 2033. Job growth is particularly notable in Heritage and Applied Archaeology (CRM) because of money invested in infrastructure. Due to previous cutbacks in training for CRM as well as a tendency to focus on academic rather than applied archaeology, it is anticipated that there will be a deficit in anthropologists to fill these anticipated 8,000 new positions.⁷ In addition, jobs in forensic science technology are expected to grow by 11% from 2021-31, which is faster than average, according to the Bureau of Labor Statistics.⁸ The B. A. in Anthropology program at UW-Parkside, with its focus on HIPs, community-based learning, methods, and fieldwork, and the ability to earn Certificates in Forensic Anthropology, Applied Archaeology (CRM) and Museum Studies, students will be well-prepared for future careers.

In conclusion, there are several compelling reasons to develop the B. A. in Anthropology at the present time. This major will formalize an already existing program and allow more flexibility in providing the courses that students need to advance in their careers.

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Anthropologists and Archaeologists*. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm> (June 2023).

⁷ Altschul, Jeffrey H. and Terry H. Klein. "Forecast for the US CRM Industry and Job Market, 2022-2031." *Advances in Archaeological Practice* 10(4), pp. 355-370. 2022.

⁸ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Forensic Science Technicians*. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm> (September 2023).

University of Wisconsin - Parkside						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	2	11	12	13	14
	Enrollment (Continuing Student) Headcount	8	6	10	13	15
	Enrollment (New Student) FTE	1.7	9.4	10.2	11.1	11.9
	Enrollment (Continuing Student) FTE	6.8	5.1	8.5	11.1	12.8
II	Total New Credit Hours	26	143	156	169	182
	Existing Credit Hours	0	78	130	169	195
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	3	3	3	3	3
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$6,240	\$53,040	\$68,640	\$81,120	\$90,480
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees (Distance Education)	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$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 Revenue	\$6,240	\$53,040	\$68,640	\$81,120	\$90,480
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$0	\$0	\$0	\$0	\$0
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$0	\$0	\$0	\$0	\$0
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	\$0	\$0	\$0	\$0	\$0
	Capital Equipment	\$0	\$0	\$0	\$0	\$0
	Operations	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$0	\$0	\$0	\$0	\$0
	Net Revenue	\$6,240	\$53,040	\$68,640	\$81,120	\$90,480

Provost's Signature:



Date:

11/1/2023

Chief Business Officer's Signature:



Date:

11/1/2023

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-PARKSIDE BACHELOR OF ARTS IN ANTHROPOLOGY

Introduction

The program is an elevation of the existing anthropology concentration within the geography major to a unique major within the Geography Department. The program is a standard undergraduate major that is based on courses currently offered at UW-Parkside.

Section I – Enrollment

UW-Parkside anticipates that the proposed degree will enroll 60 students over the five-year period and graduate 27 students by the end of year five. The projected average retention rate of non-graduating students is 78%. The projections are based on the following information and assumptions. Students who are currently enrolled in the anthropology concentration will likely change to the anthropology major. There is currently an anthropology minor program, and students in that program may also change to the major. The department has received feedback from students who have left UW-Parkside to pursue an Anthropology BA elsewhere. Those students will likely be retained at UW-Parkside.

To calculate student FTE, five years of data of students in the geography major with the anthropology concentration was reviewed and used to calculate an average FTE of approximately 0.85 per term. That calculation was then applied to both new and continuing students to calculate the total FTE per year.

Section II – Credit Hours

The proposed major is based on the existing concentration, so no new courses will need to be developed to support the major. Because of this, the capacity currently exists at the university to offer the courses required for program completion. The program consists of 43 credits, 39 of which are offered by the Geography and Anthropology Department. For the purposes of the credit hour estimate, the assumption is made that students will most likely declare the major and begin taking major courses after the first year, so the 39 credits were divided evenly to 13 credits per year for the sophomore, junior, and senior years for each student. Since only existing courses utilizing current personnel and resources will be utilized, all credit hours are categorized as existing credit hours.

Section III – Faculty and Staff Appointments

The Anthropology program currently consists of 3.0 FTE, or two faculty members teaching Anthropology courses on a full-time basis, two faculty members teaching in the program at 0.5 FTE. Based on this, as well as the offering of cross-listed courses, the university has the existing capacity to support the program. As such, no additional FTE or salary expenditures have been added.

Section IV – Program Revenues

Tuition Revenues

The revenue projections are based on a calculation of the projected number of credits taken as part of the major, multiplied by the average tuition revenue per credit hour. To calculate the average tuition revenue per credit hour, the current resident undergraduate tuition rate per credit hour (\$3,290.88/12 credits =\$274.24) was used, then reduced by approximately 12.5% to account for the average number of credits attempted within the credit tuition plateau of 12-18 credits university-wide. This yielded a multiplier of \$240 per credit for this projection, which was multiplied by the total projected credits taken annually for new and continuing students in the program. For simplicity purposes, any additional tuition generated by non-resident students is assumed to be offset by losses due to tuition waivers. Further, to be conservative, no tuition increases were factored into the projection.

Program/Course Fees

While students will be charged segregated fees and distance education fees, those were not included in the projection.

Program Revenues and GPR

It is possible that the program will seek external funding opportunities in the future, but since those are uncertain, they are not included in the budget projection.

Section V – Program Expenses

Salary and Fringe Expenses

Since the proposed major is an elevation of a current concentration in an existing department, no new faculty or instructional academic staff members are needed to offer the major courses. Currently there are two full-time faculty members teaching in the program, and two half-time faculty members. In addition to the revenue generated by courses taught to students in the major, faculty will continue to teach general education courses and enroll several non-majors in other courses.

Facilities and Capital Equipment

At this time, no new facilities or capital equipment are expected. The current lab spaces and equipment in place to provide the existing concentration are adequate to implement and sustain the proposed major. Expenditures for supplies, expenses, and additional support are expected to remain at current levels, with no anticipated new expenses to implement or sustain the proposed major.

Section VI – Net Revenue

The net revenue in the spreadsheet is calculated by subtracting the projected expenses from the projected revenue each year. The positive net revenue is used to support the department, shared overhead expenses, and support services.



Office of the Provost

P.O. Box 2000 | 900 Wood Road
Kenosha, WI 53141-2000

Phone: 262-595-2261

Fax: 262-595-2630

www.uwp.edu Keyword: Provost

October 31, 2023

Dear President Rothman,

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new Bachelor of Arts in Anthropology degree program. All program materials have been approved by our Course and Curriculum Committee and Committee on Academic Planning and by the Faculty Senate.

The proposed Anthropology major utilizes existing university resources to create a major from an existing concentration that will address student demand and employment. The major encompasses the four major sub-fields of Anthropology (Biological Anthropology, Archaeology, Cultural Anthropology, and Linguistic Anthropology). It is aligned with our Academic and Student Affairs Plan by integrating high-impact practices and embedding career-readiness skills in the curriculum. As such, the program will prepare students for careers in various areas such as cultural resource management, forensic analysis, consumer behavior research, and more. This new program is an important addition to the university's array and has my full support.

The institution has in place a seven-year program review process along with an annual process of program reporting on assessment of student learning outcomes. These processes will ensure ongoing assessment of program quality and continuous improvement.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2024 with first enrollments in the fall of 2024. We are requesting that this proposal be scheduled for consideration at the December 2023 Board of Regents meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "RD" followed by a stylized flourish.

Rob Ducoffe, Ph.D.
Provost & Vice Chancellor
Office of Academic Affairs

**APPOINTMENT TO THE UNIVERSITY OF WISCONSIN SCHOOL OF
MEDICINE AND PUBLIC HEALTH OVERSIGHT AND ADVISORY
COMMITTEE OF THE WISCONSIN PARTNERSHIP PROGRAM**

REQUESTED ACTION

Adoption of Resolution C.6, approving an appointment to the Oversight and Advisory Committee of the Wisconsin Partnership Program.

Resolution C.6. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the appointment of Dr. Anjon Audhya to the University of Wisconsin School of Medicine and Public Health (SMPH) Oversight and Advisory Committee of the Wisconsin Partnership Program to fill a vacant SMPH representative position effective immediately through October 31, 2026.

SUMMARY

The Regents are asked to approve the appointment of Anjon Audhya, PhD, as one of four UW SMPH representatives on the SMPH Oversight and Advisory Committee (OAC) of the Wisconsin Partnership Program (WPP). The term for Dr. Audhya is effective immediately through October 31, 2026.

PRESENTER

- Amy J.H. Kind, MD, PhD, Associate Dean for Social Health Sciences and Programs, UW School of Medicine and Public Health; Executive Director, Wisconsin Partnership Program on behalf of Robert N. Golden, MD, Dean, UW School of Medicine and Public Health; Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison.

BACKGROUND

The UW SMPH is home to the Wisconsin Partnership Program (WPP), a grantmaking program within SMPH established with a generous endowment gift from Blue Cross Blue Shield United of Wisconsin.

The WPP, a true embodiment of the Wisconsin Idea, is committed to improving and advancing health equity across Wisconsin through investments in community partnerships, education, and research.

The WPP operates in full accordance with the Wisconsin Insurance Commissioner's Order (Order) of March 2000. The Order approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of half of the proceeds from the sale of stock to establish the WPP endowment at the SMPH.

In compliance with the Order, the Board of Regents created the Oversight and Advisory Committee (OAC), consisting of four public members and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Insurance Commissioner. The OAC is responsible for directing, approving, and monitoring the use of funds for community-engaged public health initiatives and public health education and training. Through WPP's annual reports, the OAC fulfills the obligations in the Order to report on the expenditure, use and evaluation of the full portfolio of WPP's funded programs and projects.

In accordance with the Order and the OAC Bylaws, the Board of Regents has the following oversight responsibilities for the Wisconsin Partnership Program:

- Reviews annual reports;
- Receives financial and program audits, which are required at least every five years;
- Approves five-year plans; and
- Appoints OAC members upon recommendation of the SMPH Dean.

In accordance with the Order, Robert Golden, Dean of the SMPH, recommends for appointment by the Board of Regents to the OAC as a SMPH representative: Anjon Audhya, PhD, Senior Associate Dean for Basic Research, Biotechnology, and Graduate Studies, UW School of Medicine and Public Health; Professor, Department of Biomolecular Chemistry. Dr. Audhya, who chairs WPP's Partnership Education and Research Committee (PERC), brings tremendous experience and expertise across a broad portfolio that includes building partnerships focused on research and development, entrepreneurship and startup technologies, biomedical workforce and state laboratories. PERC is designed to have cross-representation with OAC, fostering collaboration and synergy between the two committees as they support education, research and community engaged initiatives to improve health and advance health equity across Wisconsin.

ATTACHMENTS

A) Anjon Audhya, PhD, biographical sketch

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: **Audhya, Anjon**

eRA COMMONS USER NAME (credential, e.g., agency login): **audhya**

POSITION TITLE: **Professor**

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Brown University, Providence, RI	BS	05/1997	Biochemistry
University of California, San Diego, CA	PhD	12/2002	Biomedical Sciences
Ludwig Institute for Cancer Research, La Jolla, CA	Postdoctoral	03/2008	Biochemistry and Cell Biology

A. Personal Statement

The major focus of my laboratory is to define the regulatory mechanisms that control organelle dynamics and membrane trafficking in eukaryotic cells. I have a strong background in the study of membrane transport, including specific training in cell biology, genetics, biochemistry, and imaging. During my graduate studies, I carried out a series of genetic screens to identify new components of the secretory pathway in yeast. As a postdoctoral fellow, I applied my expertise in membrane biology to the study of ER structure and function during early *C. elegans* development. In parallel, I developed several live cell microscopy-based assays to study membrane dynamics during germline proliferation and embryogenesis. Over the last fifteen years, I have established my own research group and identified new, conserved components of the early secretory pathway, which play critical roles in protein secretion in yeast, *C. elegans*, and human cells. Additionally, my lab has combined *in vivo* and *in vitro* assays to define regulatory mechanisms that control membrane trafficking to and from the cell surface via endosomal intermediates.

I have served on numerous committees, which provide oversight advice to funding agencies, including the National Institutes of Health (NIH), the Human Frontier Science Program (HFSP), the National Science Foundation (NSF), and many others. Currently, I serve as a member of a NIH Training in Workforce Development Study Section, which evaluates basic biomedical and medical sciences predoctoral training programs. Given my extensive background in grant review, I believe I would be a strong addition to the Wisconsin Partnership Program Oversight and Advisory Committee (OAC).

Key ongoing projects:

- R35 GM134865
Audhya (PI)
2/1/2020 – 1/31/2025
Molecular mechanisms that regulate vesicle formation and transport
- R01 NS124165
Audhya (PI)
5/1/2022 – 3/31/2027
Mechanisms Underlying Axonopathy in Hereditary Spastic Paraplegia

B. Positions, Scientific Appointments, and Honors

Positions and Scientific Appointments

2021 – Present	Senior Associate Dean for Basic Research, Biotechnology, and Graduate Studies, UW School of Medicine and Public Health
2019 – Present	Professor, Biomolecular Chemistry, University of Wisconsin-Madison
2019 – 2021	Associate Dean for Basic Research, UW School of Medicine and Public Health
2017 – Present	Standing Member, NIH, Cell Biology IRG (MBPP and CSF1 Study Sections)
2016 – Present	Affiliate, Department of Neuroscience, University of Wisconsin-Madison
2016 – Present	T32 Training Grant Director for Graduate Training in Molecular and Cellular Pharmacology (1T32GM141013)
2014 – Present	Founding Director of the UW-Madison Center for Training in Pharmacology and Drug Development
2014 – 2019	Associate Professor, Biomolecular Chemistry, University of Wisconsin-Madison
2013 – 2017	Human Frontier Science Program (HFSP) Organization Fellowships Review Panel (Vice-Chair, 2016; Chair, 2017)
2013, 2015	Ad hoc Member, NIH, Cell Biology IRG, MBPP Study Section
2013	Ad hoc Member, NIH, Molecular, Cellular, and Developmental Neuroscience IRG, SYN Study Section
2013 – Present	Review Editor, <i>Frontiers in Membrane Traffic</i>
2008 – 2014	Assistant Professor, Biomolecular Chemistry, University of Wisconsin-Madison

Honors

2023	Fellow, American Society for Cell Biology (ASCB)
2022	Vilas Faculty Mid-Career Investigator Award, University of Wisconsin-Madison
2020	RIDE Scholar, University of Wisconsin-Madison Carbone Cancer Center
2017	H.I. Romnes Faculty Fellowship, University of Wisconsin-Madison
2016	Vilas Faculty Early Career Investigator Award, University of Wisconsin-Madison
2015	Vilas Associate Award, University of Wisconsin-Madison
2012	American Cancer Society Research Scholar Award
2010	Shaw Scientist Award, Greater Milwaukee Foundation
2010	March of Dimes Basil O'Connor Starter Scholar Research Award
2004 – 2007	Helen Hay Whitney Foundation Postdoctoral Fellowship
1998 – 2002	National Cancer Institute Training Grant Award
1997	Harvey Almy Baker Graduate Fellowship (Brown University)
1997	Inducted into the Sigma Xi Honorary Society
1997	Magna cum Laude, Brown University

C. Contributions to Science

1. Regulation of protein secretion and its implications in disease. The directed movement of proteins and lipids between different cellular locations is a fundamental process required for the proper functioning of all eukaryotic cells. Many diseases including cancer, diabetes, immune dysfunction, and neurodegenerative disorders such as hereditary spastic paraplegias (HSPs), amyotrophic lateral sclerosis (ALS), Parkinson's disease and Alzheimer's disease can be caused by intracellular transport defects. My lab has discovered an essential role for Trk-fused gene (TFG; also called SPG57) in COPII-mediated protein secretion from the endoplasmic reticulum (ER). Our work over the past several years has led to a revised view of how the early secretory pathway is organized in metazoan cells, highlighting a function for TFG in clustering and uncoating COPII-coated transport carriers near their site of formation to facilitate their subsequent fusion with neighboring ER-Golgi intermediate compartments (ERGIC), thereby promoting interorganellar cargo transport. In several cases, chromosomal translocation events fuse the amino-terminal portion of *TFG* to other genes, resulting in oncogenic chimeras. Our findings indicate that TFG fusion proteins interact with native TFG at the ER/ERGIC interface, which modulates secretory flow to potentially enhance cell transformation and oncogenesis. In addition, we have demonstrated that mutations in *TFG* cause complicated forms of HSP, a neurodegenerative disorder that severely limits motor control of the lower limbs. Our structural studies indicate that the mutations

impair normal assembly of TFG complexes. We are now leveraging tractable rodent and stem cell-based models for HSP and other neurodegenerative disorders to identify pharmaceutical agents to combat disease.

- Witte, K., Schuh, A.L., Hegemann, J., Sarkeshik, A., Mayers, J.R., Schwarze, K., Yates, J.R., Eimer, S., and **Audhya, A.** (2011) Mechanisms by which TFG functions in protein secretion and oncogenesis. *Nat. Cell Biol.* 13: 550-558. PMID: PMC3311221.
- Beetz, C., Johnson, A., Schuh, A., Thakur, S., Varga, R., Fothergill, T., Hertel, N., Bomba-Warczak, E., Thiele, H., Nurnberg, G., Altmuller, J., Saxena, R., Chapman, E.R., Dent, E.W., Nurnberg, P., and **Audhya, A.** (2013) Inhibition of TFG function causes hereditary axon degeneration by impairing ER structure. *Proc. Natl. Acad. Sci. USA.* 110: 5091-5096. PMID: PMC3612678.
- Slosarek, E.L., Schuh, A.L., Pustova, I., Johnson, A., Bird, J., Johnson, M., Frankel, E.B., Bhattacharya, N., Hanna, M.G., Burke, J.E., Ruhl, D.A., Quinney, K., Block, S., Peotter, J.L., Chapman, E.R., Sheets, M.D., Butcher, S.E., Stagg, S.M., and **Audhya, A.** (2018) Pathogenic TFG mutations underlying hereditary spastic paraplegia impair secretory protein trafficking and axon fasciculation. *Cell Rep.* 24: 2248-2260. PMID: PMC6152936.
- Kasberg, W., Luong, P., Hanna, M.G., Minushkin, K., Tsao, A., Shankar, R., Block, S., and **Audhya, A.** (2023) The Sar1 GTPase is dispensable for COPII-dependent cargo export from the ER. *Cell Rep.* 42:112635. PMID: In progress.

2. Mechanisms that regulate membrane remodeling at endosomes and other organelles. Components of the ESCRT (Endosomal Sorting Complex Required for Transport) machinery have been implicated in the formation of multivesicular endosomes (MVEs), essential organelles that facilitate the turnover of integral membrane proteins and maintain cellular homeostasis at least in part by attenuating intracellular signaling mediated by cell surface receptors. MVE biogenesis involves the formation of intraluminal vesicles (ILVs), which bud away from the cytoplasm toward the endosome interior. In topologically similar processes, the ESCRT machinery also participates in membrane abscission during cytokinesis, plasma membrane repair after injury, nuclear envelope resealing after mitosis, and the formation of retroviral particles that bud from the cell surface during infection. My lab defined the first membrane curvature sensitive component of the ESCRT machinery, which appears to play a key role in targeting ESCRT function during membrane scission events. Specifically, we have shown that a complex composed of ESCRT-II and the ESCRT-III subunit Vps20 binds selectively to membranes of elevated curvature, similar to that found at a vesicle bud neck. Our data further suggest that the ESCRT-II/Vps20 complex is mechanosensitive, binding more tightly to membranes as they become increasingly bent, which may aid in maintaining the spatial distribution of ESCRT-III to promote membrane constriction and scission. Using a combination of cryogenic electron microscopy (cryo-EM), single particle reconstruction, and molecular dynamics simulations, we have determined a structural model for the ESCRT-III complex, highlighting a spiral filament architecture composed of a series of repeating globular densities joined by flexible linkers. Our data highlight an assembly mechanism that intrinsically harnesses free energy within spiral arrays, which we speculate is released upon restructuring of the polymer. One of our current efforts is aimed at defining the regulatory mechanisms that govern remodeling of ESCRT-III filaments to facilitate membrane scission.

- Shen, Q., Schuh, A.L., Zheng, Y., Quinney, K., Wang, L., Hanna, M., Mitchell, J.C., Otegui, M.S., Ahlquist, P., Cui, Q., and **Audhya, A.** (2014) Mechanisms governing ESCRT-III spiral filament assembly. *J. Cell Biol.* 206: 763-777. PMID: PMC4164947.
- Frankel, E.B., Shankar, R., Moresco, J.J., Yates, J.R., Volkmann, N., and **Audhya, A.** (2017) Ist1 regulates ESCRT-III assembly and function during multivesicular endosome biogenesis in *Caenorhabditis elegans* embryos. *Nat. Commun.* 8: 1439. PMID: PMC5682282.
- Quinney, K., Frankel, E.B., Shankar, R., Kasberg, W., Luong, P., and **Audhya, A.** (2019) Growth factor stimulation promotes multivesicular endosome biogenesis by prolonging recruitment of the late-acting ESCRT machinery. *Proc. Natl. Acad. Sci. USA.* 116: 6858-686. PMID: PMC6452702.
- Shankar, R., Lettman, M.M., Whisler, W., Frankel, E.B., and **Audhya, A.** (2022) The ESCRT machinery directs quality control over inner nuclear membrane architecture. *Cell Rep.* 38:110263. PMID: PMC8801257.

3. Regulatory mechanisms that control membrane composition, structure, and dynamics. Cellular membranes are composed of numerous lipid species that function together to maintain subcellular

compartmentalization and recruit downstream effector proteins. In particular, acidic phospholipids, including phosphorylated derivatives of phosphatidylinositol (PIPs) and phosphatidylserine (PS), are ideally suited to bind positively charged peptide sequences within peripheral membrane proteins, often activating these effectors to carry out their specific function(s). We have uncovered key roles for acidic phospholipids in regulating processes as diverse as cell invasion, intercellular adhesion, and intracellular protein trafficking. Our ultimate goal is to understand how specific lipid species function together with membrane binding proteins to orchestrate temporally and spatially regulated membrane remodeling events.

- Johnson, A., Bhattacharya, N., Hanna, M., Pennington, J.G., Schuh, A.L., Wang, L., Otegui, M.S., Stagg, S.M., and **Audhya, A.** (2015) TFG clusters COPII-coated transport carriers and promotes early secretory pathway organization. *EMBO J.* 34: 811-827. PMCID: PMC4369316.

- Mandal, T., Lough, W., Spagnolie, S.E., **Audhya, A.**, and Cui, Q. (2020) Molecular simulation of mechanical properties and membrane activities of the ESCRT-III complexes. *Biophys. J.* 118: 1333-1343. PMCID: PMC7091516.

- Clarke, A.L., Lettman, M.M., and **Audhya, A.** (2022) Lgd regulates ESCRT-III complex accumulation at multivesicular endosomes to control intraluminal vesicle formation. *Mol. Biol. Cell.* 33: ar144. PMCID: PMC9727795.

- Paul, S., **Audhya, A.**, and Cui, C. (2023) Molecular mechanism of GTP binding- and dimerization-induced enhancement of Sar1-mediated membrane remodeling. *Proc. Natl. Acad. Sci. USA.* 120: e2212513120.. PMCID: PMC9974494.

4. Regulatory mechanisms that govern clathrin-mediated endocytosis and endocytic trafficking. A large number of cell surface molecules undergo internalization in a clathrin-dependent fashion. This process requires multiple endocytic adaptors to recognize largely distinct cargoes in a manner that relies on short signal sequences or post-translational modifications found within substrates. We discovered that the ESCRT-0 complex is recruited to sites of clathrin-mediated endocytosis at the plasma membrane, engaging ubiquitin-modified cargoes prior to their accumulation at the endosome. Although inhibition of ESCRT-0 recruitment to the cell surface does not affect the rate of cargo internalization, transport through the endosomal system slows under these conditions, resulting in a significant delay in cargo degradation. Our findings indicate that preassembly of ubiquitinated cargoes with the ESCRT-0 complex at the plasma membrane enhances the efficiency of downstream sorting events in the endolysosomal system. In the absence of ubiquitin modification, many integral membrane proteins undergo endocytic recycling, an essential pathway required to maintain cell surface composition and is regulated by several Rab-type GTPases. My lab has helped to uncover new effectors of the endocytic Rab proteins, and we are currently using genetic, biochemical, and fluorescence-based functional assays for organelle remodeling to uncover the roles of these factors during development. Additionally, we recently demonstrated that TFG regulates the trafficking of Rab4-positive endosomes specifically in axons and dendrites, which may play a key role in the maintenance of corticospinal motoneurons.

- Mayers, J.R., Wang, L., Pramanik, J., Johnson, A., Sarkeshik, A., Wang, Y., Saengsawang, W., Yates, J.R., and **Audhya, A.** (2013) Regulation of ubiquitin-dependent cargo sorting by multiple plasma membrane endocytic adaptor proteins. *Proc. Natl. Acad. Sci. USA.* 110: 11857-11862. PMCID: PMC3718112.

- Schuh, A.L., Hanna, M., Quinney, K., Wang, L., Sarkeshik, A., Yates, J.R., and **Audhya, A.** (2015) The VPS-20 Subunit of the Endosomal Sorting Complex ESCRT-III Exhibits an Open Conformation in the Absence of Upstream Activation. *Biochem. J.* 466: 625-637. PMCID: PMC4384658.

- Wang, L., Johnson, A., Hanna, M., and **Audhya, A.** (2016) Eps15 membrane-binding and -bending activity acts redundantly with Fcho1 during clathrin-mediated endocytosis. *Mol. Biol. Cell.* 27: 2675-2687. PMCID: PMC5007088.

- Peotter, J.L.,* Pustova, I.*, Lettman, M.M.*, Shatadal, S., Bradberry, M.M., Winter-Reed, A.D., Charan, M., Sharkey, E.E., Alvin, J.R., Bren, A.M., Ole, A.K., Chapman, E.R., Salamat, M.S., and **Audhya, A.** (2022) TFG regulates secretory and endosomal sorting pathways in neurons to promote their activity and maintenance. *Proc. Natl. Acad. Sci. USA.* 119: e2210649119. PMCID: PMC9546632.

5. Mechanisms that regulate post-Golgi cargo sorting and trafficking. Approximately one-third of all translated proteins in human cells are predicted to enter the secretory pathway, many of which must be accurately sorted at the Golgi apparatus to efficiently reach their final destination. Our studies have helped to

identify new regulatory mechanisms that govern post-Golgi cargo transport. We have demonstrated a key role for the ESCRT-0 complex in stably associating with ubiquitin-modified cargoes and directing their incorporation into luminal vesicles within multivesicular endosomes. Additionally, we have participated in the identification of new regulatory factors that direct the trafficking of essential cargoes, including integrin complexes, which mediate cell adhesion, and insulin, which plays critical roles in metabolic regulation. In the future, we plan to determine mechanisms by which these regulatory proteins enable cargo-selective transport toward unique secretory pathways using a combination of biochemical and high-resolution imaging approaches, which can be leveraged to identify new pharmaceutical agents to combat disease.

- Mayers, J.R., Fyfe, I., Schuh, A.L., Chapman, E.R., Edwardson, J.M., and **Audhya, A.** (2011) ESCRT-0 assembles as a heterotetrameric complex on membranes and binds multiple ubiquitinated cargoes simultaneously. *J. Biol. Chem.* 286: 9636-9645. PMID: PMC3058970.

- Wan, J., Zhu, F., Zasadil, L., Yu, J., Wang, L., Johnson, A., Berthier, E., Beebe, D.J., **Audhya, A.**, and Weaver, B.A. (2014) A Golgi-localized pool of the mitotic checkpoint component Mad1 controls integrin secretion and cell migration. *Curr. Biol.* 24: 2687-2692. PMID: PMC4254593.

- Takahashi, H., Mayers, J.R., Wang, L., Edwardson, J.M., and **Audhya, A.** (2015) Hrs and STAM function synergistically to bind ubiquitin-modified cargoes in vitro. *Biophys. J.* 108: 76-84. PMID: PMC4286613.

- Zhang, F., Zhao, M., Braun, D.R., Ericksen, S.S., Piotrowski, J.S., Nelson, J., Peng, J., Ananiev, G.E., Chanana, S., Barns, K., Fossen, J., Sanchez, H., Chevrette, M.G., Guzei, I.A., Zhao, C., Guo, L., Tang, W., Currie, C.R., Rajski, S.R., **Audhya, A.**, Andes, D.R., and Bugni, T.S. (2020) A marine microbiome antifungal targets urgent-threat drug-resistant fungi. *Science*. 370: 974-978. PMID: PMC7756952.

Complete List of Published Work in PubMed:

<http://www.ncbi.nlm.nih.gov/pubmed/?term=audhya+a+not+nagpure+not+chaudhury>

**UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND
PUBLIC HEALTH: THE WISCONSIN PARTNERSHIP PROGRAM
FISCAL YEAR 2023 ANNUAL REPORT**

REQUESTED ACTION

For information and discussion.

SUMMARY

The FY 2023 Annual Report of the Wisconsin Partnership Program (WPP), covering the activities and expenditures from July 1, 2022, through June 30, 2023, is presented to the UW System Board of Regents. The Wisconsin Partnership Program is a grantmaking program within the University of Wisconsin School of Medicine and Public Health (SMPH) committed to improving health and advancing health equity in Wisconsin through investments in community partnerships, education and research.

The annual report details WPP's commitment to advance its mission through a strong portfolio of grant programs that propel medical research, enhance medical education and workforce development, promote community partnerships and advance health equity.

Presenter

- Amy J.H. Kind, MD, PhD, Associate Dean for Social Health Sciences and Programs, UW School of Medicine and Public Health; Executive Director, Wisconsin Partnership Program on behalf of Robert N. Golden, MD, Dean, UW School of Medicine and Public Health; Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison.

BACKGROUND

The University of Wisconsin School of Medicine and Public Health (SMPH) is home to the Wisconsin Partnership Program (WPP), a grantmaking program within the SMPH established as the result of a generous endowment gift from Blue Cross Blue Shield United of Wisconsin (BCBS). The WPP is committed to improving health and advancing health equity through investments in community partnerships, education, and research.

A true embodiment of the Wisconsin Idea, WPP has awarded more than \$290 million in 611 grants that propel medical research, enhance health education and workforce development, support community health partnerships, advance health equity, and responded to the COVID-19 pandemic. The work of WPP and its grantees touches all corners of the state, across a wide range of health challenges, communities, populations, and geographic areas.

The Wisconsin Partnership Program operates in full accordance with the Wisconsin Insurance Commissioner's Order (Order) of March 2000. The Order approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of half of the proceeds from the sale of stock to establish the Wisconsin Partnership Program endowment at the University of Wisconsin School of Medicine and Public Health (SMPH).

In compliance with the Order, the Board of Regents created the Oversight and Advisory Committee (OAC) consisting of four public members and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Insurance Commissioner. The OAC is responsible for directing, approving, and monitoring the use of funds for community-engaged public health initiatives and public health education and training. The SMPH created the Partnership Education and Research Committee (PERC), composed of a cross-section of the faculty, OAC representatives, and SMPH leaders, to direct, approve, and monitor the allocation of funds for education and research initiatives. Through WPP's annual reports, the OAC fulfills the obligations in the Order to report on the expenditure, use and evaluation of the full portfolio of WPP's funded programs and projects.

Since March 2004, the Wisconsin Partnership Program's governance committees have been engaged in seeking proposals from community organizations and faculty, and making awards in accordance with the Order, the Grant Agreement that transferred the funds resulting from the BCBS conversion, and the Five-Year Plan. The current Five-Year Plan (2019-2024) was presented to and approved by the Board of Regents in December 2018.

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

In accordance with the Order and the OAC Bylaws, the Board of Regents has the following oversight responsibilities for the Wisconsin Partnership Program:

- Reviews annual reports
- Receives financial and program audits, which are required at least every five years
- Approves five-year plans
- Appoints OAC members upon recommendation of the SMPH Dean

DISCUSSION

FY 2023 In Brief

In FY 2023 the Wisconsin Partnership Program (WPP) awarded 20 new grants totaling \$10.6 million, in total supporting 112 active projects and initiatives. These grants support innovative approaches to improve health and advance health equity across a wide range of health issues, communities, populations, and geographic areas. The following are a few selected examples of the impactful work led by WPP grantees to improve health across our state.

Examples:

Boosting Adolescent Mental Health: During this fiscal year, WPP continued to support work led by community organizations to address the second epidemic of COVID-19: an adolescent mental health crisis. Eight projects across the state including ones in La Crosse, Madison and Milwaukee are working to promote resilience, foster adolescent leadership and connection, support mentors, test bilingual options for group-based teen mental health support and more.

Expanding Indigenous Representation in Health Care: This year WPP was proud to provide a \$1.2 million, three-year grant to the Native American Center for Health Professions (NACHP) within the UW School of Medicine and Public Health for the initiative **Increasing Indigenous Representation in Medicine through Academics, Engagement and Innovation (IIMAGIN)**. The project will build upon NACHP's impactful work to create pathways in medical education and will expand pre-college and college programming focused on health care career exploration. The College of Menominee Nation and Lac Courte Oreilles Ojibwe University are collaborating on the grant.

Advancing Health Equity through Community Partnerships: During this fiscal year, the WPP awarded three-year grants of \$500,000 each to two community-academic partnerships that are building distinct pathways toward health improvement. **Biehl Bridges to Recovery**, a branch of the Marinette County Group Home Association is leading an initiative to create access to sustainable employment and economic stability for people in Marinette County impacted by substance use disorder. Faculty at the UW–Madison Extension serves as the academic partner.

A grant to **Walnut Way Conversation Corp.** supports an initiative in partnership with the **Coalition on Lead Emergency (COLE)** to develop interventions and support to reduce childhood lead poisoning on Milwaukee's Northside. Faculty from the Zilber School of Public Health at the University of Wisconsin-Milwaukee serves as the academic partner.

In addition, during this fiscal year, WPP released a Request for Partnerships with two levels of funding through its Community Impact Grant Program with the goal of expanding the funding opportunity to more community organizations across the state. Level one awards are designed to support small to medium sized organizations, with level two supporting larger organizations and requiring an academic partner. These new projects will begin in early 2024.

Promoting Maternal and Child Health: In fiscal year 2023, WPP made ten awards of up to \$150,000 each through its Maternal and Child Health Grant Program to support innovative community-led solutions to improving maternal and child health. The new projects reach broadly across the state to support rural, urban, immigrant and Native mothers through home visiting programs, doula services and expanded partnerships with health care delivery professionals.

Propelling Research and Innovation: The WPP's New Investigator Program continues to provide opportunities for early-career SMPH faculty to initiate innovative research projects. In fiscal year 2023 three assistant professors each received \$150,000 to support innovative studies on topics including advancing fundamental understanding of obesity; characterizing recurrence of a prevalent subtype of breast cancer; and improving care in the intensive care unit for older adults near the end of life.

Reporting Outcomes and Impact

Each year WPP publishes Outcome Reports in an online format for grants that concluded during the fiscal year. The outcome reports can be found on the WPP website's [Funded Projects](#) page. The following are some examples of grants that concluded this fiscal year. Their outcome reports can be found on our website.

Supporting Wisconsin's Aging Population: In 2016, the Wisconsin Department of Health Services was awarded a Community Impact Grant for the project ***Improving Assisted Living Quality through Collaborative System Change***. The grantee's goal was to expand access to the Wisconsin Coalition for Collaborative Excellence in Assisted Living (WCCEAL) and improve the quality of care for Wisconsin's seniors residing in assisted living facilities through the implementation of a tested quality improvement infrastructure. WCCEAL is the only organization of its kind in the United States, and with the help of this grant they were able to increase membership 28 percent and improve the quality of life for residents at assisted living communities in 55 Wisconsin counties. The initiative has established benchmarks for important safety indicators such as falls, hospital readmission and medication management.

Currently there are 494 participating assisted living communities, and more than 11,000 Wisconsin senior occupants who benefit from this project. The work is sustained through an agreement with the Wisconsin Department of Health Services.

Preventing Stroke in the Onedia Nation: This project developed the Onedia Stroke Prevention Program through a successful tribal-academic partnership between the Oneida Comprehensive Health Division and UW School of Medicine and Public Health. The project's goal was to implement and assess intense interventions to prevent stroke and cognitive decline, in a community at high risk for stroke and diabetes. In addition to providing general community education and awareness, the grant team conducted a study using health assessments and neurocognitive testing, and personal health coaching to support study participants in addressing their stroke risk factors. Nearly 120 individuals participated in the study, with 51 receiving a personal coaching intervention. More than 2,800 people attended in-person and virtual community education events.

Research to Develop New Cancer Therapies: T cells are a type of white blood cell that are part of the body's immune response to infection and disease, yet little is known about how they might be harnessed to fight cancer. Drs. Shigeki Miyamoto and Suresh Marulasiddappa used their WPP Collaborative Health Sciences Program award for the project *Defining and Targeting Novel Anti-Viral and Anti-Cancer T Cell Immunity*. The grantees explored the relationship between inhibition of the NF-kB signaling pathway, the rate of production of T-cells and the possibility of cancer and viral immunity. In 2021, the team was awarded a \$1.88 million National Institutes of Health/National Cancer Institute award to expand upon this project.

ATTACHMENTS

- A) Wisconsin Partnership Program Annual Report, July 1, 2022-June 30, 2023
- B) FY 2023 Determination of Non-Supplanting for OAC
- C) FY 2023 Determination of Non-Supplanting for PERC
- D) FY 2023 Determination of Non-Supplanting for SMPH
- E) FY 2023 Determination of Non-Supplanting for UW System and UW-Madison
- F) Wisconsin Partnership Program Video Link



MOVING HEALTH FORWARD

ANNUAL REPORT JULY 1, 2022 – JUNE 30, 2023



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

The University of Wisconsin School of Medicine and Public Health (SMPH) is home to the Wisconsin Partnership Program, a grantmaking program within the SMPH established as the result of a generous endowment gift from Blue Cross Blue Shield United of Wisconsin's conversion to a stock insurance corporation. The Wisconsin Partnership Program expresses its continued gratitude for this gift to benefit the people of Wisconsin.

Our Mission

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

KEY

AHW . . . Advancing a Healthier Wisconsin

ICTR . . . Institute for Clinical and Translational Research

MCW. . . Medical College of Wisconsin

NACHP . . Native American Center for Health Professions

OAC . . . Oversight and Advisory Committee

PERC . . . Partnership Education and Research Committee

SMPH . . . School of Medicine and Public Health

WFAA . . . Wisconsin Foundation and Alumni Association

WPP . . . Wisconsin Partnership Program

Table of Contents

Message to Partners	4
Overview.	5
Grants Awarded by Type: 2004 - June 2023.	6
Improving Health through Community Partnerships	8
Highlighted Initiatives: Community Partnerships	9
Strengthening the Health Care and Public Health Workforce	10
Highlighted Initiatives: Education	11
Transforming Health through Research	12
Highlighted Initiatives: Research	13
Evaluation and Impact	14
Financial Overview	17
Policies and Procedures	21
Wisconsin Partnership Program Leadership	22
Appendix	25

Message to Partners

It is our pleasure to present the Wisconsin Partnership Program's annual report for fiscal year 2022-2023.

The University of Wisconsin School of Medicine and Public Health (SMPH) and the Wisconsin Partnership Program are steadfast partners working towards a shared mission of improving health and advancing health equity.

This year the Wisconsin Partnership Program (WPP) continued to advance its mission through 20 new grants and 66 active partnerships that are propelling research and innovation, strengthening the medical and public health workforce and working to improve health and advance health equity for individuals, families and communities across our state.

Guiding this work is our understanding that some communities and populations are disproportionately impacted by health inequities, including the health impacts of the COVID-19 pandemic and social factors that influence health and well-being. We continue to partner with grantees to address these challenges and are pleased to share highlights of our progress and impact.

For example, community grantees are using WPP COVID-19 Response awards to support the social and emotional health of our state's adolescents as they navigate the lasting impact of COVID-19 on their worlds. As another example, a tremendously successful WPP-funded partnership with Marshfield Clinic Health System and students at UW-Eau Claire and UW-Stevens Point is addressing patients' urgent health needs, including food, housing and transportation, while making a lasting positive impact on the students' career trajectories.

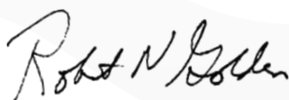
The Wisconsin Partnership Program continues to drive innovations in medical education and workforce development. An exciting new partnership with the Native American Center for Health Professions at the SMPH will support NACHP's work to increase the representation of American Indian/Alaska Native health professionals in the health sciences fields.

Partnership-funded researchers are working across the spectrum of basic, clinical and translational science. Grantees are investigating the mechanisms of complex health problems including blindness, breast cancer and obesity. They are also seeking ways to improve health and enhance health care delivery through projects that provide innovative care and social support for new mothers and improve intensive care experiences for those with serious illness.

These highlights and more are featured on the following pages. The information within this report truly exemplifies the remarkable breadth, reach and impact of the Wisconsin Partnership Program as it partners to advance the exceptional work of many grantees and collaborators.

Thank you for your ongoing support of the Wisconsin Partnership Program. Together we will continue to work toward our shared vision of elevating health and health equity throughout Wisconsin.

Sincerely,



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



Amy JH Kind, MD, PhD
Executive Director, Wisconsin Partnership Program
Associate Dean, Social Health Sciences and Programs,
UW School of Medicine and Public Health





Overview

The Wisconsin Partnership Program (WPP) is a grantmaking program within the University of Wisconsin School of Medicine and Public Health (SMPH) committed to improving health and advancing health equity in Wisconsin through investments in research, education and community partnerships.

Since the Wisconsin Partnership Program began making grants in 2004, it has awarded **611 grants** totaling **\$292 million** to propel research, enhance medical education and workforce development, promote community partnerships and respond to the COVID-19 pandemic.

In fiscal year 2023, the Wisconsin Partnership Program awarded **20 new grants** and supported the progress of **66 active grants** and **26 concluding projects**. Through this work grantees are using innovative approaches to improve health and advance health equity across a wide range of health challenges, communities, populations and geographic areas.

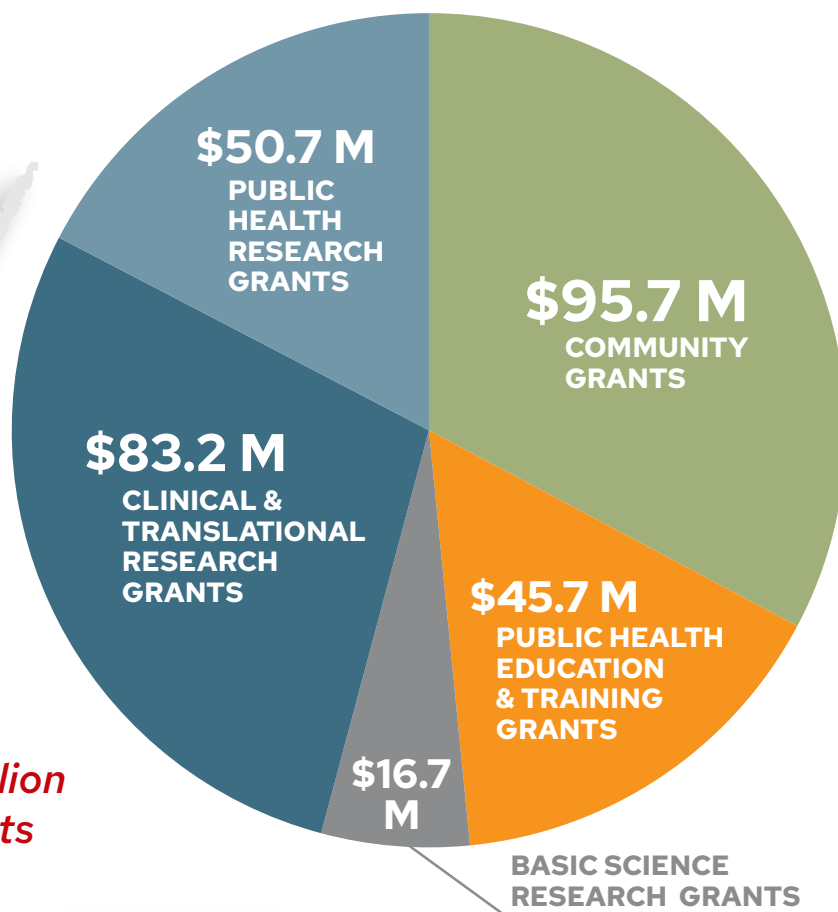
The Wisconsin Partnership Program is governed by two committees composed of faculty and community members. The Oversight and Advisory Committee directs and distributes funds for public health initiatives (community grants).

The Partnership Education and Research Committee allocates funds for education and research initiatives to improve population health. Their combined expertise and backgrounds guide the Wisconsin Partnership Program's processes for reviewing and awarding grants.

Grants Awarded by Type: 2004 – June 2023



WPP grantees have leveraged an additional \$722 million to sustain their projects



New Grants Awarded Fiscal Year 2023 • July 1, 2022 – June 30 2023

EDUCATION AND RESEARCH GRANT PROGRAMS		
New Investigator Grants	3 grants	\$449,121
Strategic Research Grants	1 grant	\$899,556
Strategic Education Grants	4 grants	\$6.1 million
COMMUNITY GRANT PROGRAMS		
Community Impact Grants	2 grants	\$1 million
Maternal and Child Health Grants	10 grants	\$1.5 million

View the [appendix](#) for award descriptions.

Wisconsin Partnership Program By the Numbers

July 1, 2022–June 30, 2023

20

Number of grants awarded

\$10.6 million

Total amount awarded

66

Number of ongoing grants

26

Number of concluded grants

72

Number of counties reached by WPP-supported work *

\$722 Million

Total amount of funds leveraged by grantees from federal agencies
and other organizations to sustain or expand their work *

(* 2004 – June 30, 2023)



Improving Health through Community Partnerships

The Wisconsin Partnership Program's Community Grants Programs support a wide range of initiatives and collaborations to improve health and advance health equity in diverse populations and geographic areas across the state.

The Community Grant Programs support community-led projects and community-academic partnerships that seek to improve health and reduce health disparities by implementing a wide range of approaches and solutions to address the social factors that influence health and well-being.

The Wisconsin Partnership Program's Community Grant Programs each have a unique approach to improving health and advancing health equity. In alignment with the Wisconsin Idea, these grant programs bridge the resources of the university with the knowledge and experience of communities to positively impact lives across Wisconsin.

- The **Community Impact Grant Program** supports evidence-informed, community partnership initiatives that address the social determinants of health to improve health and advance health equity in Wisconsin communities. [View the 2022 Community Impact Grants that were awarded in fiscal year 2023.](#)

In fiscal year 2023, two Community Impact Grant award levels were offered to expand the funding opportunity to more community organizations across the state. One level was designed to support small or medium sized organizations; the second level supports larger organizations and requires an academic partner. The new awarded projects are slated to begin in January 2024.

- The **Maternal and Child Health Grant Program** provides funding to community-based organizations that are leading approaches and solutions to improve maternal and child health outcomes, with a focus on communities that have been disproportionately impacted by health inequities. In fiscal year 2023, WPP awarded \$1.5 million to **ten new maternal and child health projects** that support mothers and families at risk for poor health outcomes through home visiting programs, doula services and expanded partnerships with health care delivery systems.

353
COMMUNITY
GRANTS

\$95.7 M
IN COMMUNITY
GRANTS

2004 – JUNE 30, 2023



Highlighted Initiatives: Community Partnerships



Supporting Adolescent Mental Health

The social and school shutdowns of the pandemic disrupted some of the most important work of adolescence –developing autonomy from parents, connecting with peers and crafting a personal identity –resulting in a second epidemic: an adolescent mental health crisis.

In response, WPP developed a funding opportunity to address the social and emotional health needs of Wisconsin's youth. Eight grants totaling \$1.2 million were awarded for community-led projects to boost adolescent leadership, peer connections and resilience for Wisconsin teens.

Projects across the state addressed a wide range of issues including: supporting mentors; testing bilingual teen group therapy; addressing social, racial and educational disparities and empowering teens. Through this work, Wisconsin teens are developing agency to solve the challenges they face, providing hope and resilience for their generation.

Read the [story](#).

Pictured above: PATCH Program participants; photo courtesy of grantee



Connecting Campuses, Clinics and Communities

In 2018, with WPP funding, Marshfield Clinic Health System (MCHS) launched the Community Connections Team (CCT) to connect patients with community services to meet vital needs that impact their health, including access to food, housing, energy assistance and transportation.

The CCT is staffed by trained volunteers including students from UW-Eau Claire and UW-Stevens Point. More than 140 students who are planning to enter a variety of health professions have been trained for the CCT and are gaining valuable experience in patient care, positively impacting their career trajectories.

To date, Marshfield health providers have screened 53,700 patients. Of those, 7,600 were referred to the CCT. As a result, CCT staff made more than 17,000 referrals to agencies such as food banks, WIC (Women, Infant, Children) programs, dental clinics and more to help patients meet critical health needs.

Read the [story](#).

Pictured above: MCHS Community Connections Team; photo courtesy of grantee



Improving Health for People in Recovery

Biehl Bridges to Recovery, a branch of the Marinette County Group Home Association, is using a WPP Community Impact Grant to improve the health and well-being of people in Marinette County with substance use disorder, or in recovery, by connecting them to sustainable employment opportunities that promote economic stability.

The initiative utilizes peer-driven support to empower individuals in recovery to obtain and maintain sustainable employment. The group also works with employers to break down the stigma around addiction and recovery to reduce barriers to employment. With access to sustainable employment, the individuals served by Biehl Bridges to Recovery will be more likely to experience housing stability, food security, access to health care and educational opportunities—vital factors to sustaining recovery and improving health.

View the [Funded Project page](#).



Strengthening the Health Care and Public Health Workforce

Building capacity in the medical and public health workforce in Wisconsin is essential to creating and improving health for patients and populations across our state. As part of its long-standing commitment to education, the Wisconsin Partnership Program continues to support a wide range of strategic training initiatives at the UW School of Medicine and Public Health (SMPH) as well as statewide investments in public health training. These investments ensure that the SMPH remains at the forefront of education innovation and that our future physicians and public health leaders are ready to meet Wisconsin's evolving and diverse health needs. These initiatives are also designed to increase Wisconsin's health care workforce and positively impact the health of patients and populations across Wisconsin.

WPP's education investments reach across the state in a number of impactful ways. In addition to the programs highlighted here, WPP grants are supporting the recruitment and retention of talented and diverse classes of medical students and WPP provides funding for the only Preventive Medicine Residency Program in the state. In addition, the WPP-funded Population Health Services Fellowship Program is training the next generation of public health leaders as they serve Wisconsin community organizations and public health agencies.

These investments and more will continue to build and strengthen the capacity of Wisconsin's health workforce to meet the needs of patients, populations and communities.

51
EDUCATION
GRANTS

\$45.7 M
IN EDUCATION
GRANTS
2004 – JUNE 30, 2023

Highlighted Initiatives: Education



Increasing Indigenous Representation in Medicine

The Native American Center for Health Professions (NACHP) at the UW SMPH is using a \$1.23 million, three-year grant from WPP for the new initiative, *Increasing Indigenous Representation In Medicine Through Academics Engagement And Innovation (IIMAGIN)*. IIMAGIN builds on NACHP's strong track record to expand the representation of American Indian/Alaska Native health professionals in the health sciences fields and within health care delivery settings.

Through this grant, NACHP is expanding pre-college and college pathway opportunities to increase American Indian/Alaska Native student recruitment and retention; establish a pre-faculty and faculty development pathway; and develop new health and medical curriculum offerings. The grant team is collaborating with the College of Menominee Nation and the Lac Courte Oreilles Ojibwe University to expand pre-college and college programming focused on health care career exploration.

Read the [IIMAGIN grant announcement](#).

IIMAGIN co-directors Danielle Yancey (standing) and Dr. Bret Benally Thompson (seated right) in the NACHP student center.



Building a Diverse Physician Workforce

The Wisconsin Partnership Program Scholarship provides four-year scholarships of full tuition support to increase the recruitment and retention of medical students at the UW SMPH who are historically underrepresented in medicine.

The scholarship program is helping attract talented and highly sought applicants from diverse backgrounds, including students like Dominique Petty, who provided this reflection:

"The rarity of the black doctor is what makes my ballad toward my MD important to me. This scholarship not only dismantles the financial stress of attending medical school but encourages me to become the best doctor that I can be, so that I can eventually be that black doctor that I never saw growing up."

The scholarship program is ensuring medical school is within reach for students who may otherwise face significant barriers and is building a stronger and more diverse physician workforce.

Learn more about the [WPP Scholarship Program](#).

Dominique Petty, SMPH Medical Student



Fostering Community Health Engagement in Medical Education

Transforming Medical Education (TME) is a cornerstone of WPP's investments in medical education. Through TME, the SMPH continues to provide an innovative education model that infuses public health principles and practices with the SMPH medical curriculum.

TME integrates medical education curricular projects with community and clinical experiences to promote community engagement and ensure future physicians view their work with greater understanding of the individuals and communities they serve. One way TME integrates these experiences is through a curriculum block that immerses students with a community partner to further their community health engagement knowledge and skills. These experiences give students the opportunity to learn beyond their classroom and better understand the needs of the community.

Learn more about WPP's [education initiatives](#).

At Goodman Community Center, in Madison, Wisconsin, SMPH medical students recently led cooking classes for older adults.



Transforming Health through Research

The Wisconsin Partnership Program's (WPP) research grants improve health and advance health equity for patients and populations through projects that propel medical and public health research and discovery, and advance innovative approaches to addressing health challenges and improving health care delivery.

Research supported by WPP focuses on a wide range of pressing topics and critical health challenges facing the people of Wisconsin, including Alzheimer's disease, antibiotic resistance, blindness, cancer, COVID-19, diabetes, heart disease, health care delivery needs and more.

The Wisconsin Partnership Program administers a number of research grant programs including:

- The **Collaborative Health Sciences Grant Program** expands team science at the SMPH and across UW–Madison by bringing together interdisciplinary teams to advance novel research and education approaches to target complex health challenges. The latest projects are set to begin in September 2023.
- The **New Investigator Grant Program** fosters the development of early-career SMPH faculty as they initiate innovative pilot projects to improve health, health care and advance health equity. The funded projects have strong potential to leverage substantial funding from federal or other granting agencies.
- **Opportunity Grants** provide start-up funding to rapidly establish time-critical, high profile, high-impact state-of-the-art education and research projects to address Wisconsin's most pressing and complex health challenges.

- Through its **Strategic Education and Research Grant Programs**, the Wisconsin Partnership Program provides critical funding to first initiate or further enhance novel infrastructure programs vital to improving health and health care and advancing health equity in Wisconsin. WPP provides strategic grant funding to a number of key initiatives including the UW Institute for Clinical and Translational Research and the Population Health Services Fellowship Program. Previous grants established a number of key initiatives which are now fully sustained by non-WPP funding sources, including the Wisconsin Academy for Rural Medicine (WARM) and the Master of Public Health Program.

207
RESEARCH
GRANTS

\$150.6 M
IN RESEARCH
GRANTS

2004 – JUNE 30, 2023



Highlighted Initiatives: Research



Improving Postpartum Care for Black Mothers

Black mothers in Wisconsin experience maternal and child health disparities that result in adverse birth outcomes and high infant mortality, which are amongst the worst in the United States.

Community and university partners are using a WPP grant to scientifically design and rigorously test a new care approach that aligns the efforts of health care providers and trusted community partners to reduce disparities and improve postpartum care for Black women.

Led by Kara Hoppe, DO, MS, assistant professor, Department of Obstetrics and Gynecology and collaborator Tia Murray, BS, co-founder of Harambee Village, the project expands upon a successful telehealth blood pressure home monitoring program and incorporates an all-inclusive approach to addressing the postpartum needs of Black mothers including basic postpartum care, lactation, social and mental health support. Data from this project will be used to compete for federal funding to expand and further test the program.

Read the [article](#).

A program participant monitors her blood pressure.



Designing Effective Therapies to Cure Blindness

Death of photoreceptors in the retina is the ultimate cause of blindness in various diseases and there are no treatment options available for these retinal degenerative diseases. Raunak Sinha, PhD, assistant professor, Department of Neuroscience, is using a New Investigator Grant from the Wisconsin Partnership Program to help launch a novel research area to better understand how genetics, environments and drugs impact human retinal cells.

The research, which has tremendous potential for translating into possible treatments and cures for blindness, will be the basis of a future National Institutes of Health research grant.

Read the [project description](#).

Dr. Raunak Sinha, SMPH Department of Neuroscience



Improving ICU Care for Older Adults Near the End-of-Life

In Wisconsin, one in three older adults is admitted to an intensive care unit (ICU) at or near the end of their life. Improved communications and new models of care are needed to ensure care and treatments align with the patient's (or their family's) values.

Jacqueline Kruser, MD, assistant professor in the Department of Medicine, seeks to improve end-of-life experiences for patients, caregivers and clinicians by optimizing time-limited trials, an innovative care model that honors the patient's and family's goals while also improving communication in important ways about the choices surrounding ICU care.

Dr. Kruser is designing and testing a graphic aid to support ICU patients, clinicians and caregivers in planning a time-limited trial. The visual, when put into practice, has the potential to improve care delivery. The project's data will be used to leverage additional research and testing in future clinical trials.

Read the [project description](#).

Dr. Jacqueline Kruser consults with a patient's family.

Evaluation and Impact

The Wisconsin Partnership Program (WPP) conducts evaluation at multiple levels, assessing outcomes such as:

- sustainability of grantee projects by measuring leveraged funding from external funders
- creation and dissemination of knowledge through publication of results
- multi-level systems and process improvements based on evidence
- insights gained from grantee projects

The ultimate goal of WPP evaluation is to understand and look for opportunities to amplify the impact that WPP-funded work is having on health, well-being and health equity of people across the state of Wisconsin. For community grants, this means engaging with the evaluation plan developed with guidance from grant recipients, staff, Oversight and Advisory Committee members and others. This plan serves as a guidance document from which we work collaboratively with grantees to create individualized

reporting templates that use specific metrics to track each project's outcomes and progress. Similarly, for research grants we are using a standardized approach to data collection to understand the impact of awards we have made. Progress reports, publications, leveraged grants and media coverage are all elements that inform our understanding of the work being done using WPP funds.

Outcome Reports

The Wisconsin Partnership Program publishes outcome reports for concluded grants each fiscal year. The reports highlight the progress and achievements of concluded grants and reflect grantees' demonstrated success and impact across a wide variety of domains. These reports are published online to ensure optimal access and data visualizations for all.

View our [Funded Projects](#) page for more information on WPP awards, including the results of concluded grants.



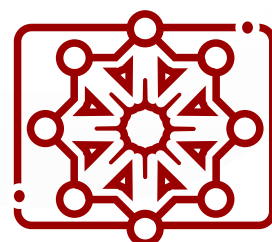
\$40.4 M

Total amount of funds leveraged by grantees from federal agencies and other organizations to sustain or expand their work
(July 1, 2022 – June 30, 2023)



850

Number of articles, presentations and other media sharing findings of WPP projects
(July 1, 2022 – June 30, 2023)



211

Unique collaborations funded by WPP grants
(July 1, 2022 – June 30, 2023)

Building Capacity and Connection

Convening Events

During the past year, WPP offered opportunities for community grantees to connect and learn through convening events. These events are designed to support capacity-building, provide networking opportunities, respond to grantee needs and interests and highlight the successes and impact of grantees through collaborative presentations.

This past year, WPP hosted an in-person convening event in Milwaukee for its Maternal and Child Health grant recipients. The event offered participants the opportunity to meet, share ideas and discuss challenges and solutions to reducing the health disparities in Black maternal and infant health outcomes.

WPP also hosted a virtual event, Navigating Social Media for Nonprofits, for community partners and public health departments. The event featured a national expert as well as a panel of three WPP grantees representing urban and rural areas of the state, who shared their organizations' strategies, challenges and success in managing their social media presence.

These events were well-received by participants and WPP will continue to offer convening events, both virtual and in-person, to build connection and meet the needs of our community grant partners.

Evaluation Support

WPP is building capacity in Wisconsin non-profits and public health departments. Evaluation can be challenging and costly, yet it is a vital component of demonstrating success and making the case for sustainability for any project or program. To help increase capacity in this arena, WPP grant recipients are offered the chance to attend regular office hours with a doctoral-level expert in evaluation theory and methods to get assistance with evaluation-related questions, operations and strategies. In addition, each new community grant recipient has the opportunity to engage in an evaluation consultation with this expert at the start of their grant to help them plan evaluation activities across the duration of their grant award, building organization-specific evaluation knowledge and capacity for the future across each program.

Partnership for a Healthy Wisconsin

In 2021, the Wisconsin Partnership Program launched *Partnership for a Healthy Wisconsin* with the Advancing a Healthier Wisconsin Endowment (AHW) at the Medical College of Wisconsin to offer our community grantees and public health departments free access to *Catchafire*, a capacity-building platform that helps nonprofits advance their missions.

Catchafire connects participating organizations with a network of talented professionals who provide pro bono services and expertise in areas including fundraising, marketing, technology, finance, human resources, design and more.

Current AHW and WPP community grantees and Wisconsin public health departments are actively using this innovative service to strengthen their operations and better meet the needs of the

communities they serve. Some of the most popular projects requested include:

- translation
- organizational strategy
- finance
- leadership coaching
- graphic design support
- technical training

To date, this impactful partnership has resulted in more than 120 organization/volunteer project matches, savings of more than \$448,000 and 2100 donated hours for project support provided to participating nonprofits and public health agencies.

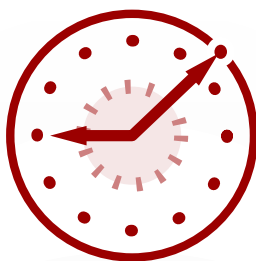
\$448,336

Total Dollars Saved By Nonprofits Using **Catchafire**



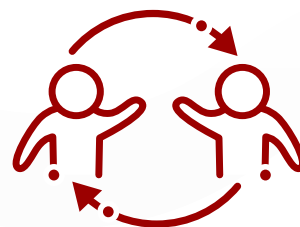
2,135

Total Hours Donated by **Catchafire** Volunteers



124

Total Matches for Projects and **Catchafire** Volunteers
(as of May 2023)



Financial Overview

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

Investments

Current investments consist of participation in the WFAA Short Term Investment Portfolio (STIP). The primary investment objective of the STIP is to preserve the capital and provide liquidity when dollars are called. The STIP is invested in high-quality, short- and medium-term fixed income securities, as well as a small portion that is invested in highly diversified equity investments. Noncurrent investments consist of participation in the WFAA Endowment portfolio. The primary investment objective of the Endowment portfolio is to maximize long-term real returns commensurate with stated risk tolerance, thereby maximizing long-term purchasing power of the funds, net of distributions for current spending needs. Endowment fund distributions to the spendable funds are based on the WFAA spending policy, which is applied to the market value of the endowment funds.

WFAA Institutional Advancement Fee

The WFAA assesses an Institutional Advancement Fee (IAF) of 1 percent on all funds participating in its endowment pool, including Wisconsin Partnership Program funds, as a primary source of revenue for WFAA operations. This assessment, and its usage,

is determined by the WFAA board of directors, and is not controlled by the Wisconsin Partnership Program. The IAF for fiscal years 2023 and 2022 were \$3,684,912 and \$4,336,524, respectively, and are shown under expenses on the Statement of Revenues, Expenses and Changes in Net Assets on page 19.

WFAA decreases the Institutional Advancement Fee to 0.7 percent on cumulative fund amounts above \$250 million per qualified relationship. Partnership Program funds exceed the established level, and savings from this fee reduction are fully allocated to the Oversight and Advisory Committee for public health initiatives. These savings were \$355,473 and \$550,957 for fiscal years ending June 30, 2023 and 2022, respectively .

Grants Payable

Grants payable amounts are recorded as of the date of approval by the Oversight and Advisory committee or Partnership Education and Research Committee. The liability reflects the total amount of the grant award, less any payments or adjustments made on or before June 30, 2023. Any subsequent modifications to grant awards are recorded as adjustments of grant expenses in the year the adjustment occurs.

Net Assets

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

Permanently Restricted: The portion of the gift proceeds originally allocated to permanently endow

the Wisconsin Partnership Program. These funds have been invested in the endowment portfolio of the Foundation and the corpus is not available to support program expenditures.

OAC Review and Assessment of the Allocated Percentage of Funds

As outlined in its founding documents, the Oversight and Advisory Committee (OAC) annually reviews and assesses the allocation percentage for public health initiatives and for education and research initiatives. The OAC took up this matter on February 22, 2023. It was moved to retain the allocation of 35 percent for public health initiatives and 65 percent for education and research initiatives, and the motion was unanimously passed.

Supplanting Policy

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

Financial Statements

The following financial reports consolidate activities of the Wisconsin Foundation and Alumni Association and the School of Medicine and Public Health for the fiscal year ending June 2023 and June 2022.

Statement of Net Assets

	June 30, 2023	June 30, 2022
ASSETS		
UW SMPH Cash	\$ (1,474,833)	\$ (1,327,208)
Current Investments	16,874,077	15,923,705
Noncurrent Investments	384,748,419	367,959,583
Total Assets	\$ 400,147,663	\$ 382,556,080
LIABILITIES		
OAC Grants Payable	\$ 18,066,143	\$ 21,624,902
PERC Grants Payable	14,959,206	17,522,598
Total Liabilities	33,025,349	39,147,500
NET ASSETS		
Temporarily Restricted	83,506,047	59,792,313
Permanently Restricted	283,616,267	283,616,267
Total Net Assets	367,122,314	343,408,580
TOTAL LIABILITIES AND NET ASSETS	\$ 400,147,663	\$ 382,556,080

Statement of Revenues, Expenses and Changes in Net Assets

	Year ended June 30, 2023	Year Ended June 30, 2022
REVENUES		
Interest Income	67,742	7,871
Change in Fair Value of Endowed Funds	37,929,283	(46,039,073)
Total Revenues	37,997,025	(46,031,202)
EXPENSES		
WFAA Institutional Advancement Fee	3,684,912	4,336,524
Less: WFAA IAF Rebate	(355,473)	(550,957)
OAC Initiatives		
Administrative Expenses	532,220	470,569
Grant Expenses	3,084,384	6,727,502
PERC Initiatives		
Administrative Expenses	988,409	873,914
Grant Expenses	6,348,839	11,332,873
Total Expenses	14,283,291	23,190,425
Increase/(Decrease) in Net Assets	23,713,734	(69,221,627)
Net Assets - Beginning of year	343,408,580	412,630,207
Net Assets - End of year	\$ 367,122,314	\$ 343,408,580

Grant Award Commitments for the Fiscal Year Ended June 30, 2023

	Net Grant Awards ¹	Inception to date Disbursements	Outstanding Grant Commitments
Public Health Initiatives			
Grants awarded from Inception to FY2022	\$ 100,611,484	\$ 85,642,081	\$ 14,969,403
FY2023 Awards	3,207,385	110,645	3,096,740
Subtotal	\$ 103,818,869	\$ 85,752,726	\$ 18,066,143
Medical Education and Research Initiatives			
Grants awarded from Inception to FY2022	\$ 171,698,810	\$ 163,237,575	\$ 8,461,235
FY2023 Awards	7,387,878	889,907	6,497,971
Subtotal	\$ 179,086,688	\$ 164,127,482	\$ 14,959,206
Total	\$ 282,905,557	\$ 249,880,208	\$ 33,025,349

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

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

	FY2023	FY2022
BALANCE, JULY 1	\$ (1,327,208)	\$ (1,427,585)
CASH RECEIPTS		
Payments received from the UW Foundation	16,928,381	17,238,003
Total Receipts	16,928,381	17,238,003
CASH DISBURSEMENTS		
Public Health Initiatives	6,643,145	5,917,540
Medical Education and Research Initiatives	8,912,232	9,875,603
PROGRAM ADMINISTRATION		
Salaries	959,012	803,029
Fringe Benefits	341,918	278,274
Travel	1,374	100
Supplies and Services	100,875	64,773
Consultants and Contracts	94,584	186,307
Other Disbursements	22,866	12,000
Total Program Administration	1,520,629	1,344,483
Total Disbursements	17,076,006	17,137,626
Increase (Decrease) In Balance	(147,625)	100,377
Balance, June 30	\$ (1,474,833)	\$ (1,327,208)

Policies and Procedures

The Wisconsin Partnership Program and its Oversight and Advisory Committee (OAC) and Partnership Education and Research Committee (PERC) conduct their operations, grantmaking processes and stewardship responsibility in accordance with program requirements and the Insurance Commissioner's Order and Grant Agreement as well as federal, state and local laws. OAC and PERC follow standard Request for Proposal (RFP) guidelines, requirements, multistep review processes and selection criteria throughout the grantmaking process. In addition, the Wisconsin Partnership Program evaluates the progress and outcomes of funded grants using annual and final reports, financial reports, presentations and site visits.

Open Meeting and Public Records

As directed by the Insurance Commissioner's Order, the Wisconsin Partnership Program conducts its operations and processes in accordance with Wisconsin's Open Meetings and Public Records Laws. Meetings of the OAC and PERC and their subcommittees are open to the public. Committee agendas and minutes are posted on the Wisconsin Partnership Program's website.

Diversity Policy

The Wisconsin Partnership Program is committed to upholding and promoting the diversity policies of the UW System Board of Regents and UW-Madison. Furthermore, the Wisconsin Partnership Program has adopted a diversity policy in alignment with those of the UW System and UW-Madison to inform the Partnership Program's goals, objectives and processes.

Learn more

The Wisconsin Partnership Program's website provides detailed information on our policies and procedures for applicants and grant recipients.

View the resources and policies webpage:
[wpp.med.wisc.edu/grant-funding/
resources-policies](http://wpp.med.wisc.edu/grant-funding/resources-policies)



Wisconsin Partnership Program Leadership

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

Oversight and Advisory Committee

The University of Wisconsin (UW) System Board of Regents appoints four representatives from the UW School of Medicine and Public Health (SMPH) and four community health advocates representing different health categories to the nine-member Oversight and Advisory Committee. The Wisconsin Office of the Commissioner of Insurance appoints one OAC member. Members serve four-year terms. One member of the Board of Regents and a representative of the UW-Madison Office of the Chancellor also serve as liaisons to the OAC.

The primary responsibilities of the OAC are to:

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

Community Health Advocate Appointees

Cedric Johnson

OAC Vice Chair
Manager, Inclusion and Community Partnerships,
Exact Sciences
Category: Children's and Family Health

Katherine Marks, BA

Outreach Specialist, City of Kenosha
Category: Urban Health
Term Ended: October 2022

Gregory Nycz

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

Sue Smith, RN, MSN, CPM

OAC Secretary
Director/Health Officer, Wood County Health
Department
Category: Statewide Health Care

Insurance Commissioner's Appointee

Jennifer Stegall

Executive Senior Policy Advisor
Office of Commissioner of Insurance

UW School of Medicine and Public Health Appointees

Elizabeth Felton, MD, PhD

Assistant Professor, Department of Neurology
Appointed: December 2022

Amy Kind, MD, PhD

Executive Director, Wisconsin Partnership Program
Associate Dean, Social Health Sciences and
Programs

Megan Moreno, MD, MEd, MPH

Academic Division Chief, Vice Chair of Digital Health
Professor, Department of Pediatrics
Resigned effective: October 2022

Richard L. Moss, PhD

PERC Chair
Professor Emeritus, Department of Cell and
Regenerative Biology

Manish Shah, MD, MPH

OAC Chair
Professor and Chair, BerbeeWalsh Department of
Emergency Medicine

Partnership Education and Research Committee

The Partnership Education and Research Committee (PERC) broadly represents the faculty, staff and leadership at the UW School of Medicine and Public Health and includes representatives from the Oversight and Advisory Committee (OAC).

The PERC allocates and distributes funds designated for education and research initiatives that advance health and health equity. The primary responsibilities of the PERC are to:

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

SMPH Leadership

Jon Audhya, PhD

Senior Associate Dean for Basic Research, Biotechnology and Graduate Studies
Appointed: April 2023

Amy Kind, MD, PhD

Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs

Richard L. Moss, PhD*

PERC Chair*
Professor Emeritus, Department of Cell and Regenerative Biology

Elizabeth Petty, MD*

Senior Associate Dean, Academic Affairs and Professor, Department of Pediatrics

Department Chairs

Beth Drolet, MD

Professor and Chair, Department of Dermatology
Representative: Clinical Chairs

Kathleen Shannon, MD*

Detling Professor and Chair, Department of Neurology
Representative: Clinical Chairs

Deneen Wellik, PhD

Professor and Chair, Department of Cell and Regenerative Biology
Representative: Basic Science Chairs
Term Ended: March 2023

Faculty Representatives

Elaine Alarid, PhD

Review Panel Chair*
Professor, Department of Oncology
Representative: Basic Science Faculty
Term Ended: March 2023

David Allen, MD

Professor, Department of Pediatrics
Representative: Clinical Faculty

Elizabeth Cox, MD, PhD

Professor, Department of Pediatrics
Director, UW-Madison Prevention Research Center
Representative: Clinical Faculty
Resigned effective: July 2022

Amy Fowler, MD, PhD

Associate Professor, Department of Radiology
Appointed: January 2023

Ann Sheehy, MD, MS

Associate Professor, Department of Medicine
Representative: Clinical Faculty
Appointed: November 2022

Jason Stephenson, MD

Associate Dean for Multicultural Affairs for Health Professions Learners
Associate Professor, Department of Radiology
Representative: Clinical Faculty
Term Ended: March 2023

Oversight and Advisory Committee Appointees

Gregory Nycz

OAC Health Advocate*

Executive Director, Family Health Center of Marshfield, Inc.

Manish Shah, MD, MPH

OAC Chair

Professor and Chair, BerbeeWalsh Department of Emergency Medicine

*PERC Executive Committee Member

Wisconsin Partnership Program Liaisons

The UW–Madison Office of the Chancellor and University of Wisconsin System Board of Regents each appoints a liaison to advise the Wisconsin Partnership Program leadership and committees.

UW–Madison Office of the Chancellor

Norman Drinkwater, PhD

UW System Board of Regents

Dana Wachs

Member, University of Wisconsin System Board of Regents

Wisconsin Partnership Program Staff

Amy Kind, MD, PhD

Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs

Lindsay Barone, PhD

Evaluator

Aimee Haase

Program Officer

Kattia Jimenez

Program Officer

Nathan Kersten

Financial Specialist

Tonya Mathison

Operations Associate Director

Renuka Mayadev, JD

Program Advisor

Megan Miller, MPA

Administrative Director

Stacey Novogoratz

Graduate Student Project Assistant

Anne Pankratz

Communications Specialist

Jaimee Prado

Graduate Student Project Assistant

Jonathan Thomas

Finance Associate Director

Katherine Vickerman

Graduate Student Project Assistant

Stacie Vik

Executive Assistant

Debbie Wu

Accountant

Appendix

GRANTMAKING ACTIVITY DURING FISCAL YEAR 2022-2023

The Wisconsin Partnership Program advances its mission through a strong portfolio of grant programs that support research, education and training and community partnerships to improve health and advance health equity across a broad range of health topics, populations and geographic areas.

Grantees are leading research, education and community initiatives that span a broad and diverse range of topics. Their work is addressing some of the state's most stubborn health challenges and creating approaches and solutions to improve health and well-being for the people of Wisconsin.

In fiscal year 2023, the Wisconsin Partnership Program awarded 20 new grants for a total of \$10.6 million and supported the progress of 66 active grants and 26 concluded grants.

20 New Grants

66 Active Grants

\$10.6 million
Awarded in New Grants

26 Concluded Grants

AWARDED GRANTS

COMMUNITY GRANTS

The Wisconsin Partnership Program's Oversight and Advisory Committee directs and distributes funds for community-led public health initiatives as well as public health education and training. The community grant programs support community-engaged and initiated projects that improve health and advance health equity in diverse populations and geographic areas across the state.

Community Impact Grants

During this fiscal year, the Community Impact Grant Program provided two new awards of \$500,000 each over three years to support large-scale, evidence-based, community-academic partnerships designed to achieve sustainable systems change to improve health and advance health equity.

Each awarded \$500,000

Name of Project	Community Lead Organization	Academic Partner
Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery Community"	Marinette Group Home Association	Jennifer Park-Mroch, PhD, UW-Madison Extension
Coalition on Lead Emergency Making Milwaukee a Lead Safe City	Walnut Way Conservation Corp	Emmanuel Ngui, Dr.PH, Zilber School of Public Health, UW-Milwaukee

Maternal and Child Health Grants

The Maternal and Child Health Grant Program provided up to \$150,000 to the following community-led projects to improve maternal and child health outcomes, with a focus on under-resourced or marginalized communities.

Name of Project	Community Lead Organization
Development of an OB Nurse Navigator Program in a Rural Critical Access Hospital	St. Croix Regional Medical Center
Door County Welcome Baby Continuum Project	Family Services of Northeast Wisconsin Inc
Gerald L. Ignace Indian Health Center: Native Parent Connection Program	Gerald L. Ignace Indian Health Center
Improving Health Outcomes for Families: Evidence-Based Home Visiting	Wood County Health Department
Improving Maternal & Child Health Outcomes through Great Rivers HUB and Community Health Worker/Doula Workforce Expansion	Great Rivers United Way
Improving Maternal Child Health for the Somali Community in Barron County	Barron County
Jardin de Espacios (Garden of Spaces): Designing Well-Being During the Perinatal Journey	Public Health Madison & Dane County
Marathon County Start Right	Children's Service Society of Wisconsin
Milwaukee Start Right	Children's Service Society of Wisconsin
Support for Mothers and Infants from the Amish and Mennonite (Plain) Communities	Center for Special Children, Vernon Memorial Healthcare La Farge Clinic

EDUCATION AND RESEARCH GRANTS

The Partnership Education and Research Committee allocates funds for faculty-led research and education initiatives to improve population health. These education and research grant programs address issues of health and health care and advance health equity through novel basic, clinical, translational and applied public health research as well as through innovative education and training.

New Investigator Grants

The New Investigator Program fosters development of early-career SMPH faculty as they initiate new, innovative pilot projects that address Wisconsin's health issues with strong potential to leverage more substantial funding from federal or other granting agencies. The following awards were made for \$150,000 each over two years.

Project Name	Principal Investigator
Defining Stromal Mechanisms of ER+ Breast Cancer Dissemination, Dormancy, and Metastatic Recurrence	Suzanne Ponik, PhD, Assistant Professor, Department of Cell and Regenerative Biology
Improving ICU Care for Older Adults Near the End of Life through Time-Limited Trials	Jacqueline Kruser, MD, Assistant Professor, Department of Medicine
Modulating Adipose Tissue Heme Biosynthesis to Promote Energy Expenditure in Obesity	Andrea Galmozzi, PhD, Assistant Professor, Department of Medicine

Strategic Education and Research Grants

In alignment with the strategic direction of the UW School of Medicine and Public Health, the Wisconsin Partnership Program provides critical funding through the Strategic Grant Program to initiate or further enhance novel education and research programs vital to improving health and health care and advancing health equity in Wisconsin and beyond. The following strategic grants were awarded during this reporting period:

Project Name	Principal Investigator	Amount
Increasing Indigenous Representation in Medicine through Academics Engagement and Innovation (IIMAGIN)	Bret Benally Thompson, Associate Clinical Professor, Department of Medicine; Faculty Advisor, Native American Center for Health Professions	\$1,230,000
University of Wisconsin Preventive Medicine Residency Program	Jonathan Temte, MD, PhD, Professor, Department of Family Medicine	\$402,666
Population Health Services Fellowship Program *	Thomas Oliver, PhD, MHA, Professor, Population Health Sciences Co-Principal Investigator: Wajiha Akhtar, PhD, MPH, Assistant Director, UW Population Health	\$710,062 (OAC) \$1,318,686 (PERC)

Project Name	Principal Investigator	Amount
Transforming Medical Education 2023-2026: Building a Center for Innovation, Scholarship and Research in Undergraduate Medical Education	Shobhina Chheda, MD, MPH, Professor, Department of Medicine	\$2,462,849

Project Name	Principal Investigator	Amount
Survey of the Health of Wisconsin (SHOW)	Jomol Mathew, PhD, Associate Professor, Population Health Sciences	\$899,556

UW Institute for Clinical and Translational Research (ICTR) Pilot Awards Program

The Wisconsin Partnership Program provides funding to the UW Institute for Clinical and Translational Research (ICTR) to support its Pilot Awards Program. Projects focus on clinical, community and patient-centered outcomes and dissemination and implementation of evidence-based, community-driven interventions. The Wisconsin Partnership Program supports the following ICTR pilot projects that were awarded in fiscal year 2023. [View the awards list.](#)

Project Name	Principal Investigator (PI)	Community Partner	Amount	Type
Clarifying Misbeliefs About Hydroxychloroquine (HCQ): Developing an Individualized Decision Aid for Diverse Patients with Lupus (HCQ-IDEAL)	Shivani Garg, MD, Assistant Professor, Department of Medicine	Medical College of Wisconsin, UW and Meriter Rheumatology Clinics, Latino Health Council – Madison, UW Health – Pharmacy, UW Health Rheumatology, Lupus Foundation of America	\$150,000	D&I
Cognitive Rehabilitation for Long COVID Patients with Brain Fog – the First Step	Aurora PopVicas, MD, MPH, Associate Professor, CHS, Department of Medicine	Access Community Health Center – Madison, UW Health Long COVID outpatient clinic, All of Us Research Program	\$75,000	CCOR
Community-Engaged Adaptation of a Well-being Intervention to Support Successful Reentry Following Incarceration	Daniel Grupe, PhD, Associate Scientist, Center for Healthy Minds	Nehemiah Center for Urban Leadership Development	\$75,000	CHER

Project Name	Principal Investigator (PI)	Community Partner	Amount	Type
Culturally Tailoring the Delivery of an Evidence-Based Diabetes Self-Management Program for Black Adults to Enhance its Reach, Adoption and Implementation	Olayinka Shiyanbola, PhD, Associate Professor, UW-Madison School of Pharmacy	Wisconsin Institute for Healthy Aging, Grace Fellowship Church	\$150,000	D&I
Racial and Geographic Disparities of Prenatal Care Coordination in Wisconsin	David Mallinson, PhD, Research Fellow, Department of Family Medicine and Community Health (PI); Lawrence Berger, PhD (Mentor); Tiffany Green, PhD; Madelyne Greene, PhD, BSN, BA (Co-mentors)	Title V Maternal and Child Health (MCCH) Program at the Wisconsin Department of Health Services	\$10,000	AHEAD
Reducing Racial Disparities in Smoking: The Milwaukee Collaboration	Megan Piper, PhD, Professor, Department of Medicine; Co-director of Research, Center for Tobacco Research and Intervention	WI Tobacco Prevention and Control Program, Jump at the Sun Consultants, Wisconsin Women's Health Foundation	\$100,000	SPER
Developing the Survey Instrument: Recognizing Access and Management Associated Diabetes Adversities in Nationwide Muslims in the US (RAMADAN)	Asma Ali, Pharm D, PhD, Research Fellow, Department of Family Medicine and Community Health (PI) Betty Chewning, PhD (Mentor)	Muslim Community and Health Center	\$10,000	AHEAD
Identifying Mechanisms Underlying Neighborhood Disadvantage-Associated Disparities in Outcomes After Complex Cancer Surgery	Clayton Marcinak, MD, Research Resident, Department of Surgery (PI) Syed Nabeel Zafar, MD, MPH; Noelle LoConte, MD (Co-mentors)	Greater Richland Area Cancer Elimination (GRACE), UW Carbone Cancer Center Office of Community Outreach and Engagement	\$10,000	AHEAD
Peer-led trauma therapy for re-entry	Michael Koenigs, PhD, Professor, Department of Psychiatry	Nehemiah Community Development	\$75,000	CCOR

AHEAD: Advancing Health Equity and Diversity; CCOR: Clinical and Community Outcomes Research; D&I: Dissemination and Implementation Research; SPER: Stakeholder and Patient Engaged Research

Concluded Grants

The following grants concluded during the period of July 1, 2022 – June 30, 2023. The outcome reports for these projects are posted on the Wisconsin Partnership Program's Funded Projects webpage, after final reports have been submitted by grantees.

COMMUNITY GRANTS

Community Catalyst Grants

Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country
Great Lakes Native American Elder Association (GLNAEA)

Community Collaboration Grants

Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience
Family Health La Clinica

Health Equity and the Role of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods
Common Wealth Development, Inc.

Community Impact Grants

Creating Conditions to Improve Housing Policy For Healthier Families
Community Advocates, Inc.

Healthy Workers, Healthy Wisconsin
Community Advocates, Inc.

Improving Assisted Living Quality through Collaborative System Change
Wisconsin Department of Health Services

Legacy Community Health Alliance
Center of Wisconsin Strategy (COWS)

Race to Equity Wisconsin
Kids Forward, Inc.

Maternal and Child Health Grants

WeRISE Community Doula Program
African American Breastfeeding Network

EDUCATION AND RESEARCH GRANTS

COVID-19 Response Grants

Safe and Healthy Schools

Ellen Wald, MD, Professor, Department of Pediatrics

The Role of Social Media and Community Advocates in Addressing the Health Consequences of COVID-19 In Black, Latinx and American Indian Communities

Carey Gleason, PhD, Associate Professor, Department of Medicine

UW Student Health Care Worker Tuition Program (UW-SHCWTP)

Lisa Bratzke, PhD, RN, ANP-BC, FAHA, Associate Professor, UW-Madison School of Nursing

Collaborative Health Sciences Grants

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

Shigeki Miyamoto, PhD, Professor, Department of Oncology

Leaving Prison and Connecting with Medical Care: Medicaid Expansion, Treatment Access and Outcomes for Opioid Use Disorder and Hepatitis C Infection

Marguerite Burns, PhD, Associate Professor, Department of Population Health Sciences

UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Jacques Galipeau, MD, Professor, UW-Madison Stem Cell & Regenerative Medicine Center

New Investigator Program Grants

Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-Based, Group Prenatal Care and Infant Support

Jasmine Zapata, MD, MPH, Assistant Professor, Department of Pediatrics

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

Kara Hoppe, DO, Associate Professor, Department of Obstetrics and Gynecology

Modeling Basal Forebrain Cholinergic Vulnerability in Down Syndrome

Anita Bhattacharyya, PhD, Assistant Professor, Department of Cell and Regenerative Biology

Molecular Basis of Immune Variations

Yun Liang, PhD, Assistant Professor, Department of Medical Microbiology and Immunology

PERC Opportunity Grants

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

Art Walaszek, MD, Professor of Psychiatry

Stroke Prevention in the Wisconsin Native American Population

Robert Dempsey, MD, Professor, Department of Neurological Surgery

Strategic Education Grants

Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New Programs through a Health Equity Lens

Shobhina Chheda, MD, MPH, Professor, Department of Medicine

University of Wisconsin Preventive Medicine Residency Program 2019-2022

Department of Population Health Sciences

Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training 2020-2023

Thomas Oliver, PhD, MHA, Professor, Department of Population Health Sciences

Strategic Research Grants

Making Wisconsin the Healthiest State Project

UW Population Health Institute

Survey of the Health of Wisconsin (SHOW) Renewal 2019-2022

Jomol Mathew, PhD, Associate Professor, Department of Population Health Sciences

ACTIVE GRANTS

In addition to this fiscal year's awarded and concluded grants, the following active grants were also supported by the Wisconsin Partnership Program.

COMMUNITY GRANTS

Community Collaboration Grants

Creating our Healthy Neighborhood: Reversing Disinvestment in Urban Milwaukee
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity and Outcomes for Individuals Experiencing Homelessness and Housing Insecurity
ROOTed to REAP: Latinx/Indigenous Women Advancing Health and Food Equity in Dane County
The Good Hood: Making Meadowood a Healthy Community

Community Impact Grants

Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute
Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Community-Campus Partnership to Create Mental Health Support for the Latino Community
Connecting Clinics, Campuses, and Communities to Advance Health Equity
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
First Breath Families: Helping Low-Income Moms Quit Smoking and Babies Grow Up Smoke-Free
Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health
Health Equity for Criminal Justice-impacted Women through Access to Housing
Healthy Communities through WEESN-Milwaukee: Supporting Quality Early Learning and Family Well-Being
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Preventing Early Expulsion to Promote Child Health

Community Impact Grants

Reducing Health Inequity Through Promotion of Social Connectedness
Reentry Rising MKE
Social Service Redesign
Southwestern Wisconsin Recovery Pathways
Supporting Social Emotional Health in K-12 African American Students
The Latino Dementia Health Regional Consortium
Wisconsin Rural Health and Substance Use Clinical Support (RHeSUS) Program

COVID-19 Response Grants

A Call to Action: Compassion Resilience Training for Parents and Family Caregivers
PATCH Youth Advocacy Fellowship for Social and Emotional Health
Restorative Justice in Schools and Communities: Facilitating Healing, Support, and Cultural Identity Affirmation for Young People
Supporting Healthy Black Families' Workgroups
Supporting the Mental and Social-Emotional Health Needs of Black, Brown, Multiracial, Trans & Nonbinary LGBTQ+ Adolescents Impacted by COVID-19
Supporting Youth through the La Crosse System of Care
Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups

Maternal and Child Health Grants

Birth Outcomes Made Better (BOMB) Doula Program
Bridging Community Supports to Achieve Healthy Births for Black Mothers
Strengthening Community Supports for Black Families in Rock County
Strong Fathers Strong Families Project
Supporting Healthy Babies through Strengthening Families
Today Not Tomorrow Family Resource Center Community Based Doula and Family Support Programming

RESEARCH AND EDUCATION GRANTS

Collaborative Health Sciences Grants

Advancing Health Equity for Lupus Patients in Wisconsin: How a Care Continuum and Community Stakeholders Can Inform Interventions to Close Disparities Gaps

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

Evaluating a Novel Follow-up Intervention to Improve the Delivery of Follow-up Care for Low-Risk Breast Cancer Survivors in Wisconsin

Hexosamine Biosynthetic Pathway in Idiopathic Pulmonary Fibrosis

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

Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

Rediscovering Rheumatoid Factor as a Unique Antiviral Agent in COVID-19

Towards an Integrated Understanding of Stress, Inflammation and Immune Response

COVID-19 Response Grants

Evaluating COVID-19 Response Efforts to Improve Health and Racial Equity in Milwaukee County

Implications of COVID-19 on Service Delivery, Health and Well-Being for People with Intellectual and Developmental Disabilities

Predicting Patient Outcomes In Wisconsin and Nationwide Using the University of Wisconsin's COVID-19 EHR Cohort Database

Responding to Dual Epidemics of COVID-19 and Overdose Among People Who Inject Drugs in Wisconsin

Widespread Protective Immunity Screening Against COVID-19 Using a Point-of-care Serology-profiling Biosensor

New Investigator Program Grants

Evaluating the Impacts of Wisconsin's Birth Cost Recovery Policy on the Health and Wellbeing of Low-Income Black Birthing Parents: A Community-Centered Approach

Non-invasive Diagnosis of Acute Kidney Injury in Premature Infants

Quantitative Functional Biomarkers of Cervical Remodeling During Pregnancy Using Ultrasound Imaging

Replicating the First Step of Human Vision in a Dish for Designing Effective Therapies to Cure Blindness.

Targeting Gene Therapy Vectors to Nuclear Sites to Improve Precision Medicine and Oncolytic Virotherapies

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

Strategic Research Grants

Understanding and Addressing Health Disparities in Wisconsin Through Statewide Partnerships

UW Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module

UW-Institute for Clinical and Translational Research (ICTR) - Biostatistics, Informatics and Research Design Support

UW-Institute for Clinical and Translational Research (ICTR) - Mentoring and Professional Development Module

UW-Institute for Clinical and Translational Research (ICTR) - Community Engagement Pilot Awards Program Module

Strategic Education Grants

Wisconsin Partnership Program Scholarship

View our [Funded Projects](#) page for grant descriptions and outcome reports.





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

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting
For
Education and Research Initiatives
Recommended for Approval by the
Partnership Education and Research Committee**

The Chief Financial Officer of the University of Wisconsin School of Medicine and Public Health (SMPH) hereby attests to the Partnership Education and Research Committee that:

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

The SMPH Chief Financial Officer has determined that financial support by the Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Partnership Education and Research Committee this 16th day of October 2023.

Collaborative Health Sciences Program

Fiscal Year 2019

Leaving prison and connecting with medical care: Medicaid expansion, treatment access and outcomes for opioid use disorder and hepatitis C infection
Towards an Integrated Understanding of Stress, Inflammation and Immune Response
UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020

Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates
Defining and targeting novel anti-viral and anti-cancer T cell immunity
Comparison of successful colorectal cancer screening strategies in Wisconsin rural and urban settings:
Achieving "80% in every community"

Fiscal Year 2021

Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community stakeholders can inform interventions to close disparities gaps
Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

Fiscal Year 2022

Evaluating a Novel Follow-up Intervention to Improve the Delivery of Follow-up Care for Low-Risk Breast Cancer Survivors in Wisconsin
Hexosamine Biosynthetic Pathway in Idiopathic Pulmonary Fibrosis
Rediscovering Rheumatoid Factor as a Unique Antiviral Agent in COVID-19

COVID-19 Response Grants

Fiscal Year 2022

Widespread protective immunity screening against COVID-19 using a point-of-care serology-profiling biosensor
The role of social media and community advocates in addressing the health consequences of COVID-19 In Black, Latinx And American Indian Communities
Responding to dual epidemics of COVID-19 and overdose among people who inject drugs in Wisconsin
Evaluating COVID-19 Response Efforts to Improve Health and Racial Equity in Milwaukee County
Safe and Healthy Schools (SHS)
Implications of COVID-19 on service delivery, health, and well-being for people with intellectual and developmental disabilities
Predicting Patient Outcomes in Wisconsin and Nationwide Using the University of Wisconsin's COVID-19 EHR Cohort Database
UW Student Health Care Worker Tuition Program (UW-SHCWTP)

New Investigator Program

Fiscal Year 2019

Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-Based, Group Prenatal Care and Infant Support

Fiscal Year 2020

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

Fiscal Year 2022

Quantitative Functional Biomarkers of Cervical Remodeling During Pregnancy Using Ultrasound Imaging
Evaluating the Impacts of Wisconsin's Birth Cost Recovery Policy on the Health and Wellbeing of Low-Income Black Birthing Parents: A Community-Centered Approach
Replicating the First Step of Human Vision in a Dish for Designing Effective Therapies to Cure Blindness.
Targeting Gene Therapy Vectors to Nuclear Sites to Improve Precision Medicine and Oncolytic Virotherapies

Fiscal Year 2023

Defining stromal mechanisms of ER+ breast cancer dissemination, dormancy, and metastatic recurrence.
Improving ICU care for older adults near the end of life through time-limited trials
Modulating adipose tissue heme biosynthesis to promote energy expenditure in obesity

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

Opportunity Program

Fiscal Year 2019

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

Stroke Prevention in the Wisconsin Native American Population

Strategic Program

Fiscal Year 2019

University of Wisconsin Preventive Medicine Residency Program (PMR renewal)

Survey of the Health of Wisconsin (SHOW) Renewal 2019-2022

Fiscal Year 2020

Wisconsin Partnership Program Scholarship

Transforming Medical Education (TME) 2019-2022: Re-envisioning Curriculum, Technology and New Programs through a Health Equity Lens

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

Fiscal Year 2021

Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships

Fiscal Year 2022

Making Wisconsin the Healthiest State

UW Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module

UW Institute for Clinical and Translational Research (ICTR) – Biostatistics, Informatics and Research Design Support Module

UW Institute for Clinical and Translational Research (ICTR) -Mentoring and Professional Development Module

UW Institute for Clinical and Translational Research (ICTR) -Community Engagement Module

UW Institute for Clinical and Translational Research (ICTR) -Pilot Awards Program Module

Fiscal Year 2023

Increasing Indigenous Representation in Medicine through Academics EnGagement and INnovation (IIMAGIN)

Survey of the Health of Wisconsin (SHOW)

TME 2023-2026: Building a Center for Innovation, Scholarship and Research in Undergraduate Medical Education CISR-UME

University of Wisconsin Preventive Medicine Residency Program

Wisconsin Population Health Service Fellowship Program

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

By: Heidi Conrad
Heidi Conrad
Chief Financial Officer
UW School of Medicine and Public Health

Date: 10-16-23

As accepted by the Partnership Education and Research Committee on October 16, 2023.

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

University of Wisconsin School of Medicine and Public Health

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

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

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2023 Annual Report, which covers the period July 1, 2022-June 30, 2023.

PARTNERSHIP EDUCATION AND RESEARCH COMMITTEE:

Collaborative Health Sciences Program

Fiscal Year 2019

Leaving prison and connecting with medical care: Medicaid expansion, treatment access and outcomes for opioid use disorder and hepatitis C infection

Towards an Integrated Understanding of Stress, Inflammation and Immune Response

UW Innovations in Malignancy Personalized Advanced Cell Therapies (UW-IMPACT)

Fiscal Year 2020

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

Defining and targeting novel anti-viral and anti-cancer T cell immunity

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

Fiscal Year 2021

Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community stakeholders can inform interventions to close disparities gaps

Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

Fiscal Year 2022

Evaluating a Novel Follow-up Intervention to Improve the Delivery of Follow-up Care for Low-Risk Breast Cancer Survivors in Wisconsin

Hexosamine Biosynthetic Pathway in Idiopathic Pulmonary Fibrosis

Rediscovering Rheumatoid Factor as a Unique Antiviral Agent in COVID-19

COVID-19 Response Grants

Fiscal Year 2022

Widespread protective immunity screening against COVID-19 using a point-of-care serology-profiling biosensor
The role of social media and community advocates in addressing the health consequences of COVID-19 In Black, Latinx And American Indian Communities

Responding to dual epidemics of COVID-19 and overdose among people who inject drugs in Wisconsin

Evaluating COVID-19 Response Efforts to Improve Health and Racial Equity in Milwaukee County

Safe and Healthy Schools (SHS)

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

Implications of COVID-19 on service delivery, health, and well-being for people with intellectual and developmental disabilities
Predicting Patient Outcomes in Wisconsin and Nationwide Using the University of Wisconsin's COVID-19 EHR Cohort Database
UW Student Health Care Worker Tuition Program (UW-SHCWTP)

New Investigator Program

Fiscal Year 2019

Addressing Black Infant Mortality in Wisconsin through a Collaborative Health Equity Approach to Community-Based, Group Prenatal Care and Infant Support

Fiscal Year 2020

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

Fiscal Year 2022

Quantitative Functional Biomarkers of Cervical Remodeling During Pregnancy Using Ultrasound Imaging
Evaluating the Impacts of Wisconsin's Birth Cost Recovery Policy on the Health and Wellbeing of Low-Income Black Birthing Parents: A Community-Centered Approach
Replicating the First Step of Human Vision in a Dish for Designing Effective Therapies to Cure Blindness.
Targeting Gene Therapy Vectors to Nuclear Sites to Improve Precision Medicine and Oncolytic Virotherapies

Fiscal Year 2023

Defining stromal mechanisms of ER+ breast cancer dissemination, dormancy, and metastatic recurrence.
Improving ICU care for older adults near the end of life through time-limited trials
Modulating adipose tissue heme biosynthesis to promote energy expenditure in obesity

Opportunity Program

Fiscal Year 2019

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

Strategic Program

Fiscal Year 2019

University of Wisconsin Preventive Medicine Residency Program (PMR renewal)
Survey of the Health of Wisconsin (SHOW) Renewal 2019-2022

Fiscal Year 2020

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

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

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

Fiscal Year 2021

Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships

Fiscal Year 2022

Making Wisconsin the Healthiest State

UW Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module

UW Institute for Clinical and Translational Research (ICTR) – Biostatistics, Informatics and Research Design Support Module

UW Institute for Clinical and Translational Research (ICTR) -Mentoring and Professional Development Module

UW Institute for Clinical and Translational Research (ICTR) -Community Engagement Module

UW Institute for Clinical and Translational Research (ICTR) -Pilot Awards Program Module

Fiscal Year 2023

Increasing Indigenous Representation in Medicine through Academics EnGagement and INnovation (IIMAGIN)

Survey of the Health of Wisconsin (SHOW)

TME 2023-2026: Building a Center for Innovation, Scholarship and Research in Undergraduate Medical Education CISR-UME

University of Wisconsin Preventive Medicine Residency Program

Wisconsin Population Health Service Fellowship Program

OVERSIGHT AND ADVISORY COMMITTEE

Community Catalyst

Fiscal Year 2019

Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country

Community Collaboration

Fiscal Year 2018

Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience

Health Equity and the Role Of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods

Fiscal Year 2020

The Good Hood: Making Meadowood a Healthy Community

Creating our healthy neighborhood: Reversing disinvestment in urban Milwaukee

Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for Individuals

Experiencing Homelessness and Housing Insecurity

Oske Pematset-"The New Life"- Indigenous Models of Equitable Health Systems

ROOTed to REAP: Latinx/Indigenous women advancing health and food equity in Dane County

Community Impact

Calendar Year 2015

Improving Assisted Living Quality Through Collaborative System Change

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

Calendar Year 2016

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

Fiscal Year 2018

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

Fiscal Year 2019

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

Fiscal Year 2020

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

Fiscal Year 2021

Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Supporting Social Emotional Health in K-12 African American Students
Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Fiscal Year 2022

Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health
The Latino Dementia Health Regional Consortium
Wisconsin Rural Health & Substance Use clinical Support (RHeSUS) Program
Health equity for criminal justice-impacted women through access to housing

Fiscal Year 2023

Making Milwaukee a Lead Safe City
Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery Community"

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

COVID-19 Response Grant Program

Fiscal Year 2022

Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups
Restorative Justice in Schools and Communities: Facilitating Healing, Support, and Cultural Identity Affirmation for Young People
Growing Good People: Understanding Self and Resiliency
Supporting Youth through the La Crosse System of Care
PATCH Youth Advocacy Fellowship for Social and Emotional Health
Supporting the mental and social-emotional health needs of Black, Brown, Multiracial, Trans & Nonbinary LGBTQ+ adolescents impacted by COVID-19.
A Call to Action: Compassion Resilience Training for Parents and Family Caregivers
Supporting Healthy Black Families' Workgroups

Maternal and Infant Health Program

Fiscal Year 2022

Addressing the maternal and infant health needs of incarcerated and formerly incarcerated Black women and their families in Dane County, Milwaukee County, and across Wisconsin
Strong Fathers Strong Families Project
Strengthening Community Supports for Black Families in Rock County
Today Not Tomorrow Family Resource Center Community Based Doula and Family Support Programming
Supporting Healthy Babies through Strengthening Families
WeRISE Community Doula Program
Bridging Community Supports to Achieve Healthy Births for Black Mothers
Birth Outcomes Made Better (BOMB) Doula Program

Fiscal Year 2023

Marathon County Start Right
Milwaukee Start Right
Jardin de Espacios (Garden of Spaces): Designing Well-Being During the Perinatal Journey
Gerald L. Ignace Indian Health Center: Little Seedlings Program
Improving Maternal Child Health for the Somali Community in Barron County
Support for Mothers and Infants from the Amish and Mennonite (Plain) Communities
Improving Health Outcomes for Families: Evidence-Based Home Visiting
Development of a OB Nurse Navigator Program in a Rural Critical Access Hospital
Improving Maternal & Child Health Outcomes through Great Rivers HUB & Community Health Worker/Doula Workforce Expansion
Door County Welcome Baby Continuum Project

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

Strategic

Fiscal Year 2020

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

Fiscal Year 2022

Making Wisconsin the Healthiest State

Fiscal Year 2023

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

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-Supplanting**

By: Robert N. Golden, MD

Robert N. Golden, MD
Dean, UW School of Medicine and Public Health

Date: 10/23/2023

**Wisconsin Partnership Program
Fiscal Year 2023 Determination of Non-supplanting
University of Wisconsin System and University of Wisconsin-Madison**

The UW-Madison Vice Chancellor for Finance and Administration, Robert Cramer, hereby attests that the University of Wisconsin System and the UW-Madison have complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. The basis of this attestation is the on-going monitoring by the UW-Madison Vice Chancellor for Finance and Administration of the University's budget allocation to the School of Medicine and Public Health.

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2023 Annual Report for the period July 1, 2022 - June 30, 2023.



By:
Robert Cramer
Vice Chancellor for Finance and Administration
University of Wisconsin-Madison

Date: ____ October 30, 2023 ____

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2023
For
Public Health Initiatives and Public Health Education and Training Initiatives
Recommended for Approval by the
Oversight and Advisory Committee**

The Chief Financial Officer of the University of Wisconsin School of Medicine and Public Health (SMPH) hereby attests to the Oversight and Advisory Committee that:

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

The SMPH Chief Financial Officer has determined that financial support by the Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Oversight and Advisory Committee this 25th day of October, 2023.

Community Catalyst

Fiscal Year 2019

Alzheimer's Disease and Related Dementia Education and Awareness Initiative for Wisconsin's Indian Country

Community Collaboration

Fiscal Year 2018

Central Wisconsin Health Partnership's Collective Impact: Moving Towards Resilience
Health Equity and the Role Of Partnerships: Our Safe, Healthy and Beautiful Neighborhoods

Fiscal Year 2020

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

Community Impact

Calendar Year 2015

Improving Assisted Living Quality Through Collaborative System Change

Calendar Year 2016

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

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2023**

Fiscal Year 2018

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

Fiscal Year 2019

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

Fiscal Year 2020

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

Fiscal Year 2021

Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Supporting Social Emotional Health in K-12 African American Students
Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Fiscal Year 2022

Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health
The Latino Dementia Health Regional Consortium
Wisconsin Rural Health & Substance Use clinical Support (RHeSUS) Program
Health equity for criminal justice-impacted women through access to housing

Fiscal Year 2023

Making Milwaukee a Lead Safe City
Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery Community"

COVID-19 Response Grant Program

Fiscal Year 2022

Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups
Restorative Justice in Schools and Communities: Facilitating Healing, Support, and Cultural Identity
Affirmation for Young People
Growing Good People: Understanding Self and Resiliency
Supporting Youth through the La Crosse System of Care

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2023**

PATCH Youth Advocacy Fellowship for Social and Emotional Health
Supporting the mental and social-emotional health needs of Black, Brown, Multiracial, Trans & Nonbinary LGBTQ+ adolescents impacted by COVID-19.
A Call to Action: Compassion Resilience Training for Parents and Family Caregivers
Supporting Healthy Black Families' Workgroups

Maternal and Infant Health Program

Fiscal Year 2022

Addressing the maternal and infant health needs of incarcerated and formerly incarcerated Black women and their families in Dane County, Milwaukee County, and across Wisconsin
Strong Fathers Strong Families Project
Strengthening Community Supports for Black Families in Rock County
Today Not Tomorrow Family Resource Center Community Based Doula and Family Support Programming
Supporting Healthy Babies through Strengthening Families
WeRISE Community Doula Program
Bridging Community Supports to Achieve Healthy Births for Black Mothers
Birth Outcomes Made Better (BOMB) Doula Program

Fiscal Year 2023

Marathon County Start Right
Milwaukee Start Right
Jardin de Espacios (Garden of Spaces): Designing Well-Being During the Perinatal Journey
Gerald L. Ignace Indian Health Center: Little Seedlings Program
Improving Maternal Child Health for the Somali Community in Barron County
Support for Mothers and Infants from the Amish and Mennonite (Plain) Communities
Improving Health Outcomes for Families: Evidence-Based Home Visiting
Development of a OB Nurse Navigator Program in a Rural Critical Access Hospital
Improving Maternal & Child Health Outcomes through Great Rivers HUB & Community Health Worker/Doula Workforce Expansion
Door County Welcome Baby Continuum Project

Strategic

Fiscal Year 2020

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

Fiscal Year 2022

Making Wisconsin the Healthiest State

Fiscal Year 2023

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

**Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2023**

By: Heidi Conrad
Heidi Conrad
Chief Financial Officer
UW School of Medicine and Public Health

Date: 10-25-2023

As accepted by the Oversight and Advisory Committee on October 25, 2023.



Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

The work of the Wisconsin Partnership Program and our grantees touches *all* corners of the state, across a wide range of health challenges, communities and geographic areas.

Together we are realizing the Wisconsin Idea, towards our vision of a healthier Wisconsin for all.



[WATCH OUR VIDEO](#) to learn how the WPP is positively impacting health and advancing health equity in Wisconsin and beyond.

**UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC
HEALTH WISCONSIN PARTNERSHIP PROGRAM
2024-2029 FIVE-YEAR PLAN**

REQUESTED ACTION

Adoption of Resolution D.2, approving the University of Wisconsin School of Medicine and Public Health Wisconsin Partnership Program 2024-2029 Five-Year Plan.

Resolution D.2. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin School of Medicine and Public Health Wisconsin Partnership Program 2024-2029 Five-Year Plan.

SUMMARY

The Regents are asked to approve the University of Wisconsin School of Medicine and Public Health (SMPH) Wisconsin Partnership Program (WPP) 2024-2029 Five-Year Plan (Plan). The Plan is endorsed by Robert Golden, Dean of the UW SMPH, and by the WPP's two governance committees, the Oversight and Advisory Committee (OAC) and the Partnership Education and Research Committee (PERC).

Presenter

- Amy J.H. Kind, MD, PhD, Associate Dean for Social Health Sciences and Programs, UW SMPH; Executive Director, WPP on behalf of Robert N. Golden, MD, Dean, UW SMPH; Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison.

BACKGROUND

The SMPH is home to the WPP, a grantmaking program within SMPH established with a generous endowment gift from Blue Cross Blue Shield United of Wisconsin.

The WPP, a true embodiment of the Wisconsin Idea, is committed to improving and advancing health equity across Wisconsin through investments in community partnerships, education, and research.

The WPP operates in full accordance with the Wisconsin Insurance Commissioner's Order (Order) of March 2000. The Order approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of half of the proceeds from the sale of stock to establish the WPP endowment at the SMPH.

In compliance with the Order, the Board of Regents created the OAC, consisting of four public members and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Insurance Commissioner. The OAC is responsible for directing, approving, and monitoring the use of funds for community-engaged public health initiatives and public health education and training.

The SMPH established the Partnership Education and Research Committee (PERC), consisting of SMPH leaders and clinical and basic science department chairs and faculty. The PERC is responsible for directing, approving, and monitoring the use of funds for education and research initiatives. PERC is designed to have cross-representation with OAC, fostering collaboration and synergy between the two committees as they support education, research and community engaged initiatives to improve health and advance health equity across Wisconsin and beyond.

Since March 2004, the OAC and the PERC have been engaged in seeking proposals from community organizations and faculty, respectively, and in making grant awards in accordance with the Order, the Grant Agreement, and the Five-Year Plan.

In accordance with the Order and the OAC Bylaws, the Board of Regents has the following oversight responsibilities for the WPP:

- Reviews annual reports;
- Receives financial and program audits, which are required at least every five years;
- Approves five-year plans; and
- Appoints OAC members upon recommendation of the SMPH Dean.

DISCUSSION

The UWSMPH's WPP 2024-2029 Plan is the fifth since the inception of the WPP. The Plan builds upon the goals and strategies set forth in the 2019-2024 Five-Year Plan and incorporates new knowledge, concepts, and public input.

The Plan serves as a roadmap for the next five years, guiding the WPP towards its vision of a healthier Wisconsin for all.

The Plan was developed through a rigorous and in-depth year-long strategic planning process. Input was collected from a diverse variety of groups and methods including the following: a survey sent to more than 7,000 individuals including current and former WPP applicants and grant recipients, Wisconsin nonprofits and public health departments, UW faculty and staff and subscribers to WPP's mailing lists. In addition, WPP hosted three 60-minute listening sessions with academic and public members to obtain feedback on the Plan Framework. The input further informed the draft framework, which was then shared with a Leadership Advisory Panel consisting of 44 people including leaders from Wisconsin nonprofits, rural and urban communities, public health, health care and academia. Their additional feedback was incorporated to further refine the framework, resulting in the 2024-2029 Framework prepared and presented in the attached Board of Regents meeting materials.

The Plan and Framework build upon the existing goals, values and strategies successfully implemented through the previous Five-Year Plan and introduce new concepts to reflect the input of many diverse partners. For example:

- The WPP has a strong track record in propelling research discovery and promoting innovations in education and health care workforce development. WPP recognizes that to improve health and advance health equity, it is essential to address the role that social conditions play in achieving overall health, particularly in communities and populations that are disproportionately impacted by poor health outcomes. Based on feedback from the strategic planning process, this Plan includes a health equity statement that informs and guides the plan.
- The Plan Framework centers community voice and academic leadership, ensuring that both areas of leadership are valued as equally essential to guiding activities over the next five years.
- The WPP will continue to prioritize its ability to address critical and emerging health needs. Being nimble and responsive is vital to supporting grantees across the domains of research, education, and community, especially in the face of urgent health challenges, such as the COVID-19 pandemic. This Plan prioritizes the ability to be similarly responsive to future emerging health needs.
- In addition, the WPP continues to respond to grantees' needs and requests for additional training and capacity-building support. This Plan intensifies the commitment to helping grantees build knowledge, skills and connection through convening events and training that help grantees advance their missions and achieve sustainable outcomes and impact.

The WPP's grant programs are its primary mechanism for implementing its strategies and achieving its goals. Over the next five years, the WPP will continue to develop and refine its grantmaking in alignment with the strategies set forth in this Framework and in support of its mission.

In addition, over the next five years the WPP will continue to ensure rigor in its grantmaking process and will continue to invest in work across the domains of research, education and community, funding projects and initiatives with the strongest potential for success and impact, including projects that advance fundamental knowledge, improve health care, strengthen the health care and public health workforce, and support community-led work to improve health and reduce health disparities.

The WPP will continue to measure grantees' progress and impact throughout the grant cycle and beyond, through people and populations served, knowledge disseminated and successful attainment of additional funding by grantees to expand or sustain their work.

Through the Plan, the WPP will build upon current strategies and successes, remain nimble and responsive, catalyze innovation, and continue to support projects and partnerships that advance its mission —with the ultimate goal of advancing health and health equity for the people of Wisconsin and beyond.

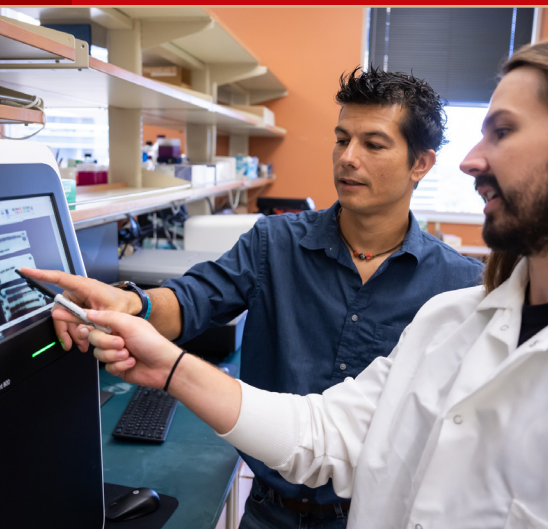
ATTACHMENTS

- A) Wisconsin Partnership Program 2024-2029 Five-Year Plan
- B) Wisconsin Partnership Program 2019-2024 Impact and Achievements (for information only)



Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH



FIVE-YEAR PLAN 2024-2029

Table of Contents

Dean's Message . . . . .	.3
Executive Director's Message . . . . .	.4
Introduction. . . . .	.5
Developing the 2024-2029 Five-Year Plan . . . . .	.6
Defining Health Equity . . . . .	.7
2024 – 2029 Five-Year Plan Framework . . . . .	.8
2024-2029 Five-Year Plan . . . . .	.9
Measuring Success and Impact	13
Conclusion.	13
Selected Impact and Achievement Highlights	14

On the cover:

Left: Andrea Galmozzi, PhD, assistant professor in the SMPH Department of Medicine, is using a New Investigator Grant from the Wisconsin Partnership Program to better understand the role certain enzymes in the body play in energy expenditure and obesity.

Center: The Wisconsin Population Health Services Fellowship Program places fellows in community, governmental and health service organizations across Wisconsin. Emily Dejka, pictured here, was placed with the Eau Claire City-County Health Department in Eau Claire, Wisconsin.

Right: Check-in Wednesday, an initiative launched by the Rebalanced-Life Wellness Association, provides a culturally appropriate setting to support the well-being of Black men ages 60 and over who may be at risk for social and emotional isolation.

The University of Wisconsin School of Medicine and Public Health (SMPH) is home to the Wisconsin Partnership Program, a grantmaking program within the SMPH established as the result of a generous endowment gift from Blue Cross Blue Shield United of Wisconsin's conversion to a stock insurance corporation. The Wisconsin Partnership Program expresses its continued gratitude for this gift to benefit the people of Wisconsin.

Dean's Message

It is a privilege to present the Wisconsin Partnership Program's 2024-2029 Five-Year Plan.

The 2024-2029 Five-Year Plan reflects the voices of diverse partners across Wisconsin who gathered for in-depth strategic design activities over the past year. The plan advances and expands the vital journey of improving health and advancing health equity through investments in community partnerships, education and research.

This journey is guided by the Wisconsin Partnership Program's goals and strategies. It is sustained through our strong commitment to fiscal responsibility and stewardship of the resources resulting from the Blue Cross Blue Shield conversion and gift that established the WPP more than twenty years ago.

The 2024-2029 Five-Year Plan is designed to be strategic and intentional, while maintaining the nimble flexibility required to address new opportunities and unexpected challenges.

Like any journey, plans can take unexpected turns. This was certainly the case during this past five-year period when we faced critical health challenges including a once-in-a-century pandemic that disproportionately impacted many members of our communities. The Wisconsin Partnership Program was able to respond rapidly, nimbly and effectively, establishing grant programs in the very first weeks of the pandemic that provided critically needed resources. These quick responses resulted in grants to support researchers to innovate, health systems to increase capacity and community organizations to expand and adapt. In this way, the WPP helped our state navigate the dangerous, turbulent seas of the COVID-19 pandemic.

The goals and strategies put forth in the 2024-2029 Five-Year Plan build upon WPP's history of impactful work. WPP grantees are solving complex health challenges, responding to critical health needs, strengthening the health care



workforce and promoting the health and well-being of Wisconsin communities. They leverage WPP funding for greater impact by successfully competing for external funding, sustaining partnerships and building new collaborations.

Through the 2024-2029 Five-Year Plan, and with the full support of the University of Wisconsin School of Medicine and Public Health, the Wisconsin Partnership Program will continue to engage partners across the full continuum of health, throughout our communities, universities and state. We will dedicate resources and energy for supporting innovative ideas and new approaches that are built on community and university partnerships and expand WPP's legacy of successful outcomes and impact.

Thank you for joining us on this journey. Together, we can achieve our shared vision of advancing health and health equity for the people of Wisconsin.

Sincerely,

A handwritten signature in black ink, reading "Robert N. Golden".

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

Executive Director's Message

Thank you for your interest in the Wisconsin Partnership Program's 2024-2029 Five-Year Plan.

The 2024-2029 Five-Year Plan forwards the Wisconsin Partnership Program's (WPP's) mission and vision to improve health and advance health equity. This plan embraces strategies that catalyze innovative solutions to meet emerging health needs, engage and build capacity with a broad and diverse range of partners, and propel high-value community, research and education invention and infrastructure.

The development and evolution of this plan is the result of extensive engagement with people across the state of Wisconsin through a multi-step in-depth strategic design process that included a diverse array of voices over a twelve-month period. The Wisconsin Partnership Program provided outreach to more than 7,000 individuals, collecting input through public surveys and listening sessions, and received guidance from an advisory panel comprised of leaders from Wisconsin nonprofits, urban and rural communities, public health, health care and academia. The resulting feedback shaped the strategies put forth here to guide WPP's work throughout the next five years.

The Wisconsin Partnership Program remains steadfast in our commitment to support initiatives that advance health equity and reduce health disparities. We know that some communities and populations are disproportionately impacted by factors that result in poor health outcomes, often because of historical and/or on-going structural inequities. This plan includes support for work that addresses these multi-domain social influencers of health.

Over the past five years, WPP grant partners – community organizations, researchers and educators – have moved health forward in remarkable ways. They have navigated the COVID-19 pandemic, innovated to address complex health challenges, prepared our future medical and public health leaders, and improved



health and health equity by implementing a diverse range of interventions across our state. I hope you will take a moment to review the examples highlighted in this plan.

This five-year plan is shaped by our commitment to progress and optimism for the future. As we move forward over the next five years, we will continue to ensure rigor and impact in our investments, funding work with the greatest potential for successful outcomes and long-term sustainability. We will build upon the successes of the past five years, remain nimble in responding to critical health needs, and support partnerships and projects that will positively impact health and advance health equity.

Thank you for your continued support as we work together towards our shared vision that everyone in Wisconsin will live healthy and full lives.

Sincerely,

A handwritten signature in black ink, reading "Amy Kind".

Amy JH Kind, MD, PhD
Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs
University of Wisconsin School of Medicine and Public Health

Introduction

The Wisconsin Partnership Program 2024-2029 Five-Year Plan is the fifth since the inception of the Wisconsin Partnership Program. Developed as part of an in-depth year-long strategic planning process with partners, this plan serves as WPP's roadmap for the next five years, charting a course towards the vision that everyone in Wisconsin will live healthy and full lives.

BACKGROUND

The University of Wisconsin School of Medicine and Public Health (SMPH) is home to the Wisconsin Partnership Program (WPP), a grantmaking program committed to improving health and advancing health equity in Wisconsin through investments in community partnerships, education and research.

This commitment is underscored by the Wisconsin Idea, our shared belief that the university should improve people's lives beyond the boundaries of the classroom. WPP grant partners and funded projects embody this notion through work that is propelling medical research and discovery, preparing future clinicians and public health leaders to care for patients and populations, and improving health and advancing health equity across Wisconsin communities.

The Wisconsin Partnership Program was established at the University of Wisconsin School

of Medicine and Public Health through a generous endowment gift resulting from the conversion of Blue Cross Blue Shield United of Wisconsin to a for-profit enterprise in 2000. Since beginning grant making in 2004, WPP has built a strong foundation of progress and impact and a commitment to stewardship and fiduciary responsibility, while directing this tremendous resource to benefit the people of Wisconsin.

The UW System Board of Regents holds oversight responsibilities of the WPP. In addition, two committees composed of UW faculty and community members are responsible for the governance, oversight and strategic planning of the Wisconsin Partnership Program.

The Oversight and Advisory Committee (OAC) is a nine-member committee including representatives from Wisconsin communities, the Wisconsin Office of the Commissioner of Insurance and the UW School of Medicine and Public Health. The Board of Regents approves committee appointments and appoints a Regent liaison to OAC. The committee is responsible for directing and approving funds for public health initiatives and community grants.

The Partnership Education and Research Committee (PERC) directs and approves funds for faculty-initiated education and research initiatives that advance health. It is comprised of UW faculty and representatives from the OAC.



The Oneida Nation is partnering with the UW School of Medicine and Public Health to decrease stroke risk factors in its tribal community through health promotion, screenings and personal coaching. Health coach Amanda Riesenbergh leads a community walk.

Developing the 2024-2029 Five-Year Plan

This five-year plan is the result of an in-depth, rigorous strategic planning process, incorporating multi-modal input collected from a diverse variety of groups over a twelve-month period.

SURVEY AND LISTENING SESSIONS

In late fall 2022, a survey was sent to 7,267 individuals across the state drawn from several sources including current and former WPP grantees and applicants, Wisconsin community organizations and public health departments, UW faculty and staff and subscribers to WPP's mailing lists. This survey asked for input on the goals, strategies and priorities of WPP for the next five-year period. The surveyed population included government and public health employees, nonprofit workers and community advocates, faculty and staff from a variety of Wisconsin colleges and universities, hospital workers and other individuals who had previously expressed interest in the work of WPP. Survey respondents included nonprofit workers (35.4 percent), employees at academic institutions (35 percent) and government or public health department workers (25 percent). Respondents spanned all areas of the state.

The survey was followed by three 60-minute listening sessions with academic and public members (including an open virtual session) to obtain feedback on the new five-year plan

framework. This open public virtual listening session was led by staff from the UW-Madison Office of Strategic Consulting and invited reflection on the draft five-year plan framework. All responses were assessed to inform the final five-year plan framework and document.

FIVE-YEAR PLAN ADVISORY PANEL

Incorporating input gathered through the surveys and listening sessions, a draft framework was developed and shared with a WPP Leadership Advisory Panel in April 2023 for additional feedback. This panel consisted of 44 people including leaders from Wisconsin nonprofits, urban and rural communities, public health, health care and academia. The additional feedback and refinements offered by the advisory panel during this meeting resulted in the final draft Five-Year Plan framework released for public comment. This draft and all comments generated during the public comment period are presented to the OAC and PERC for approval. Following this, the plan is presented to the University of Wisconsin System Board of Regents for approval.



A new research project led by Dr. Suzanne Ponik aims to better understand the recurrence of estrogen receptor positive breast cancer, the most prevalent subtype of breast cancer diagnosed in Wisconsin and across the nation.

Defining Health Equity

The 2024-2029 Five-Year Plan is informed and guided by WPP's equity statement:

The Wisconsin Partnership Program (WPP) believes in just and fair inclusion into a society in which all can participate, prosper and reach their full potential. The WPP defines health equity as the attainment of the highest level of health for all people. This requires addressing obstacles to health, such as poverty and discrimination and their consequences, including lack of access to quality employment, education, housing, health care, safe environments and other factors.

The WPP is committed to improving health and health care and advancing health equity in Wisconsin, especially for populations disproportionately impacted by health inequities, through investments in community partnerships, education and research. This commitment extends to all aspects of how we engage, both internally and within Wisconsin communities.

WHAT SHAPES OUR WORK

The work of the Wisconsin Partnership Program, including our equity statement, is shaped by feedback obtained during the development of this plan, as well as leading experts and consensus documents from the fields of medicine, public health, health education and research and health equity. In particular, the following publications have influenced the development of the 2024-2029 Five-Year Plan:

- Centers for Disease Control and Prevention. (2022, July 1). [What is Health Equity?](#)
- National Institute on Minority Health and Health Disparities (2017). [NIMHD Research Framework](#).
- Office of Disease Prevention and Health Promotion. (n.d.). [Healthy People 2030](#).



Health care partners from the UW School of Medicine and Public Health, Harambee Village Douglas and Unity Point Health Meriter are expanding upon a successful telehealth blood pressure home monitoring program that incorporates an all-inclusive approach to addressing postpartum needs including basic postpartum care, lactation and social support.

2024 – 2029 Five-Year Plan Framework

Vision

Everyone in Wisconsin will live healthy and full lives.

Mission

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

Values

Academic and Community Leadership	Multi-sector Partnerships
Creativity and Flexibility	Sustainability

Goals

Advance Health Equity	Build Capacity and Leadership
Catalyze Systems Change	Promote Innovation

Strategies

Address critical and emerging health needs
Advance health equity across a wide range of approaches, populations, geographic areas and issues
Cultivate convening and capacity-building opportunities
Develop and strengthen Wisconsin's health care and public health workforce
Engage with a wide range of partners and communities
Foster partnerships that address the social factors influencing health and well-being
Promote diversity in health care education, outreach and delivery
Propel research and education innovations with the potential to positively impact health and advance health equity
Support and strengthen community-driven approaches and initiatives with the potential to positively impact health and advance health equity

2024-2029 Five-Year Plan

The Wisconsin Partnership Program's 2024-2029 Five-Year Plan builds upon our existing values, goals and strategies and introduces new concepts to reflect the input of our diverse partners. It enhances our capacity to nimbly serve and strengthens our mission to improve health and advance health equity for the people of Wisconsin.

VALUES

The Wisconsin Partnership Program is guided by a set of values essential to achieving our mission and realizing our vision:

- **Academic and Community Leadership:** We value the exchange of ideas and knowledge amongst all partners, holding equally important high standards for excellence and rigor in expertise across all domains.
- **Creativity and Flexibility:** We challenge ourselves to stay nimble in our approaches, curious in our thinking and flexible in response to new opportunities or emerging health needs.
- **Multi-sector Partnerships:** We recognize that solving our state's most complex health challenges requires the participation and contributions of many partners. We will draw on the diverse perspectives, assets and knowledge of interdisciplinary teams and collaborators.
- **Sustainability:** We understand that to achieve successful outcomes and impact, work must persist beyond a grant cycle or single investment, strategize for the long-term, and build capacity when needed.

GOALS

- **Advance Health Equity:** To achieve health equity, we will address the social factors that influence health, and support work to address the needs of communities disproportionately impacted by health inequities.
- **Build Capacity and Leadership:** To meet emerging health and health care needs, we will extend our resources to enhance the knowledge and skills of all our partners and will invest in initiatives that promote the clinical and public health workforce.
- **Catalyze Systems Change:** To improve the health and well-being of the people of Wisconsin, we will support work to positively impact the systems that influence health.
- **Promote Innovation:** To address complex health challenges, we will invest in new and evolving ideas and discoveries and their successful implementation into practice.



Esperanza is a WPP-funded community-academic partnership that developed a bilingual psychological services certificate to increase access to culturally appropriate mental health services and training. Alyssa Ramirez Stege (center), director of the certificate program, joins a cohort of graduates.

STRATEGIES

WPP's grant programs are the primary mechanism for implementing our strategies and achieving our goals. WPP's Oversight and Advisory Committee and Partnership Education and Research Committee guide the development and refinement of WPP's grant programs in alignment with WPP's goals and strategies. The Wisconsin Partnership Program will employ the following strategies in support of our mission:

Address critical and emerging health needs

Being nimble and responsive is vital to addressing Wisconsin's health needs, both known and unexpected. When faced with the urgent health challenges of the COVID-19 pandemic, the Wisconsin Partnership Program's Oversight and Advisory Committee and Partnership Education and Research Committee developed rapid response funding opportunities to support researchers and community organizations in meeting the immediate needs of the pandemic. Two cycles of funding awarded more than \$6.2 million to support the immediate pandemic response and later to address long-term consequences of the pandemic. The WPP will remain nimble and flexible, and prepared to implement similar responsive programs to future critical and emerging public health needs.

Advance health equity across a wide range of approaches, populations, geographic areas and issues

WPP is committed to improving health and health care and advancing health equity in Wisconsin, especially for populations disproportionately impacted by health inequities, including urban, rural and tribal communities. All Wisconsin Partnership Program grant applicants are asked how their proposed work aims to advance health equity in Wisconsin. The Oversight and Advisory Committee and Partnership Education and Research Committee select proposals for their merit, rigor, potential impact and geographic reach.

Cultivate convening and capacity-building opportunities

WPP provides opportunities for grantees to increase their knowledge and skills and build capacity to advance their missions. This is achieved through virtual and in-person learning events, networking opportunities, and through access to professional consultations, including evaluation training which helps grantees demonstrate their achievements and leverage their grants for additional external funding.



Since 2004, WPP-funded education initiatives have been enhancing medical education at the SMPH. WPP-funded programs help to address critical health care and public health workforce shortages and prepare graduates to better serve both patients and populations.

Develop and strengthen Wisconsin's health care and public health workforce

The Wisconsin Partnership Program invests in innovative clinical and public health education models that strengthen the state's workforce. These models employ a number of approaches including enhancements of curricula, development and evolution of competencies, leveraging of technology and support of service-based learning. These investments prepare trainees and graduates to meet the health needs of patients, communities and populations, and further enhance the UW School of Medicine and Public Health's role as a national leader in medical and public health education.

Engage with a wide range of partners and communities

The Wisconsin Partnership Program recognizes that true change is only possible through the work and commitment of many individuals, organizations and sectors. WPP research grant programs encourage collaboration across the research spectrum and academic disciplines. We partner with health care systems, governmental organizations, schools, non-profit organizations, tribal entities, faith institutions and more to advance shared goals for improving health in

Wisconsin. Community grantees, when applicable, work with academic partners within the many schools, programs and institutes within the University of Wisconsin System. In addition, WPP provides convening and networking opportunities for multi-disciplinary partners to engage across common issues and diverse geographic areas. The WPP staff engage with an array of other agencies and organizations to promote our mission and funding opportunities.

Foster partnerships that address the social factors influencing health and well-being

WPP grant applicants are reviewed upon how their proposed work aligns with WPP's commitment to advancing health equity and reducing health disparities, especially for populations disproportionately impacted by health inequities. There is a focus on projects that support promising interventions, approaches and solutions to address health disparities. This includes support for projects that advance health equity by addressing the social factors that influence health outcomes; projects that address gaps in health and health care across communities and geographic areas and work that addresses health challenges that disproportionately impact some patients and populations.



The Rebalanced-Life Wellness Association is using a grant from WPP to improve the health of Black men, including through events such as Check-in Wednesdays, designed to promote community and connection for men ages 60 and older.

Promote diversity in health care education, outreach and delivery

The Wisconsin Partnership Program, in alignment with the mission of the UW School of Medicine and Public Health, recognizes that diversity is vital to meeting the health needs of the people of Wisconsin and strengthening the health care workforce. WPP provides strategic education investments that support the recruitment and retention of students from communities disproportionately impacted by health inequities, and the creation of new pathways to expand pre-college and college programming focused on career exploration in health care fields. These initiatives are designed to reach Wisconsin's urban, rural and tribal communities.

Propel research and education innovations with the potential to positively impact health and advance health equity

WPP's strategic and competitive research and education funding mechanisms demand scientific quality, innovation and rigor, as well as strong potential for application, reproducibility and sustainability through future external funding. Successful research grants span the spectrum of basic, clinical, translational and applied public

health research, and describe how the proposed work will positively impact or translate to improved health, health care or health equity in Wisconsin. Strategic education grants support new initiatives that focus on scholarship and leading-edge techniques, providing graduates with the knowledge and skills necessary to care for patients and promote health equity.

Support and strengthen community-driven approaches and initiatives with the potential to positively impact health and advance health equity

The Wisconsin Partnership Programs community grant programs are designed to leverage the expertise, assets and leadership of community organizations, and advance community-led solutions and approaches to improve health and advance health equity. These funding mechanisms have varied approaches, including funding that provides training and technical assistance, requests for proposals designed strategically for smaller nonprofits, and mechanisms designed for large-scale, community-led, evidence-informed initiatives. Grant programs may also target specific health goals, such as improving maternal and infant health outcomes in Wisconsin.



The United Community Center is developing the Latino Health Regional Consortium in partnership with the Aging and Disability Resource Center offices and others to expand UCC's Memory Care Clinic services to a regional model of virtual and mobile dementia services.

Measuring Success and Impact

The Wisconsin Partnership Program recognizes the importance of evaluation, continually seeking to understand the impact of our funding. In the 2024-2029 Five-Year Plan, we put forth a rigorous and standardized approach to evaluation, including the examination of short-, medium- and long-term outcomes across WPP-funded initiatives.

Over the next five-year period, WPP will execute a standardized evaluation plan, collecting grantee evaluation data to provide insight into the direct impact of the work being carried out using WPP funds. When relevant, grantees will be asked to report on people served through programming, networks and partnerships formed and sustained, policies and procedures impacted, populations served, training and capacity building and health impacts. Data will be gathered on dissemination of the work and additional leveraged funding that stems from the project. Finally, recipients will periodically be asked to participate in post-funding evaluation efforts. These long-term follow-up efforts will enable tracking of the impact of projects funded by WPP beyond the grant period.

On previous surveys, WPP grantees have requested additional opportunities to develop their evaluation skills as a means to better compete for external funding and achieve sustainability.

As such, WPP will expand the program evaluation capacity-building opportunities for grantees over the next five years by providing resources and programming to support grantees in building skills, knowledge and capacity in this area.

Conclusion

The Wisconsin Partnership Program carries out its mission by supporting and catalyzing partnerships that have the greatest potential to improve health and advance health equity through sustained impact. These partnerships create pathways to new research and discoveries, drive innovations in clinical and public health education, and support a multitude of approaches for tackling complex health issues and improving community health—reaching all corners of the state, across a diverse range of health challenges, communities, populations and geographic areas.

The Wisconsin Partnership Program operates with a deep sense of stewardship and responsibility, guided by our foundational documents – the Insurance Commissioner’s Order, Grant Agreement and five-year plans. We are driven by a commitment to collaboration and a sense of purpose and optimism, recognizing that there is more than a single path to achieving health, and that by working together we will realize our vision of a healthier Wisconsin for all. The 2024-2029 Five-Year Plan provides the framework that will propel us on this journey.



With support from the Wisconsin Partnership Program, the SMPH continues to provide an innovative education model that infuses public health principles and practices with the SMPH medical curriculum. Through community engagement opportunities like the cooking class pictured here, SMPH students learn beyond the classroom to better understand community needs.

Selected Impact and Achievement Highlights

As we transition to the Wisconsin Partnership Program's 2024-2029 Five-Year Plan, we reflect on the many accomplishments of the past five years. WPP funding helps grantees initiate new projects and collaborations in research, launch new education and community initiatives and build capacity across all domains. Grantees' progress and achievements are measured in outcomes during the grant cycle and beyond, as grantees continue to leverage their work for greater impact. Hundreds of WPP-funded projects have impacted the lives of thousands of individuals, families and populations throughout Wisconsin.

BY THE NUMBERS: 2019-2024

159 GRANTS AWARDED

\$84.9 AMOUNT AWARDED
MILLION



RETURN ON INVESTMENT

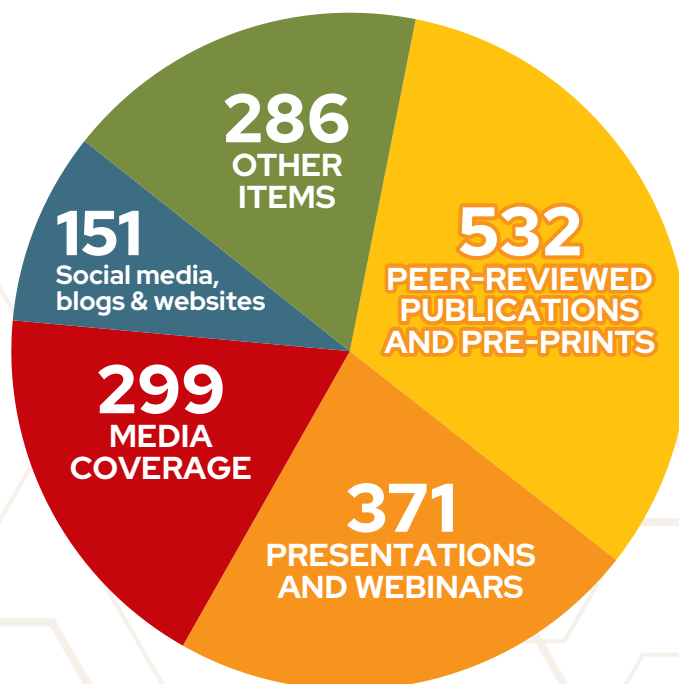
\$136 MILLION

Amount of money leveraged by grantees to expand or sustain their work.

During this five-year period, WPP grantees obtained more than **\$136 MILLION** in additional funding as a result of projects initiated with WPP support (2019-2024), resulting in a return on investment of **153%**.

1,639 TIMES

Number of times grantees disseminated their work



GRANTMAKING AT A GLANCE 2004 – 2023

611
GRANTS
AWARDED

\$292
MILLION
AMOUNT AWARDED



\$776.5 MILLION

Amount leveraged by WPP grantees

Since 2004, WPP grantees have obtained more than **\$776.5 MILLION** in additional funding to expand or sustain their work, resulting in a return on investment of **266%**.

Funded work that
directly impacted all

72
WISCONSIN
COUNTIES

Selected Highlights

The following illustrative cases exemplify how the Wisconsin Partnership Program grantees are positively impacting health by addressing complex health challenges, leading innovations and discoveries and strengthening the health care workforce—improving health for patients and populations now and for years to come. To read about more examples of WPP funded project outcomes, visit our [Funded Projects](#) page.

Developing Public Health Leaders to Serve the State



A WPP-funded initiative is helping address the long-standing shortage of public health leaders in Wisconsin and across the nation. [The Wisconsin Population Health Services Fellowship](#), a cornerstone of WPP's educational investments, attracts and places early-career public health workers in government and community-based organizations. The fellows support public health programming for numerous local health initiatives and build their skills as public health leaders. To date, more than 97 fellows from diverse backgrounds have served at more than 50 placement sites throughout Wisconsin, including urban, rural and tribal communities. Eighty percent of recent fellowship graduates have gone on to fill public health leadership positions in Wisconsin. Meet some of the fellows in this [story](#).

A Clinic-Campus Partnership to Improve Patient Health



With funding from a WPP Community Impact Grant, Marshfield Clinic Health System (MCHS) has established a Community Connections Team (CCT), in partnership with UW-Eau Claire and UW-Stevens Point. The team connects patients with community resources to help them overcome obstacles to health improvement, including accessing resources for food, housing, transportation and other vital needs. More than 140 students from UW-Eau Claire and UW-Stevens Point who are planning to enter a variety of health professions have been trained to staff the CCT. To date, Marshfield health providers have screened 53,700 patients. Of those, 7,600 were referred to the CCT. As a result, CCT staff made more than 17,000 referrals to agencies such as food banks, dental clinics, energy and transportation services and more to address critical patient needs. MCHS is incorporating a new software platform to support this work and sustain the program beyond the grant. Read the [story](#).

Supporting Black Women's Health and Well-Being



The [Foundation for Black Women's Wellness](#) (FFBWW) is working to eliminate the health disparities impacting Black women in Dane County and Wisconsin, where Black birth disparities and racial health disparities are among the worst in the nation. With an initial four-year grant from WPP, the FFBWW expanded its staff and capacity from a staff of one to 15, strengthened collaborations with health systems and community partners and realized one of its central priorities: the creation of a community health worker program which employs three community health workers to better meet the health needs of community members. The FFBWW then successfully competed for a WPP Community Impact Grant to support the creation of the Well Black Woman Institute, an innovative leadership development program. In its first year, 13 fellows from across Wisconsin received 55 hours of health equity and leadership training. The team also plays a key role on another WPP-funded project, [Connect Rx](#), a new model of clinical and community care coordination that has served more than 200 pregnant women in Dane County to date, providing support needed to promote a healthy peri-partum period. With support from the WPP, the Foundation for Black Women's Wellness is advancing its mission to transform how Black women experience health and build solutions that can be replicated across the state. Read the [story](#).

Improving Health and Well-Being for Wisconsin Farmers



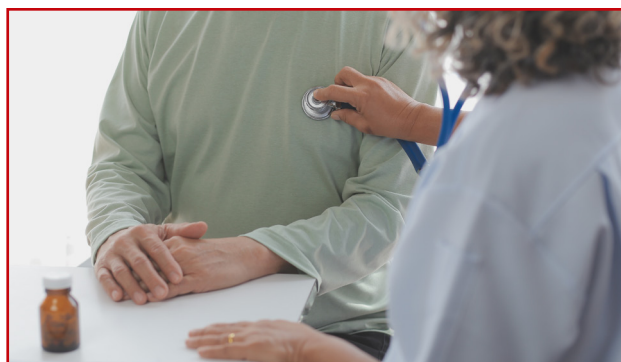
In 2018 the Southwest Wisconsin Community Action Program, an agency serving Iowa, Lafayette, Grant, Green and Richland counties, received initial funding from the Wisconsin Partnership Program to address the mental health crisis facing Wisconsin farmers by providing training in suicide and crisis prevention and stress management. The project's success led to another WPP grant in 2020 to develop [Farm Well Wisconsin](#), an initiative to support the well-being of the farming community through community trainings and resources focused on stress, rural mental health and suicide prevention. Farm Well's efforts have extended beyond their service territory through statewide coalitions and partners, with more than 700 rural community members and agribusiness professionals trained in peer support, community resources and suicide prevention. Farm Well is also building capacity for rural health providers. They conducted training for more than 75 health providers, residents and medical students and have been asked to join statewide coalitions and steering committees related to farmer mental health and rural suicide prevention. These partnerships with UW–Division of Extension, Department of Agriculture Trade and Consumer Protection Farm Center, Mental Health America and others have expanded the group's reach and influence. Listen to the [Wisconsin Public Radio](#) piece (January 2023).

Advancing Tele-ophthalmology for Diabetic Retinopathy in Rural Wisconsin Health Settings



Diabetic retinopathy is the leading cause of blindness in working-age Wisconsin adults, yet less than half of the people at risk for this condition are screened annually. Access to vision care is a significant barrier. SMPH assistant professor Dr. Yao Liu received a WPP grant to partner with Mile Bluff Medical Center in Mauston, Wisconsin to use telemedicine to improve access to vision screenings. Dr. Liu and her research team have leveraged their findings to obtain a \$4.4 million grant from the National Eye Institute. The multi-center clinical trial will test this vision-saving program at eight rural health systems across the country. The findings have the potential to improve access to eye care, and the translation into practice will help meet the growing needs of our aging population. Read more about this new award in [this article](#).

Restoring Cardiac Function after a Heart Attack



Heart failure remains a major health problem in the United States, and treating it requires ongoing innovation in interventions and therapeutic approaches. The study *Identifying the Mechanisms of Nerve Regulation of Heart Regeneration*, led by Dr. Ahmed Mahmoud, SMPH assistant professor, and supported with a WPP New Investigator Program grant, found that a new therapeutic approach for heart failure could help patients regain cardiac function after a heart attack by regenerating the heart muscle. The findings have the potential to inform future treatment of heart failure. The study was published in the journal [Circulation](#). Read the [press release](#).

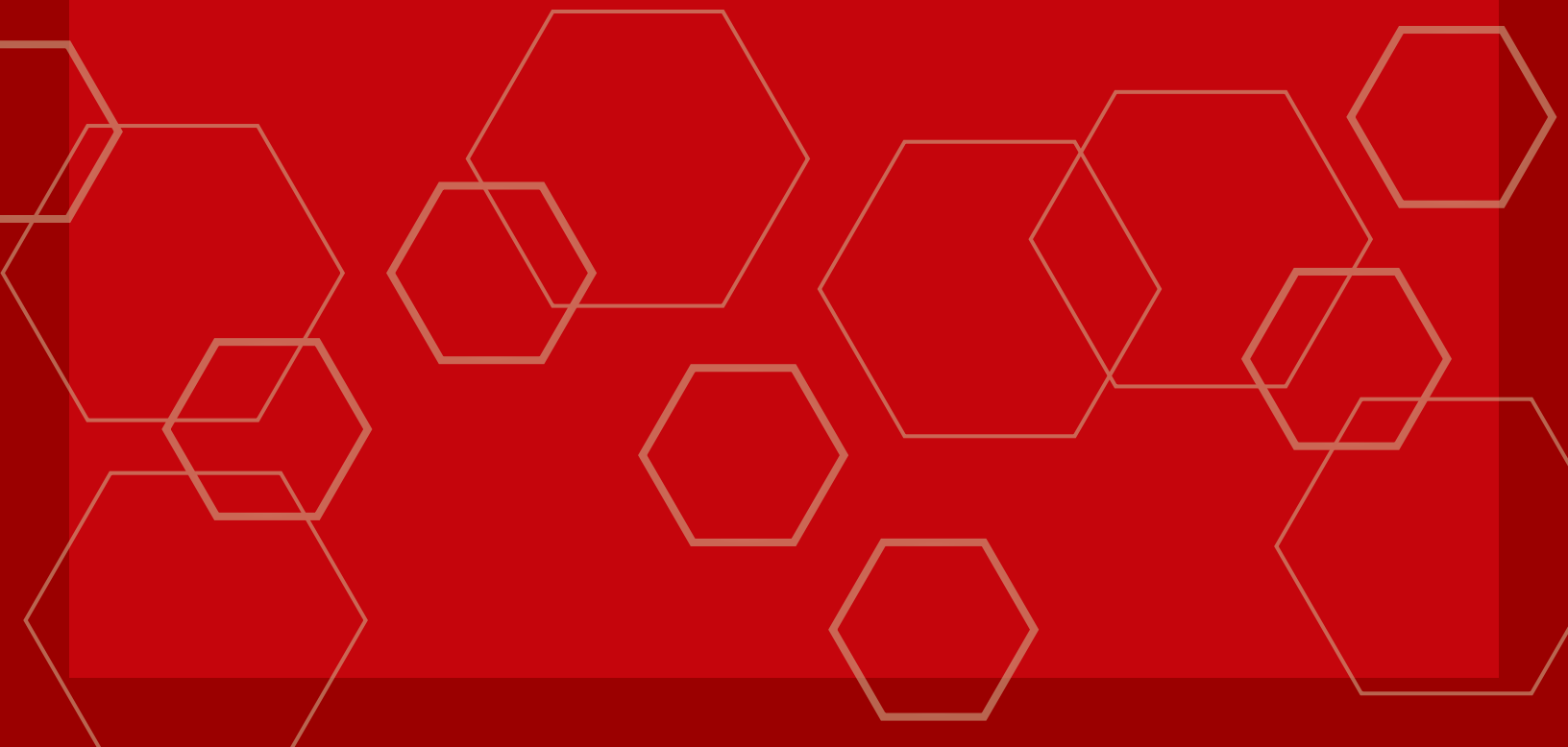
LEARN MORE:

Please see the [appendix](#) for more impact and achievement highlights.



Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH





Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

APPENDIX **2024-2029**

FIVE-YEAR PLAN
IMPACT AND ACHIEVEMENTS
2019-2024

Table of Contents

Achieving Our Goals . . . . .	.3
Goal: Promote Innovation . . . . .	.4
Goal: Advance Health Equity . . . . .	.6
Goal: Build Capacity and Leadership. . . . .	.8
Goal: Catalyze Systems Change	10
Lasting Impact	12
Conclusion.	14

The University of Wisconsin School of Medicine and Public Health (SMPH) is home to the Wisconsin Partnership Program, a grantmaking program within the SMPH established as the result of a generous endowment gift from Blue Cross Blue Shield United of Wisconsin's conversion to a stock insurance corporation. The Wisconsin Partnership Program expresses its continued gratitude for this gift to benefit the people of Wisconsin.

APPENDIX

WISCONSIN PARTNERSHIP PROGRAM 2024-2029 FIVE-YEAR PLAN IMPACT AND ACHIEVEMENTS 2019 -2024

The mission of the Wisconsin Partnership Program (WPP) at the UW School of Medicine and Public Health (SMPH) is to bring about lasting improvements in health and well-being and advance health equity in Wisconsin through investments in community partnerships, education and research.

This document serves as an overview of the impact and achievements of the work funded by the Wisconsin Partnership Program during the 2019-2024 five-year plan period. The 2019-2024 plan period brought unprecedented challenges, yet the work funded by WPP continued on, with grantees nimbly responding to the unique health challenges presented by a global pandemic. They navigated and overcame obstacles that COVID-19 presented in their laboratories, campus classrooms and communities, and actively responded to the pandemic's urgent health challenges through new research and community projects.

Together WPP and our grantees are actualizing the Wisconsin Idea, improving health and lives beyond the boundaries of our university to ensure a healthier Wisconsin for all. This report summarizes key achievements and puts the spotlight where it belongs: on the tremendous work accomplished by Wisconsin Partnership Program grant recipients.

ACHIEVING OUR GOALS

Four main goals comprise the foundation of the Wisconsin Partnership Program's 2019-2024 Five-Year Plan. Our grant programs and investments in community partnerships, education and research each support efforts to achieve one or more of these goals:

- **Promote Innovation**
- **Catalyze System Change**
- **Advance Health Equity**
- **Build Capacity and Leadership**

Two committees guide the implementation of WPP's grant programs and grantmaking activities. The **Oversight and Advisory Committee (OAC)** and **Partnership Education Committee (PERC)** are responsible for the governance, oversight and grantmaking activities of the Wisconsin Partnership Program.

- The **OAC** is responsible for directing and approving funds for public health initiatives and community grants.
- The **PERC** directs and approves funds for faculty-initiated education and research initiatives that advance health.

During the 2019–2024 five-year plan period, the Wisconsin Partnership Program awarded **\$84.9 MILLION** for **159 GRANTS**.

The following selected examples are a small sample of what the Wisconsin Partnership Program and grant recipients have accomplished during this period.

See how the Wisconsin Partnership Program worked towards its goals through the following grant examples: To learn more about these and many other active grants and outcomes, visit our [Funded Projects](#) webpage.

KEY: ● **OAC Grant** ● **PERC Grant**

GOAL: PROMOTE INNOVATION

Complex health challenges require investment in new and evolving ideas which have the potential to positively impact health. From researchers working on treatment and care for illness and disease to community organizations responding in real-time to the challenges of the COVID-19 pandemic, here are some selected examples of innovation funded during the 2019–2024 Five-Year Plan.



● **Improving Health Care for Persons Experiencing Homelessness-- Men's Emergency Shelter – Virtual Health Assessments**

COVID-19 presented a host of challenges for vulnerable populations across Wisconsin. For unhoused individuals, the spread of COVID-19 through shelters was a major concern. To solve this problem at Porchlight, Inc., a homeless shelter in Madison, partnered with Nurse Disrupted, an innovative virtual nursing program, to assemble a team of volunteer nurses to provide telehealth

screenings safely and accurately for all guests prior to admission to the shelter each day. The team conducted more than 2600 detailed COVID-19 screenings. This solution was effective in limiting the spread of COVID-19 at the site, and both shelter staff and shelter guests were satisfied with the care provided. The program expanded to also offer needed health services through

the telehealth infrastructure. Nurse Disrupted has leveraged their successful care model to expand their operations to additional shelters in Dane County and Milwaukee – moving rapidly towards

sustainability and opportunities to improve health care access for other hard to reach populations. Watch founder Bre Loughlin's November 2022 appearance on this [Today Show segment](#).

● **Research to Improve Care for Patients with Diabetes: Defining Host-Microbiome Interactions in Diabetic Wound Healing**

In Wisconsin, more than 500,000 people live with diabetes, and 25 percent of those individuals will develop a diabetic foot ulcer, a common complication of this disease. SMPH Assistant Professor Lindsay Kalan was awarded a New Investigator Program grant to study treatment options for this common, yet potentially fatal, complication. Preliminary data were useful for identifying potential biomarkers for predicting wound healing rates. The data generated by this

project were used as preliminary data for a \$26,000 Wisconsin Alumni Research Foundation (WARF) Technology Accelerator Grant and a \$2 million National Institute of Diabetes and Digestive and Kidney Diseases grant. These awards will support Dr. Kalan and her research team in developing a novel assay to measure biomarkers of diabetic wound healing. [Read the outcome report](#).

● **Research to Develop New Cancer Therapies: Defining and Targeting Novel Anti-Viral and Anti-Cancer T Cell Immunity**

T cells are a type of white blood cell that are part of the body's immune response to infection and disease, yet little is known about how they might be harnessed to fight cancer. Drs. Shigeki Miyamoto and Suresh Marulasiddappa used their Collaborative Health Sciences Program award to explore the relationship between inhibition of the NF-kB

signaling pathway, the rate of production of T cells and the possibility of cancer and viral immunity. In 2021, the team was awarded a \$1.88 million National Institutes of Health/National Cancer Institute award to expand upon this project. Read more about their new award [in the NIH RePORTER database](#).

● **Promoting a Healthy Community: Improving Health through Social Service Redesign**

A grant to Sixteenth Street Community Health Center (SSCHC), Milwaukee's largest federally qualified health center, supports the organization's work to build a strong foundation of community health by addressing housing instability in its community. Using a [Community Impact Grant](#), SSCHC staff are working directly with their patient

population to integrate social needs screening, reduce barriers to meeting those needs and provide additional resources for those in need. Through this new approach to addressing both medical needs and social needs, the SSCHC staff have provided more comprehensive care for the more than 8,700 patients who have been screened to date.

● **Research on Brain Health in Down Syndrome: Modeling Basal Forebrain Cholinergic Vulnerability in Down Syndrome**

Individuals with Down syndrome experience Alzheimer's disease as they age. A specific group of neurons called basal forebrain cholinergic neurons are at the center of this degeneration. To better understand why these neurons are vulnerable in Down syndrome, Dr. Anita Bhattacharyya was awarded a New Investigator Program grant. Results

of this research will be useful in understanding neurodegeneration in Down syndrome as well as developing future therapeutic targets. [Read Basal Forebrain Cholinergic Neurons: Linking Down Syndrome and Alzheimer's Disease](#) in *Frontiers in Aging Neuroscience*.

GOAL: ADVANCE HEALTH EQUITY

Advancing health equity is an integral part of WPP's mission and grantmaking activity. Achieving health equity is only possible when we address the social factors and conditions that lead to health inequities. Grants funded during this period sought to improve health and advance health equity by supporting projects and solutions in communities that are disproportionately impacted by adverse health outcomes. WPP supported work across a diverse range of populations, from urban Milwaukee to tribal communities in rural Northern Wisconsin.



● A Successful Tribal-Academic Partnership: Preventing Strokes in the Oneida Nation

Wisconsin Native Americans have a disproportionately high mortality rate from strokes compared to the general population. The Oneida Stroke Prevention Program received a WPP Opportunity Grant to address the community's risk for stroke. This successful tribal-academic partnership includes partners from the Oneida Comprehensive Health Division, Oneida Business Community, SMPH Native American Center for Health Professions and a team of SMPH researchers, led by Robert Dempsey, MD, and Carol Mitchell, PhD. The project is raising tribal awareness of stroke risk factors, conducting individual-level screenings and evaluation for potential risk factors

and symptoms, and testing the effectiveness of personal coaching for participants with disease risk factors and symptoms. More than 120 people participated in the screenings, and 51 were assigned to a personal health coach to address their individual risk factors. More than 2,800 people have attended the project's community education and Facebook Live events. The Oneida Nation hopes the lessons learned from the partnership can benefit other tribes throughout the state and country as well. Visit the [Oneida Stroke Prevention Program's website](#) to learn more.

● LGBTQ+ Health: Supporting the Mental and Social-Emotional Health Needs of Black, Brown, Multiracial, Trans, & Nonbinary LGBTQ+ Adolescents Impacted by COVID-19

As the COVID-19 pandemic threatened the social and emotional health of Wisconsin's LGBTQ+

youth, GSAFE worked to create supportive school communities across the state. They used a WPP

COVID-19 Response grant to create a youth advisory council, develop materials for youth and educators alike to put to use in schools, and pursued student-led awareness campaigns. The youth council wrote and received a \$2400 By Youth for Youth grant to develop and deliver peer-to-peer

education about mental health. This project was one of eight awards funded through WPP's COVID-19 Response Adolescent Social and Emotional Health Grant Program. [Read more about these projects.](#)

● **Addressing Mental Health Needs: Black Men's Mental Health and Well-Being**

Black men in Wisconsin report high rates of psychological stress and simultaneously experience health disparities regarding mental health, including mental health stigma and lack of access to care. A 2021 Community Impact Grant for the initiative Black Men's Mental Health and Well-Being, is working to change that. Through a partnership between the Urban League of Greater Madison and the Rebalanced-Life Wellness Association (RLWA), this project is working to normalize and destigmatize mental health issues in the Black community while improving access to care. In its initial phase, this grant has been successful in increasing Black

men's access to health care and mental health services, in particular through the Perry Family Free Clinic, which was established by the RLWA through [a previous WPP grant](#). The project is also partnering with a local health system to develop the Black Men's Health Community Advisory Board to provide input on the health needs of Black men in Wisconsin. The grant team continues to build trust and social support networks to serve Black men and has developed collaborations in Madison, Milwaukee, Racine, Kenosha and Beloit. [View the grant description.](#)

● **Responding to COVID-19: Implications of COVID-19 on Service Delivery, Health and Well-being for People with Intellectual and Developmental Disabilities**

COVID-19 presented a number of unique challenges for individuals with intellectual and developmental disabilities (IDD), including high mortality rates and the inability to receive needed health care and services. Karla Ausderau received a COVID-19 Response Grant to achieve three things: understand the impact of the pandemic on people in Wisconsin

with IDD, clarify the ways in which nonprofits could better serve this community, and develop strategies to mitigate service delivery disruption in the future. Read more about Dr. Ausderau's work in this [School of Education article](#).

● **Nutrition and Health: Safeguarding Fresh Food Access at Farmers Markets to Address Food Insecurity of Vulnerable Populations**

The COVID-19 pandemic exacerbated health challenges facing some communities, including those struggling with food insecurity. Wello, a nonprofit serving the Greater Green Bay area, received a WPP COVID-19 Response Grant to partner with Seasonal Harvest LLC and Casa ALBA Melanie. The project supported local farmers and expanded access to fresh produce to 1,920 individuals in Brown County. Now Wello is increasing

its reach and impact through new partnerships and additional funding, including a grant from WPP's sister program, the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin. [Read more about Wello's work in this Green Bay Press-Gazette article.](#)

GOAL: BUILD CAPACITY AND LEADERSHIP

Since its inception, the Wisconsin Partnership Program has directed funding to enhance clinical and public health education and build capacity and leadership training for the health care workforce, including strategic investments in novel education infrastructure and new models of medical and public health curriculum. Recent WPP-funded projects supported student health care workers in responding to the COVID-19 pandemic, training to improve clinical care around the state, and skill and capacity-building for community organizations to help them achieve their goals and advance their missions.



● Supporting Wisconsin's Health Systems: UW Student Health Care Worker Tuition Program

COVID-19 placed tremendous pressure on Wisconsin's health care facilities. To support Wisconsin's health care workforce during and after a pandemic surge, the UW–Madison School of Nursing, in collaboration with the University of Wisconsin System and WPP, developed a program to provide tuition support to enrolled students who completed at least 50 hours of work in a Wisconsin

clinical or health care setting. Ultimately, 1,689 UW System students across 13 UW System campuses participated in the project, serving 79 different zip codes across the state and providing critical workforce infrastructure when Wisconsin health systems needed it most. For more information, read the project's [outcome report](#).

● Expanding Wisconsin's Health Care Workforce through Innovative Partnerships: Increasing Indigenous Representation in Medicine

A strategic education grant to the UW–Madison Native American Center for Health Professions (NACHP) will strengthen NACHP's work to strategically expand Wisconsin's American Indian (AI) health care professional workforce. The initiative *Increasing Indigenous Representation in Medicine through Academics EnGagement and*

American INnovation (IIMAGIN) was established with three key goals: create a dedicated pre-college and college pathway to increase student engagement, establish resources to increase faculty retention, and develop new AI health-focused educational opportunities. The grant is led by Bret Benally Thompson, MD, assistant professor of medicine and

faculty advisor for NACHP, and Danielle Yancey, MS, NACHP director. The grantees will work in partnership with the College of Menominee Nation and the Lac Courte Oreilles Ojibwe University to enhance and expand pre-college programming focused on college preparation and health care

career exploration, with a unique emphasis on early engagement prior to and during high school with the goal of reaching 75 students each year. Read the [press release](#).

● Addressing Childhood Lead Exposure: Making Milwaukee a Lead Safe City

Lead poisoning can have devastating effects on children, and Milwaukee's north side has a rate of lead poisoning up to nine times the average rate across Wisconsin. The Coalition on Lead Emergency (COLE) is a group of partners working to reduce lead-related harm in Milwaukee. In partnership with Walnut Way Corp., COLE is using a 2022 Community Impact Grant to implement multi-

level, community-driven solutions. In addition to launching the Lead-Free Families intervention, emphasis is being placed on training and mobilizing impacted parents and caregivers. The group expects to train 100 parents through this program. [Read more about COLE's work on their website.](#)

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

By 2025 it is estimated that 130,000 individuals residing in Wisconsin will have dementia due to Alzheimer's disease, and of these, 90 percent will experience behavioral and psychological symptoms. These symptoms are often associated with worsened outcomes, and often clinicians struggle to appropriately diagnose and manage these symptoms. Dr. Art Walaszek and collaborators received a WPP Opportunity Grant to address this issue by developing a curriculum to improve

diagnosis and care in a culturally responsive manner, enhance knowledge and skills of primary care providers, and improve communication between health care staff and caregivers for people living with dementia. The grant team has trained clinicians in both urban and rural Wisconsin and developed a dementia curriculum for medical students. Learn more about the curriculum on the [Wisconsin Alzheimer's Institute webpage](#).

● Building Capacity in Mental Health Care: Community-Campus Partnership to Create Mental Health Support for the Latino Community

Centro Hispano of Dane County was awarded a Community Impact Grant centered around increasing access to and improving quality of mental health care for Latino individuals in Dane County. In collaboration with the University of Wisconsin School of Education, the *Esperanza: Nuestra Cultura de Salud* project has developed and taught five new courses in the UW Counseling Psychology Department, created a bilingual certificate for

students in counseling, rehabilitation and school psychology programs, conducted research on Latino wellness in Dane County, and engaged the community in wellness efforts through activities such as a new podcast. To learn more about the certificate program, [visit the Esperanza: Nuestra Cultura de Salud website](#).

GOAL: CATALYZE SYSTEMS CHANGE

Improving the health and well-being of the people of Wisconsin requires a commitment to bettering the systems in which people live their lives. Systems change necessarily includes modifying policies, practices and institutions which can impact health and changing them to create a more equitable system of care and access for all. WPP supported a diverse array of work in this area through 2019–2024. Here are just a few examples:



● Improving Dementia Care: The Latino Dementia Health Regional Consortium

The Latino population in the United States is at high risk for dementia, yet often experiences barriers to care. Milwaukee's United Community Center (UCC) is using a Community Impact Grant to reduce the barriers to dementia health care access and caregiver support in the Latino community in southeast Milwaukee. As part of this WPP-funded effort, the UCC, the Hispanic Resource Center in Waukesha and the Alzheimer's Association have partnered with the Latino Aging Consortium, a

coalition of ten academic and community partners dedicated to addressing the impact of disparities in aging and health in the Greater Milwaukee's Latino community. Through the grant, UCC is creating a culturally responsive system of virtual services and mobile memory clinics to increase access to care, improve services and support caregivers of Latino individuals dealing with dementia symptoms. Read more about United Community Center's work [in this article](#).

● Supporting Innovation in Care for Persons with Addiction Disorders: Biehl Bridges to Recovery

Rates of substance use disorders, and particularly opioid-related issues, in Marinette County are among the highest in Wisconsin. Individuals who are in recovery often face systemic barriers related to obtaining and maintaining employment, yet employment and economic stability is a fundamental part of sustaining recovery. The Marinette County Group Home Association

received a Community Impact Grant to connect individuals in recovery to employment while also working with employers to break down stigma surrounding addiction and recovery. The new project plans to partner with seven area workplaces and serve 320 adults in recovery. Read more about their approach to this work on the [Bridges to Recovery webpage](#).

● COVID Research at the Cutting Edge of Innovation and Response: Genetic Surveillance of SARS-CoV-2 Spread in Wisconsin to Inform Outbreak Control

In the early days of the COVID-19 pandemic, the extent of the disease in Wisconsin was unknown and genome sequencing was rare. Dr. Thomas Friedrich, professor, UW–Madison School of Veterinary Medicine and SMPH professor Dr. David O'Connor, and team received a 2020 COVID-19 Response Grant to partner with statewide collaborators in order to better understand the genetics and spread of SARS-CoV-2 well before similar work was launched by state and federal entities. A key element of this project was to use genetic testing

to understand spread in conjunction with and outside of direct-case testing, with the goal of being able to use genetic surveillance in the future for tracking outbreaks. WPP's rapid response COVID-19 funding allowed the researchers to quickly launch their project and sequence more than 5,000 SARS-CoV-2 genomes early in the pandemic. Read more about this project in the 2020 Nature Communications article ["Revealing Fine-scale Spatiotemporal Differences in SARS-CoV-2 Introduction and Spread"](#).

● Addressing Maternal Child Health: Improving Birth Outcomes for Black Families through Community-Clinic Collaborations

In 2019, the United Way of Dane County (UWDC) and community and health system collaborators received a Community Impact Grant to develop a care coordination service that would reduce disparities in birth outcomes. This service, called ConnectRx, supports pregnant people through increasing access to health care and other resources that will fill unmet needs related to the social determinants of health, including food,

housing, employment and transportation. UWDC collaborated with another WPP grantee, the Foundation for Black Women's Wellness and local health systems to implement the ConnectRx care coordination model with health systems in southern Wisconsin. As of the end of 2022, 3,007 patients have been screened. Read ["Community health partners celebrate first anniversary of ConnectRx Wisconsin"](#) to learn more.

● Statewide Partnership: Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships

The Advancing a Healthier Wisconsin Endowment at Medical College of Wisconsin and the Wisconsin Partnership Program jointly funded a statewide effort to research and recommend solutions to inequities in accessing and delivering care in Wisconsin. Led by Drs. Maureen Smith and Joan M. Neuner, and in partnership with the Wisconsin Collaborative for Health Care Quality, the team is working to build connections between academic institutions, health systems, payers and communities to build sustainable and responsive

systems that will reduce inequities in the long term. To accelerate efforts to reduce health disparities in health care, the initiative's Disparities Improvement Team convenes health systems and stakeholders throughout Wisconsin to identify and implement best practices to create tangible improvement in health care disparities, focusing on the priority measures including diabetes A1c control, blood pressure control and colorectal cancer screening. Learn more on the [Healthy Metric](#) website.

LASTING IMPACT

Understanding the impact of the work funded by WPP requires monitoring organizations and projects beyond the grant cycle. Often, funding can have a continual or lasting impact, as the work of the initial grant is sustained or expanded through new funding and collaborations.

The selected projects are examples of WPP-funded work that has succeeded in expanding or sustaining their work and exemplify the ongoing progress and long-term positive health impact the WPP seeks to achieve through its grantmaking.



● Discovering Novel Antibiotics: Wisconsin Center for Infectious Disease

WPP-funded projects led by Dr. Bruce Klein, professor, SMPH Department of Pediatrics, exemplify the ways in which WPP awards can be leveraged and expanded to successfully address significant public health needs. Dr. Klein was awarded a Collaborative Health Sciences Program grant in 2007 for the project Wisconsin Infectious Disease Drug Discovery to address the alarming rise of antibiotic resistant infections through discovery of novel compounds that could lead to new antimicrobial drugs. The data from this WPP-funded grant directly led to additional funding from National Institutes of Health, the Wisconsin Alumni Research Foundation (WARF), and a strategic research grant from the Wisconsin Partnership Program to establish the Wisconsin Center for Infectious Disease (WisCID). The main goal of

WisCID was to foster interdisciplinary research and training in microbiology and infectious disease to translate new discoveries into clinical advances to reduce the threat of infectious disease. WisCID was successful in achieving its goals including a five-year \$16 million National Institutes of Health Center for Excellence in Translational Research grant focused on anti-microbial drug discovery. Led by Dr. David Andes, professor, SMPH Department of Medicine, this [project](#) has resulted in the discovery of hundreds of novel compounds which are being tested for development as antibiotics, with several moving towards FDA approval. [Read more about WisCID.](#)

● Addressing the Opioid Crisis: Southwestern Wisconsin Recovery Pathways

Like many areas of the United States, rural Wisconsin is facing an opioid crisis. In 2017, the Southwestern Wisconsin Community Action Program (SWCAP) was awarded a Community Impact Grant to pilot the Recovery Pathways Program, to improve outcomes for people in recovery. The grant established Opportunity Houses, sober living homes that offer safe, substance-free, affordable housing for people in recovery. The grant team takes pride in their recent achievement of Wisconsin Association of Sober Housing (WASH) certification, demonstrating that it is operating with best practices according to the National Alliance of Recovery Residences. In

addition to sobriety support, the initiative provides services that support community reintegration including transportation and employment. Since opening in 2019, Opportunity House has assisted 42 individuals on their pathways to recovery. The grantee provides Narcan training, and established connections with treatment courts, mental health providers, Opioid Task Force of Iowa County and the Department of Health Services. The ultimate goal is to create a replicable model of recovery that supports people to become self-sufficient and live healthy lives. Read more about the Recovery Pathways program and the Opportunity House on the [SWCAP website](#).

● Growing the Rural Health Care Workforce: Wisconsin Academy for Rural Medicine

As one of its earliest investments in novel education infrastructure, the Wisconsin Partnership Program provided essential start-up funding to establish the Wisconsin Academy for Rural Medicine (WARM) to address rural physician shortages facing Wisconsin communities. Initially established under a Community-Academic Partnership Fund grant, WARM is now embedded in the medical school curriculum and has become a renowned training opportunity for medical students interested in rural

medicine. WARM admits 26 students per year who demonstrate a strong commitment to practice medicine in rural Wisconsin. The program has graduated 274 medical students since 2007. Ninety-one percent of these graduates are practicing in Wisconsin. Read [this story](#) to learn how this rural physician training track continues to positively impact the health of patients and communities in rural Wisconsin.

● Supporting Aging Populations: Improving Assisted Living Quality through Collaborative System Change

In 2016, the Wisconsin Department of Health Services was awarded a Community Impact Grant to expand access to the Wisconsin Coalition for Collaborative Excellence in Assisted Living (WCCEAL) and improve the quality of care for Wisconsin's seniors residing in assisted living facilities through the implementation of a tested quality improvement infrastructure. WCCEAL is the only organization of its kind in the United States, and with the help of this grant they were able to increase membership 28 percent and improve the quality of life for residents at assisted living communities in 55 Wisconsin counties. The initiative

has established benchmarks for important safety indicators such as falls, hospital readmission and medication management. Currently there are 494 participating assisted living communities, and more than 11,000 Wisconsin senior occupants who benefit from this project. The work is sustained through an agreement with the Wisconsin Department of Health Services. Read more about this project and their use of data to improve quality in assisted living in this [2022 Journal of the American Medical Directors Association article](#).

CONCLUSION

The Wisconsin Partnership Program's 2019-2024 Five-Year Plan built a strong foundation to implement effective grant mechanisms, deliver essential funding, create and strengthen impactful partnerships and pave vital pathways that continue to advance the mission of the Wisconsin Partnership Program and improve health across Wisconsin. The researchers, educators and community organizations and projects featured in this report represent just some of the remarkable work the Wisconsin Partnership Program has funded to positively impact health and advance health equity throughout Wisconsin and beyond.

Photo Highlights:

Page 4: Porchlight, Inc., a homeless shelter in Madison, Wisconsin, partnered with Nurse Disrupted to develop a safe way to screen shelter guests during COVID-19.

Page 6: Members of the Oneida Nation participate in a stroke prevention program, a successful tribal-university partnership supported with WPP funding.

Page 8: The UW Student Health Care Worker Tuition Program supported Wisconsin's health care workforce in responding to COVID-19 through a partnership with UW System nursing schools and health sciences students.

Page 10: The United Community Center Latino Health Regional Consortium in partnership with the Aging and Disability Resource Center offices is expanding UCC's Memory Care Clinic services to a regional model of virtual and mobile/home-visiting dementia services.

Page 12: Discovering Novel Antibiotics: Wisconsin Center for Infectious Disease was successful in promoting research and leveraging federal funding to further anti-microbial drug discovery.



Wisconsin Partnership Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH



STRATEGIES AND SUPPORT TO INCREASE STUDENT RETENTION**REQUESTED ACTION**

For information and discussion.

SUMMARY

Championing student success from admission to graduation is a commitment for all of the Universities of Wisconsin. The discussion panel will focus at a high-level on student retention and key student success programs that support academic progression and persistence from admission through graduation. First, Ben Passmore of UW Administration will share recent retention data. Then, presenters from three Universities will provide examples of student success programs, told through student stories. These programs have a positive impact for students and reflect High Impact Practices identified by the American Association of State Colleges and Universities (AAC&U).¹ UW-Stevens Point will describe their LEAD bridge program,² UW-Milwaukee will highlight the undergraduate research UR@UWM Program,³ and UW-Parkside will share the Work Based Learning program.⁴ The panel will conclude with discussion questions and recommendations to improve student retention.

Presenters

- Ben Passmore, Associate Vice President of Research and Policy Analysis, UW Administration
- UW-Stevens Point:
 - La Vonne Cornell-Swanson, Provost and Vice Chancellor for Academic Affairs
 - Dr. Samantha Samreth, Director for Diversity and College Access
 - Jermaine Evans, Junior, Media Studies Major

¹ <https://www.aacu.org/trending-topics/high-impact>

² <https://www.uwsp.edu/diversity-and-college-access/leadership-empowerment-and-discovery/>

³ See <https://uwm.edu/our/> and <https://uwm.edu/our/programs/uruwm/>

⁴ See Workplace Learning at UW-Parkside

<https://www.uwp.edu/connect/communityengagement/communityandbusinessengagement/creditforwork.cfm> and Campus Employment as High Impact Practice at UW-Parkside

<https://www.uwp.edu/connect/communityengagement/communityandbusinessengagement/campus-employment-as-a-high-impact-practice.cfm>

- UW-Milwaukee:
 - Andrew Daire, Provost and Vice Chancellor for Academic Affairs
 - Dr. Nigel Rothfels, Professor, Director of Undergraduate Research
 - Rachel Kuehn, Junior, Biological Sciences Major
- UW-Parkside:
 - Robert Ducoffe, Provost and Vice Chancellor for Academic Affairs
 - Dr. Theresa Castor, Vice Provost for Academic Affairs and Professor of Communication
 - Alejandro Solis, Student

BACKGROUND

The Universities of Wisconsin strategic plan includes a priority to enhance the student experience and social mobility. The panel will focus on how the universities live Strategy S2, “We will champion student success across the higher education life cycle.”⁵

Discussion Questions

- What resources are involved in supporting student success and sense of belonging?
- What types of programs impact student learning and result in student success?
- What are typical types of barriers that impact student retention and persistence?
- What types of services are needed to prepare students for career readiness?

⁵ <https://www.wisconsin.edu/president/strategic-plan/>