

## **Education Committee**

Thursday, June 8, 2023

10:30 a.m. – 12:00 p.m.

Helen Bader Concert Hall (Room 220)  
UW-Milwaukee Zelazo Center  
2419 E. Kenwood Boulevard  
Milwaukee, Wisconsin  
and Via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
  - 1. Approval of the March 30, 2023 Meeting Minutes of the Education Committee
  - 2. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee
  - 3. UW-Eau Claire: Approval of a Master of Public Health in Public Health
  - 4. UW-Madison: Approval of a Master of Science in Business: Accounting and Business Analysis
  - 5. UW-Madison: Approval of a Master of Business Administration in Business: Executive
  - 6. UW-Madison: Approval of a Bachelor of Science in Animal and Veterinary Biosciences
  - 7. UW-Milwaukee: Approval of a Master of Science in Rehabilitation Science and Technology
  - 8. UW-Stout: Approval of a Bachelor of Science in Automation Leadership
- D. Approval of the 2023 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- E. Host Presentation by UW-Milwaukee: Data-Driven Collaborations for Student Success
- F. UW System Office of Academic and Student Affairs: The Year in Review and the Year Ahead

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

**REQUESTED ACTION**

Adoption of Resolution C.2., approving the annual request from the Trustees of the William F. Vilas Trust Estate, as follows: \$7,872,378 for UW-Madison in net income and unallocated funds, and \$118,269 for UW-Milwaukee in net income.

**Resolution C.2.** That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the total funding request of \$7,990,647 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2023 to June 30, 2024, as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**SUMMARY**

The request for funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee for fiscal year July 1, 2023 to June 30, 2024, is presented to the Board of Regents.

**BACKGROUND**

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

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

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

## **Discussion**

On April 24, 2023, President Rothman received notice from the Vilas Trustees of the funding available from the Vilas Trust for both UW-Madison and UW-Milwaukee for the 2023-2024 fiscal year. On April 27, 2023, President Rothman transmitted correspondence to UW-Madison Chancellor Jennifer Mnookin, and UW-Milwaukee Chancellor Mark Mone, seeking the annual request for funding from the Vilas Trust Fund for their respective institutions.

On May 5, 2023, President Rothman received correspondence from UW-Milwaukee Chancellor Mark Mone. The UW-Milwaukee request of the Vilas Trust seeks to name Department of English Professor Kumkum Sangari as a Vilas Research Professor. In addition, the UW-Milwaukee Peck School of the Arts Department of Music proposes that the 2023-2024 William F. Vilas Trust grant assist the department in carrying forward its mission to create exciting opportunities for potential new students, and to expand and diversify UW-Milwaukee's instructional and performance outreach to the Milwaukee community and the entire state.

On May 10, 2023, President Rothman received responsive correspondence from UW-Madison Chancellor Jennifer Mnookin. The UW-Madison request of the Vilas Trust is framed in careful accordance with both the terms of the Vilas Trust, and the need to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. This year, UW-Madison is especially mindful of the gaps in its ability to attract, retain, and support the highest quality faculty scholars, and the difficulty many students have in paying for undergraduate or graduate education.

Further detail regarding the proposed Vilas Trust Funds expenditure for each campus during the 2023-2024 fiscal year is provided in Attachments C and D. The UW-Madison total allocation amount was revised to reflect the amount available from the Trust, and these total amounts are listed below:

**(1) UW-Madison Total Allocation: \$7,872,378**

- a. Continuation of Existing Programs; and
- b. One-time Program Allocations.

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

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

As a result, the Board of Regents now has the documentation necessary to warrant for the Vilas Trustees how the Vilas Trust Funds will be expended by UW-Madison and UW-Milwaukee during the 2023-2024 fiscal year.

**ATTACHMENTS**

- A) Letter dated May April 27, 2023 from President Rothman to UW-Madison Chancellor Jennifer Mnookin.
- B) Letter dated April 27, 2023 from President Rothman to UW-Milwaukee Chancellor Mark Mone.
- C) Letter dated May 10, 2023 from UW-Madison Chancellor Jennifer Mnookin, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2023 to June 30, 2024 for the University of Wisconsin-Madison.
- D) Letter dated May 5, 2023 from UW-Milwaukee Chancellor Mark Mone, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2023 to June 30, 2024 for the University of Wisconsin-Milwaukee, with attached letter dated April 19, 2023, requesting funds for the Department of Music, Peck School of the Arts.



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

April 27, 2023

*Via Electronic Mail*

Chancellor Jennifer Mnookin  
University of Wisconsin-Madison  
161 Bascom Hall, 500 Lincoln Drive

Chancellor Mnookin:

I write to ask for your annual request to the Vilas Trust Estate for the 2023-24 year. The Trust has indicated that net income available for allocation is \$7,990,647. The request should be categorized as follows:

1. Determine from the Vilas Professors the amount they will request for allowances for the ensuing academic year. The annual allowance for a Vilas Research Professor is currently limited to \$50,000, although a Vilas Research Professor may request an increased allowance to support a project to advance knowledge in his or her area of research or study.
2. Obtain from the Chairperson of the Music Department the program and request for the 2023-24 academic year.
3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2023-24 academic year.
4. Determine from the Vilas Associates the amount of salary (total compensation package not to exceed the salary of the lowest paid Vilas Professor) and allowance they will request for the ensuing academic year.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than May 12, 2023, and kindly copy Aaron Seligman ([aseligman@uwsa.edu](mailto:aseligman@uwsa.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read 'Jay Rothman', with a stylized flourish at the end.

Jay O. Rothman  
President



Office of the President

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

April 27, 2023

*Via Electronic Mail*

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

Chancellor Mone:

I write to ask for your annual request to the Vilas Trust Estate for the 2023-24 year. The Trust would like the request to be categorized as follows:

1. The annual award for a Vilas Research Professor will be \$10,000 in salary and \$50,000 in auxiliary allowance.
2. Obtain from the Chairperson of the Music Department the program and request for the 2023-24 academic year, which may not exceed \$58,269.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than May 12, 2023, and kindly copy Aaron Seligman ([aseligman@uwsa.edu](mailto:aseligman@uwsa.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Rothman". The signature is fluid and cursive.

Jay O. Rothman  
President



May 10, 2023

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

Dear President Rothman:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2023 to June 30, 2024 for the University of Wisconsin–Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the university as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education. Our total request for 2023-24 is: **\$7,990,647.17**.

The programs for which we are requesting funding follow.

#### A. CONTINUATION OF APPROVED PROGRAMS

- |  |              |             |
|--|--------------|-------------|
| 1. Continuation of ten (10) Vilas Undergraduate Scholarships<br>at \$400 each  |              | \$4,000     |
| 2. Continuation of ten (10) Vilas Graduate Fellowships:  |              |             |
| a. Five (5) Resident Fellowships at \$600 each   | \$3,000      |             |
| b. Five (5) Traveling Fellowships at \$1,500 each  | <u>7,500</u> | \$10,500    |
| 3. Continuation of twenty (20) Vilas Research Professorships<br>at \$10,000 salary plus \$50,000 auxiliary allowances each |              | \$1,200,000 |
| 4. Continuation of additional graduate and undergraduate scholarships  |              |             |
| a. Continuation of fifty (50) additional undergraduate<br>scholarships at \$400 each                                       |              | \$20,000    |

#### Office of the Chancellor

Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706  
608-262-9946 Fax: 608-262-8333 Email: [chancellor@wisc.edu](mailto:chancellor@wisc.edu) [www.chancellor.wisc.edu](http://www.chancellor.wisc.edu)

|  |                 |                    |
|--|-----------------|--------------------|
| b. Continuation of fifty (50) additional graduate fellowships at \$600 each  | <u>\$30,000</u> | \$50,000           |
| 5. Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance |                 | \$32,000           |
| 6. Retirement benefits for seven (7) Vilas Professors at \$2,500 each: Bethea, Brock, Cronon, Hauser, Keisler, Kung, and Sober   |                 | \$17,500           |
| 7. Twelve (12) Vilas Associates in the Arts and Humanities   |                 | \$506,350          |
| 8. Eleven (11) Vilas Associates in the Social Sciences   |                 | \$563,317          |
| 9. Fifteen (15) Vilas Associates in the Physical Sciences  |                 | \$801,068          |
| 10. Ten (10) Vilas Associates in the Biological Sciences   |                 | \$195,469          |
| 11. Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:  |                 |                    |
| a. UW-Madison Mead Witter School of Music  | \$27,667        |                    |
| b. Milwaukee: Department of Music  | <u>58,269</u>   | \$85,936           |
| 12. Vilas Life Cycle Professorships  |                 | \$300,000          |
| <b><u>Total Continuation Request:</u></b>  |                 | <b>\$3,766,140</b> |

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

|   |  |              |
|---|--|--------------|
| 1. Seventeen (17) Vilas Distinguished Achievement Professorships at \$50,000 each   |  | \$850,000    |
| 2. Vilas Faculty Young/Mid-Career Investigator Awards<br>These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two or three-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in the best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator"). |  | \$2,025,000  |
| 3. Additional Vilas Life Cycle Professorship Program support  |  | \$324,278.17 |



4. Continuation of 1998 and 2002 Expansion of Approved Programs:
  - a. One hundred (100) additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance \$40,000
  - b. One hundred fifty (150) additional graduate fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance \$90,000
  - c. Two hundred fifty-four (254) graduate student travel grants @ 1,500 each \$381,000 \$511,000
5. Vilas Research Professor Supplemental Grants
  - a. Vilas Research Professor Vernon Barger's request for research support for cross-disciplinary research on selected topics in Particle Physics, String Theory and Cosmology \$100,000
  - b. Vilas Research Professor Richard Davidson's request for research support to study the biological effects of meditation \$75,000
  - c. Vilas Research Professor Samuel Gellman's request for research support for exploratory studies of possible relevance to the origin of life to lay the groundwork for a new research proposal to the NASA Exobiology Program \$50,024
  - d. Vilas Research Professor Jo Handelsman's request for research support to study the biological effects of meditation \$75,000
  - e. Vilas Research Professor Judith Kimble's request for graduate student research support \$29,246
  - f. Vilas Research Professor Chiao-Ping Li's request for support for production, performance, and touring costs \$32,500
  - g. Vilas Research Professor Monica Turner's request for on-site data storage equipment and graduate student research support \$19,691
  - h. Vilas Research Professor Sau Lan Wu's request for research support for R&D of Anomaly detection using unsupervised A.I.-Machine Learning and to find solutions for

some of the challenges faced by the new era of High  
Luminosity-LHC.

\$132,768

\$514,229

**Total of One-Time Part B. Program Allocations:**

**\$4,224,507.17**

**TOTAL**

**\$7,990,647.17**

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

Please let me know if you have any questions.

Sincerely,



Jennifer Mnookin  
Chancellor

cc: Eric Wilcots, Interim Provost and Vice Chancellor for Academic Affairs  
Robert Cramer, Vice Chancellor for Finance and Administration  
Steve Ackerman, Vice Chancellor for Research and Graduate Education  
Beth Meyerand, Vice Provost for Faculty and Staff Affairs  
John Douglas, RSP  
Angie Johnson, RSP  
Eden Inoway-Ronnie, Office of the Provost  
Christy Lowney, Office of the Provost  
Aaron Seligman, UW System Office of Academic and Student Affairs

## **Attachment to UW-Madison Vilas Budget Request 2023-24**

### **Vilas Research Professors**

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

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

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

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

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

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

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

Stacey Lee – Vilas Research Professor of Educational Policy Studies  
School of Education

Miron Livny - Vilas Research Professor of Computer Sciences  
College of Letters and Science

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

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

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

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

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

Kumkum Sangari – Vilas Research Professor of English  
UW–Milwaukee

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

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

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

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

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

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

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

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

Emily Fletcher, College of Letters & Science, Philosophy

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

John Hitchcock, School of Education, Art

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

Irena Knezevic, College of Engineering, Electrical and Computer Engineering

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

Shigeki Miyamoto, School of Medicine and Public Health, Oncology

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

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

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

John Rudolph, School of Education, Curriculum and Instruction

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

Weiping Tang, School of Pharmacy, Pharmaceutical Sciences Division

Thad Walker, College of Letters & Science, Physics

Rebekah Willett, College of Letters & Science, Information School

**Vilas Distinguished Achievement Professors, 2022-23 Cohort**

Heidi Brown, School of Medicine and Public Health, Obstetrics and Gynecology

Natalia de Leon, College of Agricultural and Life Sciences, Agronomy

Theresa Delgadillio, College of Letters & Science, English; and Chican@/Latin@ Studies Program

Steve Deller, College of Agricultural and Life Sciences, Agricultural & Applied Economics

Ying Ge, School of Medicine and Public Health, Cell and Regenerative Biology

Armando Ibarra, Division of Continuing Studies, School for Workers

Sterling Johnson, School of Medicine and Public Health, Medicine

Pamela Kreeger, College of Engineering, Biomedical Engineering

Kris Olds, College of Letters & Science, Geography

Brian Pflieger, College of Engineering, Chemical and Biomedical Engineering

Douglas Rosenberg, School of Education, Art

President Jay O. Rothman

May 10, 2023

Page 8

David Schwartz, Law School, Law

Tehshik Yoon, College of Letters & Science, Chemistry



Office of the Chancellor

Chapman Hall  
PO Box 413  
Milwaukee, WI 53201  
414-229-4331 phone  
414-229-2347 fax

May 4, 2023

TO: Jay Rothman, President  
The University of Wisconsin System

FROM: Mark A. Mone, Ph.D. *Mark A. Mone*  
Chancellor

RE: UW-Milwaukee 2023-24 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2023-24 Vilas Trust Funds:

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

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

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

c: Scott Gronert, Interim Provost and Vice Chancellor  
Dev Venugopalan, Vice Provost  
Nigel Rothfels, Interim Dean, College of Letters & Science  
Kevin Hartman, Interim Dean, Peck School of the Arts  
Johannes Britz, Senior Vice President for Academic and Student Affairs, UWSA



Peck School of the Arts  
*Department of Music*

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

FROM: Gillian Rodger, Chair  
Department of Music

DATE: April 19, 2023

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

**RE: 2023-2024 William F. Vilas Proposal: Peck School of the Arts Department of Music**

The UWM Peck School of the Arts Department of Music has allotted the amount awarded by the William F. Vilas Trust in the following manner (see below). Vilas funds assist the department in fulfilling its mission of providing exceptional musical experiences for current UWM students, the Milwaukee metro area, and southeastern Wisconsin. The Vilas grant will assist us in recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus and will also continue to assist the Department of Music in providing musical performances, workshops by master artist/teachers, and in expanding the opportunities for performance and composition for UW-Milwaukee music students.

The proposed 2023-2024 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students, and to expand and diversify UWM's instructional and performance outreach to the Milwaukee community and the entire state. The proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state. These events will engage music students at UWM through guest artist residencies, instrumental and vocal workshops and performances, the Sing Out! Festival, the Chamber Music Milwaukee Artists Series, the UWM Voice Area Opera presentation, and many other worthy projects. Performances by people such as Manty Ellis provide an opportunity for young aspiring musicians to interact with an established local jazz musician and for non-majors to hear directly from a music professional. The Voice area's Pop/Rock Pedagogy event will continue to diversify the kinds of music represented in the Music Department.

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

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

Respectfully,

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

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



**William F. Vilas Trust Proposal for 2023-2024**  
**UW Milwaukee Peck School of the Arts**  
**Department of Music**

| <b>Area</b>      | <b>Sponsor</b>        | <b>Event</b>  | <b>Vilas Award<br/>FY 2024 –<br/>Amount</b> |
|------------------|-----------------------|---|---|
| All              | Roman/Wier            | Day in the Life of a Music Major  | \$1,000                                     |
| Bands            | Corley, et al         | UWM Concert Band Invitational   | \$2,000                                     |
| Percussion       | Wier                  | Percussion Guest Artists  | \$3,000                                     |
| Chamber<br>Music | Clippert              | Chamber Music Milwaukee Concert Series  | \$8,000                                     |
| Choirs           | Durlam                | Sing Out!   | \$1,000                                     |
| Choirs           | Durlam                | Choir Tours and Recruitment   | \$2,000                                     |
| Composition      | Sink                  | 2 guests (Nick May I Exist Project, Transient Canvas), one residency (loadbang) | \$5,500                                     |
| Guitar           | Izquierdo             | Women of the Classical Guitar   | \$4,000                                     |
| Musicology       | Forbes                | The Milwaukeean & Hip-Hop in Milwaukee (Klassik & Grihalva)                     | \$1,500                                     |
| Musicology       | Forbes                | Manty Ellis performance & lecture   | \$2,700                                     |
| Orchestra        | Kim                   | Chamber Orchestra Outreach/Tour   | \$2,400                                     |
| Orchestra        | Kim                   | Guest Artist for UWM Symphony Orchestra   | \$2,100                                     |
| Piano            | Abend                 | Latin American Music Festival   | \$2,500                                     |
| Strings          | Lasareff-<br>Mironoff | Viola Masterclass   | \$350                                       |
| Strings          | Zinck                 | Violin Masterclasses & Performances   | \$1,000                                     |
| Voice            | Brooks                | Pop/Rock Vocal<br>Pedagogy and Style Residency                                  | \$2,000                                     |
| Voice            | Durlam                | Vocal Arts Festival   | \$2,500                                     |
| Voice            | Hofman                | Opera Theater Production  | \$9,000                                     |
| Woodwind         | Chen/Steele           | Double Reed Day Events/Outreach   | \$2,000                                     |
| Woodwind         | Clippert              | Flute Day   | \$1,719                                     |
| Woodwind         | Roman                 | WI Saxophone Clinic with Watson/ McPhilemy                                      | \$2,000                                     |
| <b>Total</b>     |                       |   | <b>\$58,269</b>                             |

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF PUBLIC HEALTH,  
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

**REQUESTED ACTION**

Adoption of Resolution C.3., authorizing the implementation of the Master of Public Health degree program at the University of Wisconsin-Eau Claire.

**Resolution C.3.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire, and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Public Health degree program at the University of Wisconsin-Eau Claire.

**SUMMARY**

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Master of Public Health (MPH) Degree. The proposed MPH is a 42-credit program, which is designed as an interdisciplinary, online graduate degree that may be completed in two years for students enrolled full-time (five semesters comprised of one summer, two fall, and two spring semesters). The proposed MPH would not only elevate two undergraduate majors, both public health and environmental public health, but would also offer students the opportunity to continue their studies at the graduate level, to obtain the appropriate credentials to serve as leaders in their chosen fields. Graduates will be prepared for careers, including: medical and health services managers, epidemiologists, social and human service assistants, health educators, health education specialists, and community health workers. UW-Eau Claire was awarded a three-year \$9.4 million Workforce Innovation Grant from the Wisconsin Economic Development Corporation to address a variety of workforce challenges in northwest Wisconsin. Grant funds are available through Year 1, after which time the MPH program will be based upon a cost-recovery/service-based model. The MPH program also aligns with the institutional mission to deliver “strong, distinctive graduate programs that build on and strengthen the proud tradition of liberal education” through “educational opportunities responsive to the needs of our communities, state, region and beyond.”

Further, the development of the new MPH program responds to goal three of UW-Eau Claire's *Academic Strategic Plan* to develop innovative academic programs "that build on current strengths in response to regional needs including the needs and interests of adult learners." Wisconsin faces a shortage of trained and skilled public health workers with rural Wisconsin having the lowest concentration of community health workers of all Midwestern states. Creating an MPH with a rural public health focus delivered online will build UW-Eau Claire's capacity to support the health and well-being of rural communities. Moreover, online asynchronous delivery will attract nontraditional students, particularly those in rural areas, who may not be able to take a full course load or come to campus on a regular basis.

There is growing workforce demand for increased public health capacity, particularly in rural communities where health disparities are exacerbated by: geographic distance and isolation, limited business growth, lower socioeconomic status, high rates of high-risk behaviors, as well as limited access to, and utilization of, healthcare specialists and social services. As a result, rural regions face higher incidence of chronic disease and disability, higher mortality rates, lower life expectancy, and higher rates of chronic pain. Wisconsin's rural population is aging at a faster rate than urban areas, which also leads to an increased demand for healthcare services. Through this degree program, UW-Eau Claire will help to develop a stronger public health workforce in rural Wisconsin, which can help improve the health and well-being of residents, reduce healthcare disparities, and ensure that communities have the resources they need to thrive.

### **Presenter**

- Dr. Patricia Kleine, 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 April 29, 2022), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

### **Related Policies**

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

## **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF PUBLIC HEALTH  
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE  
PREPARED BY UW-EAU CLAIRE**

**ABSTRACT**

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Master of Public Health (MPH) Degree. The proposed MPH is a 42-credit program, which is designed as an interdisciplinary, online graduate degree that may be completed in two years for students enrolled full-time (five semesters comprised of one summer, two fall, and two spring semesters). The proposed MPH would not only elevate two undergraduate majors, both public health and environmental public health, but would also offer students the opportunity to continue their studies at the graduate level, to obtain the appropriate credentials to serve as leaders in their chosen fields. Graduates will be prepared for careers including: medical and health services managers, epidemiologists, social and human service assistants, health educators, health education specialists, and community health workers.

UW-Eau Claire was awarded a three-year \$9.4 million Workforce Innovation Grant from the Wisconsin Economic Development Corporation to address a variety of workforce challenges in northwest Wisconsin. Grant funds are available through Year 1, after which time the MPH program will be based upon a cost-recovery/service-based model. The MPH program also aligns with the institutional mission to deliver “strong, distinctive graduate programs that build on and strengthen the proud tradition of liberal education” through “educational opportunities responsive to the needs of our communities, state, region and beyond.” Further, the development of the new MPH program responds to goal three of UW-Eau Claire’s Academic Strategic Plan to develop innovative academic programs “that build on current strengths in response to regional needs including the needs and interests of adult learners.” Wisconsin faces a shortage of trained and skilled public health workers with rural Wisconsin having the *lowest* concentration of community health workers of all Midwestern states. Creating an MPH with a rural public health focus delivered online will build UW-Eau Claire’s capacity to support the health and well-being of rural communities. The online, asynchronous delivery will attract nontraditional students, particularly those in rural areas, who may not be able to take a full course load or come to campus on a regular basis. Finally, there is growing workforce demand for increased public health capacity, particularly in rural communities where health disparities are exacerbated by geographic distance and isolation, limited business growth, lower socioeconomic status, high rates of high-risk behaviors, and limited access to/utilization of healthcare specialists and social services. Rural regions face higher incidence of chronic disease and disability, higher mortality rates, lower life expectancy, and higher rates of chronic pain.

The population of older residents is growing faster in Wisconsin's rural areas compared to urban areas, which also leads to an increased demand for healthcare services. Through this degree program, UW-Eau Claire will help to develop a stronger public health workforce in rural Wisconsin, which can help improve the health and well-being of residents, reduce healthcare disparities, and ensure that communities have the resources they need to thrive.

## **PROGRAM IDENTIFICATION**

### **University Name**

University of Wisconsin-Eau Claire

### **Title of Proposed Academic Degree Program**

Public Health

### **Degree Designation(s)**

Master of Public Health

### **Mode of Delivery**

Single institution, using 100% remote education. Applied practice experiences will occur in diverse national and international rural community settings as appropriate for student interests and access.

### **Department or Functional Equivalent**

Department of Public Health and Environmental Studies

### **College, School, or Functional Equivalent**

College of Arts and Sciences

### **Proposed Date of Implementation**

September 2024

### **Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 84 students will have enrolled in the program and 50 students will have graduated from the program. The student retention rate is projected to be 83%, based on the average retention rate among top online MPH programs in the United States.<sup>1</sup> The average student graduation rate is projected to be 75%, based on the expected enrollment of students completing the MPH in

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<sup>1</sup> Fortune. (2023, March 12). *Best Online Master's in Public Health (MPH) Programs in 2022-23*. Fortune Education. <https://fortune.com/education/health/best-online-masters-in-public-health-programs/>.

a traditional, 2-year, full-time enrolled pathway, versus nontraditional students who may be enrolled in one or two courses per academic semester.

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

| Students/Year       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students        | 8      | 14     | 17     | 20     | 25     |
| Continuing Students | 0      | 7      | 12     | 14     | 17     |
| Total Enrollment    | 8      | 21     | 29     | 34     | 42     |
| Graduating Students | 0      | 7      | 12     | 14     | 17     |

### **Tuition Structure**

The program is designed as a service-based/cost-recovery model. A market-based tuition rate of \$700 per credit is proposed under the service-based pricing guidelines found in UW System Administrative Policies and Procedures: SYS 805: Tuition and Fee Policies for Credit Instruction, and SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures.<sup>2</sup> It is anticipated that this program will become self-supporting through program revenue by Year 4.

The proposed curriculum for the MPH consists of 42-required credits which may be completed in two years for full-time enrolled students. Enrollment in a 1-3 credit Independent Study is an optional elective. For AY 2024-25, students will pay \$700 per credit. Tuition rates will be consistent regardless of student residency status. This tuition is competitive with similar programs offered in the UW System and with Medical College of Wisconsin's online MPH. Course fees are built into tuition cost for this online program. None of the courses in the MPH degree program are expected to have additional course fees. If the program grows as anticipated, additional faculty will be funded through program revenue.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The MPH is a professional graduate degree designed to prepare graduates to effectively improve the health of people and communities by preventing disease, illness, and injury. Public health works in all aspects of a community's health to improve the places

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<sup>2</sup> SYS 805: Tuition and Fee Policies for Credit Instruction, available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>; and SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures, available at: <https://www.wisconsin.edu/uw-policies/130-appendix-b-service-based-pricing-guidelines-and-procedures/>

where people live, work, and play. This includes working on social determinants of health, the built environment, and policy changes to improve the health of the community. Public health is the science of protecting and improving the health of people and their communities.<sup>3</sup> Public health initiatives have increased life expectancy by at least 25 years since 1900, moreover, because 80% of population health outcomes are attributable to public health factors,<sup>4</sup> a trained public health workforce is essential to national, state, and regional wellbeing. The interdisciplinary field of public health draws on the natural, quantitative, social, and behavioral sciences to study the distribution and determinants of human health and disease, and to develop interventions to preserve and promote health and wellbeing.

There is growing demand for increased public health capacity, particularly in rural communities where geographic distance and isolation, lower socioeconomic status, high rates of high-risk behaviors, limited access to/utilization of healthcare specialists and social services, and limited job opportunities exacerbate significant health disparities<sup>5</sup> including higher incidence of chronic disease and disability, higher mortality rates, lower life expectancy, and higher rates of chronic pain.<sup>6</sup> Wisconsin's rural areas are growing in older residents faster rate than urban areas, which can lead to an increased demand for healthcare services.<sup>7</sup>

A stronger public health workforce in rural Wisconsin can help improve the health and wellbeing of residents, reduce healthcare disparities, and ensure that communities have the resources they need to thrive. UW-Eau Claire proposes the establishment of a new Generalist MPH program with coursework focused specifically on rural health to be delivered online. The MPH program will attract students who want to expand their public health knowledge and advance their careers. The online asynchronous delivery will attract nontraditional students, particularly those in rural areas, who may not be able to take a full course load or come to campus on a regular basis.

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<sup>3</sup> CDC Foundation. (2023, March 12). *What is Public Health?* CDC Foundation.

<https://www.cdcfoundation.org/what-public-health>

<sup>4</sup> CDC. (1999). Ten great public health achievements -- United States, 1900-1999. *Morbidity and Mortality Weekly*, 48(12):241-243.

<sup>5</sup> The White House. (2021, May 13). Fact Sheet: Biden-Harris Administration to Invest \$7 Billion from American Rescue Plan to Hire and Train Public Health Workers in Response to COVID-19. *The White House Briefing Room, Statements and Releases*. <https://www.whitehouse.gov/briefing-room/statements-releases/2021/05/13/fact-sheet-biden-harris-administration-to-invest-7-billion-from-american-rescue-plan-to-hire-and-train-public-health-workers-in-response-to-covid-19/>

<sup>6</sup> Rural Health Information Hub. (2023a, March 12). *State Guides: Wisconsin*. RHI Hub. <https://www.ruralhealthinfo.org/states/wisconsin>

<sup>7</sup> Wisconsin Community Resilience and Response Task Force. (2021). *A Just Recovery for Rural Equity in Wisconsin*. University of Wisconsin Population Health Institute. [https://uwphi.pophealth.wisc.edu/wp-content/uploads/sites/316/2021/02/A-Just-Recovery-for-Rural-Equity\\_FINAL.pdf](https://uwphi.pophealth.wisc.edu/wp-content/uploads/sites/316/2021/02/A-Just-Recovery-for-Rural-Equity_FINAL.pdf)



The proposed MPH is a 42-credit program designed as an online graduate degree that may be completed in two years for students enrolled full-time (five semesters comprised of one summer, two fall, and two spring semesters). The external accreditation standards for public health schools and programs include requirements of interprofessional, integrated education as well as the teaching of diversity-specific content and cultural competence. Graduate public health programs include a combination of foundational didactic courses and applied-practice, experiential learning within a community setting. Required applied practice experiences may involve: governmental, nongovernmental, nonprofit, industrial, and for-profit settings or appropriate university-affiliated settings and will be completed within local, regional, national, and international rural settings, including a culminating practicum. Following the completion of this program, students would be prepared to enter public health practice.

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

The mission of the MPH is to prepare students to become public health professionals, or to incorporate a public health perspective into their current profession (e.g., medicine, dentistry, nursing, law, economics, urban planning). Students will acquire the skills and knowledge necessary to solve the complex problems, which diminish population health and wellbeing worldwide, with emphasis on rural communities. Graduates will be prepared to work at federal, state, and local health agencies, hospitals, nonprofits, community-based agencies, private foundations, and health maintenance organizations. This will be accomplished through integrating evidence-based education and practice that engages students through active participation in the course content and embracing experiential learning opportunities. In addition, the program will integrate theory and practice of rural health across the following outcomes.

#### **Student Learning Outcomes:**

1. Describe the professional and scientific basis of public health.
2. Describe the biological, environmental, behavioral, social, political, and economic factors related to human health.
3. Apply evidence-based approaches to public health.
4. Describe and compare public health and health care systems and their impact on human health.
5. Develop, plan, and manage programs or interventions to promote population health.
6. Understand the policy-making process and the role of advocacy to improve population health.
7. Apply leadership and management principles to work collaboratively to improve population health.
8. Effectively communicate public health content and strategies to different audiences and sectors.
9. Engage in interprofessional practice and systems thinking.

## Program Requirements and Curriculum

A full-time student will be able to complete the degree in five terms (one summer term, two fall semesters, and two spring semesters) of didactic and service-based education. A part-time student will have up to seven years to complete the degree. At the time of admission, a student must have a bachelor-level degree in any field. Students applying to the MPH program will not be required to submit GRE scores but must have a cumulative 3.00 undergraduate GPA. Applicants will submit a Statement of Purpose and three letters of recommendation.

Students enrolled in undergraduate degree programs at UW-Eau Claire will be encouraged to apply but must complete all degree and university graduation requirements before matriculating into the MPH program. In addition, UW-Eau Claire will allow up to ten applying freshmen to the university's public health major the opportunity for direct admission into the MPH program. This will be contingent upon students maintaining and completing the program admission requirements prior to matriculating into the graduate program.

The curriculum includes the competencies and proficiencies delineated by the Council on Education for Public Health (CEPH), as well as incorporating skills and knowledge sets seen in current public health practice. The program culminates with an applied practice experience and an integrated learning experience. The applied practice experience is a 180-hour field experience that requires students to apply public health principles and theories learned in MPH courses and to demonstrate public health competencies in a public health practice setting. It enriches student opportunities to gain "real world" experience and foster relationships among the public health community. The integrated learning experience asks students to synthesize and apply their public health knowledge and competencies acquired during coursework and their applied practice experience into a comprehensive paper outlining their recommendations for solving a current public health problem.

### Table 2: Master of Public Health Program Curriculum

Academic degree program or major course requirements:

|          |   |                |
|----------|---|----------------|
| PH 550   | Public Health Implications of Global Change | 3 credits      |
| PH 570   | Health Policy and Systems                   | 3 credits      |
| BIOL 583 | Biostatistics                               | 3 credits      |
| PH 650   | Epidemiology                                | 3 credits      |
| CJ 652   | Health Communication                        | 3 credits      |
| PH 700   | Independent Study                           | 1-3 credit(s)* |
| PH 710   | Applications of Public Health               | 3 credits      |
| PH 715   | Environmental and Occupational Health       | 3 credits      |
| PH 725   | Social and Behavioral Health                | 3 credits      |
| PH 730   | Public Health Research Methods              | 3 credits      |
| PH 745   | Program Planning and Evaluation             | 3 credits      |

|                      |  |                    |
|----------------------|--|--------------------|
| PH 750               | Public Health Leadership and Professionalism | 3 credits          |
| PH 755               | Rural Health and Systems                     | 3 credits          |
| PH 798               | Applied Practice Experience                  | 4 credits          |
| PH 799               | Integrated Learning Experience               | 2 credits          |
| <b>Total Credits</b> |  | <b>42 credits*</b> |

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\*Students may elect to enroll in 1-3 credits of Independent Study which would combine with the requisite 42 credits for a total of 43-45 credits.

#### Requirements for Admission

1. Overall undergraduate GPA of 3.0 at the time of application and matriculation into the program.
2. Three letters of recommendation – at least one letter must testify to the integrity (i.e., professionalism, communication skills, work ethic) of the student.
3. International students must meet the following English Language Test score requirements for graduate programs: TOEFL (PBT): 550, TOEFL (iBT): 75, IELTS: 7.0, Academic PTE: 65.
4. *A Statement of Purpose* (750-word limit).

#### Assessment of Outcomes and Objectives

The MPH program will participate in the established UW-Eau Claire assessment processes. Prior to implementation, the program will develop its initial seven-year assessment plan to outline how learning in all program outcomes will be assessed at least twice in the seven-year cycle concluding in its first academic program review. Each year the program will gather data on outcomes, discuss results, identify changes that can be made to enhance learning, and report those activities in an annual program assessment report. The program assessment plan will be reviewed by the University Assessment Committee. Annual reports will also be reviewed by the committee on a rotating basis. The MPH program will be assessed through direct assessment of student learning in coursework, applied practice experiences with community partner evaluations, and the integrated learning experience. Each of 12 foundational public health learning outcomes, as designated by the CEPH accrediting body, will be assessed annually across the seven-year cycle. The results of the assessment will be disseminated to the department and the college dean and be used as part of the curricular revision process. Results will also be detailed in the application process for CEPH accreditation and subsequent reaccreditation procedures.

#### Diversity

Ethical public health practice mandates cultural competence. The MPH program is designed to advance diversity and cultural competence through a variety of practices, which may include the following: incorporation in course curricula; recruitment and retention of diverse faculty, staff, and students; development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination; and reflection of diversity and cultural competence in the types of

scholarship and/or community engagement conducted. In courses like CJ 652: *Health Communication* and PH 725: *Social and Behavioral Health*, students will learn the importance of cultural competence and will refine their aptitude for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. In PH 755: *Rural Health and Systems*, students will apply cultural competence towards an understanding of the unique set of health issues experienced by rural communities. Requisite competencies include self-awareness, open-minded inquiry and assessment, and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the dominant culture. Reflecting on the public health context and knowing cultural differences affect all aspects of health and health systems, cultural competence recognizes and adapts to cultural differences.

The design of the MPH curriculum provides for the inclusion of high-impact practices through experiential education within community placements and the potential for remote faculty/student research opportunities. The MPH program will also provide a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

UW-Eau Claire faculty, staff, and administration actively engage in several initiatives to attract a diverse student and faculty body. The latest departmental data for Public Health and Environmental Studies show enrollment of 12.7% students of color, which is slightly greater than the percentage for UW-Eau Claire as a whole (11.0%). The anticipated student body of the proposed program may include in-state, out-of-state, and international students. The remote nature of the MPH program has the potential to broaden the diversity of the UW-Eau Claire student body by reaching audiences outside of Eau Claire which is majority (92.9%) white. The program will be advertised at the regional, national, and global levels. Students will engage with diverse populations in their applied practice experience community. The marketing of the program will also be targeted to professional networks, like the American Public Health Association, Association for Schools and Programs of Public Health, and the Society for Public Health Education, which engage with rural populations outside of Eau Claire or the State of Wisconsin.

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

The current structure of the curriculum does not involve collaboration with any other UW institutions. The multidisciplinary and interdisciplinary nature of public health, as well as the Department of Public Health and Environmental Studies at UW-Eau Claire, offers opportunities to collaborate with course offerings, curriculum development, research and scholarship, and service, across the university, with community partners, and potentially other UW institutions. MPH students will have the potential to collaborate on research projects with faculty and community partners, including through the Mayo Clinic Health System research collaboration. Community engagement is also embedded into the MPH curriculum with applied practice experiences in which students will choose their own

field placement with non-governmental agencies, governmental agencies, multilateral institutions, community-based organizations, or private sector companies based within the U.S. and overseas to put into practice the theory, concepts, and methods taught in the MPH program.

Wisconsin governmental public health is de-centralized with local (city and county) and tribal health departments having a critical role in health outcomes. The public health system in Wisconsin is divided into five regions with Eau Claire falling in the Western Region. The directors of the 18 local health departments and two tribal health departments of this region work together to build programs, services, policy, and workforce training to meet regional and statewide needs. This region includes very rural and small counties as well as larger communities like Hudson and Eau Claire. Directors of these agencies have a strong value for workforce development and support continued efforts to build a strong public health workforce including acting as practice sites and employing new graduates. The director for the Eau Claire City-County Health Department has provided regular updates to this western regional group about the proposed MPH and is committed to continuing that linkage as the master's program develops.

### **Projected Time to Degree**

Students admitted to the MPH program will be able to complete the degree in two years if enrolled full-time. The graduate program is also designed to accommodate students who attend part-time, as the courses are not sequential. The maximum time allowed for completion of the MPH degree is seven years.

### **Program Review**

Academic programs are currently reviewed at UW-Eau Claire every seven years. The review process includes a self-study conducted by the department chair along with faculty and staff, and a review by a three-to-five-member faculty internal review committee. The perspectives and recommendations for improvement from these reviewers are forwarded to the dean, University Academic Policies Committee (undergraduate) and/or Graduate Council (graduate) and Office of the Provost for consideration. The proposed MPH program would be included in the department's next program review cycle.

Program review focuses on the following questions: In what ways does the work of the department address the strategic goals of the University of Wisconsin-Eau Claire Guidepost Goals and 2025 Strategic Plan? In what ways does the work of the department contribute to quality at UW-Eau Claire? In what ways does the work of the department demonstrate responsible use of resources? How does the department use data to modify curriculum, pedagogy, and administrative practices to make improvements in how it contributes to mission and quality, and uses resources responsibly? What is the department's plan for the next seven years?

The application process to become a CEPH-accredited program will begin after the first cohort of MPH students are enrolled in all required courses. Thereafter, CEPH requires annual and interim reports. Accreditation is granted for a period of seven years.

### **Accreditation**

UW-Eau Claire is already authorized by the Higher Learning Commission to offer the master's degree, and no other required approvals, beyond approval by the Board of Regents, are necessary for the new program to enroll students.

The MPH program committee has been in consultation with the CEPH during program development with the intent to apply to become an accredited program. Accreditation is a two-step process: (1) initial application submission and (2) self-study and site visit. The initial application can be submitted only once students are enrolled in all required courses. When the application is approved by the Council, the program is given "Applicant" status. Applicants then have two years to prepare a preliminary self-study and get ready for a site visit by a CEPH review team; the self-study can be submitted only after the program has had at least one graduate. The typical time from becoming an applicant to receiving an accreditation decision is approximately three years. Accreditation provides assurance that the MPH program has been evaluated and has met accepted standards established by and with the profession. For prospective employers, it provides assurance that the MPH curriculum covers essential skills and knowledge needed for today's public health jobs.

## **JUSTIFICATION**

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

UW-Eau Claire's undergraduate public health major contributes directly to the institutional mission; continuation of the public health program at the master's degree level would advance that contribution. The proposed program also aligns with the university's *Academic Strategic Plan's* foundational goal to develop and support innovative academic programming. The MPH program targets leadership in health and wellbeing through the development of a strong professional public health program at the graduate level to promote purposeful learning that engages students both in the classroom and in communities. This program will expand the variety of graduate programs offered and will align a graduate program to the existing strong undergraduate programs in the pre-professional, health, and wellness fields. The MPH aligns well with other graduate programs at UW-Eau Claire. Further, the Academic Strategic Plan criteria for graduate programs require addressing broader needs of the region and state and building upon or enhancing the strengths of existing undergraduate programs. This generalist rural-inclusive proposed MPH graduate program fulfills these goals and criteria.

In 2020, UW-Eau Claire gained approval from UW System to offer an undergraduate major in public health. This degree expanded course offerings in public health, after an interdisciplinary public health minor started in 2017, and the accredited environmental public health comprehensive major which began in 1971. As public health and health education models have changed over time, public health professional education continues to adapt to the changing needs and growth of the field to better prepare students for a future in the profession as practitioners, researchers, and highly effective health educators.

### **University Program Array**

The MPH degree will be administered by the Department of Public Health and Environmental Studies where it would complement the public health and environmental public health majors and public health minor. As an interdisciplinary academic unit, the department has demonstrated experience developing and administering programs of study emphasizing the health of individuals and communities in a variety of settings. The proposed program plans to utilize course offerings in other areas such as biology and communication.

Currently, students completing a UW-Eau Claire baccalaureate degree in public health or environmental public health are looking to continue their studies at the graduate level to obtain the appropriate credentials to serve as leaders in their chosen fields. The MPH aligns with these majors and would allow for undergraduate students to continue their studies at UW-Eau Claire in addition to meeting the needs of adult and nontraditional students who want to expand their public health knowledge and advance their careers.

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

While several UW institutions offer students the opportunity to earn MPH degrees, no UW System university offers a program comparable to the one proposed. UW-Madison offers a residential MPH Generalist degree and UW-Milwaukee offers a residential MPH degree where students select one of five concentrations. UW-La Crosse previously offered an MPH focused on community health education; UW-La Crosse indicated the program has been suspended and is being restructured. The proposed UW-Eau Claire online MPH Generalist degree provides a distinctly different pathway for students, especially those who reside and/or work in rural settings, to prepare for and contribute to the field of public health and other health-related disciplines.

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

The proposed MPH builds on the course offerings within the Department of Public Health and Environmental studies to elevate existing academic undergraduate degrees by adding the opportunity for students to advance their education to the graduate level. Nationwide, the number of graduates with an undergraduate degree in public health

jumped by more than 1,100% between 2001 and 2020.<sup>8</sup> Enrollment in the undergraduate public health major at UW-Eau Claire doubled between AY 2020-21 to AY 2022-23 from 21 to 42 students. While many of these students will enter the workforce upon graduation, the option of continuing their studies at the graduate level may retain them at the institution. Anecdotally, faculty have reported significant student interest in the proposed MPH.

The proposed MPH may also help draw students to UW-Eau Claire's undergraduate majors in public health and environmental public health as a pathway to the MPH. One option is for students to pursue an undergraduate degree within the Department of Public Health and Environmental Studies and then apply to the MPH program. While this program may assist in retaining baccalaureate graduates in the region who otherwise would have left the region/UW System to seek a graduate degree, the benefit of a remote degree is that students who may elect to leave the region can also "stay" at UW-Eau Claire to earn their MPH.

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

It is an opportune moment to establish a graduate program in public health at UW-Eau Claire. The COVID-19 pandemic has demonstrated the central role of public health, and a growing number of individuals are interested in obtaining a degree in this area. While public health programs experienced a decrease in applicants just one year prior to the pandemic, applications have increased by 40% from March 2020 to March 2021.<sup>9</sup> Further, efforts to rebuild a health system with a focus on prevention is a top priority of the Biden-Harris administration. As part of the administration's ongoing COVID-19 response efforts, they have committed \$7.4 billion from the American Rescue Plan to recruit and hire public health workers to respond to the pandemic and prepare for future public health challenges.<sup>10</sup>

Approximately 30% of Wisconsin residents live in rural areas. Rural residents tend to be older and lack sufficient health insurance coverage compared with urban residents, and experience higher prevalence of chronic disease, infant and maternal morbidity, obesity, and mental illness.<sup>11</sup> Simultaneously, Wisconsin faces a shortage of trained and skilled

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<sup>8</sup> Alonso, J. (2023). *Could Undergrads Save the Public Health Workforce?* Inside Higher Ed. <https://www.insidehighered.com/news/2023/01/06/public-health-majors-grow-more-1000-percent>

<sup>9</sup> American Public Health Association. (2021). Interest in public health degrees jumps in wake of pandemic: Applications rise. *The Nation's Health*, 51 (6) 1-12. <https://www.thenationshealth.org/content/51/6/1.2>

<sup>10</sup> The White House. (2021, May 13). Fact Sheet: Biden-Harris Administration to Invest \$7 Billion from American Rescue Plan to Hire and Train Public Health Workers in Response to COVID-19. *The White House Briefing Room, Statements and Releases*. <https://www.whitehouse.gov/briefing-room/statements-releases/2021/05/13/fact-sheet-biden-harris-administration-to-invest-7-billion-from-american-rescue-plan-to-hire-and-train-public-health-workers-in-response-to-covid-19/>.

<sup>11</sup> Rural Health Information Hub. (2023b, March 12). *Social Determinants of Health for Rural People*. RHI Hub. <https://www.ruralhealthinfo.org/topics/social-determinants-of-health>



public health workers. According to the Bureau of Labor Statistics,<sup>12</sup> Wisconsin, particularly in its rural areas, has the lowest concentration of community health workers of all midwestern states. Creating an MPH with an emphasis on rural public health and the use of online delivery methods will build the capacity to support the health and wellbeing of rural communities.

Nationwide, demand for public health professionals with higher levels of training and education is expected to increase, further exacerbating the workforce shortage in Wisconsin. This growth is fueled by the need for public health workers who are adept at navigating major ongoing challenges affecting the nation, such as preventing disease outbreaks, protecting the food supply, reducing opioid abuse, and addressing gun violence. Between 2019 and 2029, employment of public health workers is projected to grow 14-30%, which is faster than the average for all occupations.<sup>13</sup> The expansion of public health careers is not limited to or driven by any single discipline; multiple occupations are expected to outpace overall U.S. employment growth. The job growth from 2019 to 2029 for medical and health services managers is projected to be 28%; 26% for epidemiologists; 17% for social and human service assistants; 13% for health educators; and 12% for health education specialists and community health workers. All these rates are higher than the Bureau of Labor Statistics forecasts for health care professions in general.<sup>14</sup>

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<sup>12</sup> Bureau of Labor Statistics. (2021) *Occupational Outlook Handbook*. U.S. Department of Labor. <https://www.bls.gov/ooh/>

<sup>13</sup> Bureau of Labor Statistics. (2021) *Occupational Outlook Handbook*. U.S. Department of Labor. <https://www.bls.gov/ooh/>

<sup>14</sup> Pearson. (2023, March 12). *Careers and Salary in Public Health*. Pearson Pathways. <https://www.pearson.com/pathways/areas-work-study/health/careers-in-public-health.html>.

**University of Wisconsin - Eau Claire**  
**Cost and Revenue Projections For MPH Program**

|            | Items  | Projections |           |           |           |           |
|------------|--|-------------|-----------|-----------|-----------|-----------|
|            |  | 2024        | 2025      | 2026      | 2027      | 2028      |
|            |  | Year 1      | Year 2    | Year 3    | Year 4    | Year 5    |
| <b>I</b>   | <b>Enrollment (New Student) Headcount</b>        | 8           | 14        | 17        | 20        | 25        |
|            | <b>Enrollment (Continuing Student) Headcount</b> | 0           | 7         | 12        | 14        | 17        |
|            | <b>Enrollment (New Student) FTE</b>              | 6           | 11        | 13        | 15        | 18        |
|            | <b>Enrollment (Continuing Student) FTE</b>       | 0           | 5         | 9         | 11        | 13        |
| <b>II</b>  | <b>Total New Credit Hours</b>                    | 21          | 42        | 42        | 42        | 42        |
|            | <b>Existing Credit Hours</b>                     |             |           |           |           |           |
| <b>III</b> | <b>FTE of New Faculty/Instructional Staff</b>    | 1           | 1         | 1         | 1         | 1.5       |
|            | <b>FTE of Current Fac/IAS</b>                    | 0.5         | 0.5       | 0.5       | 0.5       | 0.5       |
|            | <b>FTE of Non-Departmental Faculty</b>           |             | 0.6       | 0.6       | 0.6       | 0.6       |
|            | <b>FTE of New Admin Staff</b>                    | 0.25        | 0.5       | 0.5       | 0.5       | 0.5       |
|            | <b>FTE Current Admin Staff</b>                   | 0           | 0         | 0         | 0         | 0         |
| <b>IV</b>  | <b>Revenues</b>                                  |             |           |           |           |           |
|            | <i>From Tuition</i>                              | \$88,200    | \$235,200 | \$323,400 | \$382,200 | \$455,700 |
|            | <i>From Fees*</i>                                | \$0         | \$0       | \$0       | \$0       | \$0       |
|            | <i>Program Revenue WEDC Grant (Grants)</i>       | \$143,713   |           |           |           |           |
|            | <i>Program Revenue - Other</i>                   | \$0         | \$0       | \$0       | \$0       | \$0       |
|            | <i>GPR (re)allocation</i>                        | \$19,263    | \$95,061  | \$14,047  | \$0       | \$0       |
|            | <b>Total New Revenue</b>                         | \$251,176   | \$330,261 | \$337,447 | \$382,200 | \$455,700 |
| <b>V</b>   | <b>Expenses</b>                                  |             |           |           |           |           |
|            | <b>Salaries plus Fringes</b>                     |             |           |           |           |           |
|            | <i>Faculty/Instructional Staff</i>               | \$222,051   | \$255,061 | \$265,264 | \$275,874 | \$344,909 |
|            | <i>Other Staff</i>                               | \$18,125    | \$37,700  | \$39,208  | \$40,776  | \$42,407  |
|            | <b>Other Expenses</b>                            |             |           |           |           |           |
|            | <i>CEPH Accreditation Fees</i>                   | \$3,500     | \$9,000   | \$4,475   | \$4,475   | \$4,475   |
|            | <i>ASPPH Program Membership</i>                  | \$5,000     | \$5,000   | \$5,000   | \$5,000   | \$5,000   |
|            | <i>MPH-Specific Networking and Travel</i>        | \$2,500     | \$2,500   | \$2,500   | \$2,500   | \$2,500   |
|            | <i>Recruitment/Marketing</i>                     |             | \$5,000   | \$5,000   | \$5,000   | \$5,000   |
|            | <i>Curriculum design</i>                         |             | \$16,000  | \$16,000  | \$16,000  | \$16,000  |
|            | <b>Total Expenses</b>                            | \$251,176   | \$330,261 | \$337,447 | \$349,625 | \$420,291 |
| <b>VI</b>  | <b>Net Revenue</b>                               | \$0         | \$0       | \$0       | \$32,575  | \$35,409  |

Submit budget narrative in MS Word Format

Provost's Signature: 

Date:

4/11/23

Chief Business Officer's Signature: 

Date:

4/11/2023

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-EAU CLAIRE MASTER OF PUBLIC HEALTH**

### **Introduction**

The proposed Master of Public Health (MPH) at UW-Eau Claire is a 42-credit generalist degree program to be delivered 100% online. While students enrolled full-time will be able to complete the degree in two years, the new program is intentionally designed to accommodate working professionals who may earn their MPH enrolled as part-time students. The program elevates the public health and environmental public health undergraduate majors by offering students the opportunity to continue their studies at the graduate level and obtain the appropriate credentials to serve as leaders in their chosen fields. Further, the MPH program will attract students who want to expand their knowledge of rural public health and earn a graduate degree. The proposed MPH will require the development of new courses and additional faculty support to deliver the program, and is designed with a cost-recovery/service-based model. A market-based tuition rate of \$700 per credit is proposed under the service-based pricing guidelines found in UW System Administrative Policies and Procedures: SYS 805: Tuition and Fee Policies for Credit Instruction and SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures.

### **Section I – Enrollment**

Year One includes an estimated enrollment of eight new students based on interest from currently enrolled undergraduate students, community need, and capacity of the Department of Public Health and Environmental Studies at UW-Eau Claire to support the degree. Steady growth is anticipated to 14, 17, 20, and 25 new students per year over the next four years as connections are established among local and national public health organizations and groups, local and regional public health departments and offices, healthcare systems, and prospective students from the undergraduate public health major.

Enrollment projections for continuing students were calculated using an 83% student retention rate, based on the average retention rate among top online MPH programs in the United States.<sup>1</sup> A projected two-year student graduation rate of 75% is based on the anticipated enrollment of students completing the MPH in the full-time enrolled pathway, versus part-time students who may be enrolled in one or two courses per academic semester. Corresponding FTE for both new and continuing students was projected estimating 33% of students attending the MPH program in a part-time capacity.

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<sup>1</sup> Fortune. (2023, March 12). *Best Online Master's in Public Health (MPH) Programs in 2022-23*. Fortune Education. <https://fortune.com/education/health/best-online-masters-in-public-health-programs/>

## **Section II – Credit Hours**

The proposed 42-credit MPH degree program is comprised of 14 courses designed to meet criteria for program length, learning objectives, and foundational competencies set forth by the designated accrediting body for schools and programs of public health, the Council on Education for Public Health (CEPH). As the program is the first graduate level degree offered by the Department of Public Health and Environmental Studies, the bulk of the curriculum (27 credit hours) is comprised of new courses that are currently being developed. Five existing undergraduate courses (15 credit hours) will be dual listed, including three courses offered by public health and environmental studies, one offered by biology, and one offered by communication and journalism. Four of these courses will need to be redesigned for distance delivery. Students also will have the opportunity to enroll in an optional 1-3 credit Independent Study, which would combine with the requisite 42 credits for a total of 43-45 credits.

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

The proposed MPH degree will be implemented and sustained by a blend of new and existing UW-Eau Claire faculty and staff. Prior to Year One, a new MPH Program Director will be hired at 1.0 FTE to lead program and course development and handle logistics, marketing, program implementation, recruitment, enrollment, and advising for the MPH. To support the success of the new MPH program under the new director, administrative support has been budgeted starting with 0.25 FTE in Year 1, and 0.5 FTE for following years. In addition, 0.5 FTE department faculty will be allocated to the MPH program to teach, advise students, and engage students in research and service. To help support a growing student body, a second 0.5 FTE faculty appointment has been budgeted to support a new faculty hire in Year 5.

The proposed curriculum includes three courses that will be taught collaboratively with faculty in other departments on campus, including communication and journalism, biology, and languages electives. For each course, 0.2 FTE has been budgeted to compensate faculty.

## **Section IV – Program Revenues**

### Tuition Revenues

Tuition will be \$700 per credit hour. Tuition rates will be consistent regardless of student residency status. This tuition is competitive with similar programs offered in the UW System and with Medical College of Wisconsin's online MPH. It is anticipated that this program will become self-supporting through program revenue by Year 4. If the program grows as anticipated, additional faculty will be funded through program revenue.

### Program/Course Fees

Course fees are built into tuition cost for this online program. None of the courses in the MPH degree program are expected to have additional course fees.

### Grants/Extramural Funding

UW-Eau Claire received a three-year \$9.4 million Workforce Innovation Grant from the Wisconsin Economic Development Corporation to address a variety of workforce challenges in northwest Wisconsin. Among other initiatives, the grant is funding the development of six new educational programs, including this MPH. The grant has provided initial support for faculty line(s) to help develop, administer, and deliver the online MPH, and will be available for such purposes through Year 1.

### GPR (re)allocation

The university has allocated \$19,263 in Year 1, \$95,062 in Year 2, and \$14,048 in Year 3 from GPR or other campus resources to support the MPH program as it builds enrollment to become self-sustaining.

## **Section V – Program Expenses**

### Salary and Fringe Expenses

In Year 1, salary for a 1.0 FTE program director, a part-time (0.25 FTE) administrative assistant, 0.5 FTE existing faculty, plus summer salary for the program director and FTE for two summer courses, is estimated at \$240,176, including 0.45 fringe rate. The budget estimates the following salary rates: \$88,000 starting salary for the MPH Program Director, \$85,000 salary for existing faculty, and \$50,000 salary for administrative personnel.

Beginning Year 5, salary also includes a new 0.5 FTE faculty appointment in the Department of Public Health and Environmental Studies. The budget estimates the corresponding salary rates detailed for the positions above plus \$80,000 starting salary for the new faculty position, with a 4% salary increase per year, and a 0.45 fringe rate.

### Other Expenses

Council on Education for Public Health (CEPH) accreditation fees have been budgeted using CEPH's fee schedule, which includes the following costs: (Year 1) initial application fee plus applicant fee: \$3,500; (Year 2) accreditation review fee: \$3,000; and (Years 3-5) annual accreditation fee: \$4,475. Accreditation fees also budget \$2,000 each (\$6,000 total) in Year 3 for three accreditation personnel to travel to UW-Eau Claire for accreditation review. Institutional membership to the CEPH-affiliated Association of Schools and Programs of Public Health (ASPPH) is budgeted at \$5,000/year. Membership to ASPPH is beneficial to the proposed MPH program for marketing/student recruitment, networking, and using the centralized application system for public health. \$2,500/year has also been allocated to support MPH-specific networking and travel expenses for the MPH Program Director.

Initial marketing for the MPH program was included in funds allocated as part of the Workforce Innovation Grant. The university is prepared to invest \$5,000/year for marketing the proposed MPH program beginning Year 2 to attract prospective students. As this is an online program, \$16,000 has been allocated toward curriculum design in Year 2 through

Year 5 to ensure faculty have the resources to support innovative and engaging distance course pedagogy with the support of UW-Eau Claire's Center for Excellence in Teaching and Learning and Learning and Technology Services.

#### **Section VI – Net Revenue**

Once the Workforce Innovation Grant expires, the university has allocated \$128,373 for “bridge funding” to cover the cost of the program until it is self-sustaining. UW-Eau Claire anticipates positive net revenue starting Year 4. After covering direct instructional expenses, positive net revenue will be used to help offset indirect costs of instruction, such as maintaining institutional infrastructure and supporting the offices and programs that are currently in place to serve student academic needs. Additionally, positive net revenue may be used to hire additional instructional staff if student demand for the program exceeds the projections.



## University of Wisconsin-Eau Claire

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

April 11, 2023

Sent electronically

Jay Rothman, President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706-1559

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Master of Public Health (MPH) with a rural health focus for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

As outlined in the authorization document, the MPH with a rural health focus is a professional graduate degree designed to prepare graduates to work in all aspects of community health (e.g., departments of public health, non-profit agencies concerned with public health) to improve the places where people live, work, and recreate. This includes working on social determinants of health, the impact of the built environment, and federal and state policies to improve the "health" of a community. Wisconsin has the lowest concentration of community/agency health workers amongst all the midwestern states. Fully, 30% of Wisconsin residents live in rural areas and the state is facing a critical shortage of trained and skilled public health workers for those areas. Creating an MPH with a rural public health focus will build UW-Eau Claire's capacity to support the health and wellbeing of rural communities. Online delivery will make the program more accessible for individuals who currently work and live in the rural communities it seeks to serve.

The program has been designed to meet the university's definition and high standards in delivering a quality online master's degree program. The program structure mirrors the university's Master of Business Administration online program which ranks in the top ten nationally. Additionally, the MPH will make a significant contribution to the institution's mission and its commitment to "deliver educational opportunities responsive to the needs of our communities, the region, and the state." The MPH program builds on existing undergraduate programs including the public and environmental health majors and the interdisciplinary majors in other aspects of healthcare. This program also advances the university's array of health- and wellness-related graduate programs, including nursing, communication sciences and disorders, athletic training, school psychology, an exercise physiology program in development, and a healthcare management emphasis in the MBA program.



Students in the MPH will complete 36 credits of coursework designed to assist them in meeting learning outcomes identified by the Council on Education in Public Health. A four-credit applied practice experience and a two-credit integrated learning experience will provide practical experience in the public health field and require students to synthesize and apply their knowledge and competencies in a comprehensive paper outlining their recommendations for solving a current rural, public health problem. Students will also have the opportunity to collaborate with faculty on public health research, including through UW-Eau Claire's Mayo Clinic Health System research collaboration. A full-time graduate student can complete the program in four semesters and one summer session. Part time enrollment will also be allowed.

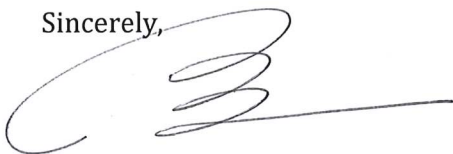
After reviewing the proposal, I am confident internal allocation and projected enrollment will align with available resources to support the program initially. A \$9.4 million grant from the Wisconsin Economic Development Corporation provides start-up funding, including funding to add 1.0 FTE as a director to get the program started, to pay faculty to develop courses, and to recruit the initial cohort of students. Once established, the Master of Public Health program will follow a cost-recovery/service-based pricing model. Tuition revenue will provide future funding for the director and other faculty/ instructional academic staff (IAS) as program enrollment expands. Existing faculty in the Department of Public and Environmental Health and in departments with related expertise will provide coursework in load for the program.

The proposed degree and program were approved through UW-Eau Claire's shared governance program approval process (February 23, 2023). All programs at the University are subject to an in-depth review every seven years. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be monitored as part of program review and in decisions about allocation of instructional positions.

In closing, I enthusiastically support the proposal for a Master of Public Health and look forward to UW System Administration and UW System Board of Regents' granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to be 'Patricia A. Kleine', written over a horizontal line.

Patricia A. Kleine  
Provost and Vice Chancellor for Academic Affairs

cc: Tracy Davidson, Associate Vice President for Academic Planning and Faculty Advancement



**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF SCIENCE IN  
BUSINESS: ACCOUNTING AND BUSINESS ANALYSIS,  
UNIVERSITY OF WISCONSIN-MADISON**

**REQUESTED ACTION**

Adoption of Resolution C.4., authorizing the implementation of the Master of Science in Business: Accounting and Business Analysis at the University of Wisconsin-Madison.

**Resolution C.4.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Business: Accounting and Business Analysis program at the University of Wisconsin-Madison.

**SUMMARY**

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Business: Accounting and Business Analysis. The program will provide graduates with a deep understanding of accounting systems, internal controls, and data analysis. Graduates will be positioned to meet strong market demand for entry-level accounting professionals with this combination of skills. In addition, the program offers elective paths in complementary business breadth areas. Students will customize their educational experiences and differentiate themselves in the marketplace. The program strengthens educational outcomes and career development by offering an integrated curriculum that uniquely prepares graduates to excel as new professionals entering the accounting profession. Analysis from the Marketing and Strategic Communications Office in the School of Business reveals stable growth in market demand for graduates possessing the skills gained in this program. With 393,000 job postings requiring a Certified Public Accountant (CPA), the majority require or prefer the applicant to hold a master's degree.

The M.S. in Business: Accounting and Business Analysis (MSABA) will be a 30-credit program is designed for students that have already completed an undergraduate degree in accounting and will be delivered in a full-time, face-to-face format that students complete in one year. The existing Master of Accountancy (MAcc) degree will continue to be offered

by UW-Madison. The MAcc maintains its historical goal of helping students achieve eligibility for the CPA exam. While this goal also applies to the MSABA, all MSABA students will have already earned an undergraduate degree in accounting and the new degree will build depth in advanced accounting topics. The MSABA program will be accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Service-based pricing will apply.

## **Presenter**

- Dr. Eric Wilcots, Interim 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 April 29, 2022), 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  
MASTER OF SCIENCE IN BUSINESS:  
ACCOUNTING AND BUSINESS ANALYSIS  
AT UNIVERSITY OF WISCONSIN-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Business: Accounting and Business Analysis. The program will provide graduates with a deep understanding of accounting systems, internal controls, and data analysis. Graduates will be positioned to meet strong market demand for entry-level accounting professionals with this combination of skills. In addition, the program offers elective paths in complementary business breadth areas. Students will customize their educational experiences and differentiate themselves in the marketplace. The program strengthens educational outcomes and career development by offering an integrated curriculum that uniquely prepares graduates to excel as new professionals entering the accounting profession. Analysis from the Marketing and Strategic Communications Office in the School of Business reveals stable growth in market demand for graduates possessing the skills gained in this program. With 393,000 job postings requiring Certified Public Accountant (CPA) certification, the majority require or prefer the applicant to hold a master's degree.

The M.S. in Business: Accounting and Business Analysis (MSABA) will be a 30-credit program for students who have completed an undergraduate degree in accounting. It will be delivered in a full-time, face-to-face format that students complete in one year. The existing Master of Accountancy (MAcc) degree will continue to be offered by UW-Madison. The MAcc maintains its historical goal of helping students achieve eligibility for the CPA exam. While this goal also applies to the MSABA, all MSABA students will have already earned an undergraduate degree in accounting and the new degree will build depth in advanced accounting topics. The MSABA program will be accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. Service-based pricing will apply.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Madison

**Title of Proposed Academic Degree Program**

Business: Accounting and Business Analysis

**Degree Designation(s)**

Master of Science

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Accounting and Information Systems

**College, School, or Functional Equivalent**

School of Business

**Proposed Date of Implementation**

September 2024

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 520 students will have enrolled in the program and 509 students will have graduated from the program. The average student retention rate is projected to be 98%, based on the pattern of other Master of Science programs in the School of Business. The program is designed to be completed in one academic year of full-time enrollment with 15 credits in the fall semester followed by 15 credits in the spring semester. The proposed program will not compete for enrollments with the current Master in Accountancy, because this accelerated program will draw from a pool of students who hold a Bachelor's in Accounting.

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

| <b>Students/Year</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| New Students         | 85            | 95            | 105           | 115           | 120           |
| Continuing Students  | 0             | 0             | 0             | 0             | 0             |
| Total Enrollment     | 85            | 95            | 105           | 115           | 120           |
| Graduating Students  | 83            | 93            | 103           | 113           | 117           |

**Tuition Structure**

A market-based tuition rate of \$900 per credit is proposed under the service-based pricing guidelines found in UW System Administrative Policies and Procedures: SYS 805: Tuition and Fee Policies for Credit Instruction and SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures. Given the 30-credit requirement, the total

cost of tuition for the degree is \$27,000, not including segregated fees. The same segregated fee policy that is applicable across UW-Madison's graduate programs will apply to this program, which is currently \$784.68 per semester.<sup>1</sup>

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The MSABA is a 30-credit program that will be delivered in a full-time, face-to-face, accelerated format. Students will complete the program in one year, taking 15 credits in both the fall and spring semesters and graduating in May. It is expected that students with undergraduate degrees in accounting will be interested in the MSABA.

The program includes a set of three core courses (nine credits) to provide students with foundational skills that are becoming increasingly important in the accounting profession due to emerging technologies, evolving regulatory environment, and changing standards for obtaining the Certified Public Accountant (CPA) credential. Students will pursue one of two subplans/named options, 12 credits each, that will provide foundational skills necessary for entry-level professionals seeking to practice in auditing, assurance, and advisory or tax client service areas. Finally, students select one of five complementary breadth specializations (nine credits). The specialization options are: (1) risk management; (2) emerging technologies; (3) sustainability; (4) wealth management; and (5) mergers and acquisitions deal advisory. These specializations will be reviewed and updated periodically to ensure they prepare students for success in the accounting profession.

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

Graduates of the MSABA program will acquire competencies for careers in the accounting profession, serving clients in audit, assurance, and taxation areas. Graduates will also obtain the necessary credit-based educational requirements to become eligible to take the Uniform CPA Exam, and the coursework of this program will provide a foundation for students to pass that exam. Specifically, students will demonstrate competence in the following learning outcomes:

- Implement IT governance, internal control, and technology practices to reliably generate, collect and process transactional data in accounting information systems to generate large datasets to support organizational strategies.
- Utilize advanced analytical techniques and emerging technologies used by accounting professionals to identify and address accounting and business questions with data-driven insights for decision-making.
- Apply professional judgements about the application of financial reporting, taxation, or audit regulations for business reporting and successful strategic and operational decision-making within organizations.

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<sup>1</sup> The amount of segregated fees is based on the amount for Fall 2022 and Spring 2023 published on the [UW-Madison Bursar's Office webpage](#).

## Program Requirements and Curriculum

The proposed program is designed for students who have completed a bachelor's degree in accounting. The following elements must be included in the application and/or will be required for admission to the MSABA program:

1. Undergraduate degree in accounting or equivalent (Note: completion of an undergraduate degree is required prior to starting the program)
2. Resume
3. Response to essay question(s)
4. Completed application and payment of application fee
5. Candidates can submit up to two recommendation letters (optional)
6. Official transcripts: All undergraduate and master's degree transcripts will be evaluated. Schools outside the U.S. may be verified by World Education Services (WES) at the individual class level
7. Interview (by invitation only)
8. The GMAT and GRE are optional for candidates who earned an accredited U.S. undergraduate degree
9. TOEFL, PTE or IELTS test scores, only for applicants whose native language is not English. The TOEFL/PTE/IELTS is waived for students who have completed a four-year undergraduate degree and/or master's degree (minimum of eight semesters total) with instruction in English or who will complete such a degree prior to matriculation into the MSABA program.

Table 2 illustrates the program curriculum for the proposed MSABA. The program requirements consist of 30 credits. All students complete the same set of three core courses (9 credits). Students also complete one of two subplans/named options (12 credits each) and one specialization from a list of five options (nine credits each).

**Table 2: M.S. in Business: Accounting and Business Analysis Curriculum**

|   |                   |
|---|-------------------|
| <b>Core Courses: All Students Complete Set of Core Courses</b>          | <b>9 credits</b>  |
| ACCT I S 406 - Accounting and Analysis for Reporting Entities           | 3 credits         |
| ACCT I S 640 - Foundation in Accounting Analytics                       | 3 credits         |
| ACCT I S 740 - Information Risk, Control, & Forensics                   | 3 credits         |
| <b>Subplans/Named Options: Students Complete 1 Named Option</b>         | <b>12 credits</b> |
| <b>Accounting, Assurance, Advisory (AAA) Subplan/Named Option</b>       |                   |
| ACCT I S 603 - Financial Statement Analysis                             | 3 credits         |
| ACCT I S 730 - Advanced Auditing: Analysis, Policy, and Judgment        | 3 credits         |
| ACCT I S 770 - Accounting Theory: Reporting Incentives and Consequences | 3 credits         |
| ACCT I S 771 - Analysis of Performance Measurement & Control            | 3 credits         |

**Tax Subplan/Named Option**

|   |           |
|---|-----------|
| ACCT I S 722 - Analysis of Taxation for Pass-Through Entities | 3 credits |
| ACCT I S 724 - Tax Research, Procedure & Analysis             | 3 credits |
| ACCT I S 725 - Analysis of International Taxation             | 3 credits |
| ACCT I S 772 - Analysis of Taxes & Business Decisions         | 3 credits |

**Specializations: Students Complete 1 Specialization 9 credits****Risk Management Specialization**

|   |           |
|---|-----------|
| R M I 300/700 - Principles of Risk Management     | 3 credits |
| R M I 660 - Risk Analytics and Behavioral Science | 3 credits |
| R M I 670 - Cyber Risk & Regulations              | 3 credits |

**Emerging Technologies Specialization**

|  |           |
|--|-----------|
| GEN BUS 760 - Data Technology for Business Analytics       | 3 credits |
| MARKETNG/OTM 727 - Information Technology in Supply Chains | 3 credits |
| R M I 670 - Cyber Risk & Regulations                       | 3 credits |

**Sustainability Specialization**

|  |           |
|--|-----------|
| M H R 310/710 - Challenges & Solutions in Business Sustainability    | 3 credits |
| M H R 617 - Diversity in Organizations                               | 3 credits |
| R M I 650 - Sustainability, Environmental and Social Risk Management | 3 credits |

**Wealth Management Specialization**

|  |           |
|--|-----------|
| FINANCE/ECON 320 - Investment Theory                 | 3 credits |
| FINANCE 365 - Contemporary Topics                    | 3 credits |
| FINANCE 602 - Wealth Management & Financial Planning | 3 credits |

**Mergers and Acquisitions Deal Advisory Specialization**

|  |           |
|--|-----------|
| ACCT I S 603 - Financial Statement Analysis (Tax Named Option) or ACCT I S 772 - Analysis of Taxes & Business Decisions (AAA Named Option) | 3 credits |
| FINANCE 635 - Business Valuation   | 3 credits |
| FINANCE 650 - Mergers and Acquisitions   | 3 credits |

**Total Credits 30 credits****Assessment of Outcomes and Objectives**

The MSABA program will use the standard UW-Madison academic program assessment and review guidelines. The learning outcomes for the program and the courses will use a variety of direct assessment tools and approaches, including traditional assignments, cases, applied projects, and student surveys. These examples of student work will be drawn from the required coursework in the program. Each class instructor will manage its assessments. The program level learning outcomes will be assessed on a rotating basis to ensure all outcomes are assessed at least once every three years.

Assessment findings will be reported to the university and to the Accounting and Information Systems Professional Programs Committee (PPC). The PPC will review assessments to make improvements to the curriculum, specific classes, and the program overall. The PPC is composed of faculty from the Department of Accounting and Information Systems (AIS). These faculty members are responsible for overseeing the

curriculum planning and program overall. Assessment measures that are not meeting their targets will be evaluated by the appropriate faculty member(s). Possible outcomes of the evaluation would be a modification of the course curriculum or a change in the assessment mechanism. Given the breadth of assessment mechanisms considered, this review will also serve as an evaluation of the program's overall quality and success, providing an opportunity to adjust and improve the program to continue meeting student and market needs. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on student learning assessment.<sup>2</sup>

## **Diversity**

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

Students completing the program acquire a greater understanding of how accounting is a *global* practice in multinational organizations, with operations spanning across different countries, legal jurisdictions, and cultures. This is achieved through the courses offered in the program. For example, ACCT I S 725 includes course content related to international taxation and the intricate dynamics underlying taxation when entities' operations span multiple tax jurisdictions and legal systems. Similarly, a key theme discussed in ACCT I S 771 is the role of accounting information in the functioning of globally dispersed business units and teams, particularly as it relates to coordination, compensation practices, and performance measurement. As another example, the sustainability specialization includes courses related to corporate social responsibility, sustainable business practices, and human resource management practices that support diversity, equity, and inclusion in organizations.

Students with an undergraduate degree in accounting are the target audience for the MSABA program. The program will draw such students from the School of Business at UW-Madison, from other UW campuses, and from outside the UW System. The program will work closely with the various program offices within the School of Business to support their efforts to ensure equitable opportunity to complete the program and their broader efforts regarding student recruitment and retention. For students drawn from the School of Business, for example, the program will build on existing efforts geared towards increasing the diversity of the undergraduate student population, such as the Business Emerging Leaders (BEL) program.

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<sup>2</sup> See <https://assessment.provost.wisc.edu/institutional-plan-for-assessing-student-learning>



The program will work closely with the graduate admissions team within the School of Business to adopt and support their broader efforts regarding student recruitment and retention. In addition, the program will work closely with the Office of Diversity and Inclusion within the School of Business to ensure the adoption of best practices related to diversity, equity, and inclusion. These efforts will increase the diversity of the student population recruited and admitted to the program.

Furthermore, the accounting profession has recognized a need to improve the recruitment, retention, and promotion of individuals from underrepresented minoritized and marginalized groups. As a result, accounting firms are increasing their efforts to improve diversity, equity, and inclusion within their organizations. The program will contribute to such efforts by partnering with these firms to recruit students into the program and place graduates in desirable positions as they begin their careers.

Students enrolled in the program will have access to a broad set of resources related to diversity and inclusion. For example, students will participate in student orientation activities conducted by the graduate program's office within the School of Business that include programming designed for graduate students on best practices for diversity, equity, and inclusion. For most students who completed their undergraduate accounting degree at UW-Madison, the program will build upon a foundation already established through undergraduate coursework (ACCT I S 601) and co-curricular activities (Department of AIS Ethics and Professionalism Program). Students will also have access to resources such as the Multicultural Center within the School of Business. In addition, many students in the program receive financial support by serving as teaching assistants for undergraduate accounting courses, and the program will ensure a diverse group of students receive such financial support. Finally, the AIS department is actively fundraising to create scholarships that will support retention of students from diverse backgrounds. These scholarships will build on the University's efforts to support students financially by providing full support to admitted students who received financial support for their undergraduate degree through Bucky's Tuition Promise.

The MSABA program will follow the School of Business' diversity initiatives in recruiting and hiring faculty and staff. Examples of these initiatives include expanding advertising and outreach of open positions to increase variance of the candidate pool, including cultural competency as a desired skill in all position vacancy listings and including cultural competency questions in each phase of the interview process. The program will follow the School of Business' hiring process to ensure fair practices and equity in the recruiting and hiring of faculty and staff. Those practices include, but are not limited to, the development of a comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100-page document details best practices for running an effective and efficient search committee, how to recruit an excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and thorough review, and ensuring a fair interview

process. These steps are supported by staff members in human resources, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process, including conducting a review of search criteria prior to opening the pool of candidates. Additionally, staff review interview questions prior to interviews and conduct a salary review before an offer is extended.

Once hired, all new members of the UW-Madison learning community are introduced to a strategic focus on diversity and inclusion during their onboarding and they receive professional training in progressive levels of cultural competence. Faculty and staff actively participate in workshops that encourage conversations about inclusion and enable them to overcome their own unconscious biases. The School of Business' commitment to creating a positive, inclusive learning environment is further reinforced by insightful seminars for faculty members that focus on strategies to create more inclusive classroom experiences. Staff diversity will be supplemented through guest speakers and other industry leaders to reflect diversity within the industry.

The UW-Madison Diversity Framework outlines five goals; through its connection with the School of Business, the MSABA program aligns with several goals in the framework:

- Promote shared values of diversity and inclusion (Goal 1): The importance of diversity in teams and cultural awareness is highlighted in several courses in the program, both in terms of course content (accounting issues that are international in nature and involve substantial coordination among business units spanning the globe), but also in course activities (such as the use of group-based projects).
- Improve coordination of campus diversity planning (Goal 2): The School of Business has established an Office of Diversity & Inclusion to enhance campus communication and coordination goals related to diversity and inclusion, to identify opportunities to build a more inclusive climate within the School of Business, and to provide programming, mentoring, and other support related to diversity and inclusion. The Chief Diversity and Inclusion Officer, Binu Palta Hill, leads those efforts.
- Improve institutional access through effective recruitment of diverse students, faculty, staff and through effective relationship building with the wider community (Goal 4): The School of Business has developed a strategic plan (Roadmap 2025) that outlines three key strategic goals. Roadmap 2025 outlines several initiatives underlying the three strategic goals, and one key initiative is increasing "focus on diversity and inclusion across students, faculty, and staff to develop our people and culture."

All the MSABA and School of Business initiatives assist the School of Business to meet the AACSB International's commitment to the Diversity and Inclusion guiding principle. As an accredited institution, the institution stands by and supports this guiding principle which states: "Diversity in people and ideas enhances the educational experience

and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.”<sup>3</sup>

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

This program will be offered entirely within the School of Business and will not include intra- or inter-institutional partnerships.

### **Projected Time to Degree**

This program is designed to be completed in one year through full-time study across two semesters, with 15 credits in the fall and 15 credits in the spring.

### **Program Review**

As for all new UW-Madison graduate programs, the program will have a check-in review by the Graduate Faculty Executive Committee (GFEC) three years after implementation. After this time, the program will be automatically rolled into the review cycle for the School of Business, which aligns with the school’s Association to Advance Collegiate Schools of Business (AACSB International) accreditation reviews. GFEC requires submission of supplementary review materials in addition to the full AACSB report.

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

The School of Business will perform the self-study and conduct internal evaluations of the program one, three, five and ten years after launch. In each of these reviews, the program will be evaluated according to the program revenues flowing to the School of Business, the direct and indirect costs of the program, and the educational outcomes. The result of each review stage is to either proceed with the program as is, modify the program, put the program on hold, or abandon the program. The fifth year and tenth year reviews

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<sup>3</sup> AACSB 2020 Guiding Principles and Standards for Business Accreditation. See <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf?rev=b40ee40b26a14d4185c504d00bade58f&hash=9B649E9B8413DFD660C6C2AFAAD10429>

evaluate not only current revenue and cost elements, but also future financial implications given school and industry enrollment trends. These reviews will include evaluations by the PPC within the AIS department, the School of Business Master's Curriculum Committee (MCC) and the School of Business Academic Planning Council (APC).

### **Accreditation**

No specialized accreditation or HLC approval is required. The AACSB is the accrediting body and has accredited the existing Department of Accounting and Information Systems undergraduate and graduate programs in 2022. They will review this program for accreditation at their next visit in 2026-27.

## **JUSTIFICATION**

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

UW-Madison's strategic priorities include excellence in teaching and educational achievement. The MSABA program aligns with three key elements underlying this strategic priority. First, the program aligns with strengthening educational outcomes and career development. Second, the program aligns with expanding access to a UW-Madison education (e.g., scholarships for students completing their undergraduate studies through Bucky's Tuition Promise). Third, the program aligns with expanding educational programming in areas of high student demand.

The program delivers on these three elements with an integrated curriculum covering emerging technologies and analytical techniques that will uniquely position graduates to excel as new professionals entering the accounting profession. Furthermore, the School of Business expects high demand from accounting students and employers recognizing the benefits of the integrated curriculum within the two subplans/named options. In addition, offering complementary elective paths in risk management, emerging technology, wealth management, sustainability, and mergers and acquisitions deal advisory allows students to customize their educational experience and differentiate themselves in the marketplace. In sum, the design of the MSABA aligns with the UW-Madison strategic initiative of expanding educational programming in areas of high demand and further broadens the base of the university's educational offerings.

The program will also contribute directly to the UW-Madison mission as it relates to providing a learning environment that will generate new knowledge to support and improve the quality of life for all.<sup>4</sup> The program advances the School of Business strategic initiative to expand the portfolio of existing master's programs that are relevant and responsive to the changing needs of business and the accounting profession. The program and its modernized curriculum enhance the current portfolio in ways that expand and

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<sup>4</sup> See <https://www.wisc.edu/about/mission/>

strengthen corporate partnerships. For many years, the AIS department has maintained a deep commitment to educating the future leaders of the accounting profession, resulting in recognition as one of the nation's leading accounting programs. This long history of success is in large part due to strong engagement with the accounting industry to prepare students to succeed. Continued success is closely tied to the department's corporate partnerships within the public accounting industry and, as such, it is important to continue to focus on strengthening ties with industry partners and responding to the emerging needs of the profession.

Support for the proposed MSABA program has been expressed by key stakeholders including the external advisory board of the AIS department (a set of alumni and local leaders within the accounting profession), who indicate they need new employees with the skills that will be acquired in the program, and from several leaders of the School of Business.

### **University Program Array**

The focus of the MSABA program differs from that of the existing Master of Accountancy (MAcc) degree offered within the School of Business. The design of the existing MAcc program is aligned with the historical goal of helping students achieve eligibility for the CPA exam. While this goal also relates to the MSABA program, another goal of the MSABA program is to help students build depth in advanced accounting topics and breadth in related business disciplines to provide students with a strong foundation that responds to the changing environment in today's accounting profession. In that regard the MSABA program represents an evolution of the current MAcc program but is designed specifically for students with undergraduate majors in accounting. The current MAcc program (54 credits) will continue to serve students without undergraduate degrees in accounting interested in pursuing careers in the accounting profession.

The proposed MSABA program complements the existing M.S. in Business: Business Analytics (MSBA) degree program in the School of Business. The MSBA degree is designed for a broad population of students interested in pursuing a wide variety of careers in business analytics. Students pursuing the MSBA will learn to apply business analytics tools and methods across various business functions while leveraging expertise in data management software and statistical programming. The MSABA program is designed specifically for students with undergraduate degrees in accounting. Students in the program will learn how to utilize advanced analytical techniques and emerging technologies to address accounting and business questions with specific applications to financial reporting, taxation, and audit regulations. Students also will learn about IT governance and internal control practices that govern accounting information systems to ensure transactional data reliability.

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

The proposed Classification of Instructional Programs (CIP) code for the MSABA is 52.0301 (Accounting). There are very few similar programs in the UW System. UW-Milwaukee offers an M.S. in Management-Professional Accounting degree targeting students with an undergraduate major in accounting, but this program targets accounting students who require additional accounting focused coursework to meet CPA education credentials. UW-Green Bay offers an M.S. in Management with a three course Analytics for Accountants specialization. These three courses focus much more on analytics than advanced accounting knowledge. Finally, UW-Whitewater offers an accounting emphasis through its MBA program targeting students working in accounting who would like to develop business breadth and leadership skills, which is a much different audience than the proposed MSABA. None of the other programs in the UW System include core courses providing all students with the foundation of technical and analytical skills in accounting, nor do they provide advanced coursework in complementary specializations that allow students to differentiate themselves in the job market. Based on this analysis, the MSABA is a unique program offering and could benefit many students across the UW System and students outside the UW System.

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

In a Fall 2022 survey of undergraduate accounting majors in the School of Business, 82 expressed a strong interest in pursuing a one-year master's degree. Among the 82 survey respondents, all are expected to complete their undergraduate degree in the spring or summer of 2024. These students would make up the majority of the first applicant pool for the program targeted to launch in fall 2024. In addition, 80 School of Business undergraduate accounting majors attended an October career fair and met with 15 prospective employers that are actively recruiting students with the skillset the MSABA will provide. The school anticipates that this population of students will all receive offers to complete relevant internships in the spring or summer of 2024 prior to starting the MSABA program. The school also anticipates that these internships will culminate with offers of full-time employment after the students complete the one-year MSABA program.

The AIS department has also observed recent strong student demand for the knowledge and skills acquired through the specializations offered in the MSABA. For example, there has been growing interest among recent and current students in the existing MAcc program to acquire competencies associated with data analytics and sustainability. Specifically, 70 accounting students have pursued graduate certificates in Business Analytics and Business Environment and Social Responsibility offered within the School of Business over the last three academic years. In recognition of this interest, the MSABA includes a set of elective courses that students can take to develop greater expertise in emerging technologies and sustainability. The remaining specialization areas of risk management, wealth management, and mergers and acquisitions deal advisory were developed based on popular elective courses taken by recent MAcc program graduates combined with information on the new CPA exam content.



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

There are several indicators of strong market demand for the program. These include indicators from within the industry, licensure, and regulatory requirements, as well as occupational outlooks. Discussions with the members of the external advisory board of the AIS department indicated they need employees with the new skills that will be acquired in the program. The insights gleaned from these discussions with the external advisory board served as key inputs in the design of the program. The sentiments from the external advisory board members are consistent with those of other key recruiters. Furthermore, both groups of constituents indicated that students possessing the skills acquired in the program tend to advance rapidly in their careers.

Changes in licensure and the regulatory environment also impact demand. The American Institute of Certified Public Accountants (AICPA), one of the leading professional organizations supporting the accounting profession and accreditation body for the CPA exam, is launching a new CPA exam in 2024.<sup>5</sup> This new exam is grounded on a new licensure model that embraces greater demands within the profession for “deeper critical thinking, problem-solving and professional judgment” as well as the need for entry-level accountants to possess a “deeper understanding of systems, controls and data analysis to execute their responsibilities.” The development of this set of knowledge and skills is embedded in the program. In addition, the AICPA also published a model curriculum<sup>6</sup> to support the launch of the new exam. An analysis of the AIS department courses included in the program indicates these courses cover a significant majority of the learning objectives listed in the AICPA curriculum document. Furthermore, the regulatory environment is evolving towards new reporting requirements<sup>7</sup> that supplement traditional financial statements with sustainability reporting. With this evolution comes a greater need for accountants who can integrate knowledge of sustainability practices with technical accounting skills and professional judgment about disclosure of sustainability practices. The proposed MSABA program will help students gain these competencies.

Last, occupational outlooks forecast a need for graduates. A recent analysis conducted by the Marketing and Strategic Communications Office in the School of Business reveals strong market demand for graduates possessing the skills gained in the program. At the time of the analysis, there were 393,000 job postings with a CPA certification required, and 347,000 required or preferred a master’s degree in accounting. Over the next 10 years, there is higher expected growth for candidates with a master’s degree in

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<sup>5</sup> National Association of State Boards of Accountancy. Evolving initial CPA licensure requirements to build a future-ready profession for a rapidly changing marketplace. Retrieved from <https://www.evolutionofcpa.org/>

<sup>6</sup> Ibid


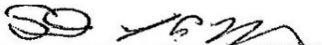
<sup>7</sup> U.S. Securities and Exchange Commission. SEC proposes rules to enhance and standardize climate-related disclosures for investors. Retrieved from <https://www.sec.gov/news/press-release/2022-46>

accounting than those with only a bachelor's degree. With a master's degree alone, the median salary is \$86,000. Candidates with both a master's degree and the CPA designation command a salary premium. The median salary for candidates with a master's in accounting and a CPA is \$95,700 and the CPA is the leading required professional designation. Most students graduating from the MSABA program will work in public accounting firms, and these firms offer a salary premium in the market. The analysis also highlights other skills obtained in the program including understanding internal control systems (a component of the core courses) and business development (related to the mergers and acquisitions deal advisory specialization). This further highlights the market demand for the MSABA program. While the occupational data provided by the U.S. Bureau of Labor Statistics (BLS) does not reflect the variance of occupations that may be pursued by graduates of the MSABA, BLS data do indicate 10-year growth in the job outlook for occupations such as Accountants and Analysts.<sup>8</sup>

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<sup>8</sup> U.S. Bureau of Labor Statistics Occupational Handbook. Retrieved from <https://www.bls.gov/ooh/business-and-financial/home.htm>



| University of Wisconsin - Madison   |  |              |              |              |              |              |
|---|--|--------------|--------------|--------------|--------------|--------------|
| Cost and Revenue Projections For MS-Business: Accounting and Business Analysis  |  |              |              |              |              |              |
|   | Items  | Projections  |              |              |              |              |
|   |  | 2024-25      | 2025-26      | 2026-27      | 2027-28      | 2028-29      |
|   |  | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
| <b>I</b>  | <b>Enrollment (New Student) Headcount</b>        | 85           | 95           | 105          | 115          | 120          |
|   | <b>Enrollment (Continuing Student) Headcount</b> | 0            | 0            | 0            | 0            | 0            |
|   | <b>Enrollment (New Student) FTE</b>              | 85           | 95           | 105          | 115          | 120          |
|   | <b>Enrollment (Continuing Student) FTE</b>       | 0            | 0            | 0            | 0            | 0            |
| <b>II</b>   | <b>New Credit Hours</b>                          | 2550         | 2850         | 3150         | 3450         | 3600         |
| <b>III</b>  | <b>FTE of New Faculty/Instructional Staff</b>    |              |              |              |              |              |
|   | Program Director (0.50 FTE, \$115,000)           | 0.5          | 0.5          | 0.5          | 0.5          | 0.5          |
|   | Faculty Director (0.05 FTE, \$250,000/yr)        | 0.05         | 0.05         | 0.05         | 0.05         | 0.05         |
|   | Academic Program Manager (0.05 FTE, \$61,000/yr) | 0.05         | 0.05         | 0.05         | 0.05         | 0.05         |
|   | Teaching Assistant (0.25 FTE, \$42,230/yr)       | 0.25         | 0.25         | 0.25         | 0.25         | 0.25         |
| <b>IV</b>   | <b>Revenues</b>                                  |              |              |              |              |              |
|   | From Tuition (based on \$900/credit)             | \$2,295,000  | \$2,565,000  | \$2,835,000  | \$3,105,000  | \$3,240,000  |
|   | <b>Total New Revenue</b>                         | \$2,295,000  | \$2,565,000  | \$2,835,000  | \$3,105,000  | \$3,240,000  |
| <b>V</b>  | <b>Expenses</b>                                  |              |              |              |              |              |
|   | <b>Instructional Costs</b>                       |              |              |              |              |              |
|   | TOTAL Instructional Costs (\$600/credit/student) | \$ 1,530,000 | \$ 1,710,000 | \$ 1,890,000 | \$ 2,070,000 | \$ 2,160,000 |
|   | <b>Salaries</b>                                  |              |              |              |              |              |
|   | Program Director (0.50 FTE, \$115,000)           | \$ 57,500    | \$ 58,650    | \$ 59,823    | \$ 61,019    | \$ 62,240    |
|   | Faculty Director (0.05 FTE, \$250,000/yr)        | \$ 12,500    | \$ 12,750    | \$ 13,005    | \$ 13,265    | \$ 13,530    |
|   | Academic Program Manager (0.05 FTE, \$61,000/yr) | \$ 3,050     | \$ 3,111     | \$ 3,173     | \$ 3,237     | \$ 3,301     |
|   | Teaching Assistant (0.25 FTE, \$42,230/yr)       | \$ 10,558    | \$ 10,769    | \$ 10,984    | \$ 11,204    | \$ 11,428    |
|   | TOTAL Salaries                                   | \$ 83,608    | \$ 85,280    | \$ 86,985    | \$ 88,725    | \$ 90,499    |
|   | <b>Fringe Benefits</b>                           |              |              |              |              |              |
|   | Fringe on Faculty and Staff Salaries - 33.33%    | \$24,348     | \$24,835     | \$25,331     | \$25,838     | \$26,355     |
|   | Fringe on TA Salary - 21.00%                     | \$2,217      | \$2,261      | \$2,307      | \$2,353      | \$2,400      |
|   | TOTAL Fringe Benefits                            | \$26,565     | \$27,096     | \$27,638     | \$28,191     | \$28,754     |
|   | <b>Other Expenses</b>                            |              |              |              |              |              |
|   | Marketing and Advertising                        | \$50,000     | \$10,000     | \$10,000     | \$10,000     | \$10,000     |
|   | Co-Curricular Activities                         | \$30,000     | \$30,000     | \$30,000     | \$30,000     | \$30,000     |
|   | Program Supplies                                 | \$7,000      | \$7,000      | \$7,000      | \$7,000      | \$7,000      |
|   | TOTAL Other Expenses                             | \$87,000     | \$47,000     | \$47,000     | \$47,000     | \$47,000     |
|   | <b>Total Expenses</b>                            | \$1,727,172  | \$1,869,376  | \$2,051,623  | \$2,233,916  | \$2,326,254  |
| <b>VI</b>   | <b>Net Revenue - Reinvestment Margin</b>         | \$567,828    | \$695,624    | \$783,377    | \$871,084    | \$913,746    |
| Submit budget narrative in MS Word Format   |  |              |              |              |              |              |
| Provost's Signature:                 |  |              |              | Date:        |              |              |
|   |  |              |              | 4/12/2023    |              |              |
| Chief Business Officer's Signature:  |  |              |              | Date:        |              |              |
|   |  |              |              | 4/6/2023     |              |              |

**COST AND REVENUE PROJECTIONS NARRATIVE**  
**UNIVERSITY OF WISCONSIN-MADISON**  
**MASTER OF SCIENCE IN**  
**BUSINESS: ACCOUNTING AND BUSINESS ANALYSIS**

**Introduction**

The School of Business is proposing a Master of Science (MS) in Business: Accounting and Business Analysis. The program is designed to fulfill the growing demand from prospective students, industry-hiring partners, and the profession overall to develop skills in emerging technologies and analytical techniques that will uniquely position graduates to excel as new professionals entering the accounting profession. The program is 30 credits and will be delivered as a face-to-face program completed over two academic semesters. A market-based tuition rate of \$900 per credit is proposed under the service-based pricing guidelines (SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures).

**Section I – Enrollment**

The program will be launched in fall 2024 with a projected headcount of 85 full-time students. The 30-credit program is designed to be completed over two full-time academic semesters such that the Full Time Equivalent (FTE) enrollments align with the 85-student headcount. Students will enter and graduate from this one-year program as a cohort, developing a strong camaraderie among the group. The School of Business projects a 98% retention rate over the course of the two-semester program. Modest enrollment growth is expected over the first five years of the program with enrollment growing 7-12% each of the first five years, leading to 120 students and FTEs by Year 5.

The proposed program will not compete for enrollment with the current Master in Accountancy, because this accelerated program will draw from a distinct pool of applicants, those already holding a Bachelor's in Accounting.

**Section II – Credit Hours**

The M.S. in Business: Accounting and Business Analysis requires 30 credits for graduation. With an initial estimated enrollment of 85 students, this leads to 2,550 student credit hours in Year 1, growing to 3,600 student credit hours in the fifth year. Student credit hours are 70% comprised of a core set of existing courses offered by the Department of Accounting and Information Systems in the School of Business. There is sufficient existing capacity in these core courses to accommodate students in this new program. The remaining 30% of the credits are comprised of a set of electives within five specialization areas. The prescribed elective courses within the five areas of specialization are existing courses currently offered in the School of Business.

In the first year, 765 student credit hours will be spread across the five areas of specialization with each specialization accommodating approximately 153 student credit hours. Spread across three courses in each specialization, this leads to 51 student credit hours in each elective course. Based on the school's analysis of existing enrollment in the elective courses, the additional student credit hours can be absorbed by existing capacity.

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

The M.S. in Business: Accounting and Business Analysis will be led by a Program Director (annual salary of \$115,000) contributing 50% of the effort (.50 FTE). The Program Director will advise and support students through their time in the program. The program will be further supported by a faculty director (annual salary of \$250,000) who will contribute 5% of effort (.05 FTE). Administrative support will be provided by an Academic Program Manager (annual salary of \$61,000) who will contribute 5% of effort (.05 FTE). The program is also budgeting for a Teaching Assistant, .25 FTE, at an annual salary of \$42,230.

Curriculum management and program assessment and accreditation will be led by existing faculty committees within the Department of Accounting and Information Systems responsible for these roles for the broader set of academic programs in the department. Admissions and graduation support will be offered by the School of Business' MBA and Master's Program Office where sufficient capacity exists with current staffing to provide these services.

Instruction will be supported by existing faculty and instructional staff in the School of Business. Given existing capacity across the core set of courses required for this program, no new staffing is anticipated for the first five years of the program. Moreover, with elective courses spread over five areas of specialization, no additional staffing or course development will be needed.

### **Section IV – Program Revenues**

#### Tuition Revenues

The program will be supported through tuition revenue at a proposed rate of \$900 per credit. Students will be required to take 30 credits to meet graduation requirements and with projected initial enrollment of 85 students. The enrollments will produce gross revenue in the first year of \$2,295,000, growing to \$3,240,000 by Year 5 of the program.

## **Section V – Program Expenses**

### Salary and Fringe Expenses

The primary program expenses relate to instructional costs from existing School of Business faculty and instructional staff. Instructional expenses are calculated using a default rate of \$600 per credit hour per student such that the total instruction cost for Year 1 is \$1,530,000 (i.e., 85 students completing 30 credits with an instructional cost of \$600 per credit).

The program is further supported by additional faculty and staff described in Section III. All salaries are assumed to have a 2% inflationary rate applied. A fringe benefit rate of 33.33% is applied to all faculty/staff salaries and a fringe rate of 42.50% is applied to University Staff. Salaries of teaching assistants are applied a 21.00% fringe rate. Faculty and staff supporting the program will include:

- One program director, 0.50 FTE (annual salary \$115,000)
- One faculty director, .05 FTE (annual salary \$250,000)
- One Academic Program Manager, .05 FTE (annual salary \$61,000)
- Teaching Assistant, .25 FTE (annual salary of \$42,230)

### Other Expenses

Additional program expenses include:

- Marketing and program advertising: \$50,000 in Year 1 of the program, reducing to \$10,000 after Year 2 and through Year 5
- Co-curricular activities: \$30,000 per year. To best support the overall professional development of students, the school anticipates providing a strong set of co-curricular activities for the students to engage in during their time in the program.
- Program supplies: \$7,000. In addition to providing a \$70 printing allowance for each student in the program, the school anticipates approximately \$1,000 per academic year of supply costs.

## **Section VI – Net Revenue**

The MS-Business: Accounting and Business Analysis is projected to produce net revenue of \$567,828 in the first year of the program, growing to annual net revenues of over \$913,746 by Year 5. The School of Business anticipates investing the margin in departmental salaries, program support, and student scholarships.



DATE: 12 April 2023  
 TO: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System  
 via email: [apfa@uwsa.edu](mailto:apfa@uwsa.edu)  
 FROM: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs  
 RE: Authorization Proposal: MS-Business: Accounting and Business Analysis

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a new MS-Business: Accounting and Business Analysis at the University of Wisconsin-Madison.

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

Per UW-Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., Department of Accounting and Information Systems), the dean and academic planning council of the program's academic home (i.e., the School of Business), and the University Academic Planning Council. It moved through the UW System Notice of Intent process in January 2023. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2023 with first enrollments in the fall of 2024. We are requesting that this proposal be scheduled for consideration at the June 2023 Board of Regents meeting. Please contact Karen Mittelstadt ([mittelstadt@wisc.edu](mailto:mittelstadt@wisc.edu)) with any questions about these materials.

**Attachments:** Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

**Copies:** Jennifer L. Mnookin, Chancellor, UW-Madison

Jennifer Noyes, Interim Chief of Staff, Office of the Chancellor

Rob Cramer, Vice Chancellor for Finance and Administration

David Murphy, Associate Vice Chancellor for Finance and Administration

Allison La Tarte, Interim Associate Vice Provost, Data, Academic Planning & Institutional Research

Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Vallabh Sambamurthy, Dean, Wisconsin School of Business

Enno Siemsen, Associate Dean, Wisconsin School of Business

Dan Wangerin, Chair, Wisconsin School of Business

Dana Outhouse, Academic Planner, Wisconsin School of Business

Brigid Patterson, Academic Planner, Wisconsin School of Business

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

Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System

**Office of the Provost and Vice Chancellor for Academic Affairs**

150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706  
 608-262-1304 Fax: 608-265-3324 Email: [provost@provost.wisc.edu](mailto:provost@provost.wisc.edu) [www.provost.wisc.edu](http://www.provost.wisc.edu)

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF BUSINESS ADMINISTRATION IN BUSINESS: EXECUTIVE  
UW-MADISON**

**REQUESTED ACTION**

Adoption of Resolution C.5., authorizing the implementation of the Master of Business Administration in Business: Executive program at the University of Wisconsin-Madison.

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

**SUMMARY**

The University of Wisconsin (UW)-Madison proposes to establish a new and enhanced Master of Business Administration (MBA) in Business: Executive (i.e., Executive MBA). The original and existing School of Business Executive MBA program was founded in 1993 as a chancellor's degree, changing to a service-based pricing program in 2010. It is offered as a subplan/option under the MBA-Business: General Management program, and for decades, was the top-ranked Executive MBA program in Wisconsin. While enrollment remained robust until the COVID-19 pandemic began in 2020, numbers quickly decreased in 2020 and 2021, leading the school to suspend admissions in 2022. Admission was suspended so the program could be redirected, and the subsequent decision was made that the Executive MBA would be more appropriately administered as an independently authorized degree program/plan as opposed to the subplan/option. The rationale included the desire for the Executive MBA to have a different credit load than the MBA-Business: General Management and the desire for a unique set of Program Learning Outcomes.

This proposal represents the school's plan, based on extensive market research, to establish a new Executive MBA degree program that will reflect current student demand and market influences. Key enhancements for the new degree include:

- A hybrid format, with 50% of the content being delivered online,
- Focused content on leadership, strategy, and decision making,
- An accelerated timeline with the 32-credit program to be completed in 18 months, and

- Extended non-curricular activities to include experiential learning, career coaching, and presentation coaching.

The School of Business' mission is to "imagine, create, and lead the future of business" by connecting and empowering a dynamic community of lifelong learners, scholars, and organizations. This mission is well aligned with the mission of UW-Madison. The redesigned EMBA program will contribute to this mission by bringing in future business and nonprofit leaders and connecting them and their organizations to the School of Business. The program will also lay the foundation for lifelong learning by connecting students to the School of Business badges platform, whereby students earn a digital record (i.e., badge) demonstrating the acquisition of well-defined and specific knowledge, skills, or competencies. The strategic agenda of the school, called *Roadmap 2025*, envisions a 'market-driven, on-demand graduate portfolio.' This redesigned Executive MBA program will play an essential role in the portfolio.

Tuition for the lockstep, cohort-based, service-based pricing program is proposed to be \$2,700 per credit. The School of Business will not charge fees (besides segregated fees) but will include all costs within the tuition rate. The program is designed to be completed in 18 months of accelerated study. Most students in this type of program continue in their existing career path, but the program will provide career coaching to aid in career acceleration and exploration. The existing Executive MBA subplan/option, for which admissions is suspended, will be discontinued upon approval of this proposed replacement degree program.

Based on a targeted study conducted by the School of Business, demand for an MBA program using a hybrid delivery model is significant. In addition, between 2021 and 2031, market demand for business executives is expected to grow by 6%.

### **Presenter**

- Eric Wilcots, Interim Provost and Vice Chancellor for Academic Affairs, UW-Madison

### **BACKGROUND**

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

## **Related Policies**

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

## **ATTACHMENTS**

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



**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF BUSINESS ADMINISTRATION IN BUSINESS: EXECUTIVE  
AT UNIVERSITY OF WISCONSIN-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin (UW)-Madison proposes to establish a new and enhanced Master of Business Administration (MBA) in Business: Executive (Executive MBA). The original and existing School of Business Executive MBA program was founded in 1993 as a chancellor's degree, changing to a service-based pricing program in 2010. It is offered as a subplan/option under the MBA-Business: General Management program, and for decades, was the top-ranked Executive MBA program in Wisconsin. While enrollment remained robust until the COVID-19 pandemic began in 2020, numbers quickly decreased in 2020 and 2021, leading the school to suspend admissions in 2022. Admission was suspended so the program could be redirected, and the subsequent decision was made that the Executive MBA would be more appropriately administered as an independently authorized degree program/plan as opposed to the subplan/option. The rationale included the desire for the Executive MBA to have a different credit load than the MBA-Business: General Management and the desire for a unique set of Program Learning Outcomes.

This proposal represents the school's plan, based on extensive market research, to establish a new Executive MBA degree program that will reflect current student demand and market influences. Key enhancements for the new degree include:

- A hybrid format, with 50% of the content being delivered online;
- Focused content on leadership, strategy, and decision making;
- An accelerated timeline with the 32-credit program to be completed in 18 months; and
- Extended non-curricular activities to include experiential learning, career coaching, and, presentation coaching.

The School of Business' mission is to "imagine, create, and lead the future of business" by connecting and empowering a dynamic community of lifelong learners, scholars, and organizations.<sup>1</sup> This mission is well aligned with the mission of UW-Madison. The redesigned Executive MBA program will contribute to this mission by bringing in future business and nonprofit leaders and connecting them and their organizations to the School of Business. The program will also lay the foundation for lifelong learning by connecting students to the School of Business badges platform, whereby students earn a digital record (i.e., badge) demonstrating the acquisition of well-defined and specific knowledge, skills, or competencies.

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<sup>1</sup> <https://business.wisc.edu/about/>

The strategic agenda of the school, called *Roadmap 2025*, envisions a 'market-driven, on-demand graduate portfolio.'<sup>2</sup> This redesigned Executive MBA program will play an essential role in the portfolio.

Tuition for the lockstep, cohort-based, service-based pricing program is proposed to be \$2,700 per credit. The School of Business will not charge fees (besides segregated fees) but will include all costs within the tuition rate. The program is designed to be completed in 18 months of accelerated study. Most students in this type of program continue in their existing career path, but the program will provide career coaching to aid in career acceleration and exploration. The existing Executive MBA subplan/option, for which admissions is suspended, will be discontinued upon approval of this proposed replacement degree program.

Based on a targeted study conducted by the School of Business, demand for an MBA program using a hybrid delivery model is significant. In addition, between 2021 and 2031 market demand for business executives is expected to grow by 6%.<sup>3</sup>

## **PROGRAM IDENTIFICATION**

### **University Name**

University of Wisconsin-Madison

### **Title of Proposed Academic Degree Program**

Business: Executive

### **Degree Designation(s)**

Master of Business Administration

### **Mode of Delivery**

Single university; 50% or more distance delivery

### **Department or Functional Equivalent**

School of Business

### **College, School, or Functional Equivalent**

School of Business

### **Proposed Date of Implementation**

September 2024

### **Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the

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<sup>2</sup> <https://business.wisc.edu/news/roadmap-2025-advancing-wsb-as-a-platform-for-lifelong-learning/>

<sup>3</sup> <https://www.bls.gov/ooh/management/top-executives.htm>

program over the next five years. By the end of Year 5, it is expected 150 students will have enrolled in the program and 110 students will have graduated from the program. The current Executive MBA subplan/option traditionally featured an incoming cohort of approximately 40 students per year. The program anticipates a 100% retention rate based on enrollment trends from the existing Executive MBA subplan/option.

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

| Students/Year       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students        | 20     | 25     | 30     | 35     | 40     |
| Continuing Students | 0      | 20     | 25     | 30     | 35     |
| Total Enrollment    | 20     | 45     | 55     | 65     | 75     |
| Graduating Students |        | 20     | 25     | 30     | 35     |

### **Tuition Structure**

For students enrolled in the Executive MBA cohort program, the approved service-based pricing tuition rate is \$2,700 per credit. This equates to a total program tuition of \$86,400 for the 32-credit program. This rate includes the cost of student material purchases, software, career support, executive coaching, presentation coaching, meals, parking, and lodging during the required residencies. These costs will also cover free access to two non-credit badges post-graduation, which will be offered as part of the School of Business' lifelong learning platform. Tuition costs do not include a computer purchase, as students will be expected to bring their own device. Students will be assessed segregated fees, currently set at \$761.52 per semester for graduate students, as this is a hybrid program. The total tuition is positioned to be higher than the university's existing Professional MBA program, but lower than the original Executive MBA subplan/option. Tuition will be compared to the market and increased to account for inflation through the regular biannual process to review and adjust tuition in service-based pricing programs.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The proposed Executive MBA program requires 32 credits. The program begins with an extracurricular residency in August and concludes 18 months later in February. Most classes are one month long, 2 credits, and include one weekend of in-person instruction. The remainder of the content is delivered online, either synchronously or asynchronously. Synchronous sessions are scheduled on Wednesday evenings. The schedule includes classes in June and July but allows students to take time off from the program during May and August. This aligns with the course schedule, as one-month classes are difficult to schedule in May and August due to the academic calendar.

The program is broadly divided into four different modules, as follows:

1. Run the Business: Students learn a broad set of core skills to manage the bottom line, such as the basics of marketing, finance, accounting, and operations.

2. Grow the Business: Students learn how to envision and implement a strategy to grow and manage their top line and are introduced to strategic thinking and growth marketing.
3. Transform the Business: Students learn about how to do things differently in their organization and implement change.
4. Develop as a Leader: Students learn the personal skills that allow them to function as an executive and succeed as a leader.

Some classes are linked. Linked classes are delivered in parallel across two months (and two in-person weekends), with close coordination between the instructors to particularly examine the interfaces between these topics. The for-credit content is flanked by extracurricular content in three broad areas: Executive Mentoring and Coaching, Presentation Coaching, and Experiential Learning. This content will be delivered as part of residencies, in parallel with the program, as well as during specific interfaces with some of the courses. To increase student engagement, some Experiential Learning content will also be embedded in coursework.

Graduates of the program will have free access to two digital badges currently offered through the Professional MBA program. While students will take these badges as non-credit, the content of the two badges is equivalent to 12 credit hours. Graduates will have access to these non-credit badges until five years post-graduation.

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

The Executive MBA program will use the standard UW-Madison academic program assessment and review guidelines. The learning outcomes for the program and the courses will use a variety of direct assessment tools and approaches, including traditional assignments, cases, applied projects, and student surveys. Assessment findings will be reported both to the university and the MBA and Master's Program Office in the School of Business. Assessment measures that are not meeting their targets will be evaluated with the appropriate faculty member(s). Possible outcomes of the evaluation would be a modification of the course curriculum or a change in the assessment mechanism. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on student learning assessment.<sup>4</sup>

There are five Program Learning Outcomes for the proposed Executive MBA program, focused on strategic problem solving, managing ambiguity, effective communication, transformational leadership, and cultural competence and perspective:

1. Demonstrate the ability to diagnose and solve problems by drawing on accumulated knowledge, understanding correlation vs. causation, integrating inductive and deductive reasoning, and being aware of perceptual and conceptual biases.

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<sup>4</sup> <https://assessment.wisc.edu/annual-assessment-reporting-criteria/>

2. Demonstrate the ability to lead and operate effectively with uncertainty and conflicting directions in an unpredictable situation or environment.
3. Demonstrate skills in presenting ideas and reasoning effectively and persuasively in a business setting, through both written and oral means.
4. Demonstrate an understanding of leadership skills that empower, influence, motivate, and stimulate creative problem solutions and innovative ideas.
5. Understand the advantages of a diverse and inclusive workforce and demonstrate the cultural competencies necessary to manage such a workforce. Exhibit openness, awareness, appreciation, and ability to adjust to diversity across cultures and markets; seeking experiences to explore intercultural and socio-cultural systems.

### **Program Requirements and Curriculum**

The Executive MBA Program is for working professionals. The admissions team looks for professional work experience, leadership, and demonstrated career growth. Candidates are required to have a minimum of eight years of professional experience, and five years in a leadership role. Candidates are evaluated holistically, where the admissions committee considers every application, based on merit. In this approach, there is no one perfect candidate profile. The committee seeks a diverse mix of backgrounds, interests, and professional experience, which elevates classroom discussion, enlivens team projects, and adds meaning to experiential learning.

Candidates must complete an application, answer essay questions, and submit a copy of their current resume, one professional recommendation, and an official transcript detailing their bachelor's degree from an accredited institution. Additional transcripts may be required if the candidate has earned additional degrees. Admissions interviews are required and are by invitation only. All candidates who are not U.S. citizens or U.S. permanent residents may need to show their English language proficiency by sending a valid TOEFL, IELTS or PTE score. However, if a person has worked in the United States for more than two years or earned an undergraduate degree from an institution where the mode of instruction was in English, the language test is waived. An optional essay allows candidates to communicate additional information that is not otherwise represented in the application, and that the candidate feels would benefit the admissions committee. The Executive MBA does not require the GMAT, GRE, or the Executive Assessment; however, it is optional, and candidates can submit any of the exams to bolster their academic portion of the application.

Table 2 illustrates the program curriculum for the proposed Executive MBA program. The program requirements are comprised of 32 credits.

Table 2: Executive MBA Curriculum

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

|                      |   |                   |
|----------------------|---|-------------------|
| ACCT I S 700         | Financial Accounting                                | 2 credits         |
| FINANCE 700          | Introduction to Financial Management                | 2 credits         |
| GEN BUS 714          | Corporate Governance and Board Membership           | 2 credits         |
| GEN BUS 791          | EMBA Consulting Practicum I                         | 1 credit          |
| GEN BUS 792          | EMBA Consulting Practicum II                        | 1 credit          |
| M H R 611            | Strategic Talent Management                         | 2 credits         |
| M H R 628            | Negotiations  | 2 credits         |
| M H R 700            | Leading People and Organizations                    | 2 credits         |
| M H R 716            | Accelerating Innovation                             | 2 credits         |
| M H R 720            | Leading Change in Organizations                     | 2 credits         |
| M H R 723            | Business Strategy                                   | 2 credits         |
| M H R 724            | Growth Strategies: Multi Business and Global Arenas | 2 credits         |
| MARKETNG 700         | Marketing Management                                | 2 credits         |
| MARKETNG 760         | Growth Marketing Strategies                         | 2 credits         |
| OTM 700              | Operations Management                               | 2 credits         |
| OTM 702              | Digital Strategy                                    | 2 credits         |
| OTM 703              | Competing through Analytics                         | 2 credits         |
| <b>Total Credits</b> |   | <b>32 credits</b> |

**Assessment of Outcomes and Objectives**

The Executive MBA program will use the standard UW-Madison academic program assessment and review guidelines. The learning outcomes for the program and the courses will use a variety of direct assessment tools and approaches, including traditional assignments, cases, applied projects, and student surveys. Assessment findings will be reported both to the university and the MBA and Master's Program Office in the School of Business. Assessment measures that are not meeting their targets will be evaluated with the appropriate faculty member(s). Possible outcomes of the evaluation would be a modification of the course curriculum or a change in the assessment mechanism. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on student learning assessment.<sup>5</sup>

The Executive MBA program curriculum has been defined with both existing and new courses. There is a general outline of how/where the Program Learning Outcomes (PLOs) will be assessed, although the specific assignments/assessment methods may evolve over time:

- **PLO 1:** Demonstrate the ability to diagnose and solve problems by drawing on accumulated knowledge, understanding correlation vs. causation, integrating inductive and deductive reasoning, and being aware of perceptual and conceptual biases.
  - PLO 1 will be assessed based on one in-course deliverable (M H R 723, during the first fall of the program). Students will write a one-page individual

<sup>5</sup> <https://assessment.wisc.edu/annual-assessment-reporting-criteria/>

assignment, assessed in three blocks (course rubric), and the white paper evaluated to ensure baseline competency via rubric.

- **PLO 2:** Demonstrate the ability to lead and operate effectively with uncertainty and conflicting directions in an unpredictable situation or environment.
  - PLO 2 will be assessed in M H R 628, and will include a case, whose results will reflect the student's overall ability to make decisions competently and confidently, their level of flexibility, their openness to creativity, their ability to think creatively, and their sense of self-efficacy.
- **PLO 3:** Demonstrate skills in presenting ideas and reasoning effectively and persuasively in a business setting, through both written and oral means.
  - PLO 3 will be assessed by course/experience through individual and team assignments, which includes individual written briefs and critiques and team presentations and formal reports. Co-curricular communication activities are planned during the Immersion (orientation) and Immersion 2 (re-orientation), and communication instructors will select and manage the measurement and growth in this space.
- **PLO 4:** Demonstrate an understanding of leadership skills that empower, influence, motivate, and stimulate creative problem solutions and innovative ideas.
  - PLO 4 will be assessed in M H R 720 with an individual assignment that measures inspirational motivation, the ability to identify needed change, creating a vision to guide the change through influence, inspiration, and executing the change in tandem with committed members of a group.
- **PLO 5:** Understand the advantages of a diverse and inclusive workforce and demonstrate the cultural competencies necessary to manage such a workforce. Exhibit openness, awareness, appreciation, and ability to adjust to diversity across cultures and markets; seeking experiences to explore intercultural and socio-cultural systems.
  - PLO 5 will be assessed by the Global Competence Aptitude Assessment to evaluate students via a frame called the Global Competence Model. This model is a composition of the skills and attitudes necessary for global competence focused on two key areas: (1) internal readiness: description of the personal characteristics and attitudes that enable individuals to effectively understand and interact across cultural boundaries; and (2) external readiness: describes the global knowledge and people skills acquired throughout one's life and work experiences that enables one to effectively navigate the complexities of today's interdependent world.

Further, the program will be constantly monitored by the Associate Dean for MBA and MS programs, as well as staff members in the MBA and MS Program Office, to identify and improve courses and extracurricular activities that fall short of learning outcomes and student expectations. For example, student evaluations of classes will be assessed every semester. High performing faculty will be praised and positively mentioned; faculty that do not perform as well will be consulted to identify improvement opportunities or replaced. The Associate Dean, together with the Financial Management Office at the School of Business, will regularly assess the economic feasibility of the program and establish adequate enrollment goals.

## **Diversity**

The School of Business is committed to creating an inclusive environment that enables all students, faculty, and staff to thrive. With this goal in mind, the school aims to embed diversity, equity, and inclusion principles into both curriculum and co-curricular content. The Executive MBA program is no exception. Principles of inclusive excellence are prevalent in both the curriculum and the practicum required for students. M H R 611 Strategic Talent Management will focus on the changing demographics in the United States, as well as around the globe, and what it means for employers and institutions. Students will learn about the outcome of increased diversity in the workforce and learn inclusive leadership skills. M H R 700 Leading People and Organizations engages students in discussions on leading diverse teams and practicing inclusive leadership. The theme of effectively working with diverse team members and understanding diverse consumers is embedded throughout the curriculum. Courses such as M H R 716 Accelerating Innovation, M H R 723 Business Strategy, M H R 628 Negotiations, and GEN BUS 714 Corporate Governance and Board Membership, also lend themselves to discussions of diversity and inclusion being integral to innovation, organizational performance, and employee satisfaction and well-being. These are core values and skills needed for a diverse world that is constantly evolving. Additionally, business has a key role to play in enhancing social equity and leading society toward greater inclusion, particularly for those who have been historically marginalized. Students will get a chance to apply these principles in GEN BUS 791 and 792, an experiential learning experience where students offer their expertise to solving problems for a company or non-profit organization throughout the state.

Additional extracurricular content on diversity and inclusion will be provided during residencies. As part of their orientation activities, all students engage in in-depth workshops on implicit bias and skill-building in inclusion. They learn about diversity, equity, and inclusion and how they pertain to their everyday lives, particularly in teamwork with members who are different from them. After program completion, as alumni, students can participate in badges, a collection of seminars, coursework, and activities that certify their knowledge on a particular topic. For example, the Executive MBA students can participate in sessions on business ethics, sustainability, and inclusion as part of the responsibility badge.

The new Executive MBA model increases the program's accessibility as it is 50% online, enabling working parents, particularly women, to participate. The hybrid approach is more accessible for leaders with family schedules. Moving the Executive MBA program into a hybrid mode should also help to increase student diversity in the program. Having a fully in-person part-time program limited the reach of the prior Executive MBA program to students from Madison and Milwaukee. The hybrid program should reach a broader geographic audience as less travel is required for course attendance. Given the change in delivery mode, it is expected that there will be more program interest from the Chicago area, which has a more diverse population.



The School of Business has a multi-pronged marketing and recruitment strategy to draw a diverse pool of applicants to the program. In addition to advertising through print and online venues, the school will utilize local community organizations to build awareness of the program. These organizations include the Latino Professionals Network, Black Professionals of Madison, The Urban League, etc. In partnership with corporate partners, the school develops ways to financially support students from marginalized backgrounds to enhance diversity in the classroom, and to provide advancement opportunities to individuals who may not otherwise have the opportunity. In addition, the School of Business admissions team continues to engage in diversity and inclusion initiatives, by attending conferences and events, to increase the diversity of the student population. In the long run, the Business Emerging Leaders (BEL) program (the school's pre-college outreach to underrepresented minorities), which has successfully increased diversity in the undergraduate program, will also lead to increased diversity in the school's graduate programs.

To facilitate retention and graduation, the program has a dedicated student services team that works with students and supports them in all their needs, including individual and group coaching, career counseling, and mentoring. Professional student services staff members help ensure each student's success and well-being in the program. There is also a dedicated financial emergency scholarship fund that helps students stay enrolled if they suffer from unpredicted financial hardship. Finally, program staff work closely with students that require a break in their program to restart their path to graduation later.

Over the past two years, the School of Business has increased faculty diversity from both a gender and ethnicity perspective. Diversifying faculty and staff has been a key priority for the School of Business with seven of the 11 recently hired faculty members representing ethnic and gender diversity. The dean has allocated resources to encourage expanding the diversity of faculty. In addition to school-level initiatives, the school is also partnering with UW-Madison campus-based initiatives such as the Target of Opportunity Program (TOP). This program provides increased support for departments to recruit people who represent groups not well-represented within the discipline. Programs like these have enabled the School of Business to recruit candidates outside of the usual pool of candidates in posted searches. The hope is to recruit a diverse class of students who can learn from faculty with varied lived and professional experiences. With extensive diversity programming for faculty and staff offered in the school, the goal is to model within the classroom the inclusive behaviors and mindset that is being taught to students.

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

This program will be offered entirely within the School of Business and will not include intra- or inter-institutional partnerships.

### **Projected Time to Degree**

Students will be part-time students and continue in their career. They will complete a total of 32 credits in an 18-month timeframe. Classes will continue in all semesters and the summer. Students will complete two credits per month for 16 months (i.e., from September

through the following February, except for May and August). The program is cohort based and lockstep. While exceptions will be accommodated (such as students taking a break for a year due to family or career reasons), the expectation is for students to complete the program as a cohort. The program will not recognize any incoming transfer credits for the program since the expectation is that all students will complete all courses together as a cohort. The Professional MBA program provides more flexibility for students with significant incoming graduate credits in business.

### **Program Review**

As for all new UW-Madison graduate programs, the program will have a check-in review by the Graduate Faculty Executive Committee (GFEC) three years after implementation. After this time, the program will be automatically rolled into the review cycle for the School of Business, which aligns with the school's Association to Advance Collegiate Schools of Business (AACSB International) accreditation reviews. GFEC requires submission of supplementary review materials in addition to the full AACSB report. The program's accreditation review satisfies UW-Madison's requirements for systematic academic program review.

### **Accreditation**

The Executive MBA will be accredited by the Association to Advance Collegiate Schools of Business (AACSB International). As a newly added program, the Executive MBA will be considered accredited pending formal review during the School of Business' next continuous improvement review in 2026-27.

## **JUSTIFICATION**

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

Given declining enrollments in the established Executive MBA program, in fall 2021, the School of Business established a task force to review and re-envision the program. Market research determined that prospective students were no longer looking for fully face-to-face Executive MBA programs, resulting in the proposal for a hybrid modality for the redesigned program. The hybrid modality will also offer the opportunity to expand the program's geographic reach, as many working professionals beyond the borders of Wisconsin are able to commit to one weekend a month in person in Madison. Research also brought to light that the differentiating factor for the Executive MBA is the curricular content. Prospective students are looking for a program that delivers a path to leadership, rather than a program that allows for deeper functional specialization. The proposed curriculum and extra-curricular offerings better align with the needs and desires of prospective students. This program is fully supported by the dean of the School of Business.

The proposed program supports major themes in the university's Strategic Framework. For example, this program will expand access to a UW-Madison education, leveraging new modes of delivery by changing the mode of instruction<sup>6</sup>. Moving from two weekends of in-

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<sup>6</sup> <https://strategicframework.wisc.edu/excellence-in-teaching-educational-achievement/>

person instruction per month to a single weekend will allow access to the program for audiences in Chicago, Minneapolis, and even to alumni living on the coasts. This program also embodies living the Wisconsin Idea.<sup>7</sup> Many executives in the community will go through this program, creating a connection between them and School of Business, which will also allow the school faculty a unique platform to interact with this community. Finally, this program will allow School of Business to be a better High-Performing Organization since the proposed redesign is improving on the existing program, growing revenue, and will create important new courses within the curriculum<sup>8</sup>.

### **University Program Array**

UW-Madison currently offers three MBA programs—the Full-Time MBA, the Professional MBA, and the existing Executive MBA (for which admission is currently suspended). These programs are designed to complement one another and serve distinct student populations. The Full-Time MBA is a two-year, full-time, in-person residential program, very traditional in nature. The Professional MBA is a part-time program, which can take 2-5 years to complete. It is 50% online, 50% in-person. By comparison then, the proposed new Executive MBA program is an 18-month hybrid program, with one weekend of in-person instruction each month. It is specifically designed for executive-level professionals looking for opportunities to expand their skills and elevate their leadership to take on business' shifting dynamics.

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

Similar programs within the UW System include the Executive MBA of the Lubar School of Business at UW-Milwaukee, the Impact MBA of UW-Green Bay, and the MBA Executive program at UW Oshkosh. All these programs have a much higher in-person content delivery mode, requiring students to spend more than one weekend per month on campus; the proposed UW-Madison program will limit the in-person commitment to one weekend per month, making the program much more accessible to a broader audience.

Several other programs with the same general Classification of Instructional Program (CIP) code exist within the UW-System, for example at UW-Eau Claire and UW-La Crosse. Those programs represent general MBA programs that have some overlap in content but are often targeted at a younger audience. The following UW System institutions offer MBA degrees currently: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW Oshkosh, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Whitewater.

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

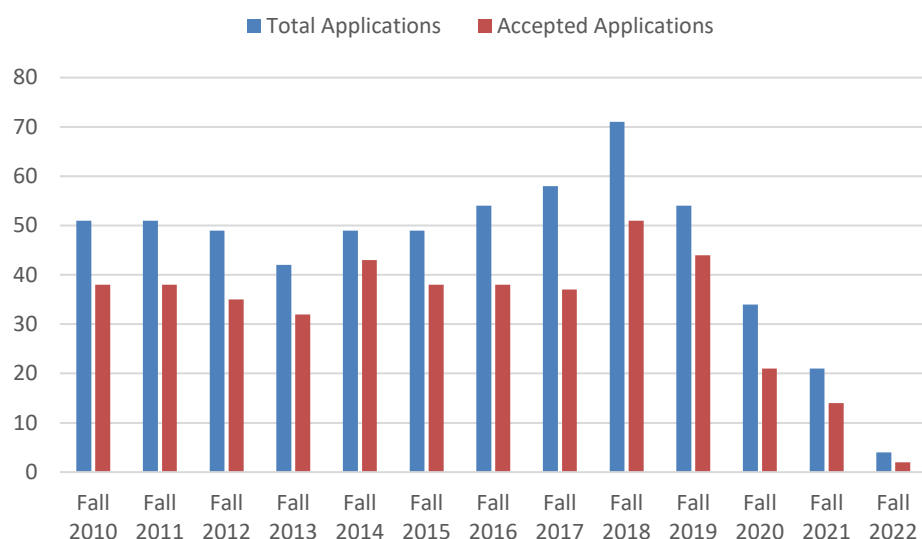
The School of Business has extensive experience with this type of program. Figure 1 is a summary of applications into the current Executive MBA subplan/option:

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<sup>7</sup> <https://strategicframework.wisc.edu/living-the-wisconsin-idea/>

<sup>8</sup> <https://strategicframework.wisc.edu/a-high-performing-organization/>

**Figure 1: Current Executive MBA Applications**



Demand was regularly in the 40-50 student range, with an average of 42 students per incoming cohort. During the COVID-19 pandemic, the demand dropped to an average of 20 students. The pandemic accelerated the shift in student demand towards online education. Market research conducted by the school clearly outlines that students are no longer looking for a fully in-person program. By moving the program into a hybrid format, the school aims to recapture this market.

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

The School of Business' internal Market Research Specialist conducted market research in the fall of 2021, including several focus group sessions, as well as a large-scale survey of about 300 potential Executive MBA applicants. A key objective of the research was to establish why the school needs an Executive MBA program in addition to the Professional MBA program in the program portfolio. Three hypotheses were explicitly tested:

1. The Executive MBA program is for students who value in-person learning, while the Professional MBA emphasizes flexibility and access;
2. The Executive MBA program is for students that want to be in the room with other executives, whereas the Professional MBA has less requirements related to student background and work experience; and
3. The Executive MBA program delivers a path to leadership, while the Professional MBA program allows deeper functional specialization.

With respect to the first hypothesis, it became clear that students are no longer looking for fully in-person programs. Only 9% of potential applicants were considering an in-person program, while 69% were considering hybrid programs and 49% were considering fully online programs. While COVID-19 was mentioned as one barrier leading to this preference, the more prevalent reasons for this preference were rooted in family/life/work balance issues. These trends were manifest before the pandemic and then massively accelerated by the pandemic, leading to the stark decline in applications for the in-person program. In School of Business'

conjoint analysis, the optimal Executive MBA program has the following characteristics: takes 18 months to four years to complete, is 50% in-person/50% online, allows students to customize up to 25% of the program through electives, has at least 50% of content delivered in a cohort model, and requires 5-10 years of professional work experience for entry.

In terms of online content, most applicants (56%) prefer asynchronous content, as it allows them to complete work on their own schedule; only 33% of applicants prefer synchronous content. Applicants prefer Saturday and Sunday in-person classes (41%) more than the current program's Friday/Saturday model (=21%). It can be concluded from this data that the structure of the current Executive MBA subplan/option is not aligned with market needs.

The second hypothesis was that the Executive MBA program could have a higher work experience requirement to ensure that executives make up the student cohort. While the Professional MBA students have an average of seven years of work experience, Executive MBA students traditionally have 12-15 years of work experience. Again, market data rejected this hypothesis. The conjoint data shows that the optimal program does not need to require more than 5-10 years of work experience. Focus groups revealed that executive applicants were satisfied learning from others in their cohort with less experience, revealing that a mix of people was far more important than the average experience by itself, making it unlikely that this could be a differentiating factor for the program.

Potential applicants were asked what topics they were interested in as part of the Executive MBA program. Through these responses, clear characteristics emerged that differentiate the Executive MBA from the Professional MBA program. While previous research that led to the Professional MBA development revealed a desire to specialize in functional areas (e.g., go deeper in marketing or finance), the present research revealed a clear preference for coursework focused on leadership, decision making, and strategy (see Figure 2). For example, 61% of applicants are interested in Strategic Thinking, 56% are interested in Leadership, and 51% are interested in Decision Making. It thus became clear that curricular content is the key aspect of the program that differentiates the Executive MBA within the school's graduate portfolio.

**Figure 2: Market Topic Preferences**



In summary, market research led to the conclusion that the redesigned Executive MBA should be at least 50% online, focused on leadership, decision-making, and strategy, and can be completed within a shorter timeframe than the Professional MBA.


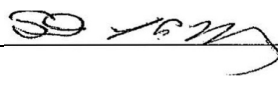
Beyond this School of Business analysis, the U.S. Bureau of Labor Statistics notes that employment of top business executives is projected to grow 6% from 2021 to 2031, about as fast as the average for all occupations.<sup>9</sup> That equates to 318,100 openings for top executives each year, on average, over the decade. Within the state of Wisconsin, positions for top executives are expected to grow by 5.2% through 2030, with experienced executives earning upwards of \$191,150 per year.<sup>10</sup>

<sup>9</sup> <https://www.bls.gov/ooh/management/top-executives.htm>

<sup>10</sup> State of Wisconsin, Department of Workforce Development, Wisconsin LMI Data Access

| University of Wisconsin - Madison              |  |                   |                   |                   |                   |                   |
|--|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| Cost and Revenue Projections For Executive MBA |  |                   |                   |                   |                   |                   |
|  | Items  | Projections       |                   |                   |                   |                   |
|  |  | 2024-25<br>Year 1 | 2025-26<br>Year 2 | 2026-27<br>Year 3 | 2027-28<br>Year 4 | 2028-29<br>Year 5 |
| I  | <b>Enrollment (New Student) Headcount</b>          | 20                | 25                | 30                | 35                | 40                |
|  | <b>Enrollment (Continuing Student) Headcount</b>   | 0                 | 20                | 25                | 30                | 35                |
|  | <b>Enrollment (New Student) FTE</b>                | 10                | 12.5              | 15                | 17.5              | 20                |
|  | <b>Enrollment (Continuing Student) FTE</b>         | 0                 | 10                | 12.5              | 15                | 17.5              |
| II   | <b>New Credit Hours</b>                            | 320               | 720               | 880               | 1040              | 1200              |
| III  | <b>FTE of Existing Faculty/Staff</b>               |                   |                   |                   |                   |                   |
|  | Faculty Instructors (\$160,000)                    | 1                 | 2                 | 2                 | 2                 | 2                 |
|  | Faculty Director/Associate Dean (\$250,000)        | 0.15              | 0.36              | 0.36              | 0.36              | 0.36              |
|  | Program Director/Assistant Dean (\$125,000/yr)     | 0.15              | 0.36              | 0.36              | 0.36              | 0.36              |
|  | Student Affairs 1 (0.25 FTE, \$74,000)             | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Student Affairs 2 (0.25, \$50,000/yr)              | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Student Affairs 3 (0.25 FTE, \$90,000)             | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Admissions/Recruiting 1 (0.25 FTE, \$62,000)       | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Admissions/Recruiting 2 (0.25 FTE, \$85,000)       | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Career Services (0.25 FTE, \$91,000)               | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Technology Specialist (0.25 FTE, \$57,000)         | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
|  | Student Affairs After Hours 1 (0.10 FTE, \$90,000) | 0.10              | 0.10              | 0.10              | 0.10              | 0.10              |
|  | Student Affairs After Hours 2 (0.10 FTE, \$48,000) | 0.10              | 0.10              | 0.10              | 0.10              | 0.10              |
|  | Student Workers/Graders (0.25 FTE, \$49,273/yr)    | 0.25              | 0.25              | 0.25              | 0.25              | 0.25              |
| IV   | <b>Revenues</b>                                    |                   |                   |                   |                   |                   |
|  | From Tuition (based on \$2,700/credit)             | \$864,000         | \$1,944,000       | \$2,376,000       | \$2,808,000       | \$3,240,000       |
|  | <b>Total New Revenue</b>                           | \$864,000         | \$1,944,000       | \$2,376,000       | \$2,808,000       | \$3,240,000       |
| V  | <b>Expenses</b>                                    |                   |                   |                   |                   |                   |
|  | <b>Salaries</b>                                    |                   |                   |                   |                   |                   |
|  | Faculty Instructors (\$160,000)                    | \$ 160,000        | \$ 326,400        | \$ 332,928        | \$ 339,587        | \$ 346,378        |
|  | Faculty Director/Associate Dean (\$250,000)        | \$ 37,500         | \$ 91,800         | \$ 93,636         | \$ 95,509         | \$ 97,419         |
|  | Program Director/Assistant Dean (\$125,000/yr)     | \$ 18,750         | \$ 45,900         | \$ 46,818         | \$ 47,754         | \$ 48,709         |
|  | Student Affairs 1 (0.25 FTE, \$74,000)             | \$ 18,500         | \$ 18,870         | \$ 19,247         | \$ 19,632         | \$ 20,025         |
|  | Student Affairs 2 (0.25, \$50,000/yr)              | \$ 12,500         | \$ 12,750         | \$ 13,005         | \$ 13,265         | \$ 13,530         |
|  | Student Affairs 3 (0.25 FTE, \$90,000)             | \$ 22,500         | \$ 22,950         | \$ 23,409         | \$ 23,877         | \$ 24,355         |
|  | Admissions/Recruiting 1 (0.25 FTE, \$62,000)       | \$ 15,500         | \$ 15,810         | \$ 16,126         | \$ 16,449         | \$ 16,778         |
|  | Admissions/Recruiting 2 (0.25 FTE, \$85,000)       | \$ 21,250         | \$ 21,675         | \$ 22,109         | \$ 22,551         | \$ 23,002         |
|  | Career Services (0.25 FTE, \$91,000)               | \$ 22,750         | \$ 22,750         | \$ 23,669         | \$ 24,142         | \$ 24,625         |
|  | Technology Specialist (0.25 FTE, \$57,000)         | \$ 14,250         | \$ 14,535         | \$ 14,826         | \$ 15,122         | \$ 15,425         |
|  | Student Affairs After Hours 1 (0.10 FTE, \$90,000) | \$ 9,000          | \$ 9,180          | \$ 9,364          | \$ 9,551          | \$ 9,742          |
|  | Student Affairs After Hours 2 (0.10 FTE, \$48,000) | \$ 4,800          | \$ 4,896          | \$ 4,994          | \$ 5,094          | \$ 5,196          |
|  | Student Workers/Graders (0.25 FTE, \$49,273/yr)    | \$ 12,318         | \$ 12,565         | \$ 12,816         | \$ 13,072         | \$ 13,334         |
|  | <b>TOTAL Salaries</b>                              | \$ 369,618        | \$ 620,081        | \$ 632,946        | \$ 645,605        | \$ 658,517        |
|  | <b>Fringe Benefits</b>                             |                   |                   |                   |                   |                   |
|  | Fringe on Faculty and Staff Salaries - 33.33%      | \$119,088         | \$202,485         | \$206,689         | \$210,823         | \$215,040         |
|  | Fringe on Student Workers/Graders Salary - 21.00%  | \$2,587           | \$2,639           | \$2,691           | \$2,745           | \$2,800           |
|  | <b>TOTAL Fringe Benefits</b>                       | \$121,675         | \$205,124         | \$209,381         | \$213,568         | \$217,840         |
|  | <b>Other Expenses</b>                              |                   |                   |                   |                   |                   |
|  | Marketing  | \$200,000         | \$200,000         | \$200,000         | \$200,000         | \$200,000         |
|  | Course Materials/Co-Curricular                     | \$25,000          | \$25,500          | \$52,000          | \$53,040          | \$54,101          |
|  | Catering, Lodging, Parking, etc.                   | \$32,000          | \$72,000          | \$88,000          | \$104,000         | \$120,000         |
|  | External Speakers/Communication                    | \$60,000          | \$63,000          | \$66,150          | \$69,458          | \$72,930          |
|  | <b>TOTAL Other Expenses</b>                        | \$317,000         | \$360,500         | \$406,150         | \$426,498         | \$447,031         |
|  | <b>Total Expenses</b>                              | \$808,293         | \$1,185,704       | \$1,248,477       | \$1,285,671       | \$1,323,388       |
| VI   | <b>Net Revenue - Reinvestment Margin</b>           | \$55,707          | \$758,296         | \$1,127,523       | \$1,522,329       | \$1,916,612       |

Submit budget narrative in MS Word Format

|   |                        |
|---|------------------------|
| <b>Provost's Signature:</b>   | <b>Date:</b>           |
|  | 4/12/2023              |
| <b>Chief Business Officer's Signature:</b> David Murphy                             | <b>Date:</b> 4/10/2023 |
|  |                        |

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON EXECUTIVE MBA**

### **Introduction**

The University of Wisconsin (UW)-Madison proposes to establish a new and enhanced Master of Business Administration (MBA) in Business: Executive (Executive MBA). The original and existing School of Business Executive MBA program was founded in 1993 as a chancellor's degree, changing to a service-based pricing program in 2010. It is offered as a subplan/option under the MBA-Business: General Management program, and for decades, was the top-ranked Executive MBA program in Wisconsin. While enrollment remained robust until the COVID-19 pandemic began in 2020, numbers quickly decreased in 2020 and 2021, leading the school to suspend admissions in 2022. Admission was suspended so the program could be redirected, and the subsequent decision was made that the Executive MBA would be more appropriately administered as an independently authorized degree program/plan as opposed to the subplan/option. The rationale included the desire for the Executive MBA to have a different credit load than the MBA-Business: General Management and the desire for a unique set of Program Learning Outcomes.

This proposal represents the school's plan, based on extensive market research, to establish a new Executive MBA degree program that will reflect current student demand and market influences. Key enhancements for the new degree include:

- A hybrid format, with 50% of the content being delivered online;
- Focused content on leadership, strategy, and decision making;
- An accelerated timeline with the 32-credit program to be completed in 18 months; and
- Extended non-curricular activities to include experiential learning, career coaching and presentation coaching.

The School of Business' mission is to "imagine, create, and lead the future of business" by connecting and empowering a dynamic community of lifelong learners, scholars, and organizations.<sup>1</sup> This mission is well aligned with the mission of UW-Madison. The redesigned Executive MBA program will contribute to this mission by bringing in future business and nonprofit leaders and connecting them and their organizations to the School of Business. The program will also lay the foundation for lifelong learning by connecting students to the School of Business badges platform, whereby students earn a digital record (i.e., badge) demonstrating the acquisition of well-defined and specific knowledge, skills, or competencies. The strategic agenda of the school, called *Roadmap 2025*, envisions

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<sup>1</sup> <https://business.wisc.edu/about/>



a “market-driven, on-demand graduate portfolio.”<sup>2</sup> This redesigned Executive MBA program will play an essential role in the portfolio.

Tuition for the lockstep, cohort-based, service-based pricing program is proposed to be \$2,700 per credit. The School of Business will not charge fees (besides segregated fees) but will include all costs within the tuition rate. The program is designed to be completed in 18 months of accelerated study. Most students in this type of program continue in their existing career path, but the program will provide career coaching to aid in career acceleration and exploration. The existing Executive MBA subplan/option, for which admissions is suspended, will be discontinued upon approval of this proposed replacement degree program.

Based on a targeted study conducted by the School of Business, demand for an MBA program using a hybrid delivery model is significant. In addition, between 2021 and 2031 market demand for business executives is expected to grow by 6%.

### **Section I – Enrollment**

The cohort program will enroll one intake each September. The program duration is 18 months. The program will begin enrolling students in fall 2024 with a projected enrollment of 20 students in the first year. Student FTEs for projection purposes are based on 0.5 FTE. The school is projecting a 100% retention rate from year one to year two of the program based on retention rates in the current Executive MBA program.

### **Section II – Credit Hours**

The Executive MBA requires 32 credits for graduation. Students will complete two credits per month for 16 months (i.e., from September through the following February, except for May and August). For purposes of the projection, the credit load is divided equally into 16 credits for the first year and 16 credits for the second. Total program credits are forecast to be 320 student credit hours in the first year growing to 1,200 student credit hours in the fifth year. This is a conservative estimate; however, the program desires to keep class size under 50 in this highly personalized program offering with a target market of executives and senior leaders.

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

No new FTE hires are required for the proposed new Executive MBA. The program will be supported by the team that supported the fully in-person Executive MBA (for which admissions have been suspended).

The new Executive MBA program will be led by a faculty director/associate dean (annual salary \$250,000) contributing 15% of effort (0.15 FTE) in Year 1 up to 0.36 FTE in

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<sup>2</sup> <https://business.wisc.edu/news/roadmap-2025-advancing-wsb-as-a-platform-for-lifelong-learning/>

Year 2 and beyond. The staff program director/assistant dean (annual salary \$125,000) will contribute 0.15 FTE in Year 1 up to 0.36 FTE in Year 2 and beyond. Instruction will be provided by School of Business faculty representing 1 FTE in Year 1 and 2 FTE in Year 2 and beyond, at an average of \$160,000.

Once the program enrolls students, existing staff members will assume responsibility for curriculum, assessment, student support, career support, coordination of co-curricular programming, and recruitment/enrollment activities. Specifically, three student affairs team members will shift support from the historical Executive MBA to the redesigned program, one at 25% effort (annual salary \$74,000), one 25% effort (annual salary \$50,000), and one 25% effort at (\$90,000 annual salary). In addition, two admissions/recruiting team members at 25% (annual salary \$62,000 and \$85,000) will be assigned to the program, and one career services staff member at 25% (\$91,000 annual salary). Due to the hybrid nature of the program, 25% effort of a technology specialist will be required (\$57,000 annual salary), and because of staffing needed during non-standard hours, 10% effort has been allocated for two other student affairs team members (annual salaries of \$90,000 and \$48,000 respectively). The FTE allotments are shared roles across other MBA degree offerings (i.e., Professional, Full-Time). Student workers and graders hired at an hourly wage will also support at 25% effort (\$49,273 annual) or \$12,318.

## **Section IV – Program Revenues**

### Tuition Revenues

The program will be supported through tuition revenue, and the proposed program tuition rate of \$2,700 per credit is strategically priced to total \$86,400. Students will be required to take 32 credits to meet graduation requirements. Net tuition is estimated to be \$864,000 in Year 1 growing to \$3,240,000 in Year 5.

## **Section V – Program Expenses**

### Salary and Fringe Expenses

The program will be supported by several faculty and staff as described in Section III. All salaries are assumed to have a 2% inflationary rate applied. A fringe benefit rate of 33.33 % is applied to all faculty and staff salaries, with a 21% fringe rate on the student staff members.

Existing faculty, staff, and student staff supporting the program will include:

- One faculty director/associate dean, 0.15 FTE in Year 1 moving to 0.36 in Year 2 and beyond (annual salary \$250,000)
- One program director/assistant dean, 0.15 FTE in Year 1 moving to 0.36 in Year 2 and beyond (annual salary \$125,000)
- Five student affairs staff,
  - 0.25 FTE (annual salary \$74,000)

- 0.25 FTE (annual salary \$50,000)
- 0.25 FTE (annual salary \$90,000)
- 0.10 FTE (annual salary \$90,000)
- 0.10 FTE (annual salary \$48,000)
- Two admissions/recruiting staff,
  - 0.25 FTEs (total annual salary \$62,000)
  - 0.25 FTEs (total annual salary \$85,000)
- One technology specialist, 0.25 FTE (annual salary \$57,000)
- One career services staff, 0.25 FTE (annual salary \$91,000)
- Faculty for instruction
  - 1 FTE in Year 1 of the program (annual salary \$160,000)
  - 2 FTE in Year 2 and beyond (annual salary \$160,000)
  - Student workers/graders, 0.25 FTE (annual salary \$49,273)

#### Other Expenses

- Marketing - \$200,000 in year one of enrollment. This cost is budgeted annually due to the cost of video, technology, and needing to have a strong initial start to the redesigned program's branding in order to capture market share.
- Course materials and co-curricular embedded in the program are \$25,000 in Years 1 and 2, rising to \$52,000 in Year 3 and beyond, with a 2% inflation included in the model.
- Catering for on-site days, lodging for the required residencies, and parking are expected to average \$100 per student credit hour, covered by the School of Business.
- External Speakers/Communication will be \$60,000 in 2024 and increase 5% annually.

#### **Section VI – Net Revenue**

The Executive MBA program is projected to generate \$55,707 of net revenue in Year 1, up to \$1,916,612 in Year 5. The School of Business will initially invest the margin in Executive MBA-specific technology, extra-curricular programming, and scholarships. Once the steady state of 40 per cohort is achieved and the net revenue stabilizes, the additional net revenue will be invested in department salaries, staff development, and potential School of Business building remodel needs.



DATE: 12 April 2023  
 TO: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System  
*via email: [apfa@uwsa.edu](mailto:apfa@uwsa.edu)*  
 FROM: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs  
 RE: Authorization Proposal: MBA-Business: Executive

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a new MBA-Business: Executive (i.e., Executive MBA) at the University of Wisconsin–Madison.

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

Per UW–Madison policy, this program proposal has been endorsed by the faculty, dean, and academic planning council of the program’s academic home (i.e., the School of Business), and the University Academic Planning Council. It was approved for the UW System Fast-Track Process in August 2022. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2023 with first enrollments in the fall of 2024. We are requesting that this proposal be scheduled for consideration at the June 2023 Board of Regents meeting. Please contact Karen Mittelstadt ([mittelstadt@wisc.edu](mailto:mittelstadt@wisc.edu)) with any questions about these materials.

**Attachments:** Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

**Copies:**

Jennifer L. Mnookin, Chancellor, UW–Madison  
 Jennifer Noyes, Interim Chief of Staff, Office of the Chancellor  
 Rob Cramer, Vice Chancellor for Finance and Administration  
 David Murphy, Associate Vice Chancellor for Finance and Administration  
 Allison La Tarte, Interim Associate Vice Provost, Data, Academic Planning & Institutional Research  
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research  
 Vallabh Sambamurthy, Dean, School of Business  
 Enno Siemsen, Associate Dean, School of Business  
 Blair Nelson Sanford, Associate Dean, School of Business  
 Lynn Snyder, Associate Dean, School of Business  
 Dana Outhouse, Academic Planner, School of Business  
 Brigid Patterson, Academic Planner, School of Business  
 Tracy Davidson, Interim Associate Vice President of Academic Programs & Faculty Advancement, UW System  
 Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System

**Office of the Provost and Vice Chancellor for Academic Affairs**

150 Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706  
 608-262-1304 Fax: 608-265-3324 Email: [provost@provost.wisc.edu](mailto:provost@provost.wisc.edu) [www.provost.wisc.edu](http://www.provost.wisc.edu)

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE IN  
ANIMAL AND VETERINARY BIOSCIENCES,  
UNIVERSITY OF WISCONSIN-MADISON**

**REQUESTED ACTION**

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Animal and Veterinary Biosciences at the University of Wisconsin-Madison.

**Resolution C.6.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Animal and Veterinary Biosciences program at the University of Wisconsin-Madison.

**SUMMARY**

The University of Wisconsin (UW)-Madison proposes a new undergraduate degree, the Bachelor of Science (B.S.) in Animal and Veterinary Biosciences, to be offered by the Department of Animal and Dairy Sciences in the College of Agricultural and Life Sciences. This program will provide students with a foundation in animal and veterinary concepts and applied science, responding to the needs of the current student population, and allowing greater access for transfer students and students who redirect their focus of study during their undergraduate career.

The B.S. in Animal and Veterinary Biosciences is comprised of 120 credits, including 23 of foundational math and science courses and 37-41 credits of courses specific to animal and veterinary biosciences. This program will replace the existing B.S. in Animal Sciences. The central concepts of the new program's curriculum are like the existing program, but the B.S. in Animal and Veterinary Biosciences has been redesigned to better meet the needs of students by providing more distinct academic and career pathways. The program name reflects the foundation in biological sciences, animal and veterinary sciences, and animal biology that students will receive through the curriculum.

This educational grounding prepares graduates for careers in both traditional production and veterinary fields. Graduates will be prepared for a wide variety of career options and for graduate or professional schools in a variety of fields, including veterinary school. Standard undergraduate tuition rates will apply.

### **Presenter**

- Dr. Eric Wilcots, Interim 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 April 29, 2022), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

### **Related Policies**

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

### **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN  
ANIMAL AND VETERINARY BIOSCIENCES  
AT UNIVERSITY OF WISCONSIN-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin (UW)-Madison proposes a new undergraduate degree, the Bachelor of Science (B.S.) in Animal and Veterinary Biosciences, to be offered by the Department of Animal and Dairy Sciences in the College of Agricultural and Life Sciences. This program will provide students with a foundation in animal and veterinary concepts and applied science, responding to the needs of the current student population, and allowing greater access for transfer students and students who redirect their focus of study during their undergraduate career.

The B.S. in Animal and Veterinary Biosciences is comprised of 120 credits, including 23 credits of foundational math and science courses and 37-41 credits of courses specific to animal and veterinary biosciences. This program will replace the existing B.S. in Animal Sciences. The central concepts of the new program's curriculum are like the existing program, but the B.S. in Animal and Veterinary Biosciences has been redesigned to better meet the needs of students by providing more distinct academic and career pathways. The program name reflects the foundation in biological sciences, animal and veterinary sciences, and animal biology that students will receive through the curriculum. This educational grounding prepares graduates for careers in both traditional production and veterinary fields. Graduates will be prepared for a wide variety of career options and for graduate or professional schools in a variety of fields, including veterinary school. Standard undergraduate tuition rates will apply.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Madison

**Title of Proposed Academic Degree Program**

Animal and Veterinary Biosciences

**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Animal and Dairy Sciences

**College, School, or Functional Equivalent**

College of Agricultural and Life Sciences

**Proposed Date of Implementation**

September 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the B.S. in Animal and Veterinary Biosciences over the next five years. By the end of Year 5, it is expected that 233 students will have enrolled in the program and 88 students will have graduated. The proposed program will replace the current B.S. in Animal Sciences; therefore, redirecting new enrollment from the current to the proposed program. All anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the B.S. in Animal and Veterinary Biosciences will draw primarily from currently enrolled UW-Madison undergraduates. The program is not expected to specifically draw new and additional students. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed program as a choice among UW-Madison's more than 100 undergraduate programs, and it is expected between 30 and 48 students will start the program each year.

For enrollment planning purposes, assumptions include: 1) all anticipated students are expected to enroll full time, so projections assume that headcounts will be equivalent to FTEs; 2) students will declare the program when they matriculate to UW-Madison and thus will spend four years in the program; 3) approximately 35 students in the existing B.S. in Animal Sciences program will move into the new B.S. in Animal and Veterinary Sciences; 4) the average student retention rate is projected to be 95% based on UW-Madison's overall 95% persistence rate.

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

| <b>Students/Year</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| New Students         | 0             | 0             | 0             | 0             | 0             |
| Continuing Students  | 65            | 97            | 132           | 140           | 157           |
| Total Enrollment     | 65            | 97            | 132           | 140           | 157           |
| Graduating Students  | 0             | 0             | 32            | 26            | 30            |



## **Tuition Structure**

For students enrolled in the B.S. in Animal and Veterinary Biosciences program, standard undergraduate tuition and fee rates will apply. For the current academic year (2022-23), residential tuition and segregated fees total \$5,398.20 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,636.68 is attributable to tuition and \$761.52 is attributable to segregated fees. Nonresident tuition and segregated fees total \$19,713.72 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$18,952.20 is attributable to tuition and \$761.52 is attributable to segregated fees.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The proposed Animal and Veterinary Biosciences program is a Bachelor of Science degree program, requiring 120 credits to complete the degree. The major coursework requires 23 credits of foundational math and science courses and 37-41 credits of courses specific to animal and veterinary biosciences. All courses have been developed, and most are currently used in the B.S. in Animal Sciences program. To complete their UW-Madison bachelor's degree, students must complete 27-30 credits of university General Education Requirements and 19-20 credits of college degree requirements. Many courses in the proposed B.S. in Animal and Veterinary Biosciences program can meet both General Education Requirements and college degree requirements.

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

The B.S. in Animal and Veterinary Biosciences will provide students with a solid foundation in the biological sciences, core courses in key disciplines (i.e., animal welfare, animal nutrition, animal health, animal genetics, and animal physiology), and flexible depth and breadth courses that reflect their species and discipline interests. Graduates of the program will be prepared for veterinary careers, graduate work in animal biology or related fields, and technical positions in animal health, animal nutrition, biotechnology, and related fields. The Animal and Veterinary Biosciences program has three program learning outcomes:

1. Define biological processes and explain their role in animal health and management.
2. Apply scientific concepts and critical thinking skills to identify and analyze real world problems in animal science.
3. Develop scientific competencies needed for advanced careers in animal or veterinary biosciences.

### **Program Requirements and Curriculum**

There are no admissions requirements or prerequisites for the program; it is open to all undergraduates in the College of Agriculture and Life Sciences. Table 2 illustrates the

program curriculum for the proposed degree. The program requirements are comprised of 23 credits of foundational math and science coursework and 37-41 credits of courses specific to animal and veterinary biosciences. Many courses used to fulfill major requirements can also be used to fulfill college and university requirements.

**Table 2: B.S. in Animal and Veterinary Biosciences Program Curriculum**

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**University General Education Requirements**

*Credits earned in foundational and major coursework may also be applied to satisfy the total general education credit requirements* **27-30 credits**

|  |           |
|--|-----------|
| Humanities/Literature/Arts             | 6 credits |
| Natural Science                        | 6 credits |
| Social Studies                         | 3 credits |
| Communication Part A & Part B          | 6 credits |
| Quantitative Reasoning Part A & Part B | 6 credits |
| Ethnic Studies                         | 3 credits |

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**College of Agriculture and Life Sciences Degree Requirements**

*Credits earned in foundational and major coursework may also be applied to satisfy the total college credit requirements* **19-20 credits**

|  |             |
|--|-------------|
| First Year Seminar   | 1 credit    |
| CALS International Studies                                 | 3 credits   |
| Physical Science Fundamentals                              | 4-5 credits |
| Biological Science   | 5 credits   |
| Additional Science (Biological, Physical, or Natural)      | 3 credits   |
| Science Breadth (Biological, Physical, Natural, or Social) | 3 credits   |

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**Foundational Math and Science Requirements**

**23 credits**

|              |           |
|--------------|-----------|
| Algebra      | 3 credits |
| Statistics   | 3 credits |
| Chemistry    | 9 credits |
| Biology      | 5 credits |
| Biochemistry | 3 credits |

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**Major Requirements**

**37-41 credits**

AN SCI 101 & 102

4 credits

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**Animal Science Core (Choose 4 courses 11-12 credits)**

|   |           |
|---|-----------|
| AN SCI 245 – Animal Welfare                       | 3 credits |
| AN SCI 311 – Comparative Animal Nutrition         | 3 credits |
| AN SCI 320 – Animal Health and Disease Management | 3 credits |
| AN SCI 361 – Intro to Animal and Vet Genetics     | 2 credits |
| AN SCI 373 – Animal Physiology                    | 3 credits |

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**Animal Biology Depth (Complete at least 10 credits)**

|  |           |
|--|-----------|
| AN SCI 305 – Intro to Meat Science and Technology                              | 4 credits |
| AN SCI 336 – Growth and Development  | 3 credits |
| AN SCI 362 – Veterinary Genetics or AN SCI 363 – Principles of Animal Breeding | 2 credits |
| AN SCI 366 – Concepts in Genomics  | 3 credits |

|  |                             |
|--|-----------------------------|
| DY SCI 378 – Lactation Physiology                                | 3 credits                   |
| AN SCI 414 – Ruminant Nutrition & Metabolism                     | 3 credits                   |
| AN SCI 415 – Application of Monogastric Nutrition                | 2 credits                   |
| AN SCI 420 – Microbiomes of Animal Systems                       | 3 credits                   |
| AN SCI 434 – Reproductive Physiology                             | 3 credits                   |
| Fifth course from Animal Science Core requirement                | 2-3 credits                 |
| <b>Animal Science Breadth (Complete at least 12 credits)</b>     |                             |
| AN SCI 200 – Biology and Appreciation of Companion Animals       | 3 credits                   |
| DY SCI 233 – Dairy Herd Management I                             | 3 credits                   |
| DY SCI 234 – Dairy Herd Management II                            | 3 credits                   |
| AN SCI 344 – Digital Technologies for Animal Monitoring          | 3 credits                   |
| AN SCI 399 - Internship <i>or</i> AN SCI 699 – Independent Study | 1-3 credits                 |
| A A E 422 – Food Systems and Supply Chains                       | 3 credits                   |
| AN SCI 431 – Beef Cattle Production                              | 3 credits                   |
| AN SCI 432 – Swine Production                                    | 3 credits                   |
| AN SCI 515 – Commercial Meat Processing                          | 2 credits                   |
| DY SCI 534 – Reproductive Management of Dairy Cattle             | 3 credits                   |
| BIOLOGY/ZOOLOGY 152 – Introductory Biology <i>or</i>             | 5 credits                   |
| BIOLOGY/BOTANY 130 – Introductory Botany                         |                             |
| CHEM 343 – Organic Chemistry I                                   | 3 credits                   |
| PHYSICS 103 – General Physics                                    | 4 credits                   |
| MICROBIO 303 – Biology of Microorganisms                         | 3 credits                   |
| M M & I/ENTOM/PATH-BIO/ZOOLOGY 350 – Parasitology                | 3 credits                   |
| <b>Capstone (Complete one course)</b>                            |                             |
| AN SCI 435 – Animal Sciences Pro-seminar                         | 2 credits                   |
| DY SCI 535 – Dairy Farm Management Practicum                     | 3 credits                   |
| <b>Electives</b>   | <b>To reach 120 credits</b> |
| <b>Total Credits</b>   | <b>120 credits</b>          |

## Assessment of Outcomes and Objectives

The Department of Animal and Dairy Sciences will develop an assessment plan to evaluate program and course student learning outcomes on an annual basis. The plan will be developed in accordance with the UW-Madison processes for program assessment reporting.<sup>1</sup> The department's Undergraduate Committee is responsible for compiling and analyzing assessment data for review by the department faculty and submission to the Provost's Office. The department faculty determine what items, if any, are actionable.

## Diversity

In line with the College of Agricultural and Life Sciences aim of inclusivity, the Department of Animal and Dairy Sciences has developed a program that aims for inclusive

<sup>1</sup> For details, please see <https://assessment.wisc.edu/academic-program-assessment-plans-guidelines-and-templates/>

excellence. Students will engage in learning activities that support the development of core skills related to diversity, equity, and inclusion. This includes cultural humility, the ability to challenge structural inequalities, and the awareness of one's own social identities. For example, students will gain knowledge on a broad range of diverse biological processes, and will be exposed to a heavy component of laboratory and farm-based activities. Students will develop skills to communicate across disciplines and to diverse audiences, including different levels of seniority, professional experience, cultural backgrounds, and functional and access needs. Furthermore, learning activities will include industry network opportunities, such that students from under-represented groups will have equitable access to applied learning and career development opportunities. Students will be supported to apply, obtain, and succeed in optional internships, which will help to further connect underrepresented students with the industry. Learning opportunities about international production systems further contribute to the inclusivity of the program.

The program works with diversity organizations and programs such as Minorities in Agriculture, Natural Resources, and Related Sciences (MANNRS); the Precollege Enrichment Opportunity Program for Learning Excellence (PEOPLE); Posse; the Hmong American Student Association (HASA); and the Center for Educational Opportunity (CeO) to recruit students from underrepresented populations. The department is aware of and has made great use of campuswide programs that increase inclusivity in the faculty population, like the Target of Opportunity program.

Equity in access to and student success in the B.S. in Animal and Veterinary Biosciences will be supported in two ways. First, it is expected the program will appeal to a broader population of students with interests in animal health and veterinary medicine, particularly those who may have been dissuaded by the real and perceived agricultural emphasis of the current B.S. in Animal Sciences program. The B.S. in Animal Sciences includes a suite of core courses to meet the needs of agricultural, veterinary, and academic professions, and students in the current major must take all core courses. However, the student population of the B.S. in Animal Sciences program is increasingly urban and suburban, with interests that include companion, service, and working animals. The new major will better represent this changing student population and enable them to identify more with the program and their future self across related disciplines and industries.

In addition to an inclusive curriculum, extracurricular activities within the department aim to support equity in recruitment, retention, and completion. Saddle & Sirloin, Badger Meat Science Club, Animal Welfare Assessment Team, Dairy Club, and Poultry Club are departmental organizations that welcome and support students through their careers. These engagement and shared learning experiences provide opportunities to build social and academic support systems and can promote a sense of belonging and academic identity for students. Two departmental undergraduate fellowships support research experiences, integrating under-represented students with faculty and graduate students from the department, and giving students opportunities to develop a more

comprehensive learning experience that, in turn, support career success. Finally, annual events like the Dairy Club Picnic and the Golf Outing are department-wide social opportunities that welcome and join students and faculty through team activities. The department is working to make its space more welcoming and inclusive by creating a space for the SciMed Graduate Research Scholars "hangout room." While this room is meant for graduate students, the department believes that diversifying its space will allow undergraduates from all backgrounds to better identify with the department and program.

Although the department's undergraduate student population is represented by almost 80% women, the faculty population does not represent such diversity. However, in the last 10 years, the department has put great emphasis on improving the diversity of its faculty population and has hired five women faculty over the past five years. The department is continuously working to improve the diversity of its faculty, including candidates from underrepresented populations in every search, and hiring 40% of the faculty from underrepresented groups. The department has also aggressively sought opportunities to enhance its diversity through the Target of Opportunity program, under which it has hired three faculty.

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

The program will not be offered in partnership or consortial arrangement with other UW universities or organizations.

### **Projected Time to Degree**

The B.S. in Animal and Veterinary Biosciences is designed to be completed within four years. The current B.S. in Animal Sciences has averaged 3.92 years to completion over the past five years. The faculty and college expect the new degree program will meet that average and is likely to improve time to degree given the increased flexibility of the major.

### **Program Review**

Like all new academic programs at UW-Madison, the B.S. in Animal and Veterinary Biosciences will undergo a formal academic program review five years after its implementation, in the 2028-29 academic year. Thereafter, it will be reviewed on a ten-year program review cycle. Program reviews are conducted consistent with UW-Madison's policies and guidelines on program review. Elements addressed in the review include student enrollment profile and trends; student support services; community and climate; faculty, staff, facility, and fiscal resources.<sup>2</sup>

### **Accreditation**

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

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<sup>2</sup> For more information see Policy on Academic Program Review <https://policy.wisc.edu/library/UW-1058>

## JUSTIFICATION

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

The UW-Madison Department of Animal and Dairy Sciences currently offers a B.S. in Animal Sciences. This program focuses on ensuring that students develop core competencies in the traditional animal sciences disciplines of nutrition, physiology, genetics, and management, and applies this content to a wide range of domestic animals. Students in the existing program are prepared to enter veterinary or graduate school for large or small animals or take technical positions in animal production fields.

The proposed B.S. in Animal and Veterinary Biosciences will replace the existing Animal Sciences program. While the focus and some career outcomes will remain much the same, the program name and curriculum have been modernized with two primary objectives in mind. The first is to represent the interests of the student population and their intended and multiple careers pathways and ensuring that all students are provided the underlying knowledge and skills they will need in those future careers. The second is to provide greater flexibility, such that students can dig deeper into one or more of the traditional disciplines or explore emerging subjects such as animal welfare, digital agriculture, microbiome studies, or environmental sustainability, which can lead to more varied occupations.

The proposed B.S. in Animal and Veterinary Biosciences targets students who have a passion for farm, service, or companion animals and aspire to become practicing veterinarians, those who plan to pursue graduate degrees in animal biology or related fields, and those who seek technical positions in animal health, animal nutrition, biotechnology, and related fields. Students in the B.S. in Animal and Veterinary Biosciences will establish a solid foundation in the biological sciences, complete core courses in key disciplines (e.g., animal welfare, animal nutrition, animal health, animal genetics, and animal physiology), and round out their education by choosing depth and breadth courses that reflect their species and discipline interests.

The flexibility within the curriculum of the proposed major responds to a shortcoming in the existing B.S. in Animal Sciences program curriculum. The existing program requires a large, inflexible set of courses that prepare students for veterinary school or other careers, which results in an outflow of students from the major if a student changes their career plans. This may be particularly so for students who initially had been working toward veterinary school. The proposed B.S. in Animal and Veterinary Biosciences continues to include a core set of courses fundamental to a degree in this discipline, but this set of courses now represents a true “core” of coursework, with the depth and breadth of the major drawing from a flexible list of options. Thus, students will be prepared to pursue multiple career opportunities beyond veterinary sciences. The flexible curriculum will also benefit transfer students, nontraditional students whose schedules are constrained by work or family commitments, and students who wish to pursue study

abroad opportunities. The new curriculum and program structure described herein will better prepare students to secure fulfilling employment upon graduation, adapt to myriad changes in the coming decades, and work toward the grand challenges of the field. These challenges include animal health and welfare, food safety, precision livestock farming, land and water stewardship, and biomedical advancements.

The proposed program is expected to appeal to a broader population of students with interests in animal health and veterinary medicine, particularly those who may have been dissuaded by the real and perceived agricultural emphasis of the current B.S. in Animal Sciences program. The current and emerging student populations are increasingly urban and suburban, with interests that include companion, service, and working animals. The new major will better represent this changing student population and enable them to identify more with the program.

Students who wish to attend veterinary school or graduate school can complete most or all pre-requisite undergraduate coursework within the framework of the B.S. in Animal and Veterinary Biosciences. Students who seek agricultural or extension career paths, or other more applied animal bioscience professions, will have course options within the major and be able to strengthen knowledge in a specific area, such as animal genetics, meat science, animal welfare, or a production focus. UW-Madison has one of the top-ranked Animal and Dairy Sciences departments in the nation, and the department believes these changes will make B.S. in Animal and Veterinary Biosciences graduates among the most competitive candidates for veterinary school, graduate school, and leading companies and organizations in the field. Support for this new program has been expressed by the leaders of the UW-Madison School of Veterinary Medicine.

### **University Program Array**

The proposed B.S. in Animal and Veterinary Biosciences will replace the current B.S. in Animal Sciences. The B.S. in Animal and Veterinary Biosciences curriculum aligns closely to the current B.S. in Animal Sciences curriculum, which it will be replacing. The new curriculum leverages the same or similar foundational math and science coursework, as well as the same or similar coursework offered by departmental faculty. When this new program is implemented, the current B.S. in Animal Sciences major will be phased out and discontinued, so no impact is expected on the program array.

Like the current B.S. in Animal Sciences program, the proposed program will be related to the Zoology and Wildlife Ecology programs, as they all provide students with coursework related to the animal kingdom in different ways. These programs have co-existed and complemented each other for many years, and this new program is designed to continue that relationship. Similarly, the B.S. in Animal and Veterinary Biosciences major provides students with a more targeted curriculum than the Biology major, which includes a wide array of choices in the biological sciences.

## Other Programs in the University of Wisconsin System

The B.S. in Animal and Veterinary Biosciences will have a similar relationship to animal-related science and biology programs at other UW System campuses, including the Animal Sciences programs at UW-River Falls and UW-Platteville and the Biology programs at UW-Green Bay and UW-La Crosse. The UW-Madison B.S. in Animal Sciences major has co-existed with these programs for many years with sustainable enrollment, and it is expected that the proposed program will continue to do the same.

## Need as Suggested by Current Student Demand

The B.S. in Animal and Veterinary Biosciences is not expected to affect existing demand for related majors. Because this new major is replacing the current B.S. in Animal Sciences, it is expected to draw on a similar population as the current program. The current B.S. in Animal Sciences has a stable and sustainable enrollment, as outlined in Table 3. Given the proposed curricular structure, program staff expect enrollments in the B.S. in Animal and Veterinary Biosciences major will build on these enrollments.

**Table 3: B.S. in Animal Science Five-Year Enrollment Data**

| Academic Year        | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|---------|---------|---------|---------|---------|
| Enrollments (spring) | 145     | 145     | 127     | 130     | 140     |
| Awards               | 35      | 36      | 27      | 28      | 31      |

The B.S. in Animal and Veterinary Biosciences is designed to respond to the needs of students. Based on advising appointment information, 83% of the current first-year B.S. in Animal Sciences students indicated an intention to apply to veterinary school. The existing program is structured to require coursework in traditional agriculture and animal production, which can be alienating for this group of students. The proposed major supports non-agricultural student interests through representation in the major name and the curriculum. The curriculum focuses on core concepts in the field while providing flexible options for more specialized courses in areas such as nutrition and genetics. Like the existing B.S. in Animal Sciences, the proposed program will meet the needs of students wishing to pursue a career in the agriculture industry through curricular options that focus on animal production. Students interested in traditional agriculture and animal production will find a variety of coursework options to suit their interests. In a survey of B.S. in Animal Sciences students in their first or second year, 92% expressed interest in more flexible opportunities.<sup>3</sup>

The proposed program also is expected to attract students who may be specifically seeking a veterinary bioscience program and had not previously considered a program at UW-Madison. The program name reflects a modern way of referring to the field as a combination of agriculture, industry, research, and veterinary interests. Similar names are in use by universities like Clemson, the University of Arizona, and Penn State, and the use

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<sup>3</sup> Survey in AN SCI 101, November 28, 2022



of “Animal Bioscience,” “Animal and Veterinary Science,” and similar names are common throughout the field to refer to programs like the one proposed.

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

Most students in the existing B.S. in Animal Sciences initially indicate a wish to become veterinarians. The same is expected to be true for the B.S. in Animal and Veterinary Biosciences. Based on departmental data, about 20% of first-year undergraduates will be accepted to veterinary school. The job outlook for veterinarians is highly favorable, with a 19% projected national growth rate in employment from 2021 to 2031.<sup>4</sup> This growth is coupled with a shortfall of veterinarian services, including in Wisconsin.<sup>5</sup>

The proposed B.S. in Animal and Veterinary Biosciences also will prepare students for agricultural and production careers. Projections from the National Institute of Food and Agriculture indicate a 2.6% annual growth rate in career opportunities in food, agriculture, and natural resources nationally.<sup>6</sup> Based on data from Steppingblocks and the Bureau of Labor Statistics, Animal Sciences graduates work in a variety of positions and industries with favorable projected job growth from 2021 to 2031.<sup>7</sup> These include: Advertising or Marketing Manager (10% growth); Embryologist or Clinical Laboratory Technician (7% growth); Research Assistant (9% growth); Communication Specialist (8% growth); Quality control or Quality Assurance (9% growth); Animal Care and Service Specialist (29% growth).

The proposed degree program will continue to serve industries, organizations, and the economy of Wisconsin. Data on graduate outcomes indicate that 65.9% (41) of B.S. in Animal Sciences graduates in the last five years are employed in Wisconsin. Wisconsin agriculture provides 435,700 jobs, or 11.8% of total employment in the state<sup>8</sup>. The university expects the proposed degree to continue to fill this need for the people and companies of Wisconsin.

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<sup>4</sup> U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Veterinarians. Retrieved at <https://www.bls.gov/ooh/healthcare/veterinarians.htm>

<sup>5</sup> USDA National Institute of Food and Agriculture. Veterinary Services Shortfall Map. Retrieved from <https://www.nifa.usda.gov/vmlrp-map?state=433>



<sup>6</sup> USDA National Institute of Food and Agriculture. 2020-2025 Employment Outlook Report. Retrieved from <https://www.purdue.edu/usda/employment/report-summary/>

<sup>7</sup> SteppingBlocks (<https://www.steppingblocks.com/>) and Bureau of Labor Statistics (<https://www.bls.gov/ooh/>)

<sup>8</sup> <https://datcp.wi.gov/Pages/Publications/WIAgStatistics.aspx>

| University of Wisconsin - Madison                                     |  |             |             |             |             |             |
|---|--|-------------|-------------|-------------|-------------|-------------|
| Cost and Revenue Projections for BS-Animal and Veterinary Biosciences |  |             |             |             |             |             |
|   | Items  | Projections |             |             |             |             |
|   |  | 2023-24     | 2024-25     | 2025-26     | 2026-27     | 2027-28     |
|   |  | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
| <b>I</b>  | <b>Enrollment (New Student) Headcount</b>          | 0           | 0           | 0           | 0           | 0           |
|   | <b>Enrollment (Continuing Student) Headcount</b>   | 65          | 97          | 132         | 140         | 157         |
|   | <b>Enrollment (New Student) FTE</b>                | 0           | 0           | 0           | 0           | 0           |
|   | <b>Enrollment (Continuing Student) FTE</b>         | 65          | 97          | 132         | 140         | 157         |
| <b>II</b>   | <b>Total New Credit Hours</b>                      | 0           | 0           | 0           | 0           | 0           |
|   | <b>Existing Credit Hours</b>                       | 1950        | 2910        | 3960        | 4200        | 4710        |
| <b>III</b>  | <b>FTE of New Faculty/Instructional Staff</b>      | 0           | 0           | 0           | 0           | 0           |
|   | <b>FTE of Current Faculty</b>                      | 5           | 7           | 9           | 9           | 10          |
|   | <b>FTE of Current Instructional Academic Staff</b> | 1           | 1           | 2           | 2           | 2           |
|   | <b>FTE of New Admin Staff</b>                      | 0           | 0           | 0           | 0           | 0           |
|   | <b>FTE Current Admin Staff</b>                     | 1           | 1           | 1           | 1           | 1           |
| <b>IV</b>   | <b>Revenues</b>                                    |             |             |             |             |             |
|   | <i>From Tuition (based on \$386.39/credit)</i>     | \$753,461   | \$1,124,395 | \$1,530,104 | \$1,622,838 | \$1,819,897 |
|   | <i>From Fees</i>                                   | \$0         | \$0         | \$0         | \$0         | \$0         |
|   | <i>Program Revenue (Grants)</i>                    | \$0         | \$0         | \$0         | \$0         | \$0         |
|   | <i>Program Revenue - Other</i>                     | \$0         | \$0         | \$0         | \$0         | \$0         |
|   | <i>GPR allocation</i>                              | \$111,000   | \$61,500    | \$101,000   | \$75,000    | \$107,000   |
|   | <b>Total New Revenue</b>                           | \$864,461   | \$1,185,895 | \$1,631,104 | \$1,697,838 | \$1,926,897 |
| <b>V</b>  | <b>Expenses</b>                                    |             |             |             |             |             |
|   | <b>Salaries plus Fringes</b>                       |             |             |             |             |             |
|   | <i>Faculty</i>                                     | \$690,845   | \$1,005,870 | \$1,344,992 | \$1,398,792 | \$1,616,382 |
|   | <i>Instructional Academic Staff</i>                | \$92,065    | \$95,748    | \$199,155   | \$207,121   | \$215,406   |
|   | <i>Admin Staff</i>                                 | \$81,183    | \$84,430    | \$87,808    | \$91,320    | \$94,973    |
|   | <b>Other Expenses</b>                              |             |             |             |             |             |
|   | <i>Expenses</i>                                    | \$0         | \$0         | \$0         | \$0         | \$0         |
|   | <b>Total Expenses</b>                              | \$864,093   | \$1,186,048 | \$1,631,955 | \$1,697,233 | \$1,926,761 |
| <b>VI</b>   | <b>Net Revenue</b>                                 | \$368       | -\$153      | -\$850      | \$605       | \$136       |

Submit budget narrative in MS Word Format

|   |                           |
|---|---------------------------|
| <b>Provost's Signature:</b>                              | <b>Date:</b><br>4/12/2023 |
| <b>Chief Business Officer's Signature:</b> David Murphy  | <b>Date:</b><br>4/6/2023  |

**COST AND REVENUE PROJECTIONS NARRATIVE  
UNIVERSITY OF WISCONSIN-MADISON  
BACHELOR OF SCIENCE IN  
ANIMAL AND VETERINARY BIOSCIENCES**

**Introduction**

The proposed B.S. in Animal and Veterinary Biosciences will replace the B.S. in Animal Sciences in the Department of Animal and Dairy Sciences in the College of Agricultural and Life Sciences. The major will be delivered in a face-to-face format. Students will pay standard undergraduate tuition and segregated fees.

**Section I – Enrollment**

All anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the B.S. in Animal and Veterinary Biosciences will draw primarily from currently enrolled UW-Madison undergraduates; the program is not expected to specifically draw new and additional students. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed program as a choice among UW-Madison's more than 100 undergraduate programs, and it is expected between 30 and 48 students will start the program each year.

For enrollment planning purposes, assumptions include: 1) all anticipated students are expected to enroll full time, so projections assume that headcounts will be equivalent to FTEs; 2) students will declare the program when they matriculate to UW-Madison and thus will spend four years in the program; 3) some students in the existing BS-Animal Sciences program will move into the new BS-Animal and Veterinary Sciences (projected to be +35 students in the first year of the new program; these are students who had been in their second year in the BS-Animal Sciences); 4) the average student retention rate is projected to be 95 percent based on UW-Madison's overall 95 percent persistence rate.

**Section II – Credit Hours**

Students will complete a total of 23 credits of foundational math and science coursework and 37-41 credits of courses specific to animal and veterinary biosciences for the major. General Education Requirements, college degree requirements, and free electives will be taken to complete a total of 120 credits to earn the bachelor's degree.

For credit hour projections purposes, it is assumed students will take 15 credits each fall and spring semester, for 30 credits total per academic year, over four academic years totaling 120 credits for the degree.

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

The department has sufficient capacity to offer this program, and no new appointments are required. Faculty/staff currently supporting the B.S. in Animal Sciences will shift to the new degree program. In the first year of the program, faculty FTE will total 5.0, instructional academic staff FTE will total 1.0, and administrative staff FTE will total 1.0. These allocations will grow incrementally through Year 5, as enrollments also grow incrementally, as shown in the Cost and Revenue Projection spreadsheet.

### **Section IV – Program Revenues**

No new additional funding specifically for this program will be provided to the Department of Animal and Dairy Sciences by the College of Agricultural and Life Sciences. The program will be supported by pooled revenues. As program enrollment and student credit hours increase, additional funding will be available under UW-Madison's budget model.

#### Tuition Revenues

Standard undergraduate tuition and fee rates will apply. For the current academic year (2022-23), residential tuition and segregated fees total \$5,398.20 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,636.68 is attributable to tuition and \$761.52 is attributable to segregated fees. Nonresident tuition and segregated fees total \$19,713.72 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$18,952.20 is attributable to tuition and \$761.52 is attributable to segregated fees.

For the purposes of calculating tuition revenues, a per credit rate of \$389.39 is used. This amount does not account for tuition based on non-resident tuition rates. Revenue projections assumes students will enroll for an average of 15 credits each fall and spring semester for 30 credits over each academic year. As shown in the Cost and Revenue Projection spreadsheet, tuition revenue is expected to be \$864,461 in Year 1 increasing to \$1,926,897 in Year 5.

#### Program Revenue (PR)

No program revenue will be generated or allocated from other units and used to offset direct and indirect program costs incurred during the growth phase of the program. All courses and program administration are in place for the existing major. There are no program or course fees, grants, or extramural funding.

#### General Program Revenue (GPR)

General Program Revenue, combined with some pooled tuition revenue, will be used to offset the direct and indirect program costs. Funds from current and successful service-based pricing programs in the College of Agricultural and Life Sciences will offset budget shortfalls in the program.

## **Section V – Program Expenses**

The program budget assumes that expenses for salary will remain at the current levels. Because the program uses existing courses, there are no course development costs.

### Salary and Fringe Expenses

Existing program faculty and staff will staff the proposed B.S. in Animal and Veterinary Biosciences. No new salary and fringe expenses will be incurred. The current projected salary and fringe expenses in Year 1, based on existing faculty/staff allocated to the program, are 5.0 faculty FTEs, averaging \$138,169 per year; 1.0 FTE of instructional academic staff, averaging \$92,065 per year; and 1.0 FTE of administrative staff at \$81,183 per year. All salaries are assumed to have a 4% inflationary rate applied. A fringe benefit rate of 33.33% is applied to all faculty/staff salaries.

### Other Expenses

Expenses for supplies, marketing, program materials, and charges for university services are expected to remain at the program's current level.

## **Section VI – Net Revenue**

The B.S. in Animal and Veterinary Biosciences is a traditional pooled-tuition program. As such, tuition revenues from students in this program will be pooled at the institution level and used to fully support student instruction and services.



DATE: 12 April 2023  
 TO: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System  
*via email: [apfa@uwsa.edu](mailto:apfa@uwsa.edu)*  
 FROM: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs *JKS*  
 RE: Authorization Proposal: BS-Animal and Veterinary Biosciences

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a new BS-Animal and Veterinary Biosciences at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and make a meaningful contribution to the university’s select mission, overall academic plan, and academic degree program array. Students will be required to meet all the requirements and standards for a bachelor’s degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., Department of Animal and Dairy Sciences), the dean and academic planning council of the program’s academic home (i.e., the College of Agricultural and Life Sciences), and the University Academic Planning Council. It was approved for the UW System Fast-Track Process in January 2023. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2023 with first enrollments in the fall of 2023. We are requesting that this proposal be scheduled for consideration at the June 2023 Board of Regents meeting. Please contact Karen Mittelstadt ([mittelstadt@wisc.edu](mailto:mittelstadt@wisc.edu)) with any questions about these materials.

**Attachments:** Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

**Copies:**

Jennifer L. Mnookin, Chancellor, UW–Madison  
 Jennifer Noyes, Interim Chief of Staff, Office of the Chancellor  
 Rob Cramer, Vice Chancellor for Finance and Administration  
 David Murphy, Associate Vice Chancellor for Finance and Administration  
 Allison La Tarte, Interim Associate Vice Provost, Data, Academic Planning & Institutional Research  
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research  
 Glenda Gillaspay, Dean, College of Agricultural and Life Sciences  
 Karen Wassarman, Associate Dean, College of Agricultural and Life Sciences  
 Kent Weigel, Chair, College of Agricultural and Life Sciences  
 Megan Ackerman-Yost, Assistant Dean, College of Agricultural and Life Sciences  
 Tracy Davidson, Interim Associate Vice President of Academic Programs & Faculty Advancement, UW System  
 Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System

**Office of the Provost and Vice Chancellor for Academic Affairs**

150 Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706  
 608-262-1304 Fax: 608-265-3324 Email: [provost@provost.wisc.edu](mailto:provost@provost.wisc.edu) [www.provost.wisc.edu](http://www.provost.wisc.edu)

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF SCIENCE IN  
REHABILITATION SCIENCE AND TECHNOLOGY,  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**REQUESTED ACTION**

Adoption of Resolution C.7., authorizing the implementation of the Master of Science in Rehabilitation Science & Technology at the University of Wisconsin-Milwaukee.

**Resolution C.7.** 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 Master of Science in Rehabilitation Science & Technology program at the University of Wisconsin-Milwaukee.

**SUMMARY**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Master of Science (M.S.) in Rehabilitation Science & Technology in the School of Rehabilitation Sciences & Technology (MS-RST). The program responds to several aspects of UW-Milwaukee Select Mission Statement such as providing a wide array of degree programs and attracting highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities. The 30-credit program is designed for students who are interested in helping individuals achieve health and wellness by supporting their activity, participation, and performance through the interaction of human factors, human function, and rehabilitation.

The MS-RST will prepare students for an evolving job market within the rehabilitation, special education related services, disability related services, occupational health, safety, and performance domains. Graduates will be prepared to apply to graduate professional degree programs and/or advanced research-based programs. Students will build a foundation of research methodological knowledge and specific and advanced knowledge of aging/development, assistive technology, cognition, communication, community health, human factors, musculoskeletal performance and injury, physiologic regulation of exertion, and/or psychosocial aspects of human physical performance.

Students will apply this base of knowledge into specialty areas. After completing 16-19 credits of core and foundation courses, students will specialize in one of four areas: (a) Assistive Technology and Accessible Design; (b) Human Factors Innovations; (c) Intervention and Consultation in Performance Psychology; and (d) Rehabilitation Sciences. Standard tuition will apply.

### **Presenter**

- Dr. Scott Gronert, Interim 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 April 29, 2022), 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  
MASTER OF SCIENCE IN REHABILITATION SCIENCE & TECHNOLOGY  
AT UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Master of Science (M.S.) in Rehabilitation Science & Technology in the School of Rehabilitation Sciences & Technology (MS-RST). The program responds to several aspects of UW-Milwaukee Select Mission Statement such as providing a wide array of degree programs and attracting highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities. The 30-credit program is designed for students who are interested in helping individuals achieve health and wellness by supporting their activity, participation, and performance through the interaction of human factors, human function, and rehabilitation.

The MS-RST will prepare students for an evolving job market within the rehabilitation, special education related services, disability related services, occupational health, safety, and performance domains. Graduates will be prepared to apply to graduate professional degree programs and/or advanced research-based programs. Students will build a foundation of research methodological knowledge and specific and advanced knowledge of aging/development, assistive technology, cognition, communication, community health, human factors, musculoskeletal performance and injury, physiologic regulation of exertion, and/or psychosocial aspects of human physical performance. Students will apply this base of knowledge into specialty areas. After completing 16-19 credits of core and foundation courses, students will specialize in one of four areas: (a) Assistive Technology and Accessible Design; (b) Human Factors Innovations; (c) Intervention and Consultation in Performance Psychology; and (d) Rehabilitation Sciences. Standard tuition will apply.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Milwaukee

**Title of Proposed Academic Degree Program**

Master of Science in Rehabilitation Science & Technology

**Degree Designation(s)**

Master of Science

**Mode of Delivery**

Single university; Face-to-face and Hybrid (more than 50% distance delivery)

**Department or Functional Equivalent**

School of Rehabilitation Sciences & Technology

**College, School, or Functional Equivalent**

College of Health Professions & Sciences

**Proposed Date of Implementation**

Fall 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents FTE enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 16 students will have graduated from the program. Based on historical precedent of other graduate programs in the School of RST, the average student retention rate is expected to be effectively 100%. Nevertheless, Table 1 assumes that one student is lost each year, resulting in a retention rate of 80%.

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

| Students/Year              | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|--------|--------|--------|--------|--------|
| <b>New Students</b>        | 5      | 5      | 5      | 5      | 5      |
| <b>Continuing Students</b> | 0      | 4      | 4      | 4      | 4      |
| <b>Total Enrollment</b>    | 5      | 9      | 9      | 9      | 9      |
| <b>Graduating Students</b> | 0      | 4      | 4      | 4      | 4      |

**Tuition Structure**

For students enrolled in the MS-RST, standard graduate tuition and fee rates will apply. For the current academic year (2022-23), residential tuition and segregated fees total \$6,114.67 per semester for a full-time student enrolled in 8+ credits per semester. Of this amount, \$5,350.32 is attributable to tuition and \$764.35 is attributable to segregated fees. Nonresident tuition and segregated fees total \$12,830.19 per semester for a full-time student enrolled in 8+ credits per semester. Of this amount, \$12,065.84 is attributable to tuition and \$764.35 is attributable to segregated fees. Depending upon courses selected in the program of study, a student might incur course fees. These are expected to be less than \$200 total for any given student.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The MS-RST program requires completion of a minimum of 30 credits. The program is comprised of three components: Core Courses (9-12 credits); Foundation Courses (seven credits); and Specialization Courses (9-14 credits). Four specialty areas will be offered, based upon School of RST expertise: (a) Assistive Technology and Accessible Design (ATAD); (b) Human Factors Innovations (HFI); (c) Intervention and Consultation in Performance Psychology (ICPP); and (d) Rehabilitation Sciences (RS). Most students will take a prescribed set of Foundation courses; however, advisors and students can define an alternative Foundation to meet each student's specialized goals. Students will complete a capstone experience or a thesis.

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

The program curriculum will facilitate student acquisition of clinical and translational knowledge, as well as design thinking and inquiry through traditional research experiences and/or real-world projects and community engaged learning. The curriculum reflects a blend of research and practice-oriented coursework which will leverage exploration and innovation through the delivery of traditional didactic and experiential learning supported by instructional laboratories, community engagement, fieldwork, and degree-related service. The program builds upon academic and professional experiences of faculty and instructors to produce graduates who contribute and translate research and design to solve real world challenges. Graduates of the program will be able to:

1. Contribute to and lead innovative methods, interventions, and approaches to promote health, occupation, rehabilitation, development, and occupational performance of persons across the lifespan.
2. Improve the quality of life for individuals who may benefit from physical, cognitive, communication, psychosocial, and technical adaptations across the lifespan.
3. Apply scientific theories of development, occupation, movement, rehabilitation, psychosocial function, and universal design to enhance quality of life and occupational performance for individuals with disabilities.
4. Identify and explain how physical, psychosocial, and technical systems interact to influence health, development/aging, occupational performance, and/or rehabilitation from injury or illness.
5. Identify and explain the philosophical, theoretical, and empirical frameworks used by professionals to address health, development/aging, occupational performance, and/or rehabilitation from injury or illness.
6. Use assessment and monitoring to develop solutions to meet the health, development/aging, occupational performance, and/or rehabilitation from injury or illness of a variety of populations and/or communities.
7. Advance the knowledge and practices within rehabilitation professions, occupations, industry, and related performance domains (e.g., performing arts, sport).

## Program Requirements and Curriculum

For admission to the MS-RST, students must meet the general requirements of admission to a graduate program at UW-Milwaukee. As stated by the Graduate School, these requirements include: (1) “a baccalaureate degree, or its equivalent as determined by the UW-Milwaukee Center on International Education, from a regionally accredited institution, completed before the first term of enrollment in the Graduate School; (2) proficiency in the English language; and (3) a minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or an equivalent measure on a grading system that does not use a 4.0 scale.” Students applying for the degree must have completed (undergraduate) pre-requisites in statistics (three credits), laboratory-based natural sciences (four credits), and psychology (required for the ICPP and HFI tracks) or sociology (three credits). A grade of B- or better must have been obtained in each pre-requisite course. Pre-requisites will be verified through transcript review at the time of application. Students deemed not to have satisfied one or more of the prerequisites may be admitted on probation and complete the pre-requisite(s) as deficiency credits within their first two semesters. Deficiency coursework will not count towards the MS-RST program.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 9-12 credits of common “core” courses, seven credits of pre-specialization “foundation” courses and 11-14 credits of specialization courses from one of four specialty areas. A minimum total of 30 credits are required. With advisor approval: (1) a maximum of six credits of prior graduate coursework may be applied to the MS-RST; and (2) the Foundation courses (7cr) may be replaced with topically relevant courses that meet the foundational needs of the student’s specialty area (e.g., Neuroanatomy in place of Pathoetiology of Musculoskeletal Injury for students specializing in rehabilitation of neurological disorders). Most students will complete a capstone experience; however, a thesis option will be available for students whose career or academic goals require one.

**Table 2: MS in Rehabilitation Science & Technology Program Curriculum**

|  |           |
|--|-----------|
| <b>Core Courses (9-12 credits):</b>  |           |
| PRPP/ATRAIN 705: Research Methods<br>or NURS 882 or NURS 883 or PH 729 or OCCTHPY 542  | 3 credits |
| KIN 702: Statistical Analysis in Health Sciences<br>or OCCTHPY 742: Single Case Experimental Design  | 3 credits |
| <i>Non-Thesis Students</i>   |           |
| PRPP 895: Capstone Project<br>or OCCTHPY 790: Design Project   | 3 credits |
| <i>Thesis Students</i>   |           |
| PRPP 799: Independent Reading<br>or OCCTHPY 799: Independent Study II<br>or ATRAIN 799: Independent Study II<br>or PT 799: Independent Reading<br>or COMSDIS: 799: Independent Studies | 3 credits |

|   |                   |
|---|-------------------|
| PRPP 890: Research and Thesis<br>or OCCTHPY 890: Research and Thesis<br>or ATRAIN 890: Research and Thesis<br>or COMSDIS 790: Research and Thesis   | 3 credits         |
| <b>Foundation Courses (7 Credits):</b>  |                   |
| KIN 550: Psychological Aspects of Human Movement  | 3 credits         |
| PT 723: Physioregulation of Exertion and Exercise   | 3 credits         |
| ATRAIN 521: Pathoetiology of Musculoskeletal Injury   | 1 credit          |
| <b>Specialization Courses (11-14 credits selected from 1 area)</b>  |                   |
| <i>Assistive Technology and Accessible Design (ATAD)</i>  |                   |
| OCCTHPY 620: Intro to Assistive and Rehabilitation Technology   | 3 credits         |
| OCCTHPY 625: Design and Disability  | 3 credits         |
| OCCTHPY 760: Assistive and Rehabilitation Technology  | 3 credits         |
| Electives   | 2-5 credits       |
| <i>Human Factors Innovations (HFI)</i>  |                   |
| OCCTHPY 522: Health, Performance, & Injury Monitoring in Orgs.  | 3 credits         |
| OCCTHPY 592: Innovative Solutions in Human Factors and Perf.  | 3 credits         |
| KIN 551: Psychology of Injury<br>or KIN 552: Psychology of Personal Excellence<br>or NUTR 580: Sports Nutrition   | 3 credits         |
| Electives   | 2-5 credits       |
| <i>Intervention and Consultation in Performance Psychology (ICPP)</i>   |                   |
| PRPP 854: Prof. Studies in Sport and Performance Psychology   | 3 credits         |
| COUNS 714: Essentials of Counseling Practice  | 3 credits         |
| COUNS 814: Prof. Ethical and Legal Issues in Counseling Psych.<br>or COUNS 715: Multicultural Counseling<br>or PRPP 855: Mentored Fieldwork in Sport and Perf. Psych.   | 3 credits         |
| Electives   | 2-5 credits       |
| <i>Rehabilitation Sciences (RS)</i>   |                   |
| 11 to 14 credits of courses selected in collaboration with faculty advisor that reflect an area of specialization to match the student's career and professional interests. At least 6 credits must come from ATRAIN, CSD, OCCTHPY, PRPP, or PT graduate level courses. | 11-14 credits     |
| <b>Total Credits</b>  | <b>30 credits</b> |

### Assessment of Outcomes and Objectives

Learning and educational outcomes will be continually assessed throughout the students' enrollment in the program and will continue after graduation through alumni surveys. An assessment plan will be developed as required by UW-Milwaukee and in the College of Health Professions and Sciences. Assessment plans will support continuous improvement. Student learning will be evaluated using written and oral course assessments, completion and quality of assignments and laboratory demonstrations, case analyses, as well as periodic examinations. Practical skills will be observed by faculty mentors or preceptors where appropriate, and both student and instructor will reflect on and evaluate performance. Students are also assessed through contributions to classes and discussions.

A detailed assessment plan and rubrics will be developed as required by UW-Milwaukee and in the College of Health Professions and Sciences. Assessment plans will support continuous improvement. The program will transmit program assessment data and analysis to the campus Assessment Coordinator annually. Courses in collaborating colleges and departments also go through their own review.

The program will also go through a campus-coordinated assessment exercise required for Higher Learning Commission (HLC) accreditation. Courses in several of the participating colleges and departments also go through their own review.

An MS-RST Steering Committee will oversee program content and delivery and will meet a minimum of once a semester. All student learning objective data and course review data will be reviewed recurrently each year to improve courses and programming. Admission criteria also will be monitored for correlation with student academic, clinical, and professional success. All decisions regarding curricular content, delivery, and program administrative activity will be reviewed and approved by the body prior to implementation.

In addition to representatives from the school, the MS-RST Steering Committee will be comprised of at least 10 members, including representatives from: (1) collaborating UW institutions or UW-Milwaukee programs and departments; (2) community partners; (3) field placement sites and/or emerging experiential sites (as field experience is embedded in many courses in the curriculum); and (4) students/alumni of the MS-RST. This body will have an advising function to the faculty of the Program and to the School. Their responsibilities would include suggesting and reviewing proposed strategic plans relevant to the MS-RST program, as well as reviewing curriculum plans or changes, policies and procedures, including recruitment, annual evaluation data, all MS-RST promotional materials, integration with other degree and certificate programs within the School of RST, and other important items.

## **Diversity**

The School of RST is committed to preparing students in multiple ways to recognize and consider all aspects of diversity in society, the university, and its programs. Attitudes and skills to effectively engage with individuals from different cultural backgrounds is particularly critical in all academic degree programs within the School of RST. Principles of diversity, equity, and inclusion are woven into all aspects of course and curricular design as well as policies and procedures with the school. The MS-RST curriculum will include opportunities for students to reflect on their own values, behaviors and attitudes and examine how these views and values may differ from those of clients from other cultures or socioeconomic strata. Throughout their specialization courses, students will be challenged to view issues from the perspectives of clients and interdisciplinary colleagues to enhance their client-centered approach and leadership abilities. Readings, reflections, experiences and service-learning sites are selected to broaden perspectives and to raise awareness of social issues. Team learning and interprofessional collaboration are promoted.

Creating a diverse pool of program graduates is important relative to institutional mission, the needs of the industry and communities, and the need for future educators. Currently, among the hundreds of qualified applicants to graduate programs in the College of Health Professions and Sciences, 21.4% are from diverse backgrounds or cultures.

To grow the pipeline for graduate students, the school and its faculty and staff participate in campus initiatives such as the TRIO Programs with Milwaukee Public Schools (MPS), the Junior Achievement Program with MPS Middle Schools, the U-Visit Experience with MPS. Within Partners for Health at UW-Milwaukee, the school and its faculty hold separate recruitment sessions with MPS middle and high school students that offer immersive inter-professional experiences designed to help students from all backgrounds to understand and envision themselves fitting into the array of health professions available to them at UW-Milwaukee. The goal is to recruit students into undergraduate programs at UW-Milwaukee that are feeder programs for MS-RST.

Over the last decade, proportions of students of color in the school's undergraduate programs have grown from less than 5% to more than 20%. The school's primary strategies are focused on retention of diverse students. This approach leads to better outcomes for all students and has led to more successful recruitment of diverse students. Graduate students have faculty advisors who serve as mentors, and have peer-based professional development groups, also mentored by faculty, that meet the needs of the schools' professions and help the students to transition from student to practitioner. The school nurtures and supports a variety of student-focused societies and organizations such as Diverse Occupational Therapy (Diverse OT) and Advancing Diversity and Excellence in Physical Therapy (ADEPT) that help the increasingly diverse student body to build networks and support groups of their peers and to have ready access to faculty. In addition to these, each program within the school includes student representatives on the faculty committee governing the program, and regularly provide listening sessions where the programs of the school present program priorities and plans to students and hear feedback from students about student needs and expectations.

The School of RST has an ongoing commitment to inclusion and equity that will continue with this program. The school has overcome some of the faculty diversity challenges faced in science and engineering fields with 63% of the faculty who are female and 20% who represent racial and ethnic minorities. UW-Milwaukee is an Affirmative Action/Equal Opportunity Employer, and the School of RST integrates these principles into recruitment and hiring strategy and practice. Of the last five faculty hires into the school, four have been faculty of color and all have been retained. When recruiting new faculty and staff, the school intentionally places advertisements in areas where diverse candidates within the profession will discover the posting. For example, when recruiting clinical faculty, advertisements are provided in places where clinicians/practitioners of all demographics and identities are likely to be engaged, such as LinkedIn and Indeed. The school also relies

on its clinical and community partnership network to reach diverse candidates in their places. For example, the Occupational Therapy Program networked with the national branch of Diverse OT and the diversity-focused committees and groups within the OT professional community to ensure the candidate pool had highly qualified diverse applicants. In the coming years it is expected that students will engage with the increasingly diverse faculty who embrace UW-Milwaukee values of innovation, creativity and diverse perspectives within an inclusive and equitable environment. This synergy is expected to continue to increase the diversity of graduates, faculty, and staff for many years.

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

The MS-RST has no UW System collaborations at its onset. However, the program will rely on collaborations across UW-Milwaukee and with several key external stakeholders in the Greater Milwaukee area to provide a breadth of learning opportunities within specialization courses, and to meet the needs of the emerging job market. Community members invited to be primary instructor of a course or oversee a field experience will have the appropriate professional credential/license and/or hold a terminal degree in the appropriate field of study.

### **Projected Time to Degree**

Most full-time students will complete the degree in two years (four semesters). Most students will come prepared with satisfactory prerequisites. Students may elect to complete the program part-time and that would likely increase their time in the degree to three years (six part-time semesters).

### **Program Review**

According to established policy, the program will undergo the standard UW-Milwaukee graduate program review process. The University Graduate Program Review Committee reviews all graduate programs at the University of Wisconsin-Milwaukee every 10 years.<sup>1</sup> The review is conducted by a committee comprising of two external reviewers and two internal reviewers drawn from the Graduate Program Review Committee. The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirements, student support resources, and financial stability. The Provost, Dean and Associate Dean of the College, and the Dean of the Graduate School then meet to discuss implementation and prioritization of the recommendations from the review.

### **Accreditation**

No accreditation will be sought for this program at this time. Accreditation is available for the ATAD specialization. The school currently has an accredited Certificate in

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<sup>1</sup> Details regarding the graduate program review process may be found at <https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2014/12/951-Procedures-for-Qualitative-Reviews-of-Graduate-Programs.pdf>



Assistive Technology that students can take as a part of this Master's degree. It is anticipated that accreditation will be available for the ICPP track within two to three years and, at that time, accreditation might be sought for the ICPP track, based upon student need and demand.

## JUSTIFICATION

### Rationale and Relation to Mission

The proposed program responds to the following aspects of UW-Milwaukee Select Mission Statement,<sup>2</sup> that reads in part:

*To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs [...]. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:*

- *To develop and maintain high quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university.*
- *To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.*
- *To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.*
- *To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.*
- *To provide educational leadership in meeting future social, cultural, and technological challenges.*

Within the School of RST, this program aligns well with the general missions of all our degree-programs to provide a diverse body of students with exceptional opportunities to pursue scholarly knowledge and development and to become leaders in the communities and organizations. The MS-RST will be a strong complement to the school's existing clinical professional training programs (in Assistive Technology and Accessible Design, Athletic Training, Audiology, Occupational Therapy, Physical Therapy, Performance Psychology, Speech and Language Pathology, and Therapeutic Recreation) by enhancing opportunities for students who wish to build careers in the specialties that surround the school's clinical professions but who do not seek to practice the professions.

The MS-RST will contribute directly to the mission of the UW System by extending knowledge and world-recognized expertise to progressive and entrepreneurial students who will combine this knowledge with their unique lived experiences and extend it throughout regional and national public and private organizations as they seek to improve themselves and the human condition.

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<sup>2</sup> UW-Milwaukee Select Mission Statement can be found at <https://uwm.edu/mission/>

The UW-Milwaukee states, in part, missions to: "...attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities...further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students;" and "...establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels."<sup>3</sup> The proposed MS-RST supports the university mission of UW-Milwaukee by providing enhanced pathways and access to health professions and areas of practice that have historically struggled to accommodate disadvantaged students, contributing to a diversification of our workforce and also providing much needed innovative thinking to public and private enterprises, mainly by developing, synthesizing, and extending knowledge and skills of human factors, performance psychology, and traditional rehabilitation science into emerging areas of practice and enterprise, in cooperation with numerous academic and professional community partners.

The MS-RST provides strategic advantage to the School of RST, the College of Health Professions, and Sciences, and UW-Milwaukee overall, especially as related to enhanced student opportunity and experiences and productive partnerships during a time of ongoing university restructuring and societal transitions. These advantages are most easily seen through the increased pathways to the school's highly competitive professional training programs and radically increased access to the school's world-recognized experts, and through the doctoral and research collaboration possibilities with UW-Milwaukee academic programs and community partners, as described in program array.

### **University Program Array**

At UW-Milwaukee, there are complementary academic degree programs, such as the M.S. in Kinesiology and M.S. programs in Industrial, and in Biomedical Engineering. While narrow aspects of coursework overlap (e.g., research methods, psychological aspects of human movement), the specialized coursework and intended career and knowledge outcomes of these programs are different. The M.S. in Kinesiology is focused primarily on human physical performance, sport, and wellness. The M.S. degree programs in Engineering are focused primarily on technical aspects of production systems and biomedical technologies. By comparison, the MS-RST is focused mainly on the intersection of humans and societal systems and how those intersections enhance (or limit) social participation and quality of life outcomes. It is not expected that these programs will compete, but rather that they will, collectively, offer an enhanced array of options for students and make UW-Milwaukee an increasingly attractive destination for students seeking knowledge and careers across these broad and complex domains.

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<sup>3</sup> <https://uwm.edu/mission>

The proposed MS-RST will provide a natural complement to other degree programs at UW-Milwaukee, and in different schools and colleges. For example, The MS-RST will provide increased opportunities for students in Industrial, Mechanical, and Biomedical engineering to collaborate on applied research and community projects with students in the rehabilitation professions. Such collaborations are currently severely restricted by the intense nature of professional training programs. From a curricular/course perspective, the MS-RST will invite continued and extended cooperation between the School of RST and the Kinesiology program in the Zilber College of Public Health. Similarly, the MS-RST is expected to help further build existing collaborations, such as those with Special Education (e.g., Assistive Technology) as well as past collaborations that can be rebuilt, such as those with Architecture (e.g., Accessible Design). The ultimate impact of these increased opportunities will be realized at the doctoral and extramural research levels of the UW-Milwaukee array, where collaborations and productive partnerships are increasingly necessary to secure highly qualified students and to develop competitive grant proposals.

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

Within the larger UW System, there are no academic degree programs offered within the proposed Classification of Instructional Program Area (CIP) 51.2312 (Assistive/Augmentative Technology and Rehabilitation Engineering), nor any that offer similar career preparation to the proposed MS-RST. UW-Madison and UW-Stout offer master-level programs in the curricular area of Vocational Rehabilitation Counseling. UW-Madison offers an M.S. in Clinical Rehabilitation Counseling and UW-Stout offers an M.S. in Rehabilitation Counseling. While graduates with these degrees practice with similar clients and in related domains, the MS-RST is not substantially related to Rehabilitation Counseling.

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

The School of RST currently has professional graduate degrees in Athletic Training, Communication Sciences & Disorders, Occupational Therapy, and Physical Therapy. These degrees cannot serve students who desire or need rehabilitation sciences knowledge but who are not seeking employment in licensed professions. The specialty tracks within this degree are designed to serve emerging professions and thus there are a wide variety of undergraduate degrees at UW-Milwaukee that enroll students who will be interested in the MS-RST program. Undergraduate degrees and the number of students graduating from those programs are provided in Table 3.

**Table 3: UW-Milwaukee undergraduate degree programs that may produce interested applicants to the MS-RST, including total number of graduates per academic year.**

| <b>Undergraduate Program</b> | <b>AY 2019</b> | <b>AY 2020</b> | <b>AY 2021</b> | <b>AY 2022</b> |
|------------------------------|----------------|----------------|----------------|----------------|
| Biological Sciences          | 97             | 111            | 121            | 107            |
| Biomedical Engineering       | 14             | 28             | 26             | 26             |
| Health Sciences              | 0              | 18             | 53             | 75             |

|                              |     |     |     |     |
|------------------------------|-----|-----|-----|-----|
| Human Resources (Business)   | 97  | 72  | 111 | 74  |
| Kinesiology                  | 94  | 66  | 80  | 55  |
| Mechanical Engineering       | 115 | 110 | 94  | 115 |
| Occupational Science & Tech. | 39  | 43  | 28  | 34  |
| Psychology                   | 233 | 248 | 222 | 276 |
| Total                        | 689 | 696 | 735 | 762 |

To enroll five new students per year in the MS-RST program requires less than one percent (~0.7%) of graduates from a program listed in Table 3 to continue to the MS-RST program. Furthermore, while not shown in Table 3, it is likely that some students from undergraduate degrees in professions such as nursing will also be interested in the MS-RST, should their first choice of profession no longer be an option. As pre-professional undergraduate health programming at UW-Milwaukee develops, we anticipate additional interest in the MS-RST from those students. Table 4 illustrates how various undergraduate degrees at UW-Milwaukee may align to the four tracks. This alignment may further indicate student interest and likelihood to enrolled in a specialty track.

**Table 4: Matrix of UW-Milwaukee undergraduate degrees and likely student interest in MS-RST specialization track.**

| UW-Milwaukee<br>Undergraduate Degree | MS-RST Specialization |      |     |    |
|--------------------------------------|-----------------------|------|-----|----|
|                                      | ATAD                  | ICPP | HFI | RS |
| Biological Sciences                  | N                     | N    | N   | Y  |
| Biomedical Engineering               | Y                     | N    | Y   | Y  |
| Health Sciences                      | Y                     | Y    | Y   | Y  |
| Human Resources (Business)           | Y                     | Y    | Y   | N  |
| Kinesiology                          | Y                     | Y    | Y   | Y  |
| Mechanical Engineering               | Y                     | N    | Y   | Y  |
| Occupational Science & Tech.         | Y                     | Y    | Y   | Y  |
| Psychology                           | Y                     | Y    | Y   | Y  |

ATAD - Assistive Technology and Accessible Design

HFI - Human Factors Innovations

ICPP - Intervention and Consultation in Performance Psychology

RS - Rehabilitation Sciences

In addition to UW-Milwaukee undergraduate students, there is evidence of strong interest from students outside of UW-Milwaukee. In the last academic year (AY 2022) alone the school was unable to serve six potential graduate students from outside of UW-Milwaukee seeking this type of education. None of these prospective students ultimately chose UW-Milwaukee, instead seeking universities that offer the programming they desire. Since forming the larger Department/School in Fall of 2020, at least three prospective students have opted for something other than UW-Milwaukee because the MS-RST program does not exist.

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

The proposed program will fill a gap that addresses a need to expand the knowledge base for those interested in advancing within their current career. It may provide a bridge to a licensed professional degree program (e.g., Athletic Training, Occupational Therapy, Physical Therapy) or advanced graduate study (e.g., doctoral program such as the Ph.D. in Health Sciences) at UW-Milwaukee. In addition, this program will position UW-Milwaukee to support students seeking to differentiate themselves from their peers while seeking employment in an emerging industry related to Occupational Health and Safety Specialists and Technicians. U.S. Bureau of Labor Statistics (BLS) data indicate ten-year job growth of 5% in this occupational area.<sup>4</sup> Graduates will also be prepared to work in occupational areas related to Health and Safety Engineers,<sup>5</sup> as well as professions such as Human Factors professionals, Ergonomist, Insurance Claims Specialist or Loss Control Specialist, Usability Practitioner, and/or Safety Scientist. Furthermore, it is anticipated that there will be a developing job market related to the holistic management of health and performance in a variety of populations and organizations.

The developing job and knowledge need can be anchored in guidance from the World Health Organization. The report “Healthy Workplaces: A Model for Action” highlights and describes the negative business-related impact when health and performance are not managed within an organization.<sup>6</sup> Unhealthy and unsafe workplaces may be linked to work-related stress or unhealthy practices that, in turn, may contribute to negative outcomes such as workplace accidents, injury, reduced commitment, absenteeism, turnover, and claims or grievances. Such outcomes may increase costs and decrease quality and productivity. The report offers recommendations, some of which can be met through licensed healthcare providers, while other elements relate to advanced knowledge of occupational health and performance. As such, this program will meet the job market demands that are growing around this concept.

Many of the employment areas served by the MS-RST are emerging fields and not listed specifically in BLS data or Wisconsin employment data. Table 5 shows employment growth projection in related fields or related domains that are listed. It is anticipated that the emerging fields that the MS-RST aims to serve will outpace growth in these related, established professions/domains as the new professions quickly swell to fill societal and industry need. While none of the professions/domains listed in Table 5 are exact matches to the careers served by graduates of the MS-RST program, they do provide insight into the

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<sup>4</sup> Bureau of Labor Statistics, *Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm>

<sup>5</sup> Bureau of Labor Statistics, *Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/architecture-and-engineering/health-and-safety-engineers.htm>

<sup>6</sup> World Health Organization. Healthy workplaces: a model for action. Retrieved from <https://www.who.int/publications/i/item/healthy-workplaces-a-model-for-action>

growing demand, overall, and demonstrate that MS-RST graduates will find employment and likely in Wisconsin.

**Table 5: BLS Growth projections of established professions/domains related to or similar to those served by the MS-RST degree.**

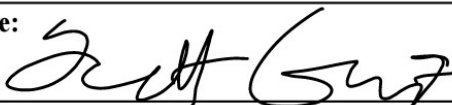
| Occupation Title                          | Occupation Code | Wisconsin          |                |                    | USA                |                |                    |
|---|-----------------|--------------------|----------------|--------------------|--------------------|----------------|--------------------|
|   |                 | Current Employment | 10-year Growth | 10-year Growth (%) | Current Employment | 10-year Growth | 10-year Growth (%) |
| Health & Safety Engineer                  | 17-2111         | 872                | 68             | 7.8                | 23,600             | 800            | 3.5                |
| Industrial Engineering Technicians        | 17-3026         | 1,128              | 93             | 8.2                | 64,200             | 2,100          | 3.3                |
| Medical Appliance Technicians             | 51-9082         | 337                | 62             | 18.4               | 16,400             | 900            | 5.3                |
| Occupational Health and Safety Specialist | 19-5011         | 968                | 62             | 6.4                | 109,900            | 4,900          | 4.5                |
| Occupational Health and Safety Technician | 19-5012         | 620                | 35             | 5.7                | 22,500             | 1,400          | 6.1                |
| Psychologist – Other                      | 19-3039         | 859                | 32             | 3.7                | 55,400             | 1,500          | 2.8                |
| Rehabilitation Counselors                 | 21-1015         | 2,653              | 103            | 3.9                | 93,200             | 9,800          | 10.5               |
| Totals                                    | ---             | 7,437              | 455            | 6.1                | 385,200            | 21,400         | 5.6                |

According to data retrieved from Burning Glass in October of 2022, jobs in Rehabilitation fields, including Rehabilitation Services Coordination, Performance Techniques, Ergonomics, Rehabilitation Experience, and Assistive Device Instruction, among others, are expected to grow by 14.6% over the next two years. Employment is across a wide variety of industries and in both the public and private sectors, indicating good employment opportunities across all regions and demographics of society. Wisconsin and the regions immediately surrounding Wisconsin are expected to see average to high increased employment demand. Moreover, the specific skills areas that are the focus of this program align very well with those in-demand skills listed in the Burning Glass report, including: Occupational Health and Safety, Environmental Health and Safety, Injury Prevention, Ergonomics, Mental Health, Rehabilitation/Rehabilitation Services, Patient Training, Rehabilitation Experience, etc.

| University of Wisconsin - Milwaukee  |  |             |          |          |          |          |
|--|--|-------------|----------|----------|----------|----------|
| Cost and Revenue Projections For MS in Rehabilitation Science and Technology |  |             |          |          |          |          |
|  | Items  | Projections |          |          |          |          |
|  |  | 2024        | 2025     | 2026     | 2027     | 2028     |
|  |  | Year 1      | Year 2   | Year 3   | Year 4   | Year 5   |
| <b>I</b>   | <b>Enrollment (New Student) Headcount</b>        | 6           | 6        | 6        | 6        | 6        |
|  | <b>Enrollment (Continuing Student) Headcount</b> | 0           | 5        | 10       | 10       | 10       |
|  | <b>Enrollment (New Student) FTE</b>              | 5           | 5        | 5        | 5        | 5        |
|  | <b>Enrollment (Continuing Student) FTE</b>       | 0           | 4        | 4        | 4        | 4        |
| <b>II</b>  | <b>Total New Credit Hours</b>                    | 80          | 64       | 64       | 64       | 64       |
|  | <b>Existing Credit Hours</b>                     |             |          |          |          |          |
| <b>III</b>   | <b>FTE of New Faculty/Instructional Staff</b>    | 0           | 0        | 0        | 0        | 0        |
|  | <b>FTE of Current Fac/IAS</b>                    | 0           | 0        | 0        | 0        | 0        |
|  | <b>FTE of New Admin Staff</b>                    | 0           | 0.5      | 0        | 0        | 0        |
|  | <b>FTE Current Admin Staff</b>                   | 0           | 0.5      | 0.5      | 0.5      | 0.5      |
| <b>IV</b>  | <b>Revenues</b>                                  |             |          |          |          |          |
|  | <i>From Tuition</i>                              | \$53,503    | \$96,306 | \$96,306 | \$96,306 | \$96,306 |
|  | <i>From Fees</i>                                 | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Program Revenue (Grants)</i>                  | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Program Revenue - Other</i>                   | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>GPR (re)allocation</i>                        | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <b>Total New Revenue</b>                         | \$53,503    | \$96,306 | \$96,306 | \$96,306 | \$96,306 |
| <b>V</b>   | <b>Expenses</b>                                  |             |          |          |          |          |
|  | <b>Salaries plus Fringes</b>                     |             |          |          |          |          |
|  | <i>Faculty/Instructional Staff</i>               | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Other Staff</i>                               | \$0         | \$27,203 | \$27,203 | \$27,203 | \$27,203 |
|  | <b>Other Expenses</b>                            |             |          |          |          |          |
|  | <i>Facilities</i>                                | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Equipment</i>                                 | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Other (please list)</i>                       | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <i>Other (please list)</i>                       | \$0         | \$0      | \$0      | \$0      | \$0      |
|  | <b>Total Expenses</b>                            | \$0         | \$27,203 | \$27,203 | \$27,203 | \$27,203 |
| <b>VI</b>  | <b>Net Revenue</b>                               | \$53,503    | \$69,103 | \$69,103 | \$69,103 | \$69,103 |

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

5-9-2023

Chief Business Officer's Signature:



Date:

5/9/2023

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE MASTER OF SCIENCE IN REHABILITATION SCIENCE & TECHNOLOGY**

### **Introduction**

The M.S. in Rehabilitation Science & Technology (MS-RST) program is composed entirely of existing courses that have been repackaged to provide unique value to students. All courses within the degree are currently being offered and have the capacity to accept additional enrollments. The degree can be managed within one of the existing academic programs of the school, which is the norm within the School of Rehabilitation Sciences & Technology. Thus, the only new resources required to operate this program are in the form of a part-time program assistant who will manage student records, and associated program paperwork and documentation.

### **Section I – Enrollment**

Based on historical interest, it is anticipated that the program will enroll nine student FTE by Year-2. Most students will be full-time with a small number of part-time students. It is assumed that, in any given year, there will be four new full-time (4 students, 4.0 FTE) and two new part-time students (two students, 1.0 FTE). Part-time students are assumed to be 0.5 FTE each.

Though not tracked into cohorts, it is expected that students will move through their first year in the program in a quasi-cohort fashion. This is because of the larger structure of graduate programming in the school, all of which moves according to rigid cohort models.

### **Section II – Credit Hours**

With the anticipated enrollment of nine FTE students, the program will generate approximately 144 Student Credit Hours (SCH) above those currently generated by existing programming. No new courses will be developed nor new sections offered because of this program. Rather, enrollments will increase in existing courses that are presently and regularly offered. All SCH will be generated at UW-Milwaukee, primarily within the School of Rehabilitation Sciences & Technology and the Zilber College of Public Health.

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

No new faculty are required to deliver this program. All courses are currently offered and have capacity to accept the additional enrollments this program creates. The program can be managed within the existing structure of the School, alongside one of the school's closely related academic programs (e.g., Athletic Training and Performance Psychology).

The new program will increase the burden of student and records management. For this reason, 0.5 FTE of new administrative support will be needed beginning in the second



year of the program. This administrative assistant will minimize administrative burdens on faculty from the MS-RST program and related programs (e.g., Athletic Training), and ensure that the program can be successfully deployed and maintained by existing faculty.

#### **Section IV – Program Revenues**

This program will operate based on tuition revenue only. Students may be partially or fully supported by graduate assistantships from extramural research funding.

##### Tuition Revenues

Tuition revenue is calculated based on UWM graduate tuition for resident students and with an assumption that each FTE student pays full-time tuition. It is anticipated that actual tuition revenue will exceed this estimated amount due to a portion of students being non-residents.

##### Program/Course Fees

Depending on their exact program of study, some students will incur specific course fees. Most students are not expected to pay such fees and those who do will pay less than \$200 in total course-specific fees for the entire program. The program requires no course-specific fees, and thus incidental revenue from such fees is excluded from the revenue calculation.

##### Grants/Extramural Funding

No grant funds or program revenue will be used to support this program. However, it is expected that some individual students will receive graduate assistantships to work on extramural research projects. These supports will be on a case-by-case basis and dependent upon research funding availability and specific student skills.

#### **Section V – Program Expenses**

##### Salary and Fringe Expenses

No new faculty expenses will be incurred as all courses/sections are currently offered. Beginning in year two, a 0.5 FTE administrative assistant will be hired to help manage the program and release critical faculty from program administrative duties in the School. Salary for that individual is expected to be \$19,500 (based on current school salaries for that role) with fringe benefit cost of \$7,703 (based upon 39.5% fringe benefit rate) for a total new expense of \$27,203. It is anticipated that an existing staff member's appointment will be increased from 0.5 FTE to 1.0 FTE to cover this program need.

##### Other Expenses

There are no other expenses incurred as a part of this program.

**Section VI – Net Revenue**

This program is expected to generate approximately \$69,103 in net gross revenue, annually, beginning in Year-2. This revenue will be distributed according to the UW-Milwaukee budget model.




Academic Affairs  
Office of the Provost and Vice Chancellor

University of Wisconsin-Milwaukee  
Chapman Hall 215  
PO Box 413  
Milwaukee, WI 53201-0413

414-229-4501 office  
414-229-2481 fax  
[uwm.edu/academicaffairs](http://uwm.edu/academicaffairs)

## MEMORANDUM

TO: Jay Rothman, President  
University of Wisconsin System

FROM: Scott Gronert, Interim Provost and Vice Chancellor 

DATE: May 9, 2023

RE: Authorization to Implement a Master of Science in Rehabilitation Science and Technology

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee for the proposed Master of Science in Rehabilitation Science and Technology (MS-RST) program.

The program responds to several aspects of UW-Milwaukee Select Mission Statement such as providing a wide array of degree programs, attracting highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities. The 30-credit program is designed for students who are interested in helping individuals achieve health and wellness by supporting their activity, participation, and performance through the interaction of human factors, human function, and rehabilitation. The program will be housed in the School of Rehabilitation Science and Technology in the College of Health Professions and Sciences.

The MS-RST will prepare students for an evolving job market within the rehabilitation, special education related services, disability related services, occupational health, safety, and performance domains. As well, graduates will be prepared to apply to graduate professional degree programs and/or advanced research-based graduate studies. Standard tuition will be in effect for this program. The implementation of the program does not require new faculty. A 0.5 FTE administrative assistant will be hired in Year 2 of implementation. The implementation of the program does not require any reallocations at UWM.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, college, and campus levels. The proposal meets UWM standards and expectations for quality and rigor for professional graduate programs. Upon implementation, the program will undergo an initial review in five years and subsequently included in the regular review cycle per UWM guidelines.

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

c: Johannes Britz, Interim Senior Vice President, Academic and Student Affairs  
Tracy Davidson, Interim Associate Vice President, APFA  
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment  
Kim Litwack, Dean, College of Health Professions and Sciences  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE IN AUTOMATION LEADERSHIP  
UW-STOUT**

**REQUESTED ACTION**

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Science in Automation Leadership program at the University of Wisconsin-Stout.

**Resolution C.8.** That, upon the recommendation of the Chancellor of UW-Stout and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Automation Leadership program at the University of Wisconsin-Stout.

**SUMMARY**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Automation Leadership in response to industry needs for leaders in digital transformation. This degree completion program will prepare graduates for positions in automation and digital leadership roles by complementing their technical training with skills in management, leadership, and quality improvement, leveraging expertise in engineering programs. It aligns with the mission of UW-Stout as the state's polytechnic university and FOCUS 2030 Core Competencies of career-focused education, applied learning, external partnerships, and collaborative planning.

The proposed program partners with the Wisconsin Technical College System (WTCS) to serve individuals with an associate of applied science degree who seek career advancement through a combination of online and local instruction. It will also partner with the Smart Automation Certification Alliance (SACA) whose goal is to "develop and deploy modular Industry 4.0 certifications." Demand for the program is evidenced by critical workforce needs outlined in letters of support from industry partners and the projected 8% growth in management occupations over the next decade.

This 120-credit program includes 40 credits transferred from a technical college associate degree and 40 credits of general education coursework available fully online to satisfy general education requirements not met via transfer. The remaining 40 credits include the 19-credit leadership core coursework (online) from UW-Stout and 21 credits from a professional-level SACA Certification transferred from partner technical colleges.

Differential tuition will be assessed for UW-Stout coursework following the service-based pricing (Customized Instruction) model.

### **Presenter**

- Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs, UW-Stout

### **BACKGROUND**

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

### **Related Policies**

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

### **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN AUTOMATION LEADERSHIP  
AT UNIVERSITY OF WISCONSIN-STOUT  
PREPARED BY UW-STOUT**

**ABSTRACT**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Automation Leadership in response to industry needs for leaders in digital transformation. This degree completion program will prepare graduates for positions in automation and digital leadership roles by complementing their technical training with skills in management, leadership, and quality improvement, leveraging expertise in engineering programs. It aligns with the mission of UW-Stout as the state's polytechnic university and FOCUS 2030 Core Competencies of career-focused education, applied learning, external partnerships, and collaborative planning.<sup>1</sup>

The proposed program partners with the Wisconsin Technical College System (WTCS) to serve individuals with an associate of applied science degree who seek career advancement through a combination of online and local instruction. It will also partner with the Smart Automation Certification Alliance (SACA) whose goal is to "develop and deploy modular Industry 4.0 certifications."<sup>2</sup> Demand for the program is evidenced by critical workforce needs outlined in letters of support from industry partners and the projected 8% growth in management occupations over the next decade.<sup>3</sup> This 120-credit program includes 40 credits transferred from a technical college associate degree and 40 credits of general education coursework available fully online to satisfy general education requirements not met via transfer. The remaining 40 credits include the 19-credit leadership core coursework (online) from UW-Stout and 21 credits from a professional-level SACA Certification transferred from partner technical colleges (details below). Differential tuition will be assessed for UW-Stout coursework following our service-based pricing (Customized Instruction) model.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Stout

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<sup>1</sup> <https://www.uwstout.edu/focus-2030-plan-initiatives>

<sup>2</sup> <https://www.saca.org/>

<sup>3</sup> <https://www.bls.gov/ooh/management>

**Title of Proposed Academic Degree Program**

Automation Leadership

**Degree Designation(s)**

Bachelor of Science

**Mode of Delivery**

Single University; Online

**Department or Functional Equivalent**

Department of Operations and Management

**College, School, or Functional Equivalent**

College of Science, Technology, Engineering, Mathematics, & Management

**Proposed Date of Implementation**

Fall 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 113 students will have enrolled in the program and 78 students will have graduated from the program, with annual total enrollment around 50 students. The average student retention rate is projected to be 94%, based on the average UW-Stout first to second year retention rate.

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

| Students/Year       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students        | 18     | 20     | 25     | 25     | 25     |
| Continuing Students |        | 17     | 19     | 24     | 24     |
| Total Enrollment    |        | 37     | 44     | 49     | 49     |
| Graduating Students |        | 16     | 18     | 22     | 22     |

**Tuition Structure**

Students in this program will pay the standard rate of \$322.10 per credit. Of this amount, \$233.81 is attributable to tuition and \$88.29 is attributable to fees and textbook rental. For students enrolled in the B.S. in Automation Leadership, Customized Instruction (CI) rate of \$400.00 per credit will be assessed to the 19 credits in the Automation core. UW-Stout was granted CI Differential Authority in 1999, now referred to as service-based pricing within UW System (SYS 130). The same standard rate and CI rate applies to part-time students.



## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The program is a degree-completion program for individuals who have earned an associate of applied science degree. The program will be comprised of 120 credits, which will include 40 credits of Stout Core (general education) coursework, 40 credits of technical coursework transferred from the associate degree, 19 credits of core program coursework from UW-Stout, and 21 credits of transfer coursework from a SACA Certification that may be taken concurrently or prior to admission. SACA certifications include topics like Robot Systems Integration, Smart Factory Systems, and Programmable Controller Systems. Within the program core, one credit of co-op or field experience and a three-credit capstone course will be required. Earned college credits and/or credit for prior learning from individuals without an earned AAS degree would be reviewed for conditional acceptance to the program.

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

Upon completion of the Automation Leadership program, graduates will have the ability to:

1. Apply knowledge, techniques, skills, and modern tools of digital transformation to solve broadly defined engineering problems appropriate to the discipline.
2. Design Industry 4.0, Internet of Things (IoT), and automation systems, components, or processes meeting specified needs.
3. Analyze data produced by Industry 4.0 systems and utilize findings in the pursuit of continuous improvement.
4. Apply Industry 4.0 technology to lead digital transformation projects for manufacturing organizations.
5. Function effectively as a member and leader on technical teams.
6. Communicate effectively with a wide range of audiences and disciplines.

### **Program Requirements and Curriculum**

In addition to meeting UW-Stout's general admission requirements, admission into the program will require completion of an associate of applied science degree in engineering, technology, or related area and ability to take the SACA certificate with one of our technical college partners. The student can take the certificate while concurrently enrolled in UW-Stout's degree completion program or prior to admission into the degree program. Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, 40 credits of which are in the Stout Core (general education, some may be transferred), 40 credits are associate degree level technical transfer credit, 19 credits are in the Automation Leadership core (UW-Stout), and 21 credits are transfer credits from a SACA Certification program. A minimum of 32 credits at UW-Stout are required to meet residency requirements.

**Table 2: BS in Automation Leadership Curriculum**

|  |                      |
|--|----------------------|
| <b>Stout Core (general education) courses required for graduation:</b> | <b>40 credits</b>    |
| <b>Communication Skills</b>  | 9 credits            |
| COMST-100 Fundamentals of Speech (3 credits)                           |                      |
| ENGL-101 Composition 1 OR ENGL-111 Honors Composition 1 (3 credits)    |                      |
| ENGL-102 Composition 2 OR ENGL-113 Honors Composition 2 (3 credits)    |                      |
| <b>Analytical Reasoning and Natural Sciences</b>                       | 10 credits           |
| Includes at least one MATH or STAT course and                          |                      |
| At least one Natural Science course with Lab                           |                      |
| <b>Arts and Humanities</b>   | 6 credits            |
| <b>Social and Behavioral Sciences</b>                                  | 6 credits            |
| <b>Social Responsibility and Ethical Reasoning</b>                     | 3 credits            |
| <b>Stout Core Electives</b>  | 6 credits            |
| <b>Academic degree program or major course requirements:</b>           |                      |
| <b>Automation Core</b>   | <b>19 credits</b>    |
| INMGT-365 Project Management   | 3 credits            |
| INMGT-400 Organizational Leadership)                                   | 3 credits            |
| INMGT-440 Lean Manufacturing)  | 3 credits            |
| INMGT-441 Digital Transformation)                                      | 3 credits            |
| INMGT-442 Internet of Things in Manufacturing)                         | 3 credits            |
| INMGT-443 Automation Leadership Capstone)                              | 3 credits            |
| INMGT-449 Cooperative Educational Experience)                          | 1 credit             |
| <b>Technical Transfer Credit</b>                                       | <b>40 credits</b>    |
| Technical coursework from an Associate's Degree                        |                      |
| <b>Certification Transfer Coursework</b>                               | <b>21 credits</b>    |
| Coursework from a SACA Certification                                   |                      |
| <b>Total Credits</b>   | <b>120 credit(s)</b> |

**Assessment of Outcomes and Objectives**

Assessment will follow current program practices which includes assessment plans completed and reviewed by governance committees; the office of Planning, Assessment, Research, and Quality; and the Provost's Office. The Program director will use the cyclical assessments of program student learning objectives to review the success of the program. As students graduate from the program, the program director will analyze the survey results provided by alumni, employers, and UW-Stout's survey of graduates to inform continuous program improvement. Data will be used to construct accreditation reports and inform discussion with the program advisory committee and program faculty and staff, to identify strengths and address areas for improvement.

1. **Core concepts and learning outcomes** will be assessed through evaluation of discussions, papers, case studies, quizzes, group projects, and other methods of evaluation employed in their courses. The degree culminates with the capstone course; students will be able to integrate knowledge and skills from various courses, applying them to specific problems in automation.
2. **Experiential learning** will be assessed through co-op and field experience courses, discussions, and completion of individual and collaborative group projects. Feedback from their internship mentors and employers will also become part of the portfolio in assessing student progress.
3. **Communication skills** will be assessed throughout the four-year program. Oral communication will be assessed in discussion and studio settings, and students will be informed of their progress using oral communication feedback tools. Student project proposals, briefs, and presentations will be analyzed for progress in development of written communication skills.
4. **Teamwork skills** will be assessed several times during the program in different class settings. Peer and instructor review of student participation in group work will be periodically assessed, using student review tools, and results will be communicated following university assessment reporting guidelines.

## Diversity

As part of its commitment to inclusive excellence, UW-Stout has recently approved a revised general education program (Stout Core) with strong and measurable objectives in equity, diversity, and inclusivity. This includes learning objectives in four areas for Racial and Ethnic Studies<sup>4</sup>

1. Racial and Ethnic Self-Awareness
2. Racial and Ethnic Knowledge
3. Racial and Ethnic Viewpoint
4. Engagement with People from Different Racial and Ethnic Groups

Stout Core also includes measurable learning objectives in four areas of Global Studies.<sup>5</sup> including:

1. Global self-awareness
2. Global knowledge
3. Global viewpoint
4. Global engagement

Core program requirements include a cooperative education/internship experience and a capstone project experience that will partner with local industry. Students will have the opportunity to choose from a diverse array of companies for these experiences, and, within

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<sup>4</sup> [https://bulletin.uwstout.edu/preview\\_program.php?catoid=25&poid=5603](https://bulletin.uwstout.edu/preview_program.php?catoid=25&poid=5603)

<sup>5</sup> [https://bulletin.uwstout.edu/preview\\_program.php?catoid=25&poid=5603](https://bulletin.uwstout.edu/preview_program.php?catoid=25&poid=5603)

those experiences, will have the opportunity to work/interact with a variety of individuals, often via team projects.

The nature of the proposed B.S. in Automation Leadership as a degree-completion program with online coursework supports place-bound students to complete their degree while remaining in their current community, potentially maintaining their current employment. Recruitment will support a diverse population and reach beyond the region. Progress in increasing gender, racial and ethnic diversity in many technical fields remains slow, yet our commitment remains strong. UW-Stout will join with technical college partners to recruit and retain a more diverse population of students with the intent to complete a bachelor's degree upon completion of their associate degree. Industry partners also have diversity goals and we will work with them to explore opportunities for student scholarships, tuition reimbursement, and apprenticeships to support a more representative group of students and workforce.

UW-Stout has several initiatives to support diverse student recruitment and retention, including:

1. An apprenticeship pilot in Fall 2023 with Wisconsin Workforce Development. Apprenticeships can expand opportunities for underrepresented Wisconsin workers.
2. An Inclusive Curriculum ad-hoc committee that is charged with developing assessments and instructor training across the curriculum, beginning with Racial Ethnic Studies and Global Perspectives courses.
3. An Equity, Diversity, and Inclusion Office that coordinates across all areas of the university to better track our progress serving diverse students and employees and to implement evidence supported strategies for better recruitment and retention of underrepresented students, faculty, and staff.
4. An inaugural Strategic Enrollment Plan with eight strategies to recruit and retain students, each with attention to underrepresented student populations. These strategies include better support for transfer students, low-income students, veterans, and active military.

These UW-Stout efforts will be implemented during the first five years of the program and have strong potential to improve its success with diverse students. In addition, faculty in the Automation Leadership program will work closely with the Equity, Diversity, and Inclusivity Office, Admissions' Office, the Office of Multicultural Student Services, and the Qube (UW-Stout's unit that supports LGBTQIA+ students) to provide a welcoming and equitable environment for prospective students who identify as Black, Indigenous, People of Color, and LGBTQIA+.

When hiring new faculty and staff, the College of Science, Technology, Engineering, Mathematics, and Management works closely with human resources and other campus

units to make a concerted effort to be inclusive of individuals from diverse populations and backgrounds.

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

This program will involve collaboration with the Wisconsin Technical College System (WTCS) and some out-of-state technical colleges. As a degree-completion program, UW-Stout will work with the WTCS to market the program to graduates and current students. Besides being a degree completion program for students with degrees from technical college, the program includes a SACA Certificate offered in collaboration with WTCS schools and other partnering technical colleges. Students may complete that certificate coursework before or after enrolling in the UW-Stout program.

### **Projected Time to Degree**

A plan has been developed for full-time students to complete the program within two years. The program does not specifically require involvement of any summer or winter session, although options are available during both sessions to expedite the timeline, enable course repeats, or regain placement in the timeline.

As a degree-completion program, time to degree will be highly dependent on the coursework students have previously taken. It is anticipated that a typical student would transfer in 40 credits of technical coursework along with approximately 20 credits of general education coursework, leaving about 60 credits to complete. Those remaining 60 credits include the 21 credits of technical SACA certification coursework. All students will need to satisfy UW-Stout's residency requirement, currently at 32 credits.

### **Program Review**

UW-Stout requires a biannual assessment in the major report for each academic degree. The results inform curricular and program revisions and are used to assess and maintain the quality of the program. The program director and faculty/staff team monitor retention, time-to-graduation, graduation rates, and internship placement rates to further assess the overall effectiveness of the program.

UW-Stout's Planning and Review Committee (PRC) reviews degree programs on a four-year cycle to assess program viability. The review involves input from stakeholders across campus investigating a range of variables including enrollment, retention, graduation rate, market demand, program financials, facilities, and staffing. The PRC presents the results to the faculty senate and the provost, including a recommendation on timing for the program's next review. After approval, the information is provided via the annual academic report to the UW System.

To inform annual priorities, programs complete an annual strengths, weaknesses, opportunities, threats (SWOT) analysis and action plan that are reviewed by the dean's office. The B.S. in Automation Leadership Program Advisory Committee, comprised of

employers, faculty, staff, and graduates will also meet regularly to review program curriculum objectives and outcomes; monitor student retention in the program; and help inform marketing tools to recruit prospective students.

### **Accreditation**

UW-Stout is accredited by the Higher Learning Commission (HLC) and is certified for online course delivery by the United States Distance Learning Association.

## **JUSTIFICATION**

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

The proposed major is congruent with the polytechnic mission of UW-Stout<sup>6</sup> and its core competencies by: 1) offering an applied learning curriculum that prepares students for careers that meet societal need and industry demand; 2) providing a career-focused education that connects innovative automation solutions to real-world problems; and 3) working closely with two-year educational partners, program advisory committees, businesses and industry to help grow the economy. The program is further aligned with UW-Stout's FOCUS 2030 strategic plan,<sup>7</sup> particularly its goals around student success and institutional sustainability. It is in direct response to demand indicated to us by Wisconsin industry partners.

The proposed major connects directly with the mission of UW-Stout's Discovery Center which serves as our primary outreach and engagement organization for regional businesses<sup>8</sup>.

### **University Program Array**

The B.S. in Automation Leadership will complement and leverage existing courses across UW-Stout's array of engineering and technology programs (B.S. in Computer and Electrical Engineering, B.S. in Computer Networking and Information Technology, B.S. in Engineering Technology, B.S. in Manufacturing Engineering, B.S. in Mechanical Engineering, and B.S. in Plastics Engineering), as well as two existing, online degree-completion programs (B.S. in Management and B.S. in Information Communication Technologies). The three new courses being developed for the program can serve these existing programs as well.

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

From a review of the UWS academic majors database, the proposed program does not duplicate any degree program currently offered in the UW System and is the only

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<sup>6</sup> <https://www.uwstout.edu/about-us/mission-values>

<sup>7</sup> <https://www.uwstout.edu/uw-stout-2020-2030-strategic-plan>

<sup>8</sup> <https://www.uwstout.edu/outreach-engagement/discovery-center>

program proposed with a CIP code in the 15.04 category. The program is not a traditional engineering program but rather at the engineering technology level. There are two general Engineering Technology programs in the 15.0000 classification (UW-Stout and UW-River Falls) and two programs in the more classic Electrical Engineering Technology code of 15.0303 (UW-Green Bay and UW Oshkosh). The focus of the proposed program is distinctly different with its focus on automation, Industry 4.0, and process improvement. The program is unique in its design as a degree-completion program.

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

Industry partners have asserted that their current workforce needs upskilling in automation leadership and requested this program to fulfill that need. Letters of support indicate their commitment to supporting this program as it serves their current and future workforce. WTCS and other out-of-state technical college partners have indicated demand for this degree from their current students and alumni, and SACA has committed to organizing road shows at two-year colleges and train-the-trainer workshops to get the word out to those technical college students. UW-Stout's marketing team analyzed competition in B.S. Automation programs to determine student demand. The only current university program with this CIP is the State University of New York that has an in-person program that grew 150% in 2021.<sup>9</sup> There are no regional university programs related to this CIP.

Current students in UW-Stout's array of engineering and technology programs continue to express interest in more coursework in Industry 4.0 and automation. The proposed new curriculum for this program would provide opportunity for these existing (and future) students. Industry partners who support the program have employees who are interested in developing new skills and completing a 4-year degree. This program also aligns with interest expressed by students in our existing B.S. in Management degree-completion program, where students with engineering and technology background are looking to advance in leadership roles within their companies.

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

The B.S. in Automation Leadership provides a degree in a recognized high-need market area as supported by labor market research. The program develops competencies that will enable graduates to immediately serve this important role within the Wisconsin workforce. The proposed program is in direct response to industry demand shared by Wisconsin companies including Ashley Furniture, Generac, Greenheck Fan Corporation, Harley-Davidson, KOHLER Company, Mercury Marine, Oshkosh Corporation, and Plexus, as well as multiple medium and small size manufacturing companies. Students graduating from the program will be able to serve as a leader and/or key contributor for the automation and digital transformation of these organizations.

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<sup>9</sup> Lightcast Q4 2022 Data Set, [economicmodeling.com](https://economicmodeling.com)

In addition to demand reported from industry partners, labor demand is projected to grow 8% faster than the average for management occupations overall between 2021-2031.<sup>10</sup> Allowing students to remain in place, completing their certificate at a local technical college and a fully online B.S. degree at UW-Stout, is an innovative approach to meeting this demand. Given the unique nature of the program, the national projection of job growth, and strong regional demand as indicated by business and industry, UW-Stout is confident in the market demand for this proposed degree.

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<sup>10</sup> <https://www.bls.gov/ooh/management/home.htm>



| University of Wisconsin - Stout   |  |                |                |                |                |                |
|---|--|----------------|----------------|----------------|----------------|----------------|
| Cost and Revenue Projections For Newly Proposed Program- B.S. Automation Leadership                               |  |                |                |                |                |                |
| Items   |  | Projections    |                |                |                |                |
|   |  | 2022<br>Year 1 | 2023<br>Year 2 | 2024<br>Year 3 | 2025<br>Year 4 | 2026<br>Year 5 |
| <b>I</b>  | <b>Enrollment (New Student) Headcount</b>                            | 18             | 20             | 25             | 25             | 25             |
|   | <b>Enrollment (Continuing Student) Headcount</b>                     | -              | 16.92          | 18.80          | 23.50          | 23.50          |
|   | <b>Enrollment (New Student) FTE</b>                                  | 18.00          | 20.00          | 25.00          | 25.00          | 25.00          |
|   | <b>Enrollment (Continuing Student) FTE</b>                           | -              | 16.92          | 18.80          | 23.50          | 23.50          |
| <b>II</b>   | <b>Total New Credit Hours (# new sections x credits per section)</b> | 171.00         | 190.00         | 237.50         | 237.50         | 237.50         |
|   | <b>Existing Credit Hours</b>   | -              | 160.74         | 178.60         | 223.25         | 223.25         |
| <b>III</b>  | <b>FTE of New Faculty/Instructional Staff</b>                        | 0.58           | 0.35           | -              | -              | -              |
|   | <b>FTE of Current Fac/IAS</b>  | -              | 0.58           | 0.93           | 0.93           | 0.93           |
|   | <b>FTE of New Admin Staff</b>  | -              | -              | -              | -              | -              |
|   | <b>FTE Current Admin Staff</b>                                       | -              | -              | -              | -              | -              |
| <b>IV</b>   | <b>New Revenues</b>  |                |                |                |                |                |
|   | <i>From Tuition (new credit hours x FTE)</i>                         | \$68,400       | \$140,296      | \$166,440      | \$184,300      | \$184,300      |
|   | <i>From Fees</i>   | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <i>Program Revenue - Grants</i>                                      | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <i>Program Revenue - Other</i>                                       | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <i>Reallocation</i>  | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <b>Total New Revenue</b>   | \$68,400       | \$140,296      | \$166,440      | \$184,300      | \$184,300      |
| <b>V</b>  | <b>New Expenses</b>  |                |                |                |                |                |
|   | <b>Salaries plus Fringes</b>   |                |                |                |                |                |
|   | <i>Faculty/Instructional Staff</i>                                   | \$64,352       | \$104,117      | \$106,130      | \$108,183      | \$110,278      |
|   | <i>Other Staff</i>   | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <b>Other Expenses</b>  |                |                |                |                |                |
|   | <i>Facilities</i>  | \$0            | \$0            | \$0            | \$0            | \$0            |
|   | <i>Equipment</i>   | \$115          | \$185          | \$185          | \$185          | \$185          |
|   | <i>Other:</i>  | \$22,790       | \$42,015       | \$49,006       | \$53,782       | \$53,782       |
|   | <b>Total Expenses</b>  | \$87,257       | \$146,317      | \$155,321      | \$162,149      | \$164,244      |
| <b>VI</b>   | <b>Net Revenue</b>   | -\$18,857      | -\$6,021       | \$11,119       | \$22,151       | \$20,056       |
| <b>Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program</b> |  |                |                |                |                |                |
| Please reference the financial narrative document.  |  |                |                |                |                |                |
| <b>Provost's Signature:</b>   |  |                |                | <b>Date:</b>   |                |                |
|                                |  |                |                |                |                |                |
| <b>Chief Business Officer's Signature:</b>  |  |                |                | <b>Date:</b>   |                |                |
|                                |  |                |                |                |                |                |

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STOUT BACHELOR OF SCIENCE IN AUTOMATION LEADERSHIP**

### **Introduction**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Automation Leadership in response to industry needs for leaders in digital transformation. This degree completion program will prepare graduates for positions in automation and digital leadership roles by complementing their technical training with skills in management, leadership, and quality improvement, leveraging expertise in engineering programs. It aligns with the mission of UW-Stout as the state's polytechnic university and FOCUS 2030 Core Competencies of career-focused education, applied learning, external partnerships, and collaborative planning.<sup>1</sup>

The proposed program partners with the Wisconsin Technical College System (WTCS) to serve individuals with an associate of applied science degree who seek career advancement through a combination of online and local instruction. It will also partner with the Smart Automation Certification Alliance (SACA) whose goal is to "develop and deploy modular Industry 4.0 certifications."<sup>2</sup> Demand for the program is evidenced by critical workforce needs outlined in letters of support from industry partners and the projected 8% growth in management occupations over the next decade.<sup>3</sup>

This 120-credit program includes 40 credits transferred from a technical college associate degree and 40 credits of general education coursework available fully online to satisfy general education requirements not met via transfer. The remaining 40 credits include the 19-credit leadership core coursework (online) from UW-Stout and 21 credits from a professional-level SACA Certification transferred from partner technical colleges. Differential tuition will be assessed for UW-Stout coursework following our service-based pricing (Customized Instruction) model.

### **Section I – Enrollment**

Enrollment projections using headcount and FTE are shown in Table 1. "New students" are those who have not previously enrolled at UW-Stout. "Continuing students" include students who are undecided, enrolled in undergraduate coursework, transfer students and part-time students who were enrolled at UW-Stout the previous academic year. As a degree completion program, actual FTE based on credit hours will be variable. For simplicity, FTE is set to match headcount in Table I.

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<sup>1</sup> <https://www.uwstout.edu/focus-2030-plan-initiatives>

<sup>2</sup> <https://www.saca.org/>

<sup>3</sup> <https://www.bls.gov/ooh/management>

By the end of year 5, it is anticipated that 113 students will have enrolled in the program with 78 students having graduated. Projections are based on a student retention rate of 94% from the first to second year, with students completing the program in two years. Graduation numbers are based on 94% of the returning second year students completing the program. Based on the 94% retention factor, continuing headcount and new and continuing FTE have decimals that have been rounded in Table 1 and Table 2.

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

| Students/Year           | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| New Students Headcount  | 18        | 20        | 25        | 25        | 25        |
| Continuing Headcount    |           | 17        | 19        | 24        | 24        |
| New Students FTE        | 18        | 20        | 25        | 25        | 25        |
| Continuing Students FTE |           | 17        | 19        | 24        | 24        |
| Total Enrollment FTE    | 18        | 37        | 44        | 49        | 49        |
| Graduating Students     | 0         | 16        | 18        | 22        | 22        |

## **Section II – Credit Hours**

The program will require 120 credits for graduation categorized as: 40 credits of Stout Core (general education) coursework, 40 credits of transfer coursework (from an associate degree), 19 credits of core program coursework taught by UW-Stout, and 21 additional credits of transfer coursework as part of a SACA certification program taught at a partner technical college. It is anticipated that students will transfer in Stout Core coursework that will vary widely by individual. The financial calculations are based on the 19 credits of core coursework taught by UW-Stout, with students taking an average of 9.5 credits per year for two years.

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

For core coursework and program oversight, the proposed B.S. in Automation Leadership will draw on current expertise from the Department of Operations and Management. Additional staffing in lieu of new coursework or additional sections of existing coursework will be phased in over two years.

The program will require 0.325 FTE of new instructional staffing in Year 1. That staffing need will continue in Year 2 with an additional need for 0.35 FTE, and 0.675 FTE in Years 3 and will result in a continued growing need.

In addition, 0.25 FTE will be needed in Year 1 to support the program director position. That will continue in subsequent years.

#### **Section IV – Program Revenues**

Tuition Revenues: The projected program revenue has been calculated by multiplying the new student FTE times the program credit hours, times the tuition.

1. Year-1, \$68,400: 18 FTE x 9.5 credits @ \$400 per credit
2. Year-2, \$140,296: 36.92 FTE x 9.5 credits @ \$400 per credit
3. Year-3, \$166,440: 43.8 FTE x 9.5 credits @ \$400 per credit
4. Year-4, \$184,300: 48.5 FTE x 9.5 credits @ \$400 per credit
5. Year-5, \$184,300: 48.5 FTE x 9.5 credits @ \$400 per credit

Program Revenue (PR): University assessments from program revenue of existing customized instruction (differential tuition) programs will be used to cover any initial shortfalls until the program becomes self-sustaining. There will not be any general program revenue generated or allocated from other units to offset the program costs.

#### **Section V – Program Expenses**

Salary and Fringe Expenses: The average annual salary of discipline-appropriate faculty within the Operations and Management Department is anticipated to be \$85,000 in Year 1, with instructional academic staff (IAS) at \$61,000. A 2% pay raise was added for each year. Fringe costs are included at the standard 38.17% System rate.

Year 1 expenses were calculated multiplying \$61,000 by the new IAS expense of 0.2 FTE (\$12,200); multiplying \$85,000 by the new faculty expense of 0.125 FTE (\$10,625); multiplying \$85,000 by the new program director reassignment expense of 0.25 FTE (\$21,250); adding \$2,500 for the program director stipend; and adding fringes at 38.17% (\$17,777).

Year 2 expenses were calculated by multiplying \$62,220 by the new IAS expense of 0.1 FTE (\$6,222); multiplying \$86,700 by the new faculty expense of 0.25 FTE (\$21,675); adding fringes at 38.17% (\$10,649); and adding the continued new expense (adjusted for salary increases) from year 1 (\$65,571).

Year 3 expenses consist of the continuing new expenses (adjusted for salary increases) from year 2 (\$106,130).

Year 4 expenses consist of the continuing new expenses (adjusted for salary increases) from year 3 (\$108,183).

Year 5 expenses consist of the continuing new expenses (adjusted for salary increases) from year 4 (\$110,278).

Other Expenses: Each year, a small expense of \$200 per staff FTE (\$115 in Year 1 and \$185 in subsequent years) is included for supplies, along with \$3,000 to support marketing of the program and \$1500 to support travel to meet with partner technical college institutions. In addition, the Campus Administrative Overhead expense is calculated at 26.74% of the total revenue of the program.

#### **Section VI – Net Revenue**

The net revenue is projected to be negative the first year and slightly negative the second year, with positive net revenue in the third year. Initial negative revenue is projected to be fully covered in Year 4, with net revenue remaining positive thereafter. Any net revenue will be reinvested into the program and the institution.



April 14, 2023

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

Dear President Rothman:

I am writing to provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed B.S. in Automation Leadership degree.

As Wisconsin's Polytechnic University, this proposed program will allow UW-Stout to continue providing leadership and innovation to prepare graduates for positions in diverse automation and digital leadership roles. The program is being proposed based on demand from Wisconsin industry leaders and includes industry letters of support.

The proposed program is also unique, as it leverages UW-Stout's strong connection with industry by embedding the Smart Automation Certification Alliance (SACA) certification into the curriculum and leverages facilities and expertise amongst the Wisconsin Technical College System for on-site laboratory experiences for the students. The program will build on existing curriculum, and faculty and staff expertise in the College of Science, Technology, Engineering, Mathematics and Management. A financial review has been conducted to confirm that the necessary financial and human resources are available to launch this proposed program as a service-based pricing (customized instruction) program.

The proposed degree has been approved through the campus curriculum approval process. Governance groups confirmed that the design of the proposed program meets the definition and standards of quality at UW-Stout. All programs at UW-Stout participate in the biannual Assessment in the Major and the four-year Planning and Review Committee program review to support continuous improvement. Assessment of the student learning objectives will be

coordinated by the program director in collaboration with the faculty, staff and the program industry advisory committee.

Thank you for consideration and support of this new program.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Rodríguez". The signature is fluid and cursive, with a large initial "G" and a stylized "R".

Glendalí Rodríguez  
Provost and Vice Chancellor

attachment

GR/tb  
Letters 2023

**UNIVERSITY OF WISCONSIN SYSTEM  
2023 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS,  
AND OTHER CHANGES OF STATUS**

**REQUESTED ACTION**

Adoption of Resolution D., approving the 2023 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

**Resolution D.** That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2023 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

**SUMMARY**

The 2023 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status is presented to the UW System Board of Regents.

**BACKGROUND**

Each spring, the UW System Office of Academic and Student Affairs compiles data on tenure designations, promotions, and new tenured appointments made at the 13 UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2022-23 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to s. UWS 3.06, Wis. Admin. Code, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the chancellor of each UW institution. Typically, institutional procedures provide for a multi-step review of candidates before a recommendation from each of the chancellors is forwarded to the Board of Regents.



In providing the UW System Office of Academic Affairs with the names of the faculty tenured and promoted by their institutions, chancellors provide assurances that they have personally reviewed the dossiers of each faculty member and can certify as to the appropriateness of each faculty member's tenure and promotion.

Regent action is the final step in the process by which faculty receive tenure.

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure (see Attachment A). The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2022 Report was issued are also included in the 2023 Report.

### **Related Policies**

- Regent Policy Document 20-9: "[Periodic Post-Tenure Review in Support of Tenured Faculty Development](#)"
- Regent Policy Document 20-23: "[Faculty Tenure](#)"
- Regent Policy Document 20-24: "[Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination](#)"

### **ATTACHMENT**

- A) 2023 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

**UNIVERSITY OF WISCONSIN  
SYSTEM  
2022-23 REPORT ON FACULTY  
PROMOTIONS, TENURE  
DESIGNATIONS, AND OTHER CHANGES  
OF STATUS**

| UW CAMPUS     | NAME                     | DEPARTMENT                                      | STATUS          | CURRENT TITLE                | ACTION TAKEN          | PROPOSED STATUS                  |
|---------------|--------------------------|---|-----------------|------------------------------|-----------------------|----------------------------------|
| UW-EAU CLAIRE | AZIZ, MOHAMMAD           | MATHEMATICS                                     | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | BACKOWSKI, ROXANNE       | LIBRARY   | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | BELTZ, NICHOLAS          | KINESIOLOGY                                     | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | BRISBIN, ABRA            | MATHEMATICS                                     | TENURE          | DEPARTMENT CHAIRPERSON       | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | CHAN, DOROTHY            | ENGLISH   | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | CHEN, LIQIANG            | INFORMATION SYSTEMS                             | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | CLEARY, PATRICIA         | CHEMISTRY AND BIOCHEMISTRY                      | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | COOLONG-CHAFFIN, MELISSA | PSYCHOLOGY                                      | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | DAVIS, LENITA            | MANAGEMENT AND MARKETING                        | TENURE<br>TRACK | ASSOCIATE PROFESSOR          | PROMOTION &<br>TENURE | PROFESSOR W/ TENURE              |
| UW-EAU CLAIRE | DONG, LONGZHU            | MANAGEMENT AND MARKETING                        | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | GLOGOWSKI, ELIZABETH     | MATERIALS SCIENCE AND BIOMEDICAL<br>ENGINEERING | TENURE          | RAMSEY RESEARCH<br>PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | FIELDING, HEATHER        | HONORS PROGRAM                                  | TENURE          | HONORS DIRECTOR              | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | GERLACH, DEIDRA          | CHEMISTRY AND BIOCHEMISTRY                      | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION             | ASSOCIATE PROFESSOR              |
| UW-EAU CLAIRE | GRICE, KARLY             | ENGLISH   | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | HART-BRINSON, PETER      | SOCIOLOGY                                       | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | HEMMERICH, ABBY          | COMMUNICATION SCIENCES AND DISORDERS            | TENURE          | DEPARTMENT CHAIRPERSON       | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | HISEY, ERIN              | MUSIC AND THEATRE ARTS                          | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | JACKSON, STACEY          | PSYCHOLOGY                                      | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | JEWELL, MATTHEW          | MATERIALS SCIENCE AND BIOMEDICAL<br>ENGINEERING | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | KOCKEN, GREG             | LIBRARY   | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | OPALL, BRENT             | MANAGEMENT AND MARKETING                        | TENURE<br>TRACK | ASSOCIATE PROFESSOR          | TENURED               | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | PLOEGER-LYONS, NICI      | BUSINESS COMMUNICATION PROGRAM                  | TENURE<br>TRACK | ASSOCIATE PROFESSOR          | TENURED               | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | POWELL, KARSTEN          | SPECIAL EDUCATION AND INCLUSIVE PRACTICES       | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | PROFAIZER, AMANDA        | MUSIC AND THEATRE ARTS                          | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | SOTTILE, PEDRO           | ACCOUNTING AND FINANCE                          | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | SPRAITZ, JASON           | POLITICAL SCIENCE                               | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | TESTER, JAMIE            | SOCIAL WORK                                     | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | VARELA-GARCIA, FABIOLA   | LANGUAGES                                       | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | VIERGE, QUENTIN          | UW-EAU CLAIRE-BARRON COUNTY/ENGLISH             | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | VITALE, SARAH            | GEOLOGY   | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | WENTZ, LAUREN            | UW-EAU CLAIRE-BARRON COUNTY/BIOLOGY             | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | WHIPPLE, KYLE            | EDUCATION FOR EQUITY AND JUSTICE                | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | WONG, ANJELA             | EDUCATION FOR EQUITY AND JUSTICE                | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | WORLEY, MARY             | COMMUNICATION AND JOURNALISM                    | TENURE<br>TRACK | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-EAU CLAIRE | WYLAND, REBECCA          | MANAGEMENT AND MARKETING                        | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW-EAU CLAIRE | ZWICKY, JAMES            | MUSIC AND THEATRE ARTS                          | TENURE          | ASSOCIATE PROFESSOR          | PROMOTION             | PROFESSOR                        |
| UW CAMPUS     | NAME                     | DEPARTMENT                                      | STATUS          | CURRENT TITLE                | ACTION TAKEN          | PROPOSED STATUS                  |
| UW-GREEN BAY  | AHSAN, TANIM             | COMPUTER SCIENCE                                |                 | ASSISTANT PROFESSOR          | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |

|                  |                           |   |               |                      |                     |                               |
|------------------|---------------------------|---|---------------|----------------------|---------------------|-------------------------------|
| UW-GREEN BAY     | ANAM, IFTEHAR             | COMPUTER SCIENCE  |               | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-GREEN BAY     | FERNANDEZ, LUIS           | MUSIC   |               | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-GREEN BAY     | ISLAM, RASEDUL            | ENGINEERING   |               | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-GREEN BAY     | KIBBE, CARLY              | BIOLOGY   |               | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-GREEN BAY     | WATSON, SAM               | ART   |               | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-GREEN BAY     | CARR, BRYAN               | COMMUNICATION   |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | COWELL, JASON             | PSYCHOLOGY  |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | HOSSAIN, MARUF            | ENGINEERING   |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | LEE, MINKYU               | ART   |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | NESVET, REBECCA           | HUMANITIES  |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | SENZAKI, SAWA             | PSYCHOLOGY  |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | SHELTON, JON              | DEMOCRACY AND JUSTICE STUDIES                           |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| UW-GREEN BAY     | YOUNG, JENNIE             | WRITING   |               | ASSOCIATE PROFESSOR  | PROMOTION & TENURE  | PROFESSOR W/ TENURE           |
| <b>UW CAMPUS</b> | <b>NAME</b>               | <b>DEPARTMENT</b>                                       | <b>STATUS</b> | <b>CURRENT TITLE</b> | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-LA CROSSE     | CHEN,SONG                 | MATHEMATICS AND STATISTICS                              | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | DAMALI,UZAY               | MANAGEMENT  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW-LA CROSSE     | DREGNE,WHITNEY            | MATHEMATICS AND STATISTICS                              | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | EVANS,KATHERINE           | RECREATION MANAGEMENT AND THERAPEUTIC RECREATION        | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | GIDDINGS,LISA             | ECONOMICS   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | HARDY,PENELOPE            | HISTORY   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW-LA CROSSE     | HERTEL,JOSHUA             | MATHEMATICS AND STATISTICS                              | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | JAMIE,SALVADOR            | EXERCISE AND SPORT SCIENCE                              | TENURE TRACK  | ASSISTANT PROFESSOR  | TENURED             | ASSISTANT PROFESSOR W/ TENURE |
| UW-LA CROSSE     | KIL,NAMYUN                | RECREATION MANAGEMENT AND THERAPEUTIC RECREATION        | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | KING, SETH                | PHYSICS   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | LEIBUNDGUT-PETERSON,AMBER | LIBRARY   | TENURE TRACK  | ASSISTANT PROFESSOR  | TENURED             | ASSISTANT PROFESSOR W/ TENURE |
| UW-LA CROSSE     | MORRIS,KIMBERLY           | GLOBAL CULTURES AND LANGUAGES                           | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | NANDIALATH,ANUP MENON     | MANAGEMENT  | TENURE TRACK  | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | NASIF,NESE                | MARKETING   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | NORRIS,DAWN               | SOCIOLOGY AND CRIMINAL JUSTICE                          | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-LA CROSSE     | PARMETER,GREGORY          | THEATRE   | TENURE TRACK  | ASSISTANT PROFESSOR  | TENURED             | ASSISTANT PROFESSOR W/ TENURE |
| UW-LA CROSSE     | PEMBER,SARAH              | PUBLIC HEALTH AND COMMUNITY HEALTH EDUCATION DEPARTMENT | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | ROONEY,SIERRA             | ART   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW-LA CROSSE     | SCHWEIGER,PAUL            | MICROBIOLOGY  | TENURE TRACK  | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | STIVERS,ADAM DALE         | FINANCE   | TENURE TRACK  | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | WISINSKI,JACLYN           | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | YU,ALDER                  | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-LA CROSSE     | ZABEL,KEVIN               | PSYCHOLOGY  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW-LA CROSSE     | ZAMPARUTTI,LOUISE         | ENGLISH   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| <b>UW CAMPUS</b> | <b>NAME</b>               | <b>DEPARTMENT</b>                                       | <b>STATUS</b> | <b>CURRENT TITLE</b> | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-MADISON       | AFSHAR, MAJID             | MEDICINE  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | AIZAWA, NAOKI             | ECONOMICS   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | ALLEWAERT, MONIQUE        | ENGLISH   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | ANANTHARAMAN, KARTHIK     | BACTERIOLOGY  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |

|            |                           |  |              |                     |                    |                               |
|------------|---------------------------|--|--------------|---------------------|--------------------|-------------------------------|
| UW-MADISON | ARD, BJ                   | LAW SCHOOL                                 | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | ATUAHENE, BERNADETTE      | LAW SCHOOL                                 | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | ATWOOD, CRAIG             | MEDICINE                                   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | BARWICK, PANLE JIA        | ECONOMICS                                  | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | BECHTOL, KEITH            | PHYSICS                                    | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | BEDNARZ, BRYAN            | MEDICAL PHYSICS                            | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | BELL, DAVID R             | KINESIOLOGY                                | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | BERLAND, MATTHEW          | CURRICULUM AND INSTRUCTION                 | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | BESBRIS, MAX              | SOCIOLOGY                                  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | BHATTACHARYYA, ANITA      | CELL & REGENERATIVE BIOLOGY                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | BLUM, BARAK               | CELL & REGENERATIVE BIOLOGY                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | BOROS, ESZTER             | CHEMISTRY                                  | TENURE TRACK | ASSISTANT PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | BOWERS, MICHELLE          | ART  | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | BRAR, VICTOR              | PHYSICS                                    | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | BUBLITZ, MELISSA          | SCHOOL OF HUMAN ECOLOGY                    | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | CALARCO, JESSICA          | SOCIOLOGY                                  | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | CALLACI, EMILY            | HISTORY                                    | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | CAMPBELL, ZACHARY         | ANESTHESIOLOGY                             | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | CARCHMAN, EVIE            | SURGERY                                    | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | CAVANAGH, DAN             | MEAD WITTER SCHOOL OF MUSIC                | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | CHANG, HAO                | DERMATOLOGY                                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | CHOY, PEGGY A             | DANCE                                      | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | CHUNG, MOO                | BIostatistics & Medical Informatics        | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | CHURPEK, JANE             | MEDICINE                                   | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | CLARK, JEROME             | EXTENSION                                  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | COOK, JESSICA             | MEDICINE                                   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | CULVER, KATHLEEN          | SCHOOL OF JOURNALISM & MASS COMMUNICATIONS | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | DIAKONIKOLAS, ILIAS       | COMPUTER SCIENCES                          | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | DIENSTAG, JOSHUA          | POLITICAL SCIENCES                         | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | DRUMMOND-BARBOSA, DANIELA | GENETICS                                   | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | DUGAN, HILARY             | INTEGRATIVE BIOLOGY                        | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | ECKHARDT, JONATHAN        | WISCONSIN SCHOOL OF BUSINESS               | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | ECKHARDT, LINDA (LEE)     | MEDICINE                                   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | EL NOSSERY, NEVINE        | FRENCH & ITALIAN                           | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | ENGELMAN, MICHAL          | SOCIOLOGY                                  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | ENRIQUEZ, FALINA          | ANTHROPOLOGY                               | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | FAN, JING                 | NUTRITIONAL SCIENCES                       | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | FAWAZ, KASSEM             | ELECTRICAL AND COMPUTER ENGINEERING        | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | FISHER, BEN               | SCHOOL OF HUMAN ECOLOGY                    | TENURE TRACK | ASSISTANT PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | FITZPATRICK, KATIE        | SCHOOL OF HUMAN ECOLOGY                    | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | FLETCHER, EMILY           | PHILOSOPHY                                 | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | GAERTNER, FABIO           | WISCONSIN SCHOOL OF BUSINESS               | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | GAGLIA, MARTA             | MEDICAL MICROBIOLOGY & IMMUNOLOGY          | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |

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| UW-MADISON | GIBSON, ANGELA         | SURGERY  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | GILLASPY, GLENDA       | BIOCHEMISTRY   | TENURE       | PROFESSOR & CHAIR   | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | GLIDE-HURST, CARRI     | HUMAN ONCOLOGY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | GOLDBERG, SIMON        | COUNSELING PSYCHOLOGY  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | GRAVES, D. LUCAS       | SCHOOL OF JOURNALISM & MASS COMMUNICATIONS                         | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | GREEN, TIFFANY         | POPULATION HEALTH SCIENCES   | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | GRUNEWALD, RALPH       | ENGLISH  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | HALL, JOHN             | HISTORY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | HAMEDANI, AZITA        | EMERGENCY MEDICINE   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | HARRISON, MELISSA      | BIOMOLECULAR CHEMISTRY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | HAYNES, APRIL          | HISTORY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | HOROWITZ, LEAH         | NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES/SCHOOL OF HUMAN ECOLOGY | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | HOSKINS, AARON         | PLANT PATHOLOGY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | HOUGHAM, ROBERT JUSTIN | EXTENSION  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | JOHNSON, KEVIN         | MEDICAL PHYSICS  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | KANG, HYUNSEUNG        | STATISTICS   | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | KENNON, RAQUEL         | ENGLISH  | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | KILGUS, STEPHEN P      | EDUCATIONAL PSYCHOLOGY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | KIM, CHARLES           | HISTORY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | KIM, YOUNGHYUN         | ELECTRICAL AND COMPUTER ENGINEERING                                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | KINZLEY, JUDD          | HISTORY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | KOKJOHN, SAGE          | MECHANICAL ENGINEERING   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | KROUK, DEAN            | GERMAN, NORDIC, SLAVIC+  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | KUMAR, SATHISH         | COMPARATIVE BIOSCIENCES  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | LAESEKE, PAUL          | RADIOLOGY  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | LAPINA, ELIZABETH      | HISTORY  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | LARSON, REBECCA        | NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES                         | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | LI, XIAOPENG (SHAW)    | CIVIL & ENVIRONMENTAL ENGINEERING                                  | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | LI, YING               | MECHANICAL ENGINEERING   | TENURE       | ASSOCIATE PROFESSOR | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | LIANG, YINGYU          | COMPUTER SCIENCES  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | LIN, SANDRA            | SURGERY  | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | LINDSAY, KEISHA        | GENDER & WOMEN'S STUDIES   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | LIU, KAIBO             | INDUSTRIAL & SYSTEMS ENGINEERING                                   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | LOUIE, NICOLE          | CURRICULUM & INSTRUCTION   | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | LU, QIONGSHI           | BIostatistics & Medical Informatics                                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | MACKAY, JOHN           | PHILOSOPHY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | MASROUR, FARID         | PHILOSOPHY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | MCANDREWS, CAROLYN     | PLANNING & LANDSCAPE ARCHITECTURE                                  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | MCDANIEL, PATRICK      | COMPUTER SCIENCES  | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | MCGARR, KATHRYN        | SCHOOL OF JOURNALISM AND MASS COMMUNICATION                        | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | MEHLE, ANDREW          | MEDICAL MICROBIOLOGY & IMMUNOLOGY                                  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | MEITNER, ERIKA         | ENGLISH  | TENURE       | PROFESSOR           | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | MESSINA, JAMES         | PHILOSOPHY   | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR W/ TENURE           |

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| UW-MADISON | MITCHELL, MEGHAN MARIE        | ART  | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | MNOOKIN, JENNIFER             | LAW SCHOOL                                     | TENURE       | PROFESSOR            | NEW APPOINTMENT    | PROFESSOR                     |
| UW-MADISON | MOORE, DARCIE                 | NEUROSCIENCE                                   | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | MORGAN, NEIL                  | WISCONSIN SCHOOL OF BUSINESS                   | TENURE       | ASSOCIATE PROFESSOR  | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | MUKHERJEE, ANITA              | WISCONSIN SCHOOL OF BUSINESS                   | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | MUNDT, MARLON                 | FAMILY MEDICINE & COMMUNITY HEALTH             | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | NELSON, JENNIFER              | ART HISTORY                                    | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | NILI, YARON                   | LAW SCHOOL                                     | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | OKONKWO, OZIOMA               | MEDICINE                                       | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | ORLOV, DMITRY                 | WISCONSIN SCHOOL OF BUSINESS                   | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | OSPOVAT, KIRILL               | GERMAN, NORDIC, AND SLAVIC+                    | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | PARRELL, BENJAMIN             | COMMUNICATION SCIENCES & DISORDERS             | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | PATTERSON, BRIAN              | EMERGENCY MEDICINE                             | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | PICKETT, KRISTEN              | KINESIOLOGY                                    | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | PIKUL, JAMES                  | MECHANICAL ENGINEERING                         | TENURE TRACK | ASSISTANT PROFESSOR  | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | PING, YUAN                    | MATERIALS SCIENCE & ENGINEERING                | TENURE       | ASSOCIATE PROFESSOR  | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | PORTLOCK, TIM                 | NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES/ART | TENURE       | PROFESSOR            | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | PRASCH, ALLISON               | COMMUNICATION ARTS                             | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | PULIA, MICHAEL                | EMERGENCY MEDICINE                             | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | QUANBECK, ANDREW              | FAMILY MEDICINE & COMMUNITY HEALTH             | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | RADER, EMILEE                 | THE INFORMATION SCHOOL                         | TENURE       | ASSOCIATE PROFESSOR  | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | RANHEIM, ERIK                 | PATHOLOGY & LABORATORY MEDICINE                | TENURE TRACK | PROFESSOR            | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | REMUCAL, CHRISTINA            | CIVIL AND ENVIRONMENTAL ENGINEERING            | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | RICHERT, LUCAS                | SCHOOL OF PHARMACY                             | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | ROALD, LINE                   | ELECTRICAL AND COMPUTER ENGINEERING            | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | ROY, SUSHMITA                 | BIOSTATISTICS & MEDICAL INFORMATICS            | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SACKS, DANIEL                 | WISCONSIN SCHOOL OF BUSINESS                   | TENURE       | ASSOCIATE PROFESSOR  | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | SALCEDO, SUZANA               | PATHOBIOLOGICAL SCIENCES                       | TENURE       | DIRECTOR OF RESEARCH | NEW APPOINTMENT    | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON | SALGADO-PABON, WILMARA        | PATHOBIOLOGICAL SCIENCES                       | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | SARMIENTO, CAROLINA           | SCHOOL OF HUMAN ECOLOGY                        | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | SCHWARZE, MARGARET (GRETCHEN) | SURGERY  | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SCHWEIZER, MARIN              | MEDICINE                                       | TENURE TRACK | ASSOCIATE PROFESSOR  | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | SEIFTER, MIRIAM               | LAW SCHOOL                                     | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SEVERSON, ERIC                | ELECTRICAL AND COMPUTER ENGINEERING            | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | SHANAHAN, ANN                 | THEATRE & DRAMA                                | TENURE       | PROFESSOR            | NEW APPOINTMENT    | PROFESSOR W/ TENURE           |
| UW-MADISON | SHAW, BRET                    | LIFE SCIENCES COMMUNICATION                    | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SHCHERBYNA, TATYANA           | MATHEMATICS                                    | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | SHEEHY, ANN                   | MEDICINE                                       | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SHEN, HAO                     | MATHEMATICS                                    | TENURE TRACK | ASSISTANT PROFESSOR  | PROMOTION & TENURE | ASSOCIATE PROFESSOR           |
| UW-MADISON | SHI, PENG                     | WISCONSIN SCHOOL OF BUSINESS                   | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SIFAKIS, EFTYCHIOS            | COMPUTER SCIENCES                              | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SIFAKIS, EFTYCHIOS            | COMPUTER SCIENCES                              | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |
| UW-MADISON | SILVA, ERIN                   | PLANT PATHOLOGY                                | TENURE       | ASSOCIATE PROFESSOR  | PROMOTION          | PROFESSOR W/ TENURE           |

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| UW-MADISON       | SIMMONS, ERICA       | POLITICAL SCIENCE                                      | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | SKOG, MARLENE        | DANCE  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | SLUTSKE, WENDY       | FAMILY MEDICINE & COMMUNITY HEALTH                     | TENURE        | PROFESSOR               | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MADISON       | SPERANDIO, VANESSA   | MEDICAL MICROBIOLOGY & IMMUNOLOGY                      | TENURE        | PROFESSOR & CHAIR       | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MADISON       | STERN, WALTER        | EDUCATIONAL POLICY STUDIES                             | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | STOLZ, DANIEL        | HISTORY  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | SUEN, GARRET         | BACTERIOLOGY   | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | SWANSON, ASHLEY      | ECONOMICS  | TENURE TRACK  | FACULTY RESEARCH FELLOW | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON       | TAYLOR, CLAIRE       | HISTORY  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | TEODORO, MANUEL      | LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS                   | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | TIMMINS, CHRISTOPHER | WISCONSIN SCHOOL OF BUSINESS                           | TENURE        | PROFESSOR               | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MADISON       | TIWARI, PALLAVI      | RADIOLOGY  | TENURE TRACK  | ASSISTANT PROFESSOR     | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON       | TONG, JORDAN         | WISCONSIN SCHOOL OF BUSINESS                           | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | TRAN, HUNG           | MATHEMATICS  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | USSISHKIN, DANIEL    | HISTORY  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | VANG, ZOUA           | SCHOOL OF HUMAN ECOLOGY                                | TENURE        | ASSOCIATE PROFESSOR     | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MADISON       | VARGAS, MARCELO      | NEUROLOGY  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | VENTURELLI, OPHELIA  | BIOCHEMISTRY   | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WALSH, TOVA          | SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK                 | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WANG, DAIFENG        | BIOSTATISTICS & MEDICAL INFORMATICS                    | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WANG, MIAOYAN        | STATISTICS   | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WANG, YI             | HORTICULTURE   | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WASH, RICK           | THE INFORMATION SCHOOL                                 | TENURE        | ASSOCIATE PROFESSOR     | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON       | WERLE, RODRIGO       | AGRONOMY   | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WEST, CHRISTINA      | ART  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WESTMARK, CARA       | NEUROLOGY  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | WILKINSON, GRACE     | INTEGRATIVE BIOLOGY                                    | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | YBARRA, MARCI        | SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK                 | TENURE        | ASSOCIATE PROFESSOR     | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MADISON       | YU, ZONGFU           | ELECTRICAL AND COMPUTER ENGINEERING                    | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-MADISON       | ZAMANIAN, MOSTAFA    | PATHOBIOLOGICAL SCIENCES                               | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | ZHAO, JIWEI          | BIOSTATISTICS & MEDICAL INFORMATICS                    | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-MADISON       | ZIMMER, ANDREW       | MATHEMATICS  | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| <b>UW CAMPUS</b> | <b>NAME</b>          | <b>DEPARTMENT</b>                                      | <b>STATUS</b> | <b>CURRENT TITLE</b>    | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-MILWAUKEE     | AUTIN, KELSEY        | EDUCATIONAL PSYCHOLOGY                                 | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | BONDS, ANN           | GEOGRAPHY  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | CHEN, JUE            | ANCIENT AND MODERN LANGUAGES, LITERATURES AND CULTURES | TENURE TRACK  | ASSISTANT PROFESSOR     | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | DAIRE, ANDREW        | EDUCATIONAL PSYCHOLOGY                                 |               |                         | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MILWAUKEE     | DAVIS, ANDREW        | EDUCATIONAL PSYCHOLOGY                                 |               |                         | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-MILWAUKEE     | DO, PHOENIX          | PUBLIC HEALTH  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | DOERING, JENNIFER    | NURSING  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | DONNELLY, ALISON     | GEOGRAPHY  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | FAYE-SHAW, SHEILA    | MUSIC  | TENURE        | ASSOCIATE PROFESSOR     | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | FREELAND, MARK       | ANTHROPOLOGY   |               |                         | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |

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| UW-MILWAUKEE     | GOPALAKRISHNAN, SANDEEP     | NURSING  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | HARRIS, LESLIE              | COMMUNICATION  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | HARRIS, PAMELA              | MATHEMATICAL SCIENCES                                  |               |                      | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | HEILMANN, JOHN              | REHABILITATION SCIENCE AND TECHNOLOGY                  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | HOLIFIELD, RYAN             | GEOGRAPHY  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | JANCZEWSKI, COLLEEN         | SOCIAL WORK  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | KAKO, PENINNAH              | NURSING  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | KONKEL, JESSICA             | CRIMINAL JUSTICE                                       | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | MCANDREW, NATALIE           | NURSING  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | MOUGEL, JOSEPH              | ART & DESIGN   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | NEELY, DANIEL               | BUSINESS   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | NEWTON, RYAN                | FRESHWATER SCIENCES                                    | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | NOSONOVSKY, MICHAEL         | MECHANICAL ENGINEERING                                 | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | POLFUSS, MICHELLE           | NURSING  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | PORTER, ANDREW              | ANCIENT AND MODERN LANGUAGES, LITERATURES AND CULTURES | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | PRASAD, GYANESHWAR          | BIOLOGICAL SCIENCES                                    | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | ROMAIN DAGENHARDT, DANIELLE | SOCIAL WORK  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | SCHAEFER, SARAH             | ART HISTORY  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | SILVERMAN, LISA             | HISTORY  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | SKWOR, TROY                 | BIOMEDICAL SCIENCE                                     | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | SLAVENS, BROOKE             | REHABILITATION SCIENCE AND TECHNOLOGY                  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | SPENCER, JOSHUA             | PHILOSOPHY   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | TAANI, MURAD                | NURSING  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-MILWAUKEE     | THAPA, MOHAN                | MATHEMATICS AND NATURAL SCIENCES                       | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| UW-MILWAUKEE     | WATSON, WILLIAM             | THEATRE  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| <b>UW CAMPUS</b> | <b>NAME</b>                 | <b>DEPARTMENT</b>                                      | <b>STATUS</b> | <b>CURRENT TITLE</b> | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW OSHKOSH       | AKINYELE, KAZEEM            | ACCOUNTING   | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | BRAUN, FRANK                | INFORMATION SYSTEMS                                    | TENURE        | PROFESSOR            | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | CAMLIBEL, ALPER             | CRIMINAL JUSTICE                                       | TENURE        | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | CHRISTUS, JENNIFER          | CHEMISTRY  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | CHUNG, SEON YOON            | NURSING  | TENURE        | PROFESSOR            | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | CHURCHILL, MORGAN           | BIOLOGY  | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | ELERTSON, KATHLEEN          | NURSING  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | FRIE, ADRIENNE              | ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURES           | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW OSHKOSH       | HALVERSON, JILLAYNE         | ACCOUNTING   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | HOUSE, TONI                 | HUMAN SERVICES LEADERSHIP                              | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | HSU, LI-HSUAN               | ART  | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | JONES, CHRISTOPHER          | ACCOUNTING   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | KAZMI, KAMRAN               | MATHEMATICS  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | KLEIN, URSULA               | WOMEN'S STUDIES  | TENURE        | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | KNEPPLE CARNEY, AMY         | PSYCHOLOGY   | TENURE        | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | LARSON, SAMANTHA            | PUBLIC ADMINISTRATION                                  | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | MARTINI, EDWIN              | HISTORY  | TENURE        | PROFESSOR            | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |



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| UW OSHKOSH       | MUELLER-SPITZ, SABRINA      | BIOLOGY                                      | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | NICKASCH, BONNIE            | NURSING                                      | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | PETERSON, JOSEPH            | GEOLOGY                                      | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | SIPES, ROBERT               | KINESIOLOGY/ATHLETIC TRAINING                | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | SON, JUYEON                 | SOCIOLOGY                                    | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | SPEHAR, STEPHANIE           | ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURES | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | STEELE, KYLE                | LEADERSHIP, LITERACY AND SOCIAL FOUNDATIONS  | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | SUBULWA, ANGELA             | GEOGRAPHY                                    | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | TIREL, CARRIE               | MATHEMATICS                                  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW OSHKOSH       | VAN ESLER, MICHAEL          | RADIO/TV/FILM                                | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | VAZ, WARREN                 | ENGINEERING TECHNOLOGY                       | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | WALLACE, BRIAN              | KINESIOLOGY                                  | TENURE        | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW OSHKOSH       | WILLIAMS FISCHER, AMY       | SOCIAL WORK                                  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION           | ASSOCIATE PROFESSOR           |
| UW OSHKOSH       | ZUCKWEILER, KATHRYN STEWART | MANAGEMENT AND HUMAN RESOURCES               | TENURE        | PROFESSOR            | NEW APPOINTMENT     | ASSOCIATE PROFESSOR W/ TENURE |
| <b>UW CAMPUS</b> | <b>NAME</b>                 | <b>DEPARTMENT</b>                            | <b>STATUS</b> | <b>CURRENT TITLE</b> | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-PARKSIDE      | BANERJEE, MITA              | SOCIOLOGY                                    | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | BRAWNER, ROBTRICE           | PSYCHOLOGY                                   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | CONTE-WILLIAMSON, FABRICE   | THEATRE ARTS                                 | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | FRIESEMA, ANN               | PSYCHOLOGY                                   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | HEWITT, DONNA               | MUSIC  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | LEWIS, BRYAN                | HEALTH, KINESIOLOGY, AND SPORT MANAGEMENT    | TENURE TRACK  | ACADEMIC STAFF       | NEW APPOINTMENT     | INSTRUCTOR                    |
| UW-PARKSIDE      | MCGINLEY, MEREDITH          | PSYCHOLOGY                                   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | MCGOVERN, TERRY             | BUSINESS                                     | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | RAMASAMY, VIJ               | COMPUTER SCIENCE                             | TENURE TRACK  | ASSOCIATE PROFESSOR  | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PARKSIDE      | WATTERS, CAREY              | ART & DESIGN                                 | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR                     |
| <b>UW CAMPUS</b> | <b>NAME</b>                 | <b>DEPARTMENT</b>                            | <b>STATUS</b> | <b>CURRENT TITLE</b> | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-PLATTEVILLE   | COOPER, DAVID               | PERFORMING & VISUAL ARTS                     | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | EISEMAN, KRISTA             | AGRICULTURE                                  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | FENCL, MATTHEW              | HEALTH & HUMAN PERFORMANCE                   | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | GNANESWARAN, VETTRIVEL      | MECHANICAL & INDUSTRIAL ENGINEERING          | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | HALFMANN, KAMEKO            | PSYCHOLOGY                                   | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | HAMPTON, JAMES              | AGRICULTURE                                  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | HARDYMAN, KRISTA            | AGRICULTURE                                  | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | HASLAUER, EDINA             | EDUCATION                                    | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | HOLLINGSWORTH, LESLIE       | BUSINESS                                     | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | HOLLINGWORTH, LINDSAY       | EDUCATION                                    | TENURE        | ASSOCIATE PROFESSOR  | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-PLATTEVILLE   | JOSEPH, KISHORE             | AGRICULTURE                                  | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | MELIN, SCOTT                | MECHANICAL & INDUSTRIAL ENGINEERING          | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | NATARAJAN, GANAPATHY        | MECHANICAL & INDUSTRIAL ENGINEERING          | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | OLSON, DAVID                | BIOLOGY                                      | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | PUGH, RAYMOND               | CHEMISTRY                                    | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | RUBINO, EDOARDO             | MECHANICAL & INDUSTRIAL ENGINEERING          | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-PLATTEVILLE   | SWALLEN, STEPHEN            | CHEMISTRY                                    | TENURE TRACK  | ASSISTANT PROFESSOR  | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |

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| UW-PLATTEVILLE   | TAS, PAMELA                 | ELECTRICAL & COMUPTER ENGINEERING               | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| <b>UW CAMPUS</b> | <b>NAME</b>                 | <b>DEPARTMENT</b>                               | <b>STATUS</b> | <b>CURRENT TITLE</b>                   | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-RIVER FALLS   | BREADON,EIIN                | ART   | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | DAL JANG,YOUNG              | ANIMAL AND FOOD SCIENCE                         | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | DEBOER,MICHELLE             | ANIMAL AND FOOD SCIENCE                         | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | DOMYANCICH-LEE,SHAWYN       | SOCIAL WORK                                     | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | DONATO,JAMES                | ACCOUNTING & FINANCE                            | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | EHLINGER,DANIEL             | PSYCHOLOGICAL SCIENCES                          | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | FREDERICK,AMY               | TEACHER EDUCATION                               | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | JOHNSON,ERIK                | MUSIC AND STAGE AND SCREEN ARTS                 | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | KINCAID,TAMARA              | SOCIAL WORK                                     | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | MARGOLIS,DOUGLAS            | ENGLISH   | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | MELKA,MELKAYE               | ANIMAL AND FOOD SCIENCE                         | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | NARSARA,CATHERINE           | ENGLISH   | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | ORTH,MICHAEL                | ANIMAL AND FOOD SCIENCE                         | TENURE        | DEAN, COLLEGE OF AGRICULTURE, FOOD AND | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | REIN,JOSEPH                 | ENGLISH   | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | SMITH,HIAWATHA              | TEACHER EDUCATION                               | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | VESPERMAN,DEAN              | TEACHER EDUCATION                               | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-RIVER FALLS   | VOGEL,KURT                  | ANIMAL AND FOOD SCIENCE                         | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | VOLLMERS,STACY              | MANAGEMENT AND MARKETING                        | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR W/ TENURE           |
| UW-RIVER FALLS   | WELLS,COURTNEY              | SOCIAL WORK                                     | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| <b>UW CAMPUS</b> | <b>NAME</b>                 | <b>DEPARTMENT</b>                               | <b>STATUS</b> | <b>CURRENT TITLE</b>                   | <b>ACTION TAKEN</b> | <b>PROPOSED STATUS</b>        |
| UW-STEVENS POINT | BUCHHOLZ, TIMOTHY           | SCHOOL OF PERFORMING ARTS                       | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | BUDAK, SIRIN                | MATHEMATICAL SCIENCES                           | TENURE TRACK  | ASSOCIATE PROFESSOR                    | TENURED             | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | CORNELL-SWANSON, LA VONNE J | SOCIOLOGY AND SOCIAL WORK                       | TENURE        | PROVOST                                | NEW APPOINTMENT     | PROFESSOR W/ TENURE           |
| UW-STEVENS POINT | CRAIG, RACHEL               | COMMUNICATION SCIENCES AND DISORDERS            | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | FRANZEN, REBECCA            | HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | IMPULLITTI, ANN             | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | KABIRAJ, SUJANA             | SENTRY SCHOOL OF BUSINESS AND ECONOMICS         | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | KLEKOVKINA, VERA            | WORLD LANGUAGES AND LITERATURES                 | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | LOGAN, NIKKI                | EDUCATION                                       | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | LUDWIG, LYNN                | ENGLISH   | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | LUFT, SHAANAN               | PHILOSOPHY AND RELIGIOUS STUDIES                | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | LYON, STEPHANIE             | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSISTANT PROFESSOR W/ TENURE |
| UW-STEVENS POINT | MAPES-MARTINS, BRADLEY      | POLITICAL SCIENCE                               | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | ORLOFSKE, SARAH             | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | PRATER, JACOB               | HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | STEURY, MICHAEL             | BIOLOGY   | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | STRATTON, REED              | SENTRY SCHOOL OF BUSINESS AND ECONOMICS         | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR           |
| UW-STEVENS POINT | STUKENBERG, JILL            | PHILOSOPHY AND RELIGIOUS STUDIES                | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | WHITMORE, LUKE              | PHILOSOPHY AND RELIGIOUS STUDIES                | TENURE        | ASSOCIATE PROFESSOR                    | PROMOTION           | PROFESSOR                     |
| UW-STEVENS POINT | ZINSER, JASON               | PHILOSOPHY AND RELIGIOUS STUDIES                | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |
| UW-STEVENS POINT | ZOROMSKI, LORRAINE          | SCHOOL OF HEALTH SCIENCES AND WELLNESS          | TENURE TRACK  | ASSISTANT PROFESSOR                    | PROMOTION & TENURE  | ASSOCIATE PROFESSOR W/ TENURE |

| UW CAMPUS     | NAME                     | DEPARTMENT  | STATUS          | CURRENT TITLE       | ACTION TAKEN          | PROPOSED STATUS                  |
|---------------|--------------------------|---|-----------------|---------------------|-----------------------|----------------------------------|
| UW-STOUT      | ABA, ELI                 | OPERATIONS & MANAGEMENT                               | TENURE          | ASSISTANT PROFESSOR | PROMOTION             | ASSOCIATE PROFESSOR              |
| UW-STOUT      | BECKER, SHARON           | TEACHING, LEARNING & LEADERSHIP                       | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-STOUT      | BERRIER, SETH            | MATHEMATICS, STATISTICS AND COMPUTER<br>SCIENCE       | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-STOUT      | DEGREEFF, BECKY          | ENGLISH, PHILOSOPHY AND COMMUNICATION<br>STUDIES      | TENURE<br>TRACK | ASSISTANT PROFESSOR | TENURED               | ASSISTANT PROFESSOR W/<br>TENURE |
| UW-STOUT      | EVENSEN, ERIK            | DESIGN  | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-STOUT      | ISAACSON, KRISTIN        | HOSPITALITY AND TECHNOLOGY INNOVATION                 | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-STOUT      | KOHLMEYER, TERESA        | TEACHING, LEARNING & LEADERSHIP                       | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-STOUT      | MATTHIAS, GREGORY        | TEACHING, LEARNING & LEADERSHIP                       | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-STOUT      | MITRA, PRANABENDU        | KINESIOLOGY, HEALTH, FOOD & NUTRITIONAL<br>SCIENCES   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-STOUT      | OGDEN, MITCHELL          | ENGLISH, PHILOSOPHY AND COMMUNICATION<br>STUDIES      | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-STOUT      | RICHTER-O'CONNELL, DAVID | DESIGN  | TENURE          | ASSISTANT PROFESSOR | PROMOTION             | ASSOCIATE PROFESSOR              |
| UW-STOUT      | SPAETH, MARY             | BUSINESS  | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW CAMPUS     | NAME                     | DEPARTMENT  | STATUS          | CURRENT TITLE       | ACTION TAKEN          | PROPOSED STATUS                  |
| UW-SUPERIOR   | FUCHS, MICHAEL           | MUSIC   | TENURE<br>TRACK | ASSOCIATE PROFESSOR | TENURED               | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | LANDA, HECTOR            | MUSIC   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | LEBARD-RANKILA, KIM      | HEALTH AND HUMAN PERFORMANCE                          | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | MCCONNELL, KRISTOPHER    | NATURAL SCIENCES                                      | TENURE<br>TRACK | ASSOCIATE PROFESSOR | TENURED               | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | STANGLE, JOSHUA          | MATH AND COMPUTER SCIENCE                             | TENURE<br>TRACK | ASSOCIATE PROFESSOR | TENURED               | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | NIFOUSI, SHANNA          | NATURAL SCIENCES                                      | TENURE          | ASSISTANT PROFESSOR | PROMOTION             | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-SUPERIOR   | MAHMUD, SAKIB            | SCHOOL OF BUSINESS AND ECONOMICS                      | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR W/ TENURE              |
| UW-SUPERIOR   | LAWRENCE, DANIEL         | WRITING, LANGUAGE, AND LITERATURE                     | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION             | ASSOCIATE PROFESSOR              |
| UW CAMPUS     | NAME                     | DEPARTMENT  | STATUS          | CURRENT TITLE       | ACTION TAKEN          | PROPOSED STATUS                  |
| UW-WHITEWATER | BARNES-GILBERT, ASHLEY   | WOMEN'S & GENDER STUDIES                              | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | BERTRAND, HAYLEY         | MATHEMATICS   | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | BUSCH, CODY              | COMMUNICATION SCIENCES & DISORDERS                    | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | CASEY, KATY              | SPECIAL EDUCATION                                     | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-WHITEWATER | COLLINS, JAMES           | SPECIAL EDUCATION                                     | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-WHITEWATER | DAMIAN, MICHELLE         | HISTORY   | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | DELLINGER, JONATHAN      | COMMUNICATION   | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | DRECHSLER, KATHERINE     | SOCIAL WORK   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | EDWARDS, LOGAN           | KINESIOLOGY   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | EJNIK, JOHN              | CHEMISTRY   | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-WHITEWATER | FAN-OSUALA, ONOCHIE      | INFORMATION TECHNOLOGY AND SUPPLY<br>CHAIN MANAGEMENT | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | FU, YAO                  | CURRICULUM & INSTRUCTION                              | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | GEHRENBECK, ROBERT       | MUSIC   | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-WHITEWATER | GHONEIM, HALA            | LANGUAGES & LITERATURES                               | TENURE          | ASSOCIATE PROFESSOR | PROMOTION             | PROFESSOR                        |
| UW-WHITEWATER | GISSEL, JODI             | ACCOUNTING  | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | GRAYER, JULIEN           | SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY                 | TENURE<br>TRACK |                     | NEW<br>APPOINTMENT    | ASSISTANT PROFESSOR              |
| UW-WHITEWATER | HACKETT, MICHAEL         | MUSIC   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | HOLLETT, NIKKI           | KINESIOLOGY   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | HOUGH, WESLEY            | MATHEMATICS   | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |
| UW-WHITEWATER | HUELS, BRIAN             | ACCOUNTING  | TENURE<br>TRACK | ASSISTANT PROFESSOR | PROMOTION &<br>TENURE | ASSOCIATE PROFESSOR W/<br>TENURE |

|               |                          |                          |              |                     |                    |                               |
|---------------|--------------------------|--------------------------|--------------|---------------------|--------------------|-------------------------------|
| UW-WHITEWATER | HURIE, ANDREW            | CURRICULUM & INSTRUCTION | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | KARTAL, OZGUL            | CURRICULUM & INSTRUCTION | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | LEIGHTON, FRED           | COMMUNICATION            | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | LI, HE                   | FINANCE & BUSINESS LAW   | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | LIANG, MAYER             | ACCOUNTING               | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | LINDELL, ANNA            | PSYCHOLOGY               | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | LINZMEIER, KRISTEN       | CURRICULUM & INSTRUCTION | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | LOVETT, NICHOLAS         | ECONOMICS                | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | PELZEL, HEATHER          | BIOLOGY                  | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR                     |
| UW-WHITEWATER | POWERS, COURTNEY         | COMMUNICATION            | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | ROSELAND, DENISE         | CURRICULUM & INSTRUCTION | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | SAMARANAYAKE, SOBITHA    | COMPUTER SCIENCE         | TENURE       | ASSOCIATE PROFESSOR | PROMOTION          | PROFESSOR                     |
| UW-WHITEWATER | SEAWRIGHT, GARDNER       | EDUCATIONAL FOUNDATIONS  | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | SHARMA, CHANDRA          | COMPUTER SCIENCE         | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | SORIA-MARTINEZ, VERONICA | CURRICULUM & INSTRUCTION | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | SPENCE, DYLAN            | MATHEMATICS              | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | STANBACK, MICAH-JADE     | LANGUAGES & LITERATURES  | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | TCHERNOOKOV, MARTIN      | PHYSICS                  | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | TOKAREK, NATHAN          | KINESIOLOGY              | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |
| UW-WHITEWATER | WANG, YUBING             | KINESIOLOGY              | TENURE TRACK | ASSISTANT PROFESSOR | PROMOTION & TENURE | ASSOCIATE PROFESSOR W/ TENURE |
| UW-WHITEWATER | WEBER, NICOLE            | EDUCATIONAL FOUNDATIONS  | TENURE TRACK |                     | NEW APPOINTMENT    | ASSISTANT PROFESSOR           |

**HOST CAMPUS PRESENTATION BY UW-MILWAUKEE:  
“DATA-DRIVEN COLLABORATIONS FOR STUDENT SUCCESS”**

**REQUESTED ACTION**

For information only.

**SUMMARY**

UW-Milwaukee is using data to build collaborations, ranging from local to cross-institutional scales, to enhance student success. The work began pre-pandemic and is continuing with a reassessment of our data reporting and analysis structures that are aligned with recruitment, retention, and graduation. Data analytics are being used to drive decisions on directing students to a one-year academic bridge program, identify students who could benefit from enhanced academic support, and other efforts to tailor the academic experience to individual students. Analytics are also being used to develop student success targets at the unit level. These data-driven strategies underpin our transformative and comprehensive cross-institutional Moon Shot for Equity initiative with our partners at the University of Wisconsin-Parkside, Milwaukee Area Technical College, and Carthage College to eliminate the equity gap in student success.

**Presenters**

- Kay Eilers, Associate Vice Chancellor for Enrollment Management, UW-Milwaukee
- Dave Clark, Vice Provost for Student Success, UW-Milwaukee
- Phyllis King, Associate Vice Chancellor and Executive Director of Moon Shot for Equity, UW-Milwaukee

**UW SYSTEM OFFICE OF ACADEMIC AND STUDENT AFFAIRS: THE  
YEAR IN REVIEW AND THE YEAR AHEAD****REQUESTED ACTION**

For information.

**SUMMARY**

Senior Vice President Johannes Britz will facilitate a discussion with provosts, UW System staff, and campus leaders reviewing the collective work of the Office of Academic and Student Affairs (OASA) in support of the Regents and UW System Strategic Plan during the 2022-23 year. The discussion will share: 1) updates, progress, and other strategic actions taken on issues presented to the Education Committee and initiatives supported by the OASA during the year; 2) the context and overarching leadership framework for these initiatives; and 3) a look ahead to the 2023-24 year and identify goals and priorities to further implement the UW System Strategic Plan. A future Education Committee discussion will explore plan implementation at the campus level.

**Presenters**

- Dr. Johannes Britz, Senior Vice President for Academic and Student Affairs, UW System
- Dr. Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs, UW-Stout
- Dr. John Koker, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh
- Dr. Steven Schmid, Special Assistant, UW System
- Dr. John Achter, Interim Associate Vice President for Enrollment & Student Success, UW System
- Dr. Tracy Davidson, Associate Vice President, Office of Academic Affairs, UW System
- Dr. Ben Passmore, Associate Vice President, Office of Policy Analysis and Research, UW System

## BACKGROUND

Each of the Education Committee meetings over the 2022-23 fiscal year included a topic for an extended discussion. The goal of these discussions was to involve stakeholders, inform Regents about relevant issues on UW campuses, and lead to future actions aligned with the [UW System Strategic Plan](#).

Topics included: 1) direct admissions ([August](#)); 2) serving students with disabilities ([September](#)); 3) dual enrollment ([December](#)); 4) recruiting and supporting international students ([February](#)); and 5) academic program planning strategy ([March](#)).

These discussions informed the strategic initiatives OASA supported during the year, which were driven by a culture and guiding philosophy to: a) align with and support the UW System Strategic Plan; b) work as a collective effort to have campuses lead initiatives, and to involve campus professionals, shared governance groups, and other stakeholders; and c) differentiate roles of the UW System and campuses. Together, these initiatives addressed strategic priorities to innovate and create new knowledge, reflect the needs of a modern university system, anticipate future workforce needs, foster human growth and development, and expand the Wisconsin Idea beyond Wisconsin.

## ATTACHMENTS

- A) UW System Office of Academic and Student Affairs Education Committee Initiatives and Updates

## **UW System Office of Academic and Student Affairs Education Committee Initiatives and Updates**

Over the Fiscal Year 2022-23, the Education Committee held extended conversations of five topics at its regular meetings: 1) direct admissions ([August](#)); 2) serving students with disabilities ([September](#)); 3) dual enrollment ([December](#)); 4) recruiting and supporting international students ([February](#)); and 5) academic program planning strategy ([March](#)). These discussions informed actions by the Office of Academic and Student Affairs (OASA) on these topics and other strategic initiatives.

Updates are provided regarding the five discussion topics, along with descriptions (alphabetically) of additional OASA initiatives and priorities for reference at the June 2023 meeting.

### **Updates on topics discussed at Education Committee meetings.**

Direct Admissions. Direct admissions is a process for universities to offer admission to students (both high school and transfer) based on pre-approved criteria, before a student goes through the traditional application process. A diverse [task force convened](#) and shared a feasibility report and recommendations in [February](#). Implementation planning for a direct admissions program is moving forward, with 11 of 13 UW institutions expressing interest in participating. Individual institutions will move forward with direct admissions programs that fit their regional contexts as soon as Fall 2023. Corina Diaz-Suazo (UW System) and Erin Grisham (UW Oshkosh) will lead a team to design and implement a robust opt-in system-wide direct admissions program. The program should be ready to implement in Fall, 2024.

Supporting Students with Disabilities. Disability is an important aspect of identity and diversity on UW campuses, and when disabled individuals experience barriers to access, universities have an obligation to provide reasonable accommodations that ensure equal opportunity. With the number of students seeking accommodations growing 50% over the past five years, meeting students' access needs has become more challenging. In response to specific issues raised by campus professionals at committee and full-board meetings this year, the UW System sponsored a 3-part webinar series title [Understanding, Connecting, and Supporting Autistic College Students](#) for which over 650 staff and faculty registered. The President's Advisory Committee on Disability Issues also launched a Digital Maturity Self-Assessment initiative this summer to help campuses self-evaluate their policies and practices that ensure the digital environments we rely on daily to work and learn are accessible to all.

Dual Enrollment. Dual enrollment provides high school students with the opportunity to take college classes and earn college credit while in high school. Chancellor Andy Leavitt



(UW Oshkosh) and Provosts Rob Ducoffe (UW-Parkside) and Maria Cuzzo (UW-Superior) are executive sponsors of [a task force including UW System, campuses, and the department of Public Instruction](#). This year, they will prepare a report for President Rothman that summarizes the current dual enrollment landscape, important barriers to UWS dual enrollment operations, and how those barriers might be navigated to provide equitable, transparent access to quality dual enrollment programs.

Recruiting and Supporting International Students. In January, the OASA convened a systemwide discussion of international students to explore opportunities to support student recruitment, and how these students might contribute to the Wisconsin workforce post-graduation. Following the February Education Committee presentation, and with the help of executive sponsors Chancellor Maria Gallo and Provost Betsy Morgan, a meeting in March at UW-Stout developed a strategic framework for supporting systemwide internationalization and a May 26 gathering identified specific recruitment and retention strategies.

Strategic Academic Program Planning. As discussed with the Education Committee in March, the UWS policy provides detailed guidance and procedures for academic degree program array management actions, including: 1) approvals of new programs; 2) review and suspensions/eliminations; 3) program changes; and 4) other required reporting and approval items at the Board and System levels. The goals of systemwide array management strategy are to provide appropriate academic degree programs to meet student, community, state, and employer demand; and offer programs effectively and cost-efficiently. The UWS Provost Council has proposed revisions policy on program planning, delivery, review, and reporting, which have been shared for comment, and final revisions should be approved this summer.

### **Additional OASA Initiatives and Priorities**

- 360 Advising. The [360 Advising initiative](#) reflects a holistic approach to surrounding students with a strong network of timely, high-touch, proactive support to ensure their academic progression to degree completion. Efforts this year included: 1) hosting three advising webinars throughout the year and a systemwide Advising and Navigate Conference in March; 2) supporting three campuses on piloting the Academic Planner add-on module to the core EAB Navigate advising/student success tool; 3) providing campus mini-grants to support innovative advising practices; 4) hosting a Student Success Summit focused on Complete College America's *Purpose First* initiative; 5) supporting campus advising team attendance at the National Academic Advising Association Summer Institute; and 6) pursuing an RFP for a majors/career exploration tool to support earlier and informed decision-making and to increase retention and timely degree completion.
- Civil Dialogue. Vice President Britz and Provost Rob Ducoffe are overseeing a project to support institutions to develop and implement course content and platforms for instructors to use in a classroom setting or online educational curriculum for students.

This will include instructor guidance and information on classroom management and best practices to engage students with speech that may be divisive or unpopular. The goal is to implement a series of classroom discussion models in August.

- [Disruptive Technology](#). Chat GPT has changed perceptions of artificial intelligence. The UWS Office of Professional and Instructional Development is exploring how to support faculty as this technology evolves. A workgroup will map the potential impacts and applications for instruction, campus operations, and workforce needs.
- [Freshwater Collaborative of Wisconsin \(FCW\)](#). The FCW is a partnership among all 13 universities for research, internships, and programs to help Wisconsin become a global leader in water-related science, technology, and economic growth. During the 2022-23 year, the Steering Committee collaboratively developed six certificate programs and course sequences based on workforce demand in fields including the business of water, water policy, and future water challenges, among others. FCW is: 1) awarding grants from among 34 applicants; 2) hosting a binational freshwater webinar series with Canadian and Midwest universities and the Great Lakes Higher Education Consortium; 3) planning a research/industry convening for Fall, 2023; and 4) seeking additional legislative funding.
- [Hessen Exchange](#). OASA is proposing the development of a grant program directed at supporting research projects that are collaboratively advanced by faculty from UWS or and from universities in our sister state in Hessen, Germany. UWS and Hessen will jointly contribute funding for these collaborative research projects.
- [High Impact Practices \(HIPs\)](#). HIPs are a set of active learning practices that have been demonstrated to lead to deep learning and significant engagement gains – data show that these practices have significant impact on student success. Examples include collaborative projects, research, service learning, internships, global learning, and more. The OASA has built a team that includes broad campus representation to consider how best to increase student participation in HIPs.
- [Innovation Grant](#). The OASA is working with the Office of Finance and Administration to establish criteria to award \$1M in an ongoing “UWSA Strategic Innovation Fund” to support new, pilot initiatives at the universities.
- [Mental Health & Wellbeing](#). The behavioral health initiative supports several ongoing efforts to improve the mental health and wellbeing of students. The largest undertaking this year was applying ARPA funds to implement a 3-year trial of tele-mental health and wellbeing services to supplement on-campus services. Twelve campuses (excluding Madison) are now offering telecounseling, telepsychiatry, a 24/7 support service (phone/text/chat), and a comprehensive and personalized online wellbeing portal. Further details of the first year will be shared with the full board at the July meeting.
- [OASA Reorganization](#). Based on feedback from the presidential transition team, and to align with the UWS strategic plan’s focus on enrollment and stewardship, [the OASA](#) was reorganized in March to include the [Office of Academic Affairs](#), [Office of Enrollment and Student Success](#), and the [Office of Policy Analysis and Research](#). The [UW Extended Campus](#) continues to provide collaborative program support for campuses and online learners.

- Open Educational Resources (OER). OERs are educational materials that have free and perpetual permissions. OER can include textbooks, streaming videos, software, courses, recordings or many other tools and techniques used for instruction. Utilization of these materials can increase college affordability and increase student success. A May 22 convening mapped the current landscape, catalogued activities and initiatives, explored barriers to adoption, and explored high impact strategies for advancing OER across the UW System.
- Online Strategic Growth Initiative. The UW Online Strategic Growth project is an inclusive, systemwide effort to grow online presence and programming at UW campuses. From August through December 2022, [a Task Force](#) developed a multi-point strategic plan that builds on existing strengths to collaboratively identify growth opportunities to meet both Wisconsin workforce needs and the needs of students at the on-campus undergraduate, professional graduate, and adult degree-completion levels. An Implementation Team has been charged with initiating several tactics included in the plan, including standing up the Wisconsin Online Advisory Committee, creating an Online Portal promoting all UWS online programs, and benchmarking other national online operations as part of a review of UW Extended Campus.
- Professional Development. The OASA, with Chancellor Mark Mone and Provost Maria Cuzzo has proposed a professional development cohort model to build leadership from the academic and student affairs talent within UWS. It would address typical management skills, such as communication, but also provide specialized development in areas unique to higher education.
- Research. Given the strategic plan's recognition of research as foundational to the UWS, research directors, undergraduate research coordinators, provosts, and faculty will convene June 14 to understand the landscape and opportunities to support research at campuses across UWS.
- Transfer Students. Seamless transfer is a goal that has important implications for student enrollment, retention, and timely graduation. UWS hired a strategic enrollment and transfer specialist this year to coordinate systemwide efforts and support campus transfer goals. Key focus areas this year included: 1) Annual Collaborative Transfer Meeting between UWS, WTCS and WAICU; 2) STEM Transfer Conference with UWS and WTCS; 3) Participating in the NASH Transfer Improvement Community; 4) UWS/National Transfer Week programming.
- Tuition Promise. UWS is working with the Governor and Legislature to request funding for a Tuition Promise and Wisconsin Grant as part of the biennial budget proposal. It would provide up to four years of tuition and fee funding for students coming from families earning less than \$62,000 annually and enrolling at the 12 public universities other than UW-Madison (which has the [Bucky Tuition Promise](#)).
- Workforce Analysis. UWS has developed a comprehensive set of labor market analytics to provide institutions with the strongest possible data for the development of academic programs. These data will allow institutions to ensure that graduates will enter the job market with the best chance of future success that UWS can provide.