



## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

July 6-7, 2023

UW-La Crosse Student Union  
521 East Avenue North  
La Crosse, Wisconsin  
& via Zoom Videoconferences

### **Thursday, July 6, 2023**

8:45 a.m. – 10:15 a.m. **Business & Finance Committee**  
Room 3310, Student Union

8:45 a.m. – 10:15 a.m. **Education Committee**  
Room 2120-2130, Student Union

10:45 a.m. – 12:00 p.m. **Audit Committee**  
Room 3310, Student Union

10:45 a.m. – 12:00 p.m. **Capital Planning & Budget Committee**  
Room 2120-2130, Student Union

12:00 p.m. **Lunch\***  
Room 2110, Student Union

1:00 p.m. **I. Board of Regents**  
Room 2120-2130, Student Union

**Closed Session**  
Room 2120-2130, Student Union

5:00 p.m. – 7:00 p.m. **Evening Reception\***  
Cleary Alumni & Friends Center  
615 East Avenue North, La Crosse, Wisconsin

*Event is by invitation only. Please contact [kfoss@uwlax.edu](mailto:kfoss@uwlax.edu) for more information.*

**Friday, July 7, 2023**

8:45 a.m. **II. Board of Regents**  
Room 2120-2130, Student Union

**Optional Closed Session**  
Room 2120-2130, Student Union

*\*A quorum of the Board of Regents may be present; no Board business will be conducted.*

*Zoom videoconference information and meeting materials can be accessed at <https://www.wisconsin.edu/regents/meetingmaterials>. If you need accommodation to attend, please contact Megan Wasley, Executive Director, Office of the Board of Regents at (608) 262-2324 or [board@uwsa.edu](mailto:board@uwsa.edu).*

06/27/2023

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### **I. Board of Regents**

Thursday, July 6, 2023  
1:00 p.m.

Room 2120-2130  
UW-La Crosse Student Union  
521 East Avenue N  
La Crosse, Wisconsin

1. Calling of the Roll
2. Declaration of Conflicts
3. Updates and Introductions
4. Approval of the record(s) of the June 8-9, 2023 meeting of the UW System Board of Regents
5. Report of the Board President
  - A. Update on UW-Parkside Chancellor Search Process
6. Report of the System President
  - A. Strategic Plan Update
  - B. State and Federal Government Updates
  - C. UW System Accomplishments
7. Host-campus Presentation by UW-La Crosse Chancellor Joe Gow: "The Keys to UWL's Success: Great Partnerships and Extraordinary People"
8. Progress Report on UW System's 2023-2028 Strategic Plan
9. Closed Session – Room 2120-2130, Student Union  
Move into closed session to:
  - A. Consider personnel evaluations of chancellors, as permitted by s. 19.85(1)(c), Wis. Stats.

*The closed session agenda also may be considered on Friday, July 7, 2023, as the Board's needs may dictate. In addition, the Board may reconvene in open session regarding matters taken up in the closed session, including voting, where applicable.*

Thursday, July 6, 2023

**HOST CAMPUS PRESENTATION BY UW-LA CROSSE  
CHANCELLOR JOE GOW: “THE KEYS TO UWL’S SUCCESS: GREAT  
PARTNERSHIPS AND EXTRAORDINARY PEOPLE”**

**REQUESTED ACTION**

For information and discussion.

**SUMMARY**

The Wisconsin Idea is alive and well at the University of Wisconsin-La Crosse. During the UW System Board of Regents meeting July 6-7, Chancellor Joe Gow will discuss the people and partnerships that have helped establish UWL as a leader in community engagement and workforce development. From a blossoming partnership with one of Wisconsin’s most recognizable companies, to a new program connecting the campus and the community, to a beloved instructor known as the Professor with Two Hearts — UWL has no shortage of remarkable stories to tell, inside and outside the classroom. Regents and guests will also learn about UWL’s commitment to creating an inclusive experience for all students, illustrated by the work of UWL’s ACCESS Center, and by the celebrated legacy of artist and UWL alumnus Truman Lowe.

**Presenters**

- Joe Gow, Chancellor, UW-La Crosse

Thursday, July 6, 2023

**UW SYSTEM 2023-2028 STRATEGIC PLAN UPDATE**

**REQUESTED ACTION**

For information and discussion only.

**SUMMARY**

UW System Administration leadership will present an update on the implementation of the UW System 2023-2028 Strategic Plan.

President Jay Rothman will review the four strategic objectives under the plan adopted by the Board of Regents:

- Enhance the student experience and social mobility.
- Foster civic engagement and serve the public good.
- Create and disseminate knowledge that contributes to innovation and a better understanding of the human condition.
- Advance economic prosperity.

To advance these objectives, the plan identifies nine key strategies that, at the UWSA level, will be advanced through 47 tactical actions. The UW System Vice Presidents will each present high-level status updates, including completed and planned action steps, for select tactics assigned to their respective units since the adoption of the UW Strategic Plan.

**Presenters**

- Jay Rothman, UW System President
- Johannes Britz, UW System Interim Vice President for Academic & Student Affairs
- Sean Nelson, UW System Vice President for Finance & Administration
- Jeff Buhrandt, UW System Vice President for University Relations

## **BACKGROUND**

In May 2022, the UW System initiated a strategic planning process which included engagement and consultation with chancellors, senior leadership teams at each university and System Administration, and shared governance leaders from across the UW System.

### **Previous Action or Discussion**

President Rothman presented a draft strategic plan to the Board of Regents at its meeting in September 2022. The plan was further refined following discussion and feedback provided at that session and in subsequent months. At its December 2022 meeting, the Board of Regents approved the 2023-2028 UW System Strategic Plan with the adoption of Resolution 11944.

## **ATTACHMENT**

- A) 2023-2028 UW System Strategic Plan



# 2023-2028 Strategic Plan

---

## Purpose

The University of Wisconsin System will deliver transformative educational outcomes and research that expands the boundaries of knowledge. We will work to extend the value of our universities beyond the boundaries of the campuses, seeking to enhance the quality of life for all in Wisconsin and beyond, in fulfillment of the Wisconsin Idea.

## Core Values

**Purpose-driven:** Our purpose drives all that we do.

- **Student-centered:** A primary reason for our existence is to serve our students. We do so by fostering excellence in teaching and learning, research, scholarship, creative activity, and community service, and by supporting our students to reach their full potential.
- **Pursuit of truth:** We support the pursuit of truth that drives the core research mission and serves as a foundation for teaching and learning.
- **Advancement of knowledge:** The dissemination of knowledge, discovery of new truths and areas of inquiry, and the search for a deeper understanding of our world and our place in it are central to our work.
- **Service:** An essential aspect of the System and the universities that comprise it is to serve the State of Wisconsin and the public good.

**People-focused:** We value and promote all who work, live, and learn in the System, as well as those in communities we serve across the state.

- **Collaboration and teamwork:** We appreciate and understand that our best work is done working together in teams in a collaborative and supportive environment.
- **Diversity:** We are committed to diversity, equity, inclusion, and belonging. These principles are key to our long-term success.
- **Mutual respect and trust:** We support an environment of civility, trust, collegiality, open and honest communication, and mutual respect by building a sense of community and caring among faculty, staff, students, and community partners.

**Commitment to Stewardship:** We are accountable to each other, to the System, and to the Wisconsin Idea. The decisions we make are focused on the best interests of those who work and learn at the universities in the System and the State of Wisconsin.

- **Accountability:** We are committed to live our core values and deliver excellence every day. As a premier public university system, we are committed to providing an excellent educational experience for our students while ensuring accessibility, affordability, and cost-effectiveness.
- **Integrity:** We adhere to high standards of ethics and professionalism and safeguard the reputation of our universities and the System.
- **Innovation:** We understand the importance of adapting to changing conditions in the world by being open to new ideas and continuously seeking solutions to challenges.
- **Sustainability:** We take the long-term view to ensure we are structured and supported to serve the people of Wisconsin for generations to come. We will leave the System better than we found it.

## Strategic Objectives

- Enhance the student experience and social mobility.
- Foster civic engagement and serve the public good.
- Create and disseminate knowledge that contributes to innovation and a better understanding of the human condition.
- Advance economic prosperity.

## ENHANCE THE STUDENT EXPERIENCE AND SOCIAL MOBILITY

STRATEGIES	UW SYSTEM ADMINISTRATION ROLE	SUCCESS MEASURES
S1. We will increase access to higher education and improve rates of success for historically underserved students.	<p>1.1 Relentlessly pursue student aid resources as a means of removing financial barriers</p> <p>1.2 Coordinate with the universities to identify and support best practices in collaboration with K-12 schools, technical colleges, and other educational partners to promote transition into, and success at, our universities</p> <p>1.3 Conduct regular affordability reviews to ensure our universities remain a top value in higher education compared to their peers</p>	<p>Increase access and improve rates of success of historically underserved populations, including low-income, first generation, and underrepresented racial/ethnic minorities.</p> <ul style="list-style-type: none"> <li>• Close gap in participation of underrepresented students after high school by 50%, increasing participation rates by 7 percentage points for Hispanics, 11 percentage points for Native Americans, and 12 percentage points for African-Americans</li> <li>• Increase Pell-eligible in-state students to 35,000 from 26,000</li> <li>• Increase enrollment of first-generation new freshmen to 10,000 from 8,400</li> <li>• Significantly reduce the retention and graduation rate gaps for underserved students, improving System-wide graduation rates for that cohort by 12 percentage points</li> </ul>
S2. We will champion student success across the higher education life cycle.	<p>2.1 Support the universities in the provision of robust academic advising, career advising, and mental health support to students</p> <p>2.2 Assist the universities in expanding high-impact practices to students across the curriculum</p> <p>2.3 Enhance our focus on achieving a more diverse, equitable, and inclusive environment for our students</p> <p>2.4 Work in collaboration with the universities to develop greater online capacity to support hybrid learning for in-residence students</p> <p>2.5 Assist the universities in enhancing online educational opportunities for adult learners</p> <p>2.6 Coordinate with the universities to provide state-of-the-art facilities and digital platforms for student learning and academic excellence</p>	<p>Ensure excellence in teaching and learning through evidence-based practices and be national leaders in educating and developing lifelong learners and engaged citizens.</p> <ul style="list-style-type: none"> <li>• Ensure that all students participate in at least two high impact practices while undergraduate students, primarily focused on educational advancement or enhancing job opportunities</li> <li>• Increase participation of undergraduate students in research activity to at least 25% at each institution</li> <li>• Double the number of proactive engagements with students through (to the extent applicable) the Navigate Student Success platform</li> <li>• Implement and promote use of System-provided virtual well-being services programs on all campuses</li> </ul>



	2.7 Review and modify or eliminate any System policies that have a negative impact on the ability of the universities to meet the academic and career advising and student mental health needs	<ul style="list-style-type: none"> <li>• Increase the number of adult learners enrolled through exclusively online programs across all universities from 5,700 to 10,000</li> </ul>
S3. We will promote excellence in teaching and prioritize the recruitment, development, and retention of high-quality, diverse faculty and staff.	3.1 Advance an inclusive and engaging workplace 3.2 Secure the resources to provide competitive compensation packages 3.3 Coordinate with universities to enhance professional development that fosters career progression 3.4 Assist the universities in recruiting, developing, and retaining a high-quality, diverse, and innovative faculty and staff	<ul style="list-style-type: none"> <li>• Periodically measure employee engagement levels and take appropriate actions to enhance engagement</li> <li>• Increase overall compensation delivered by System institutions to be competitive with peers, through enhancing benefit offerings and salary increases</li> <li>• Distribute \$300,000 in competitive grants annually to the universities to enhance faculty and instructional staff professional development</li> <li>• Identify areas of priority staffing needs across the System and develop and implement plans to address those needs</li> <li>• Improve retention, progress to tenure and time- at-institution of individuals from under- represented groups</li> </ul>

## FOSTER CIVIC ENGAGEMENT AND SERVE THE PUBLIC GOOD

STRATEGIES	UW SYSTEM ADMINISTRATION ROLE	SUCCESS MEASURES
S4. We will champion the democratic principles of free expression, academic freedom, and civil discourse.	<p>4.1 Amplify the efforts of the universities to be public advocates and a resource for K-12 schools around free expression, academic freedom, and civil discourse</p> <p>4.2 Measure student understanding of the First Amendment and principles of civil discourse</p> <p>4.3 Develop resources for our universities to utilize to preserve and promote these values</p> <p>4.4 Work with the universities to identify priority areas for strengthening or clarifying policies on cultivating critical thinking, civil discourse, freedom of expression, and academic freedom on all campuses and for all communities</p>	<p>Demonstrate success through survey results reflecting:</p> <ul style="list-style-type: none"> <li>• Heightened awareness of critical thinking, civil discourse, freedom of expression, and academic freedom</li> <li>• Robust instructional climate of open inquiry and critical thinking</li> </ul>
S5. We will ensure our universities are financially and environmentally sustainable so that they are positioned to fulfill their strategic missions.	<p>5.1 Build strong relationships with key stakeholders, including the legislature and business community</p> <p>5.2 Implement shared services in a cost-effective manner that preserves benefits for our universities</p> <p>5.3 Assess a campus-flexible approach for periodic tuition adjustments and expanding differential tuition opportunities to fund higher-cost programs</p> <p>5.4 Provide support to the universities to grow philanthropic giving, including leveraging national foundation requests and System specific grants to support System-wide initiatives</p> <p>5.5 Champion the effort to allow universities to retain the full benefit of the Wisconsin/Minnesota reciprocity arrangement</p>	<p>Seek to position university budgets to support the objectives of the strategic plan</p> <ul style="list-style-type: none"> <li>• Increase actions focused on driving cost efficiencies, including increasing the level of shared services offered to the universities, with the goal of achieving cost savings of 10% to 15%</li> <li>• Secure PR bonding authority</li> <li>• Ensure that all capital projects incorporate sustainability and resiliency measures</li> <li>• Increase returns on current resources through prudent management and commonly accepted investment practices</li> </ul> <p>Maintain a CFI of 1.1 or greater at all universities, as a general marker of financial health</p> <p>Eliminate structural financial deficits at all universities</p> <p>Improve cybersecurity across the System to protect sensitive and confidential information</p>

	<p>5.6 Advocate for resources for the university, helping stakeholders understand the significant positive economic impact of our institutions and positive consequences for the state of a strong system of higher education</p> <p>5.7 Identify sound financial vehicles and revenue-securing opportunities for the universities</p> <p>5.8 Employ zero-based budgeting principles at the UW System Administration level</p> <p>5.9 Work with applicable universities to develop action/sustainability plans for the two-year campuses to ensure that they are financially viable</p> <p>5.10 Apply principles of environmental sustainability with respect to the built environment</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## CREATE AND DISSEMINATE KNOWLEDGE THAT CONTRIBUTES TO INNOVATION AND A BETTER UNDERSTANDING OF THE HUMAN CONDITION

STRATEGIES	UW SYSTEM ADMINISTRATION ROLE	SUCCESS MEASURES
S6. We will focus on being a global leader in research, scholarship, and creative activity, as well as knowledge dissemination that benefits society.	<p>6.1 Champion the production of knowledge and world-class research within the System, with particular emphasis on support and enhanced funding for the two R1 universities</p> <p>6.2 Assist our comprehensive universities in identifying and securing enhanced funding for research and creative activities, which are important across all of our campuses</p> <p>6.3 Work with the universities to expand the focus on environmental sustainability across both the curriculum and the research enterprise</p> <p>6.4 Coordinate with the universities to respond to state and local challenges with research and policy support</p> <p>6.5 Assist the universities in increasing research collaborations with industry partners</p>	<p>Ensure a strong research infrastructure</p> <ul style="list-style-type: none"> <li>• Increase research expenditures throughout the System, including by 15% at UW-Milwaukee and by 10% at comprehensive institutions</li> <li>• Increase the national HERD ranking of UW-Madison to no. 6</li> <li>• Strengthen UW-Madison's status as a top 10 public university and UW-Milwaukee's R1 status</li> </ul>
S7. We will foster a culture of innovation in support of advancing human knowledge and economic prosperity.	<p>7.1 Establish and convene, periodically, a System-wide "think tank" to identify and evaluate innovative concepts</p> <p>7.2 Create an innovation fund to support new, pilot initiatives at the universities</p> <p>7.3 Modify Regent and System policies, and advocate for changes in state and federal regulations and statutes, that unnecessarily impede innovation</p> <p>7.4 Encourage a culture that recognizes that failure is a necessary by-product of an innovative process</p>	<p>Award \$1 million annually to support new university-driven initiatives</p>

## ADVANCE ECONOMIC PROSPERITY

STRATEGIES	UW SYSTEM ADMINISTRATION ROLE	SUCCESS MEASURES
S8. We will provide support for the universities to drive enrollment to meet the needs of the state and the knowledge economy.	<p>8.1 Coordinate with the universities to support pilot innovative enrollment and transfer initiatives, and create policy flexibility to facilitate innovation</p> <p>8.2 Leverage the UW brand through an umbrella marketing campaign to drive enrollment</p> <p>8.3 Work with the universities to develop and evaluate, as appropriate, distance learning resources to complement the needs of adult learners</p> <p>8.4 Assist the universities in differentiating themselves in the marketplace and establishing centers of excellence</p>	<p>Grow the talent pipeline by graduating 41,000 students annually across the universities.</p> <ul style="list-style-type: none"> <li>• Increase participation rates of high school graduates from 27% to 34%</li> <li>• Increase the number of transfer students from outside the System from 7,000 to 10,000 per year</li> <li>• Improve overall graduation rates by five percentage points from 70% to 75%</li> <li>• Recruit back and graduate 1,000 former students per year who opted out prior to degree completion</li> </ul>
S9. We will engage thoughtfully with the employer community to identify and address employer talent, support, and research needs.	<p>9.1 Encourage and celebrate efforts to provide an exceptional, effective, high-quality education to students that leaves graduates able to succeed professionally and personally</p> <p>9.2 Work (in consultation with state government agencies) to understand present and future workforce needs for Wisconsin and how our universities can provide a strong talent pipeline</p> <p>9.3 Seek input from Wisconsin employers regarding curriculum development and program array approvals in light of existing and anticipated talent needs</p> <p>9.4 Expand access for entrepreneurs and businesses to System consulting resources, networks, and educational resources</p> <p>9.5 Collaborate with the technical colleges and other institutions of higher education in Wisconsin to address educational opportunities and program array</p> <p>9.6 Develop, as appropriate, micro-credentials and certificates and professional development activities</p>	<p>Engage 500,000 state residents per year in Workforce/ Career Education/Professional Development, Community Engagement, and other high-demand programs.</p> <ul style="list-style-type: none"> <li>• Ensure professional development activities remain 75% of total of all activity</li> <li>• Increase non-credit students served by each institution by a specific percentage per year</li> <li>• Develop and document a broad-based array of micro-credential programs to support specific workforce demand areas</li> </ul> <p>Increase the percentage of new System graduates who remain in Wisconsin three years after graduation from 72% to 80%</p> <p>Periodically survey Wisconsin employers and provide resulting data to the universities to inform their academic planning and career advising</p>

06/27/2023

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### **II. Board of Regents**

Friday, July 7, 2023  
8:45 a.m.

Room 2120-2130  
UW-La Crosse Student Union  
521 East Avenue N  
La Crosse, Wisconsin

1. Calling of the Roll
2. Declaration of Conflicts
3. Report and approval of actions taken by the Audit Committee
4. Report and approval of actions taken by the Business & Finance Committee
5. Report and approval of actions taken by the Education Committee
6. Report and approval of actions taken by the Capital Planning & Budget Committee
7. Presentation: Academic Program Array Management in the Context of the UW System Strategic Plan
8. Presentation: Update on Tele-Mental Health and Wellbeing Services
9. Resolution of Appreciation for Regent Emeritus Rodney Pasch's Service on the University of Wisconsin System Board of Regents
10. Resolution of Appreciation to UW-La Crosse for Hosting the July 2023 meeting
11. Regent communications, petitions, and memorials
12. Optional Closed Session

Adjourn

*The closed session agenda for Thursday, July 6, 2023, may also be considered on Friday, July 7, 2023, as the Board's needs may dictate. In addition, the Board may reconvene in open session regarding matters taken up in the closed session, including voting, where applicable.*

### **ACADEMIC PROGRAM ARRAY MANAGEMENT IN THE CONTEXT OF THE UW SYSTEM STRATEGIC PLAN**

#### **REQUESTED ACTION**

For information, discussion, and to inform future decision-making.

#### **SUMMARY**

The discussion will explain the current process for academic degree program planning both at the UW System and campus levels. It will focus on how campuses identify new program areas that sustain access for students to majors and careers while efficiently managing resources. Led by campus Provosts, this discussion takes place within the context of the objectives of the UW System strategic plan to promote innovation, collaboration, and meet the needs of Wisconsin's current and future workforce.

#### **Presenters**

- Dr. Tracy Davidson, Associate Vice President, Office of Academic Affairs, UW System
- Dr. Kate Burns, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay (facilitator)
- Dr. Rob Ducoffe, Provost and Vice Chancellor for Academic Affairs, UW-Parkside
- Dr. David Travis, Provost and Vice Chancellor for Academic Affairs, UW-River Falls
- Dr. Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs, UW-Stout
- Dr. Maria Cuzzo, Provost and Vice Chancellor for Academic Affairs, UW-Superior

#### **BACKGROUND**

One objective of the UW System strategic plan<sup>1</sup> is to “create and disseminate knowledge that contributes to innovation.” This includes strategies that promote a culture of innovation, and modifying policies that impede innovation. The plan also seeks strategies that advance economic prosperity in Wisconsin, and engaging with employers and other higher education institutions to develop academic programs that meet talent needs.

---

<sup>1</sup> [wisconsin.edu/president/strategic-plan/](https://www.wisconsin.edu/president/strategic-plan/)

Understanding and improving the process for campuses to develop, implement, and evaluate academic degree programs is one important way to work towards these strategic objectives.

The discussion will continue a conversation that originated at the [Education Committee's March, 2023 meeting](#). It will begin with UW System leadership providing an overview of the current process for academic program planning and review at the UW System level. This will include a snapshot of the current array and its evolution over the past several years. Then, provosts will share how program array planning is implemented on the campus level, including examples of programs that have been approved and eliminated. Provosts will also explain proposed improvements to the current planning process that would: 1) streamline the process for campuses; 2) allow for more responsiveness to changing student and workforce needs; 3) incorporate and address campus-feedback to proposed revisions to UW System Administrative Policy 102<sup>2</sup> shared earlier this year. The discussion will include robust conversation with Regents, and conclude with potential next steps.

### Discussion Questions

- How do provosts approach collaboration with other campuses for in-person, online programs, and other academic resources? What are barriers to collaboration?
- Are there current policies or other structural barriers to program array planning, particularly those that the Regents could address?
- What do enrollment professionals hear about academic interests from prospective students? What fields are most interesting to students, and how might a program's availability impact a student enrollment decision?
- What other information, questions, or considerations might Regents want to know about program planning on campus?

### Related Reports and References

- UW System [Academic Program Planning, Review, & Array Management](#)

### Related Policies

- Wisconsin Statutes § 36.09(1)(a): "[Responsibilities of the Board of Regents](#)"
- Regent Policy Document 4-12: "[Academic Program Planning, Review, and Approval in the University of Wisconsin System](#)"

---

<sup>2</sup> See related policies.



- UW System Administrative Policy 102: "[Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting](#)"
- UW System Administrative Procedure 102.A: "[New Academic Degree Programs, Changes to Academic Degree Programs, and Additional SYS 102 Items](#)"

## **ATTACHMENTS**

- A) Campus program collaboration report
- B) UW-Superior Program Array Evaluation Process

UNIVERSITY OF WISCONSIN SYSTEM

# Academic Collaborations

---

July 2023

## Contents

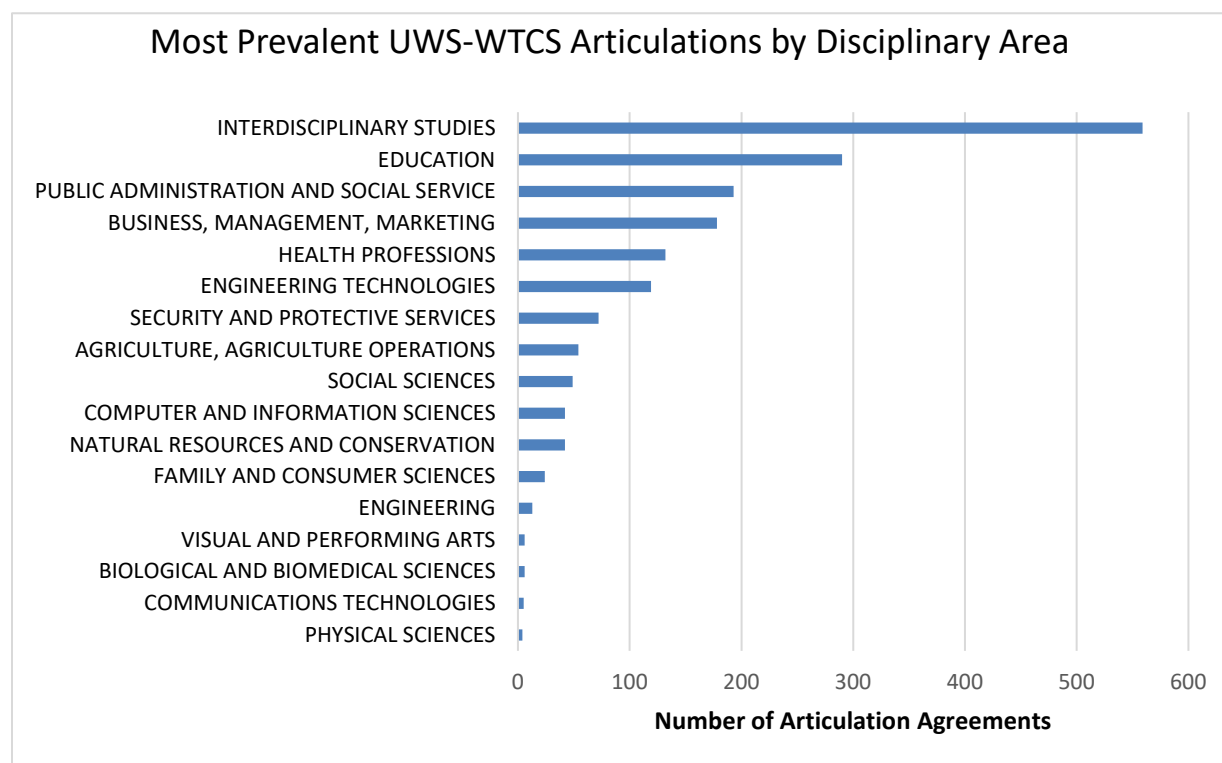
Articulation Agreements	1
Collaborative Program Delivery	2
Independently Administered Collaborations	3
Other Collaborations	7
Shared Initiatives	7
Administration Transformation Program (ATP)	7
Shared Positions	7

# Academic Collaborations

The following narrative and graphs provide examples of some of the academic collaborations taking place within the UW System and between the UW System and other systems of higher education in the state.

## Articulation Agreements

Articulation agreements are arrangements between institutions that agree in advance, via a Memorandum of Understanding (MOU) or other agreement, to accept each other's credits in transfer, often in partial fulfillment of one or more specific credentials. At this time, approximately 1,800 articulation agreements exist between UW System (UWS) campuses and Wisconsin Technical College System (WTCS) institutions (see graph, below).



In addition to articulation agreements with the WTCS campuses, UW System institutions have dozens of inter-UW System transfer agreements and dual degree agreements, particularly in the field of engineering. For example, a 2 + 2 agreement between UW-Whitewater and UW-Platteville allows students to earn an Associate in Science (AS) degree

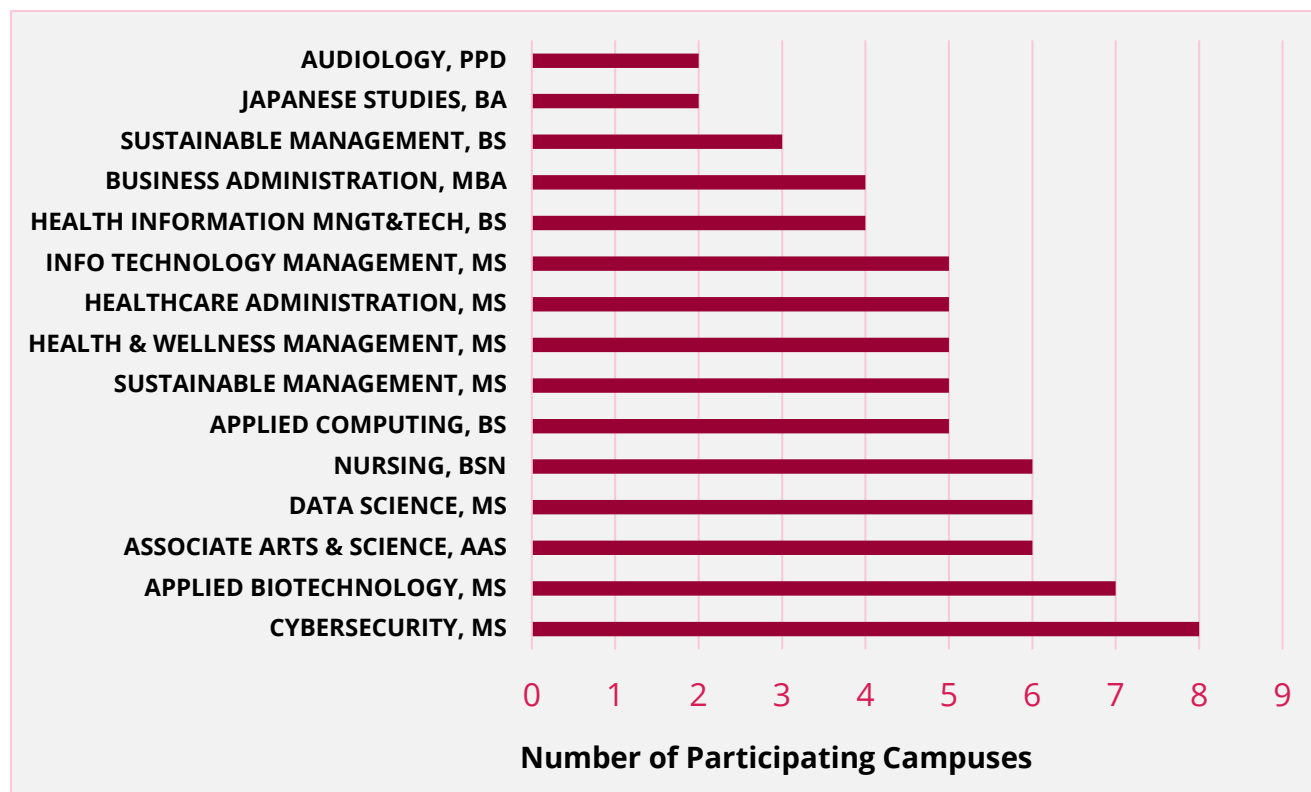
at the UW-Rock County campus and a Bachelor of Science in Engineering at UW-Platteville. UW-Milwaukee, in particular, also supports extensive international agreements, such as the dual master's degree agreement with Shanghai University of Engineering Science.

In addition, multiple UW System campuses are involved in academic collaborations with Wisconsin healthcare industries. For example, UW-Eau Claire maintains nearly two dozen collaborations with organizations such as the Mayo Health System and Aspirus Cancer Center to provide students with required clinical internships in a variety of programs, such as Nuclear Medicine Technology and Nurse Anesthesia. And UW Oshkosh maintains similar agreements whereby regional healthcare organizations such as the Marshfield Clinic provide clinical coursework toward the Medical Imaging degree.

### Collaborative Program Delivery

UW System institutions also work collaboratively to deliver program curriculum across the system. In collaboratively delivered programs, faculty and staff from partnering institutions work collectively to develop and approve the program curriculum, and partner institutions are each responsible for delivering different courses in the curriculum. The delivery of many of our collaborative programs is facilitated by administrative support from UW Extended Campus (UWEX). Programs delivered with UWEX administrative support are outlined in the graph below.

#### *UWEX Supported Collaboratively Delivered Programs*



## **Independently Administered Collaborations**

In addition to the collaborative programs administered by UWEX, there are collaborative programs independently administered by the campuses, as well as numerous other eclectic academic and research collaborations. A few examples are highlighted below.

### *Freshwater Collaborative of Wisconsin*

The Freshwater Collaborative of Wisconsin applies the power of the 13 UW institutions and the Wisconsin Idea to lead the global community in addressing freshwater challenges. The mission of the Freshwater Collaborative of Wisconsin is to create knowledge to solve freshwater challenges through collaborative research across fields such as natural and applied sciences, engineering, economics, social sciences, arts, humanities and policy; recruit and develop talented professionals across all freshwater disciplines through intentional structuring of curriculum, training and workplace experiences; and improve the well-being of natural ecosystems and all people by applying research and training to engage and serve communities and solve freshwater challenges.

### *Dairy Innovation Hub*

The Dairy Innovation Hub is a collaboration among three campuses - UW-Platteville, UW-River Falls, and UW-Madison – that represents an annual \$7.8 million investment by the state of Wisconsin. The funding supports research personnel, farms and labs in areas related to dairy that each span many academic disciplines. The four focus areas include stewarding land and water resources, enriching human health and nutrition, ensuring animal health and welfare, and growing farm businesses and communities.

### *Collaborative Language Program*

The Collaborative Language Program (CLP) provides partnerships among UW System institutions to support foreign language programs throughout the University of Wisconsin System. The CLP is designed to provide instructional and technological support and an administrative infrastructure for participating universities to share instructional resources and thereby offer a greater diversity of language courses.

### *MBA Consortium*

The MBA Consortium is an online degree program collaboratively delivered by UW-Eau Claire, UW-La Crosse, and UW Oshkosh. U.S. News & World Report has ranked the University of Wisconsin MBA Consortium program among the top 10 programs in the nation in its [Best Online MBA Programs](#) rankings.

### *UW System School Library Education Cooperative*

The UW System School Library Education Cooperative is a collaboration with the University of Wisconsin campuses at Whitewater, Oshkosh, and Madison. Permanent faculty teach courses to prepare school library information and technology specialists for licensure. The Cooperative offers high-quality instruction, up-to-date content, peer relationships, and

reduced commuting. Students choose a home campus that administers student services and work with faculty from each institution and with other school librarians from across the state. The curriculum includes hybrid distance courses as well as face-to-face weekend courses with professional colleagues at the campuses.

#### *Physician Assistant Program*

UW-Platteville is collaborating directly with the UW-Madison School of Medicine and Public Health to offer a full Physician Assistant (PA) program at the UW-Platteville campus to increase the number of PAs who enter primary care practice in the rural and underserved region of southwest Wisconsin.

#### *Dual Degree Programs*

Several campuses participate in dual degree programs. UW-Whitewater in partnership with UW-Platteville, UW-Madison, and UW-Milwaukee offer dual degrees in Physics and Engineering.

#### *Collaborative Coursework*

- UW-Milwaukee offers Ojibwe Language courses to UW-Superior students to meet requirements of the First Nations Studies minor.
- UW-Eau Claire provides a similar service to all UW institutions by providing instruction in Indigenous Languages and Chinese.
- The UW Business Alliance allows students at UW-Eau Claire, UW-River Falls, and UW-Superior to take business core classes online. Faculty from all three campuses teach in the program.
- UW-River Falls, UW-Stout, and UW-Superior are creating a Memorandum of Understanding (MOU) to offer courses which will lead to a Certificate in Brewing. This program is a response to a regional interest in the brewing sciences.

#### *Minor in Architecture*

UW-Platteville students may pursue a minor in Architecture through a partnership with UW-Milwaukee. The architecture minor is offered in collaboration between the UW-Platteville Department of Performing and Visual Arts and with the UW-Milwaukee School of Architecture and Urban Planning (SARUP) and makes use of SARUP online offerings.

#### *Northwest Wisconsin Engineering Consortium*

Through a collaboration between UW-Stout, UW-River Falls, and UW-Eau Claire, first-year engineering courses and upper-level electives are made available to students. Students can seamlessly transfer to an Engineering program at a consortium partner.

#### *Platteville Engineering Partnership*

This unique model works with numerous partner sites providing a high-quality UW-Platteville engineering education in mechanical, industrial and systems engineering and electrical engineering throughout the state of Wisconsin. Current partners include UW

Oshkosh, UW-Stevens Point, UW-Whitewater, Madison College, Carroll University and Edgewood College. The delivery model provides the opportunity to further expand this program with willing partner institutions to further leverage state resources.

#### *Nursing & Social Work Collaborations*

- UW-Platteville collaborates with UW Oshkosh to streamline nursing educational training and further expand access opportunities for a Bachelor of Science in Nursing. This opportunity is focused on increasing the nursing workforce in rural and underserved regions in southwest Wisconsin.
- Through a shared instruction model, UW-Eau Claire and UW-Stevens Point provide coursework for completion of a Bachelor of Science in Nursing conferred by UW-Eau Claire.
- Undergraduate UW-Platteville students may complete a Master of Social Work program at UW-Milwaukee by completing prescribed undergraduate coursework. Time to degree for the master's degree is accomplished in 18 months.

#### *Master of Science in Educational Leadership*

UW-Whitewater and UW-Madison have combined resources to provide a distinctive Educational Leadership Co-op program. The program offers courses leading to certification as K-12 Principal, Director of Instruction, or Director of Special Education/Pupil Services. This program is offered at the Whitewater campus; both UW-Whitewater and UW-Madison faculty teach in the program. UW-Madison awards the final certification and master's degree.

#### *Associate to Bachelor's Degree Collaborations*

- Students at UW Oshkosh and UW-Whitewater may earn an Associate of Applied Science (AAS) in pre-engineering and a Bachelor of Science (BS) in Electrical or Mechanical Engineering from UW-Platteville.
- Students earning a pre-engineering AAS at UW-Stevens Point are positioned to pursue an engineering BS at UW-Platteville or UW-Stout.
- Completion of an Associate of Science (AS) in Hospitality & Tourism Management from UW-Platteville provides automatic admission to UW-Stout's bachelor's degree in Hotel, Restaurant, and Tourism. UW-Stout faculty assist in delivery of courses in the AS degree at UW-Platteville's branch campus.
- UW Oshkosh has partnered with several of Wisconsin's technical colleges and UW-Green Bay. Students may start their degrees at any one of the 12 Northeast Wisconsin Educational Resource Alliance (NEWERA) campuses and finish their studies in Engineering Technology at UW Oshkosh.

#### *Higher Education Regional Alliance (HERA)*

UW institutions formed alliances to support student success. For example, a collaborative of 18 southeastern Wisconsin public and private, two- and four-year colleges and



universities, including UW-Milwaukee, UW-Parkside and UW-Whitewater, and a network of partner organizations dedicated to closing the achievement gap. Their goal is to educate today's students to become an innovative and nimble workforce that meets the needs of the region's industries tomorrow. Initial accomplishments include Asian, Black, and Hispanic students at HERA institutions experiencing a two percent increase in the first-year retention rates and decreased excess credits at graduation by 5.7 credits. HERA also provides employers with short-term micro-credentials in high-need areas of healthcare, STEM, technology and manufacturing, and virtual internships.

#### *Partnerships with UW-Madison's Division of Extension*

- UW-Superior provides support to the Lake Superior National Estuarine Research Reserve (NERR), which is now part of the UW-Madison Division of Extension. UW-Superior leases facilities to the NERR, provides snow plowing and grounds services, and contributes financial support to an environmental science course that the NERR instructs.
- UW-Platteville is a partner with the Division of Extension with split appointments in the School of Agriculture providing state-wide expertise in farm business management and nutrient management.

#### *Wisconsin Council on Undergraduate Research*

This Council is comprised of research directors from across the UW System. It provides for collaborative relationships and leadership to advance, enhance, and expand undergraduate research and scholarly and creative activities.

#### *Shared Resources*

- Several campuses jointly offer services or trainings. Examples include:
  - UW-River Falls and UW-Superior are jointly developing a grant writing academy for this academic year.
  - UW-Eau Claire, UW-River Falls, and UW-Stout jointly offer van training. This opportunity was developed in collaboration with Chippewa Valley Technical College (CVTC) and includes both classroom and behind-the-wheel instruction by trained CVTC personnel.
  - UW-Superior, UW-River Falls, and UW-Stout jointly offer campus training events.
- The Northwest Regional Procurement Center of Excellence is a consortium formed by UW-Eau Claire, UW-Stout, UW-River Falls, and UW-Superior. The consortium's goals are to utilize the combined buying power to obtain the best rates.
- UW-Whitewater serves as a host site for the VoIP phone system used by UW-Platteville, UW-Parkside, UW-Oshkosh, UW-Green Bay, UW-Stevens Point, and UW-Superior.
- All campus police rely on mutual aid from sister campuses during large events. System chiefs of police recently began discussing what untapped resources may be available to

support each campus's needs. This may include training on unified tactics, critical incident management, and supporting officer well-being.

- Many UW System campuses are piloting the EAB navigate Academic Planning student success module. This collaboration can result in a reduced cost point and the ability to work through implementation feasibility across system universities.
- All campuses utilize their peers across the System to share ideas and discuss best practices, leverage purchasing power, and seek ways to best utilize resources. For example, through the Council of UW Libraries all UW campuses share resources, make group decisions on purchasing and collections, develop shared practices and hold a conference every spring for all UW institutions.

## Other Collaborations

In addition to academic alliances, campuses work with their peer institutions and UW System to streamline processes and share resources to create efficiencies. Examples include the following:

### Shared Initiatives

- UW-Milwaukee has partnered with UW-Parkside to join the Education Advisory Board's (EAB) *Moon Shot for Equity* initiative. The goal is to advance college completion rates and eliminate the achievement gap by 2030. UW-Milwaukee has dedicated staff time to help lead this initiative, which involves revamping developmental math and English courses, development of Meta Majors, accessing retention grant programs, and more.
- UW-Milwaukee and UW Oshkosh have worked collaboratively to address Native American Graves Protection and Repatriation Act (NAGPRA) issues. They have shared information and alternate hosting Intertribal Consultation meetings with tribal leaders. The goal is to combine internal expertise in this area.

### Administration Transformation Program (ATP)

Campus Administration across all 13 universities are collaborating on efficiency efforts and improvements. Employees across the System are joined in collaborative workgroups on a mission to rebuild finance, human resources, and research administration systems and services at every institution within the University of Wisconsin System. The goal is to reduce the complexity of the current administrative environment and refocus valuable staff time on the UW System's mission of education, research, and outreach.

### Shared Positions

Campuses share positions thus economizing while ensuring important functions are adequately provided. For example, UW-Superior and UW-River Falls share a Chief Information Security Officer position as do UW-Whitewater and UW-Platteville.

**UNIVERSITY OF WISCONSIN – SUPERIOR**

Policy Subject: Continuous Academic Program Monitoring and Review Policy  
Cabinet Division: Academic Affairs and Chancellor  
Date Created: 9/2/20  
Approvals: Faculty Senate (9/29/20), Chancellor Wachter (10/19/20)

**I. Background and Purpose**

- 1.1. The purpose of this policy is to establish UW-Superior campus protocols for implementing the following:
  - UW System Policy 102 Section 3.1 Eliminating an Academic Degree Type
  - UW System Policy 102 Section 3.2 Renaming or Redirecting an Academic Degree Program including renaming and redirecting an academic degree program
  - UW System Policy 102 Section 3.3 Suspending Admissions to an Academic Degree Program including all sub-sections related to suspension and reinstatement
  - UW-System Policy 102 Section 3.4 Eliminating an Academic Degree Program
  - UW System Policy 102 Section 6.3 on Monitoring Academic Degree Programs
  - Regent Policy 20-24 related to Procedures relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination
- 1.2. This policy follows through with the October 2019 Memorandum to Faculty Senate at UW-Superior regarding program suspensions, under review, reinstatements and administrative toolkit option
- 1.3. The purpose of this policy is to clarify the expectations, process and steps in implementing the above UW System policies through advising and consultation.
- 1.4. This policy also will encourage high quality teaching and learning, engage in proactive, deliberate and planful strengthening of all academic programs at UW-Superior, and support efforts to continuously improve recruitment and retention of students to build fiscal solidity and enrollment potentials in a positive manner.

**II. Constraints**

None

**III. Definitions**

- 1.2 PBC Dashboard: the annual academic program review metrics, goals and reporting created by the Faculty Senate Planning and Budgetary Council (PBC)
- 1.2 Academic program: all majors and minors at UW-Superior
- 1.3 PBC: Planning and Budgetary Council of Faculty Senate
- 1.4 Quantitative metrics: key performance indicators (KPI's) that measure academic program performance in numerical ways
- 1.5. Qualitative indicators: key performance indicators (KPI's) that provide alternative ways of examining the value-added or contributions of an academic program to UW-Superior

**IV. Policy and Procedure Statements**

- 1.1 All academic programs will receive annual reports from the UW-Superior Faculty Senate Planning and Budgetary Council (PBC) through the PBC Dashboard process and through administrative notice about any UW System Policy 6.3 Low Enrolling Program status findings.
- 1.2 All PBC Dashboard metrics that are reported are relevant, appropriate and measurable. It is the duty of PBC, in consultation with Faculty Senate, administration and department chairs, to determine any changes in metrics.
  - 1.2.1 Administration in consultation with PBC will set the specific UWS goals with a review every two years.

- 1.2.2 PBC will establish the threshold ranges related to the coding schemes below and included in the annual PBC Dashboard.
- 1.2.3 PBC with administrative involvement will review the efficacy and appropriateness of the metrics every two years and ensure that it is considering current indicators that reflect Regent Policy 20-24 or other relevant emerging criteria.
- 1.3 The most significant quantitative metrics that would lead to the coding to follow captures information related to programmatic student demand, resource efficiency, and student success and degree completion, including:
  - 1.3.1 Number of declared majors and minors in the program by year with five years of data;
  - 1.3.2 Student credit hour production divided by faculty and instructional full-time equivalent (FTE);
  - 1.3.3 Average number of graduates per year in past five years with five years of data;
  - 1.3.4 Other PBC Dashboard metrics are to be used to further deepen the analysis of what is happening in an academic program.
- 1.4 The PBC Dashboard will add coding to signal to academic programs high performance and concern areas by the following:
  - 1.4.1 “Red”: this is a signal that the academic program has not met a significant quantitative metric stated above in 1.3 and this should signal the need for an immediate meeting between administration, PBC members and the academic program members to discuss the metric results and diagnose next steps with action plans to strengthen program performance;
  - 1.4.2 “Yellow”: this is a signal that the academic program has variable performance or is demonstrating a downward trend or if the metric scores remain static near the goal level over time on any one significant quantitative metric in 1.3 and this should signal the need for a meeting between PBC, administration and the academic program members to discuss the metric(s) and/or provide resources to strengthen and enhance program performance;
  - 1.4.3 “Green”: this is a signal that the academic program has met or exceeded performance on all quantitative metrics in 1.3. This signal will be acknowledged by administration through direct communication to exchange insights and explore future opportunities.
  - 1.4.4 For purposes of the Red, Yellow and Green signals, the above specified metrics in 1.3 are significant but all PBC established metrics are valuable for additional information and understanding of the program.
    - 1.4.4.1 PBC will publish its annual PBC Dashboard findings within Faculty Senate, to administration and to all department chairs as a commitment to transparency of academic program performance.
    - 1.4.4.2 The academic program when receiving a “red” or “yellow” signal may opt at their choice to summarize and present a case explaining their qualitative contributions to UW-Superior. The purpose of this qualitative indicator “case” will be to situate the role of the program as being essential to the university despite the “red” or “yellow” signals received on quantitative metrics. The operating assumption should be that all academic programs are expected to perform well or reasonably under the PBC quantitative metrics unless there is an excellent and unique reason why qualitative performance is sufficient.
      - 1.4.4.2.1 The administration has the discretion to recognize the inherent value of an academic program under its qualitative performance and to not proceed to further steps unless directed to do so by UW System because of low enrolling program status.
      - 1.4.4.2.2 Should the administration grant this exemption due to qualitative performance, it will present that finding and the time limitations to PBC and Faculty Senate with its rationale for doing so.
      - 1.4.4.2.3 Should UW System Low Enrolling Program status activate despite an administrative finding regarding qualitative performance, administration will need to follow UW System protocol.
      - 1.4.4.2.4 The case should include a combination of the following (these are not

listed in any hierarchical order):

- 1.4.4.2.4.1 Contributions to community engagement with data to demonstrate impact or contribution
- 1.4.4.2.4.2 Contributions to workforce development, career pathways or direct contribution to benefit the region
- 1.4.4.2.4.3 Contributions to raising the marketing profile of UW-Superior through events or other outreach efforts
- 1.4.4.2.4.4 Unique and impactful teaching and learning practices that are new, cutting edge and reflective of proven best practices that are woven into the academic curriculum and linked to improving recruitment and retention of students to enhance student success at UW-Superior
- 1.4.4.2.4.5 Contribution to the mission of UW-Superior that are unique to the academic program
- 1.4.4.2.4.6 Research, scholarly and creative contributions that can raise the marketing profile of the university or contribute to recruitment and retention efforts
- 1.4.4.2.4.7 Demonstrated recent history of raising impactful and significant funds through the Foundation or generates grants or revenue to support their programming or the university as a whole
- 1.4.4.2.4.8 Other factors to be agreed to between administration, PBC and the academic program

1.5 The PBC Dashboard reports are with “red” and “yellow” findings are cause for concern and require a intervention with PBC, academic program members and administration in order to get ahead of concern areas.

- 1.5.1 The review meeting will be held immediately if the category is “red” and within the semester “yellow” after the PBC Dashboard results have been published.
- 1.5.2 There will be development of concrete steps and an action plan on how to strengthen program performance.
- 1.5.3 There will be ongoing quarterly review meetings between administration, PBC and the academic program for an action period consisting of one complete academic cycle (fall to following summer) to ensure the program is taking concrete steps and following its action plan to achieve the goals and changing the indicators.
- 1.5.4 It is the responsibility of the academic program to request any support or tools needed from the administrative toolkit contained in the October 2019 Memorandum in order to support their action plan for that one-year action period.
- 1.5.5 An academic program will have no more than one year to show considerable progress toward the agreed to markers of progress prior to the “under review” step being activated.

1.6 For programs that have been identified with “red” findings or “yellow” findings became “red” findings and (under either scenario) have not made significant progress during the action year, the next steps of the continuous review and monitoring process will activate, and the program will be placed in “under review” status by UW-Superior administration. This is the first formal campus step toward suspension of an academic program.

- 1.6.1 The first step in being placed “under review” is a thorough analysis by administration and the program of the progress or lack of progress in the preceding action period and identification of necessary next steps.
- 1.6.2 “Under review” means that the academic program must engage in concrete action planning to improve its metrics of performance according to the PBC Dashboard.
- 1.6.3 The goal of “under review” status is to engage in deliberative and planful activity with appropriate collaborative campus partners to improve their performance in quantitative indicators.
- 1.6.4 The status of “under review” will exist for not more than two years (not to include the action year) to be determined at the discretion of administration. During this time, there will be quarterly check-in meetings between administration and the program on their progress.

Administration will be monitoring the 1.3 significant quantitative indicators to see significant progress and will work with the academic program provided there is progress.

1.6.4.1 During this time, the academic program should pursue options to engage in re-naming, re-directing, re-construction, re-design, or re-purposing activity to either revitalize the academic program, reformat it, or build a new direction with a new independent academic program or an interdisciplinary blending.

1.6.5 The list of “under review” programs will be published each year by the Provost’s Office.

1.6.6 It is the duty of the academic program to follow their action plans and revise them as needed to repair any “red” indicators.

1.6.7 Once all mutually agreed to indicators are improved, the program will be removed from the “under review” list and be formally and publicly removed from the list to proceed without further administrative oversight although ongoing “yellow” indicators will be subject to earlier provisions.

1.7 If there has not been significant progress to strengthen academic program performance within the no more than two year under review period, the academic program will be suspended under UW System Policy 3.3. The action period and the “under review” period will be counted toward the five-year window provided for under UW System Policy 3.3.

1.7.1 The process content described in UW System Policy 3.3. absent the five-year timeclock will be followed in designating suspension status for an academic program.

1.7.2 The five-year time clock will become a two-year time clock with the previous three years counted in and will begin on the date of formal suspension.

1.7.2.1 The suspended academic program will engage in teach-out planning to ensure all students are served within the two-year window including planning for staffing changes.

1.7.2.2 The academic program will have no more than two years before elimination unless formal petition has been made and granted by the Chancellor for an extension due to extenuating unknown circumstances.

1.8 Once suspended, a suspended academic program may apply for reinstatement status to request a substantial redevelopment opportunity anytime during the final two-year window of suspension status. Reinstatement would require following UW System Policy 102 Section 3.3 criteria and demonstrating sufficient improvement to merit removal from suspension status. The following steps should be followed:

1.8.1 Step One: A program meets with program members to discuss their openness to pursuing reinstatement—the program must agree given the amount of time and energy required for this process.

1.8.2 Step Two: The program meets with their academic department and discusses the pro/cons of pursuing reinstatement given the resources required. After consideration of the program’s presentation, the department must pass a motion of support to move forward with a reinstatement request by the program.

1.8.3 Step Three: Once department approval is obtained, the program seeking reinstatement prepares a pre-proposal for presentation to the Dean and Provost (and perhaps Chancellor) for consultation and permission to proceed with the reinstatement process. The pre-proposal must address the following (3 single spaced pages maximum):

1.8.3.1 Describe initial ideas to change the curriculum that would show a new, contemporary and cutting-edge direction. Provide representative examples of programs from comparable institutions that show these types of curricula and how they serve students. Indicate any best practices (such as High Impact Practices—HIPs---or other experiential learning opportunities) that would comprise a critical program component.

1.8.3.2 Find and provide information that indicates this field of study and some related career fields are likely to experience growth potential at the national/regional or local level. This is not a full market analysis but it is a short research effort into your own discipline. Summarize any patterns and trends of likely student demand, or new factors that are

creating interest in your discipline different than the last 5-7 years.

1.8.3.3 Designate who will lead the reinstatement planning work and how program members will be involved

1.8.3.4 List the supports or resources you believe you will need to undertake this work and explain why it is not possible to do the work within the timeline under current load. Consider if faculty releases from any historically low-enrolling courses may be used to provide reassigned time for these efforts without negatively affecting students.

1.8.3.5 Develop a timeline of planning and implementation efforts that fits within any stated deadline. Plan to meet at least monthly with Dean or Associate Dean during the process to ensure administration and program alignment throughout design.

1.8.4 Step Four: Schedule a meeting with Dean and Provost for consultation and permission to proceed. Submit the pre-proposal at least a week in advance to allow time for review. The meeting will be a discussion about the information contained in the pre-proposal and will produce a yes or no authorization. The Dean and Provost reserves the option to consult with experts from Enrollment Management about the pre-proposal to obtain more background information from them to inform the administrative decision-making on the pre-approval.

1.8.4.1 To receive a yes, the pre-proposal and program members need to persuade the administration (Provost, Dean and Chancellor) of the following:

1.8.4.1.1 There are some reasonable indicators of enrollment growth potential in the discipline, particularly those tied to recent data;

1.8.4.1.2 There are one or more proposed curricular trajectories that will move it into a different place in the future if it is approved;

1.8.4.1.3 The program is feasible considering resource requests and proposed timeline

1.8.4.2 Persuasion is necessary given the background of being a suspended program and needing to demonstrate that there is, in fact, some potential for a turnaround in enrollment. Once the preproposal is reviewed and any other input obtained, the academic administration will generate a memorandum that clearly communicates their decision and any related parameters, such as resource commitments or other factors.

1.8.5 Step Five: If yes, the program goes to work. Proper contracts or resources are acquired in collaboration with administration. This will be the working period taking several months ensuring at least monthly communication with the Dean or Associate Dean. The program will be doing research, engaging in curricular design, working with any external consultants or experts, obtaining key data and planning the best implementation plans for the future success of the reinstated program. All of this work will be summarized in a final reinstatement proposal to be presented to Provost and Dean and possibly Chancellor prior to the submission to governance bodies. This proposal should include the following sections:

1.8.5.1 Full report on the conditions including:

1.8.5.1.1 Enrollment data report of national, Midwest and regional enrollment trends from reputable sources that demonstrate enrollment turnaround potentials likely to occur by May 2022 aiming at minimum of twelve (12) incoming new students for majors and 5 incoming new students for minors;

1.8.5.1.2 Significant curricular re-design based on comparable academic programs from other institutions;

- 1.8.5.1.3 Ongoing record of consultations and check-ins with academic administration on progress during the reinstatement design process;
- 1.8.5.1.4 Completion of all governance approval processes;
- 1.8.5.1.5 Development of clear implementation plans for rollout, admissions and enrollment turnarounds;
- 1.8.5.1.6 Planning to ensure no negative student impacts in future cycles in event of possible failure to maintain enrollment targets.
- 1.8.5.1.7 Comparable summary of what the suspended program curriculum was in the past as compared to the new proposed curriculum. Key differences and how they relate to enrollment success should be noted and explained.
- 1.8.5.1.8 Comparable data from other institutions who have thriving similar programs should be summarized and included as appendices.
- 1.8.5.1.9 Catalog copy prepared and ready for submission
- 1.8.5.1.10 New course proposals or any other changes that would require AP 1117 or AP 1601 review prepared and ready for submission
- 1.8.5.1.11 Summary of any research gathered from an advisory committee, focus groups, surveys or other efforts to gather market research related to enrollment or curricular design
- 1.8.5.1.12 Projected enrollments and two year course rotation for a 2-4 year window of time
- 1.8.5.1.13 All materials generally required for the faculty governance review process through UAAC, PBC and Faculty Senate

1.8.6 Step Six: When proposal work is completed, there will be one presentation meeting of the proposal to Provost/Dean to ensure administrative support prior to moving through governance process unless the Provost/Dean waive the presentation process. The Provost/Dean reserve the right to consult with Enrollment Management experts for their input prior to issuing final decision on the reinstatement request.

1.8.7 Step Seven: If the program receives final administrative approval to proceed, the program next moves through AP 1117 or AP 1601 in proper format through Faculty Senate within the university final deadline determined by administration.

1.8.8 Step Eight: Upon final approvals from governance and the Chancellor, the program will be formally reinstated and removed from suspension. It will immediately work with Admissions and prepares to recruit students and launch while monitoring enrollments and program performance over time.

1.9 If the academic program has not successfully turned itself around within the above specified under review period, the academic program will be eliminated under UW System Policy 3.4.



1.10 UW-Superior will respond to the official data report provided annually by UW System related to programs that have less than 25 graduates over a five-year period and provide comment as to the status of the program. This is required under UW System Policy 102 Section 6.3 on Monitoring Academic Degree Programs.

V. Compliance

- 5.1 Faculty Senate, Academic Staff Senate, appropriate councils, Instructors, and Department Chairs and Chancellor's Staff are aware of this policy change.

VI. Attachments

- 7.1 Full integration of all appropriate UW System and Board of Regents policies related to program monitoring, review and actions noted above including but not limited to:
- UW System Policy 102 Section 3.1 Eliminating an Academic Degree Type
  - UW System Policy 102 Section 3.2 Renaming or Redirecting an Academic Degree Program including renaming and redirecting an academic degree program
  - UW System Policy 102 Section 3.3 Suspending Admissions to an Academic Degree Program including all sub-sections related to suspension and reinstatement
  - UW-System Policy 102 Section 3.4 Eliminating an Academic Degree Program
  - UW System Policy 102 Section 6.3 on Monitoring Academic Degree Programs
  - Regent Policy 20-24 related to Procedures relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff or Termination

Metric	Dashboard/Program or Department Specific	Definition
1	Average # graduates per year in past 5 years	Sum of graduates in entitled major for summer, fall, and spring term of each academic year; average of 5 years
2a	Average # credits to Degree	Average cumulative credits for graduating students in entitled majors during the last 5 years; includes all credits such as transfer credits and credits accumulated in other departments or programs
2e	Average # credits by graduating transfer students	Average cumulative credits for graduating students in entitled majors during the last 5 years; includes all credits such as transfer credits and credits accumulated in other departments or programs
3a	Average Class Size: 100-200	Average class size in 100-200 level courses for last three academic years in the subject code that corresponds with the entitled major; Excludes summer term as enrollments are atypical during this term, labs, independent studies, practicum, thesis, and study away courses
3b	Average Class Size: 300-400	Average class size in 300-400 level courses for last three academic years in the subject code that corresponds with the entitled major; Excludes summer term as enrollments are atypical during this term, labs, independent studies, practicum, thesis, and study away courses
3c	Average Class Size: Overall	Average class size all level courses for last three academic years in the subject code that corresponds with the entitled major; Excludes summer term as enrollments are atypical during this term, labs, independent studies, practicum, thesis, and study away courses
4a	4-year completion rate for FT FT freshers	Percentage of first-time full-time students graduating in four years that start in the entitled major; the last 8 years of freshmen starting in fall and spring are included
4b	6-year completion rate for FT FT freshers	Percentage of first-time full-time students graduating in six years that start in the entitled major; the last 8 years of freshmen starting in fall and spring are included
4c	Completion in three years for transfers entering w minimum of 30 credits	Percentage of transfer students graduating in three years with a minimum of 30 credits when starting; includes students that transfer directly to entitled major in first term; three years of cohort data used
4d	Completion rate in three years for transfers entering w 60 credits	Percentage of transfer students graduating in three years with a minimum of 60 credits when starting; includes students that transfer directly to entitled major in first term; three years of cohort data used
4e	Completion rate in three years for transfers entering w 90 credits	Percentage of transfer students graduating in three years with a minimum of 90 credits when starting; includes students that transfer directly to entitled major in first term; three years of cohort data used
5	Student Credit Hours - Total	Sum of student credits in corresponding subject code for entitled majors for summer, fall and spring terms; average for three academic years
5a	Student Credit Hours - Faculty	Sum of student credits in corresponding subject code for entitled majors taught by faculty for summer, fall and spring terms; average for three academic years
5b	Student Credit Hours - IAS	Sum of student credits in corresponding subject code for entitled majors taught by instructional academic staff for summer, fall and spring terms; average for three academic years
5c	% Student Credit Hours Taught by Faculty	5a divided by 5
5d	% Student Credit Hours Taught by IAS	5b divided by 5
6	Cost per Credit Hour	Not currently being used
7	# of Declared Majors in the program	Average number of declared majors in entitled major for the last three years in fall term

Friday, July 7, 2023

## **TELE-MENTAL HEALTH AND WELLBEING SERVICES: YEAR 1 SUMMARY**

### **REQUESTED ACTION**

No action is required; this item is for information only.

### **SUMMARY**

The Board will receive an update on implementation of tele-mental health and wellbeing services during the 2022/23 academic year, made possible by American Rescue Plan Act (ARPA) funding. Presenters will share early data and campus-level impact of implementation of the following three services that serve as a supplement to on-campus services:

- An online mental health and wellbeing portal
- Telecounseling and telepsychiatry services
- 24/7 support and crisis services

The presentation will summarize the goals of the project, contract terms, implementation process, first-semester utilization, and expectations for the next two years. Two campus counseling/health professionals will then share their perspective on how these services have augmented services on their campuses, with a focus on some of the specific issues stakeholders hope this contract will address.

Board members will have an opportunity to ask questions about these new services, how they fit into the overall framework for addressing student mental health and wellbeing, and funding considerations once ARPA funding comes to an end in 2025.

### **Presenter(s)**

- John Achter, Ph.D., Sr. Director of Student Success & Wellbeing, UW System Administration
- Renee Kirby, Ph.D., Director of Student Health, Counseling, & Accessibility Services, UW-Parkside
- Riley McGrath, Ph.D., Director of Counseling Services, UW-Eau Claire

## BACKGROUND

The need to improve access to mental health and wellbeing services across the UW System was apparent prior to the pandemic and has become even more pressing over the past few years. During the pandemic, students experienced higher levels of psychological distress, and reports of common mental health concerns like depression and anxiety—which were already on the rise—increased even further. Pandemic-related issues such as loneliness, isolation, and grief also became more common. This decade-long growth of mental health concerns, combined with an increased willingness of students to seek help, contributed to a 60% growth in utilization of counseling services since 2010 that has led to decreased student access and increased wait times for on-campus services. This strain on treatment services is one of the central issues the Student Behavioral Health Initiative has sought to address in the past few years.

Part of a long-term approach to addressing this situation will be to secure additional base funding to establish recommended baselines for mental health services on all UW System campuses. This will involve increasing the number of full-time counseling staff on UW System campuses that are currently understaffed and also improving the availability of psychiatry services, which are in short supply nationwide. Until base funding can be pursued in future budgets, we have been fortunate to benefit from one-time funds to help relieve some of the pressure on service access.

In spring 2022, as part of Governor Evers “Get Kids Ahead” initiative, \$5M in ARPA funds were allocated to the UW System to help address student mental health needs that were exacerbated by the pandemic. With this allocation of funds, UW System Administration and UW university stakeholders led a competitive bid process to procure tele-mental health and wellbeing services intended to fill critical gaps in currently available on-campus services. The RFP required vendors to submit bids that coordinated all the following services:

1. **Telecounseling**, to expand the number, diversity, and available hours of counselors
2. **Telepsychiatry**, to address our shortage of psychiatric service providers
3. **On-demand (24/7) emotional support and crisis intervention services**, to help triage issues and manage crises that arise during off-hours
4. **Evidence-based self-help resources**, to help students develop skills to better manage their own mental health and well-being

It is hoped that using ARPA funds to relieve pressure on mental health service access will provide benefit to more students whose mental health interferes with their ability to perform to their potential, and in some cases affects whether they can remain in school. The lessons we learn from augmenting on-campus services with telehealth services will also help inform future discussions about the type and balance of resources that best address the mental health and wellbeing of students during their college experience.

### **Previous Action or Discussion**

Over the past several years, the Education Committee and the full Board have received several updates from senior student affairs officers, counseling and health professionals about evolving student mental health needs and what is being done to address them. The Student Behavioral Health Initiative was established in 2019 and continues to coordinate Systemwide efforts under the leadership of Dr. Achter at UW System Administration.

### **Related Policies**

- Regent Policy Document 23-1: Basic Health Module
- Regent Policy Document 23-2: Health, Safety, and Security at UW System Institutions