

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, June 6, 2024

10:30 a.m. – 12:00 p.m.

Fireside Lounge, 1st Floor
UW-Milwaukee Student Union
2200 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 April 4, 2024 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-La Crosse: Approval of a Bachelor of Science in Food and Nutrition Sciences
 - 4. UW-Madison: Approval of a Master of Social Work in Social Work – Advance Standing
 - 5. UW-Madison: Approval of a Bachelor of Science in Agroecology
 - 6. UW-River Falls: Approval of a Bachelor of Science in Community and Environmental Planning
- D. Discussion: Dual Enrollment Task Force Report and Implementation
- E. Approval of Institutional Policies Regarding Campaigning in Residence Halls
- F. Approval of the 2024 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- G. Host Presentation by UW-Milwaukee: “Amplifying Remarkable Potential”
- H. UW System Division of Academic and Student Affairs: End-of-Year Review, Strategic Updates, and Look 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: \$8,970,496 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 \$9,088,765.06 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2024 to June 30, 2025, 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, 2024 to June 30, 2025, is presented to the Board of Regents.

Presenters

- Dr. Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs
- Dr. Andrew Daire, Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee

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 22, 2024, 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 2024-25 fiscal year. On April 30, 2024, 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 24 2024, 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 2024-2025 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, 2024, 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 2024-2025 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: \$8,970,496

- 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 2024-2025 fiscal year.

ATTACHMENTS

- A) Letter dated April 30, 2024 from President Rothman to UW-Madison Chancellor Jennifer Mnookin.
- B) Letter dated April 30, 2024 from President Rothman to UW-Milwaukee Chancellor Mark Mone.
- C) Letter dated May 10, 2024 from UW-Madison Chancellor Jennifer Mnookin, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2024 to June 30, 2025 for the University of Wisconsin-Madison.
- D) Letter dated May 24, 2024 from UW-Milwaukee Chancellor Mark Mone, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2024 to June 30, 2025 for the University of Wisconsin-Milwaukee, with attached letter dated May 23, 2024, requesting funds for the Department of Music, Peck School of the Arts.

**Office of the President**

1720 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706

www.wisconsin.edujrothman@uwsa.edu or 608-262-2321

April 30, 2024

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 2024-25 year. The Trust has indicated that net income available for allocation is \$8,970,496.06. 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 2024-25 academic year.
3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2024-25 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 10, 2024, and kindly copy Aaron Seligman (aaron.seligman@wisconsin.edu).

Sincerely,

Jay Rothman
President



Office of the President

1720 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706

www.wisconsin.edu

jrothman@uwsa.edu or 608-262-2321

April 30, 2024

Via Electronic Mail

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

Chancellor Mone:

I write to ask for your annual request to the Vilas Trust Estate for the 2024-25 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 2024-25 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 10, 2024, and kindly copy Aaron Seligman (aaron.seligman@wisconsin.edu).

Sincerely,

Jay Rothman
President



May 10, 2024

President Jay O. Rothman
Universities of Wisconsin
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, 2024, to June 30, 2025, 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 2024-25 is: **8,970,496.**

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|--|--------------|-------------|
| 1. Continuation of ten (10) Vilas Undergraduate Scholarships
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
at \$10,000 salary plus \$50,000 auxiliary allowances each | | \$1,200,000 |

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 www.chancellor.wisc.edu

4.	Continuation of additional graduate and undergraduate scholarships		
a.	Continuation of fifty (50) additional undergraduate scholarships at \$400 each	\$20,000	
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.	Thirteen (13) Vilas Associates in the Arts and Humanities		\$585,415
8.	Eleven (11) Vilas Associates in the Social Sciences		\$608,013
9.	Fourteen (14) Vilas Associates in the Physical Sciences		\$796,234
10.	Eight (8) Vilas Associates in the Biological Sciences		\$206,369
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
<u>Total Continuation Request:</u>			\$3,895,967

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Sixteen (16) Vilas Distinguished Achievement Professorships at \$50,000 each	\$800,000
2.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two or three-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in the best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	\$1,976,029

3. Additional Vilas Life Cycle Professorship Program support \$350,000
4. Continuation of 1998 and 2002 Expansion of Approved Programs:
 - a. One hundred (100) additional undergraduate scholarships \$40,000
at \$400 each, pursuant to Article 4, Sections A and E of the
Deed of Gift and Conveyance
 - b. Two hundred (200) additional graduate fellowships \$120,000
at the \$600 level, pursuant to Article 4, Sections A and E
of the Deed of Gift and Conveyance
 - c. Two hundred fifty-four (254) graduate student travel \$381,000
grants at \$1,500 each \$541,000
5. Three (3) Vilas Staff Investigator Awards at \$12,500 each \$37,500
To recognize new and ongoing research of the highest quality and significance,
providing \$12,500 annually in flexible research funding (for equipment, research
assistance, books, etc.) to each awardee over 2 years.

Total of One-Time Part B. Program Allocations: \$3,704,529

Total of Part A and Part B: \$7,600,496

Special Building Fund Request

Pursuant to Article 5 of the Deed of Gift and Conveyance, we are requesting
the establishment of a special building fund towards Irving and Dorothy Levy Hall.
The estimated cost of the facility is \$115,000,000, with anticipated
construction 2024-2026.

\$1,370,000

TOTAL \$8,970,496

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: Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs
Robert Cramer, Vice Chancellor for Finance and Administration
Cindy Czajkowski, Vice Chancellor for Research
Beth Meyerand, Vice Provost for Faculty and Staff Affairs
Eden Inoway-Ronnie, Office of the Provost
Laurie Leininger, Office of the Provost (via Professorships@provost.wisc.edu)
Research and Sponsored Programs Office (via Vilasawards@rsp.wisc.edu)
Aaron Seligman, UW System Office of Academic and Student Affairs

Attachment to UW-Madison Vilas Budget Request 2024-25

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, 2022-23 Cohort

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

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

Brian Pfleger, College of Engineering, Chemical and Biomedical Engineering

Douglas Rosenberg, School of Education, Art

David Schwartz, Law School, Law

Tehshik Yoon, College of Letters & Science, Chemistry

Vilas Distinguished Achievement Professors, 2023-24 Cohort

Jean-Michel Ané, College of Agricultural and Life Sciences, Bacteriology

Tulika Bose, College of Letters & Science, Physics

Angela Byars-Winston, School of Medicine and Public Health, Medicine

Michelle Chui, School of Pharmacy, Social and Administrative Sciences

Caroline Gottschalk Druschke, College of Letters & Science, English

Claudio Gratton, College of Agricultural and Life Sciences, Entomology

George Huber, College of Engineering, Chemical and Biological Engineering

Nancy Kendall, School of Education, Educational Policy Studies

Glen Kwon, School of Pharmacy, Pharmaceutical Sciences

Joshua Lang, School of Medicine and Public Health, Medicine

Sébastien Roch, College of Letters & Science, Mathematics

Guilherme Rosa, College of Agricultural and Life Sciences, Animal and Dairy Sciences

Laura Schechter, College of Agricultural and Life Sciences, Agricultural and Applied Economics

Snežana Stanimirović, College of Letters & Science, Astronomy

John Svaren, School of Veterinary Medicine, Comparative Biosciences

Mike Swift, College of Letters & Science, Computer Sciences



Office of the Chancellor

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

May 24, 2024

To: Jay Rothman, President
The Universities of Wisconsin

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

RE: UW-Milwaukee 2024-25 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 Special Assistant to the Provost Suzanne Boyd (sboyd@uwm.edu).

Cc: Andrew Daire, Provost and Vice Chancellor for Academic Affairs
Suzanne Boyd, Special Assistant to the Provost
Scott Gronert, Dean, College of Letters and Science
Kevin Hartman, Associate Dean, Peck School of the Arts
Johannes Britz, Senior Vice President for Academic and Student Affairs, UWSA



**College of the Arts & Architecture
Peck School of the Arts**

University of Wisconsin-Milwaukee
Department of Music
PO Box 413
Milwaukee, WI 53201
414-229-4947 office
uwm.edu/arts
music-admission@uwm.edu

May 23, 2024

TO: Kevin Hartman, Head of School, Peck School of the Arts;
Andrew Daire, Provost
FROM: Gillian Rodger, Chair, Department of Music

RE: 2024-2025 William F. Vilas Proposal: PSOA 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 next page). 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 funds 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.

Proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state (Sing Out! Festival, Wind Band Conducting Symposium, Prelude: A Day in the Life, etc.). Other events will engage music students at UWM through guest artist residencies and workshops (in^set trio, Singing Health, Quey Percussion Duo, etc.), instrumental and vocal performances (Chamber Music Milwaukee, Opera production, Steve Wiest, Pop Music Ensemble, Marco Tamayo, etc.), and many other worthy projects.

Featured local, regional, national, and international guests will present a wide range of music, including classical instrumental and choral music; contemporary electronic and acoustic music; vocal styles including opera, contemporary commercial music, and musical theatre; 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 and Rene Izquierdo
Department Chair and Chair of Vilas Sub-Committee, Department of Music
Peck School of the Arts, College of the Arts and Architecture, UW-Milwaukee

William F. Vilas Trust Proposal for 2024-2025
UW-Milwaukee Peck School of the Arts Department of Music

Area	Event Title	Request	Notes
All	Prelude: Day in the Life of a Music Major	\$ 1,500.00	
All	Chamber Music Milwaukee	\$ 8,000.00	Four concert series
Bands	Wind Band Conducting Symposium	\$ 2,500.00	
Bands	Jazz/UJAY/Afr-Car Orch guests Wiest, tbd	\$ 2,000.00	
Choirs	Shoultz Choral Artist Residency	\$ 750.00	
Choirs	Choir Outreach Tours	\$ 2,500.00	
Choirs	Sing Out!	\$ 1,000.00	for tenor, baritone, bass voices
Choirs	Vocal Arts Festival	\$ 2,500.00	for high school students
Guitar	Guitar Residencies: Tamayo, Kuropaczewski	\$ 4,000.00	
Musicology	AmerPopularMusic guest Manty Ellis	\$ 1,619.00	
Composition	in^set trio Residency	\$ 3,800.00	Also benefits brass, woodwind, strings areas
Orch	Orchestra Outreach Tours	\$ 2,000.00	
Orch	Orchestra Korea Day guest Sohn	\$ 2,500.00	
Perc	Percussion guests Quey Percussion Duo, Arns	\$ 3,000.00	
Piano	Piano guests inc Ricardo Lorenz	\$ 2,500.00	
Strings	Viola guests inc DerHovsepian	\$ 400.00	
Strings	Violin guest artists Vieillefon, Chauntee Ross of SistaStrings	\$ 1,500.00	
Voice	Singing Health Residency, 21st Century Schubertiade w/ guests McMillan, Dobner	\$ 2,000.00	
Voice	Opera Production 2025	\$ 9,000.00	
Voice	Pop Music Ensemble	\$ 1,500.00	
Woodwind	Flute Day guests Hobbs, Hagen, MSO tbd	\$ 2,000.00	
Woodwind	Double Reed Day	\$ 1,700.00	
Total		\$ 58,269.00	

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
FOOD AND NUTRITION SCIENCES,
UNIVERSITY OF WISCONSIN-LA CROSSE**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science in Food and Nutrition Sciences at the University of Wisconsin-La Crosse.

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

SUMMARY

The University of Wisconsin (UW)-La Crosse proposes to establish a Bachelor of Science (B.S.) degree in Food and Nutrition Sciences. The B.S. in Food and Nutrition Sciences will expand upon the already existing and popular Nutrition minor. The proposed program will be interdisciplinary, with contributions from departments in multiple colleges. The program requirements are comprised of 120 credits including 42 credits in General Education program coursework, of which eight credits are satisfied through courses required within the Food and Nutrition Sciences core curriculum, 22 credits of STEM foundation coursework, 41 credits of core and elective food and nutrition sciences coursework, and an additional 23 credits to fulfill degree requirements. Many required and elective courses for the Food and Nutrition program, except four that will be new, are currently regularly offered at UW-La Crosse. By Year 5, a total of 3.25 current faculty FTE will be re-assigned to deliver the program. Upon completion of the program, students will be prepared for careers or additional education in various fields related to food and nutrition, including masters-level Food Science or Registered Dietitian preparation programs. The Bureau of Labor Statistics forecasted 7% growth for dietitians and nutritionists and 6% growth for food scientists in 2022.

Presenter

- Karl Kunkel, 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 August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

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

ATTACHMENTS

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

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

ABSTRACT

The University of Wisconsin (UW)-La Crosse proposes to establish a Bachelor of Science (B.S.) degree in Food and Nutrition Sciences. The B.S. in Food and Nutrition Sciences will expand upon the already existing and popular Nutrition minor. The proposed program will be interdisciplinary with contributions from multiple departments in multiple colleges. The program requirements are comprised of 120 credits including 42 credits in General Education program coursework, of which 8 credits are satisfied through courses required within the B.S. in Food and Nutrition Sciences core curriculum, 22 credits of STEM foundation coursework, 41 credits of core and elective food and nutrition sciences coursework, and an additional 23 credits to fulfill degree requirements. Many required and elective courses for the B.S. in Food and Nutrition program, except four that will be new, are currently regularly offered at UW-La Crosse. By Year 5, a total of 3.25 current faculty FTE will be re-assigned to deliver the program. Upon completion of the program, students will be prepared for careers or additional education in various fields related to food and nutrition, including masters-level Food Science or Registered Dietitian preparation programs. The Bureau of Labor Statistics forecasts 7% growth for dietitians and nutritionists¹ and 6% growth for food scientists in 2022.²

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-La Crosse

Title of Proposed Academic Program

Food and Nutrition Sciences

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists. Retrieved at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (January 2024)

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Agricultural and Food Scientists. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm> (January 2024)

Degree Designation(s)

Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

30.1901 – Nutrition Sciences

Mode of Delivery

Single university; in-person delivery

Department or Functional Equivalent

Department of Biology

College, School, or Functional Equivalent

College of Science and Health

Proposed Date of Implementation

July 2024

PROGRAM INFORMATION**Overview of the Program**

The B.S. in Food and Nutrition Sciences is an interdisciplinary program. It requires a broad STEM base in courses offered in various departments within the College of Science and Health, including Biology, Chemistry and Biochemistry, Mathematics and Statistics, and Microbiology. Faculty from Public Health and Community Health Education (PHCHE) and Microbiology Departments will offer some of the required courses for the degree. Electives are spread across many additional departments and will provide students with flexibility to pursue various paths that align with their skills and interests. Many required and elective courses, except four that will be new, are currently regularly offered at UW-La Crosse. By Year 5, a total of 3.25 current faculty FTE will be re-assigned to deliver the program. No new facilities are needed to implement or sustain the proposed B.S. in Food and Nutritional Sciences program.

The program requirements are comprised of 120 credits including 42 credits in General Education program coursework, of which 8 credits are satisfied through courses required within the Food and Nutrition Sciences core curriculum, 22 credits of STEM foundation coursework, 41 credits of core and elective food and nutrition sciences coursework, and an additional 23 credits to fulfill degree requirements. Students will be encouraged to declare a complementary minor in Biology, Business, Chemistry, Sustainability and Environmental Studies, or Microbiology to enhance their degree and provide additional depth in a subject area.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is anticipated that ten students in sophomore status and ten students in junior status, either undeclared or from the existing Nutrition minor program, will switch to the new B.S. in Food and Nutrition Sciences when it is first offered in July 2024. These students are listed as continuing students in Year 1. This number is combined with two new students enrolling in the program in Year 1. It is anticipated that each year ten additional continuing students in sophomore status will declare a B.S. in Food and Nutrition Sciences and that there will be moderate growth in new student enrollment over the next three years levelling off at 15 by Year 5. By Year 5, it is expected 73 students will be enrolled in the program, and by the end of Year 5, 48 students will have graduated from the program. An 85% retention rate is assumed for new students from freshman to sophomore year, based on the main campus retention rates across all programs.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	2	7	10	15	15
Continuing Students	20	32	38	47	58
Total Enrollment	22	39	48	62	73
Graduating Students	0	10	10	12	16

Tuition Structure

For students enrolled in the B.S. in Food and Nutrition Sciences program, standard tuition and fee rates will apply. For the 2024-25 academic year, residential tuition and segregated fees total \$5,035.00 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$4,166.64 is attributable to tuition, \$781.40 is attributable to segregated fees and \$86.96 is attributable to textbook fees. Nonresident tuition and segregated fees total \$9,758.32 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$8,889.96 is attributable to tuition, \$781.40 is attributable to segregated fees and \$86.96 is attributable to textbook fees.

Student Learning Outcomes and Program Objectives

The B.S. in Food and Nutrition Sciences will meet program objectives by preparing students for careers or further education in multiple areas related to food and nutrition. Within the B.S. in Food and Nutrition Sciences program, students can take courses with one of three focuses, nutrition, food science, or food systems. Students selecting a nutrition focus will be prepared to pursue further health focused education including pursuing the Registered Dietitian Nutritionist credential. Students selecting a food science focus will be prepared for positions in the food industry or to pursue additional education in the field of food science. Students selecting a food systems focus will be prepared for positions related

to local or national food policy or to pursue additional education related to diverse food issues currently facing our population.

The student learning outcomes listed below will prepare students to be successful in multiple careers related to food and nutrition sciences. The student learning outcomes will provide students with broad food and nutrition sciences knowledge while also providing the option of greater depth within selected areas of focus. Students will:

1. Examine the biological and chemical basis of food and nutrition sciences.
2. Demonstrate knowledge of the contents, production, and distribution of food.
3. Discuss food and nutrition considerations across the human lifecycle.
4. Examine food systems and related considerations.
5. Illustrate how food and nutrition are utilized in the prevention and management of disease.
6. Apply knowledge of food and nutrition to diversity and cultural considerations.
7. Demonstrate the ability to analyze ideas integrating science, research, and evidence-based recommendations related to food and nutrition sciences.
8. Employ quantitative skills used in food and nutrition sciences.
9. Communicate food and nutrition sciences information effectively.

Program Requirements and Curriculum

There are no prerequisites for entry into the B.S. in Food and Nutrition Sciences program. Students will be allowed to choose this program upon matriculating to UW-La Crosse either as a first-year or transfer student.

Table 2 illustrates the curriculum for the B.S. in Food and Nutrition Sciences. UW-La Crosse students completing a baccalaureate degree are required to complete a 42-credit General Education program, of which eight credits are satisfied through courses required within the Food and Nutrition Sciences core curriculum. Additionally, some students may require fewer general education credits depending on credits earned before matriculation. The B.S. in Food and Nutrition Sciences requires completion of 22 credits of STEM foundation coursework, 41 credits of core and elective food and nutrition sciences coursework, and an additional 23 credits to fulfill degree requirements.

Table 2: Bachelor of Science in Food and Nutrition Sciences Program Curriculum

General education courses required for graduation (34 of 42 unique credits):

FYS 100	First-Year Seminar	3 credits
ENG 110/112	College Writing	3 credits
CST 110	Communicating Effectively	3 credits
Various	Mathematics/Logical Systems (4 credits satisfied by STAT 145)	7 credits
Various	Minority/Multiracial	3 credits
Various	International/Multicultural Studies	6 credits

Various	Science (fully satisfied by BIO 105, CHM 103 or MIC 230)	4 credits
Various	Self & Society	3 credits
Various	Humanistic Studies	3 credits
Various	Arts	4 credits
Various	Health & Physical Well-Being	3 credits
STEM foundation courses (22 credits):		
BIO 105	General Biology	4 credits
CHM 103	General Chemistry I	5 credits
CHM 104	General Chemistry II	5 credits
STAT 145	Elementary Statistics	4 credits
MIC 230	Fundamentals of Microbiology	4 credits
Required Core Courses (41 credits):		
FNS 100	Careers in Nutrition, Food Science, Food Systems	1 credit
FNS 200	Human Nutrition	3 credits
FNS 300	Lifecycle Nutrition	3 credits
FNS 310	Food Systems & Security	3 credits
FNS 410	Food Safety	3 credits
FNS 420	Food Science	3 credits
FNS 491	Food and Nutrition Sciences Capstone	1 credit
Various	Select elective courses in ANT, BIO, CHE, CHM, ECO, ENG, ENV, ESS, FNS, GEO, HED, MIC, MKT, PH, PHL, PHY, PSY, SOC	24 credits
Various	Additional Electives	23 credits
Total Credits		120 credits

Collaborative Nature of the Program

The B.S. in Food and Nutrition Sciences is an interdisciplinary program. It requires a broad STEM base in courses currently offered in a variety of different departments within the College of Science and Health, including Biology, Chemistry and Biochemistry, Mathematics and Statistics, and Microbiology. Though Biology is the home department for the program, faculty from PHCHE and Microbiology Departments will offer some of the required courses. There are currently three registered dietitian nutritionists in the Biology Department faculty who will offer many of the core courses. A food scientist/microbiologist in the Microbiology Department will offer the core food safety class and a nutritionist (MPH) faculty from PHCHE will offer the food systems class. Electives are spread across many additional departments (see list in Table 2).

Elective selections will provide students with flexibility to pursue various paths that align with their skills and interests. Some students may choose electives, such as physics, additional chemistry courses, and Food Microbiology that advance their knowledge and skills to support a career in the food industry. Others may choose electives, such as Plant Biology and Feeding the Planet: Environmental Justice of Our Food Systems to support a

career in food systems and policy. Others may choose electives, such as Human Anatomy and Physiology and Advanced Nutrition for the Health Professions in preparation for entry to dietetics graduate programs and eventual work in health care or many other settings which employ dietitians. In addition, there are multiple UW-La Crosse minor programs, such as Biology, Business, Chemistry, Sustainability and Environmental Studies, and Microbiology, which would pair nicely with the B.S. in Food and Nutrition Sciences to position students for success. The proposed FNS 100 Careers in Nutrition, Food Science, and Food Systems course will expose students to career options in food and nutrition-related fields. Community nutrition, healthcare, government, and industry partners will be engaged to share their educational paths and expertise, potential for internship or field experiences, and their organizations' recruitment processes. UW-La Crosse minors in business, public health, microbiology, environmental studies, and/or select certificates/micro credentials in combination with the B.S. in Food and Nutrition Sciences will also be explored. This course will allow students to refine their academic plan and begin to prepare for a future career at an early stage.

Projected Time to Degree

The B.S. in Food and Nutrition Sciences includes the traditional 120 credits for an undergraduate degree at UW-La Crosse and other UW institutions, with great potential for full time students to complete their degree within eight regular semesters years if averaging 15 credits per semester. Summer and winter term options to take some FNS courses will be available, though there is no requirement for students to enroll in summer or winter courses to complete the B.S. in Food and Nutrition Sciences in four years. However, students will be strongly encouraged to engage in intensive field experiences for course credit and/or paid food and/or nutrition-related internships during summer months. Students who are part-time can expect a longer time to complete their degree.

Accreditation

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

PROGRAM JUSTIFICATION

Rationale

The nutrition minor at UW-La Crosse began offering classes in January of 2007 and has consistently been a popular program. The B.S. in Food and Nutrition Sciences, an expansion from the nutrition minor, will promote the Universities of Wisconsin and UW-La Crosse missions. It will contribute to all four pillars of the College of Science and Health (CSH) Strategic Plan,³ which mirrors the UW-La Crosse overall mission.

³ <https://www.uwlax.edu/csh/about-csh/strategic-plan/>

The B.S. in Food and Nutrition Sciences will contribute to the first pillar of the CSH strategic plan, Increasing Community Engagement, by offering individual and group project opportunities, and the Field Experience course at food and nutrition-related sites. The Field Experience course offers students the opportunity to gain valuable experience at the multitude of food and nutrition related organizations in western Wisconsin and southern Minnesota. Engagement in this course could also lead to career opportunities for students and offer opportunities for students to contribute to the goals and missions of organizations that desire to improve the health and food options for the larger Coulee Region. Also, the B.S. in Food and Nutrition Sciences will continue to foster relationships among departments within the college and with other colleges within UW-La Crosse through its multidisciplinary curriculum.

The B.S. in Food and Nutrition Sciences will contribute to the second pillar of the CSH strategic plan, Achieving Excellence Through Equity and Diversity, by promoting local, regional, national, and international exploration of the challenges surrounding feeding and providing health care to growing populations. Enduring questions and solutions surround human ability to feed themselves, each other, and especially vulnerable populations in a way that promotes community health and social justice. The B.S. in Food and Nutrition Sciences will challenge students to explore problems and solutions related to nutrition, health, and the food supply.

The B.S. in Food and Nutrition Sciences will contribute to the third pillar of the CSH strategic plan, Investing in our People, by supporting the professional development of current faculty and staff contributing to the Nutrition Minor and the aspirations of many students to study health and food-related topics. While building and sustaining this program, connections to other institutions, business entities, professional societies, alumni, and government entities will provide many opportunities for faculty and their students to thrive.

The B.S. in Food and Nutrition Sciences will support the fourth pillar of the CSH strategic plan, Advancing Transformational Education, by its interdisciplinary and skills-development nature. The program will require a broad base in courses offered in various departments within the college, including biology, chemistry, math, and microbiology. Additionally, the increased faculty participation needed for the degree will increase the number and variety of undergraduate research options for CSH students. Lastly, the proposed course Nutrition 100 Careers in Nutrition, Food Science, and Food Systems, will expose students to the various career options in food-related fields. This course will allow students to transform their education and potential career aspirations.

Institution and Universities of Wisconsin Program Array

There are several other nutrition and food related bachelor-level programs within the Universities of Wisconsin.

Programs with 30.1901 CIP code bachelor-level program:

- UW-Madison – Nutritional Sciences
- UW-Milwaukee – Nutritional Sciences
- UW-Stevens Point – Sustainable Food & Nutrition

Other programs with components of proposed program:

- UW-Madison (CIP 01.1001) – Food Science
- UW-River Falls and UW-Stout (CIP 01.1001) – Food Science and Technology

In the past three decades several new programs in these areas have been approved. The national trend in dietetics credentialing is to require graduate-level coursework. Offering an undergraduate program provides a foundation for graduate program admission should students wish to pursue graduate work in the field. This will be clearly communicated to students choosing a B.S. in Food and Nutrition Sciences, along with the many other advanced education or job offerings to consider, other than dietetics.

The proposed B.S. in Food and Nutrition Sciences at UW-La Crosse provides a uniquely broad and flexible curriculum that spans nutrition, food science, and food systems and skills development to provide graduates with well-rounded experience for entry-level positions and graduate programs in Nutrition, Food Science, and Food Systems.

Need as Suggested by Student Demand

The nutrition minor has consistently been a popular minor among students pursuing careers related to health with 200-300 students enrolled, roughly 3% of UW-La Crosse undergraduate students. Students have routinely expressed interest in pursuing careers with a nutrition and/or food science focus and must currently transfer to other institutions to pursue these careers. A B.S. in Food and Nutrition Sciences at UW-La Crosse would allow students to avoid transferring schools to pursue their career aspirations. In addition, current nutrition minors have indicated they would choose a B.S. in Food and Nutrition Sciences over their existing selected degree program. An informal survey of selected nutrition minor students conducted in the fall of 2023 indicated that 52% of students would have chosen a B.S. in Food and Nutrition Sciences over their current selected program.

Need as Suggested by Market Demand

Graduates will be competitive for positions in nutrition, food science, and food systems graduate programs and jobs in government and the health and foods industries. The Bureau of Labor Statistics forecasts 7% growth for dietitians and nutritionists⁴ with 2022 median annual pay of \$66,450 and 6% growth for food scientists with 2022 median annual pay of \$74,940.⁵ Discussions with local industry leaders, from Kwik Trip, Organic Valley Family of Farms, and others, have reinforced the need for skilled entry-level professionals in the areas of food science, food safety, and food systems. Students in the B.S. in Food and Nutrition Sciences program will have a strong science background with introduction to many applications of that background to address the health, social, and environmental challenges facing the nation and the world. The CSH at UW-La Crosse is already contributing to that pool of professionals and is uniquely positioned to expand that contribution in food and nutrition sciences, with limited additional resources. The electives already available will allow students to specialize in a narrower area of food and nutrition sciences, such as public health, food microbiology, or food sustainability, and the elective list will grow as new and existing faculty consider additional class offerings.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists. Retrieved at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (January 2024)

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Agricultural and Food Scientists. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm> (January 2024)

University of Wisconsin - La Crosse						
Cost and Revenue Projections For B.S. in Food and Nutrition Sciences						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	2	7	10	15	15
	Enrollment (Continuing Student) Headcount	20	32	38	47	58
	Enrollment (New Student) FTE	2	7	10	15	15
	Enrollment (Continuing Student) FTE	20	32	38	47	58
II	Total New Credit Hours	32	112	160	240	240
	Existing Credit Hours	320	512	608	752	928
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.75	2.25	2.25	3.25	3.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	Tuition	\$16,667	\$75,000	\$149,999	\$266,665	\$358,331
	Additional Tuition					
	Fees (indicate type)					
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total Revenue	\$16,667	\$75,000	\$149,999	\$266,665	\$358,331
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary					
	Instructional Academic Staff	\$12,000				
	Administrative and Student Support Staff					
	Other Staff					
	Fringe Faculty and Academic Staff					
	Fringe University Staff					
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations		\$25,000			
	Other Expenses					
	other (please list)					
	other (please list)					
	Total Expenses	\$12,000	\$25,000	\$0	\$0	\$0
	Net Revenue	\$4,667	\$50,000	\$149,999	\$266,665	\$358,331

Provost's Signature:

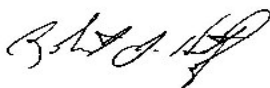
Date:



4/10/2024

Chief Business Officer's Signature:

Date:



4/10/2024

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-LA CROSSE BACHELOR OF SCIENCE IN FOOD AND NUTRITION SCIENCES

PROGRAM INTRODUCTION

The proposed interdisciplinary B.S. in Food and Nutrition Sciences expands upon the already existing and popular Nutrition minor. Upon completion of the program, students will be prepared for careers or additional education in various fields related to food and nutrition, including masters-level Food Science or Registered Dietitian preparation programs. The program requirements are comprised of 120 credits including 42 credits in General Education program coursework, of which eight credits are satisfied through courses required within the Food and Nutrition Sciences core curriculum, 22 credits of STEM foundation coursework, 41 credits of core and elective food and nutrition sciences coursework, and an additional 23 credits to fulfill degree requirements. The Food and Nutrition Sciences program is designed for full-time students completing primarily face-to-face courses, with all required courses being available in a face-to-face format. Many required and elective courses, except four that will be new, are currently regularly offered at UW-La Crosse. By Year 5 a total of 3.25 current faculty FTE will be re-assigned to deliver the program.

Section I – Enrollment

Program enrollment projection numbers are based upon anticipated interest by students who will enroll at UW-La Crosse to pursue the program, along with interest from current UW-La Crosse students who are likely to change their major to pursue the Food and Nutrition Sciences program. It is anticipated that two new students will enroll in the first year, with moderate growth in new student enrollment over the next three years, and growth leveling out at Year 5. An 85% retention rate is assumed from Year 1 to Year 2 for new students, based on the main campus retention rates across all majors. In Year 1, it is anticipated that 10 students in sophomore status and 10 students in junior status will switch to the new Food and Nutrition Sciences major. Each year after anticipates 10 current UW-La Crosse students in sophomore status switching into the Food and Nutrition Sciences program. In Year 1, two new students are expected to enroll in the Food and Nutrition Sciences program, along with 20 current UW-La Crosse students, for a total enrollment of 22 students.

In Year 2, seven new students are expected to come to UW-La Crosse and enroll in the program. In Year 2, there will be 32 continuing students comprised of the 22 students from Year 1 continuing in the program and 10 current UW-La Crosse students switching into the Food and Nutrition Sciences program. Thus, the total enrollment for Year 2 is estimated to be 39 students. At the end of Year 2, the 10 students who switched into the Food and Nutrition Sciences program in Year 1 as juniors, will graduate with a B.S. in Food and Nutrition Sciences.

In Year 3, 10 new students are expected to come to UW-La Crosse and enroll in the program. In Year 3, there will be 38 continuing students comprised of six Year 2 new students, 22 Year 2 continuing students, and 10 current UW-La Crosse students switching into the Food and Nutrition Sciences program. Thus, the total enrollment for Year 3 is estimated to be 48 students. At the end of Year 3, the 10 students who switched into the Food and Nutrition Sciences program in Year 1 as sophomores, will graduate with a B.S. in Food and Nutrition Sciences.

In Year 4, 15 new students are expected to come to UW-La Crosse and enroll in the program. In Year 4, there will be 47 continuing students comprised of nine Year 3 new students, 28 Year 3 continuing students, and 10 current UW-La Crosse students switching into the Food and Nutrition Sciences program. Thus, the total enrollment for Year 4 is estimated to be 62 students. At the end of Year 4, 12 students will graduate with a B.S. in Food and Nutrition Sciences.

In Year 5, 15 new students are expected to come to UW-La Crosse and enroll in the program. In Year 5, there will be 58 continuing students comprised of 13 Year 3 new students, 35 Year 3 continuing students, and 10 current UW-La Crosse students switching into the Food and Nutrition Sciences program. Thus, the total enrollment for Year 5 is estimated to be 73 students. At the end of Year 4, 16 students will graduate with a B.S. in Food and Nutrition Sciences.

Table 1: Five-Year Academic Degree Program Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Freshman	2	7	10	15	15
Sophomore	10	2+10=12	6+10=16	9+10=19	13+10=23
Junior	10	10	12	16	19
Senior/Graduate		10	10	12	16
Total	22	39	48	62	73

Section II – Credit Hours

Students will complete 63 credits of STEM foundation, program core, and program elective credits within the proposed Food and Nutrition Sciences program, thus for the purposes of the credit hour estimate, 63 credits will be used. Dividing 63 credits by four years, a typical full-time student will take approximately 16 credits of foundation, core, and elective courses per year. New credit hours were calculated by multiplying the number of new students each year by 16 credits. Existing credit hours were calculated by multiplying the number of continuing students each year by 16 credits.

Section III – Faculty and Staff Appointments

As the Food and Nutrition Sciences program is an elevation of a current minor, most courses, except four, that comprise the proposed program curriculum are in place, taught by existing faculty and instructional academic staff, and have capacity to accept the additional enrollments created by this program. The two new course sections in Year 1 will be temporarily covered through overloads of current instructors or through adjunct faculty at a cost of \$12,000. In Year 2, 0.5 FTE of a current instructional line within the Biology Department will be reallocated to serve the Food and Nutrition Sciences program. In Year 4 it is anticipated that an additional 1.0 FTE new faculty/instructional staff will be needed to cover the additional offerings of core courses to serve the increased enrollment. If needed, this program position will be a reallocation from another UW-La Crosse program experiencing decreased enrollment within the department, college, or university. Administrative support will be provided by current staff. By Year 5 a total of 3.25 faculty/instructional staff FTE will be required to deliver the program.

Section IV – Program Revenues

The new B.S. in Food and Nutrition Sciences Shown will generate new revenue. No new additional Universities of Wisconsin funding will be requested for this major.

Tuition Revenues

Tuition revenue assumes that all students will be enrolled full time during the academic year and pay the 2024-25 undergraduate tuition rate of \$8,333.28 per year. The five-year projection assumes no change in tuition. Since this is an on-campus program, students will incur segregated fees, but those have been excluded from the tuition revenue since those fees will ultimately go towards supporting traditional student services and/or activities.

In Year 1, it is assumed that two new students (freshmen) will enroll at the university to pursue the B.S. in Food and Nutrition Sciences and that 20 existing students (sophomores and juniors) will move into the program, so the tuition revenue is based on two FTE x \$8,333.28.

In Year 2, it is assumed that all the above-mentioned existing students will continue with the program in junior and senior status, both freshmen will continue to sophomore status, another 10 existing students (sophomores) will move into the program, and seven new students will enroll. Tuition revenue for the freshmen and sophomores is based on nine FTE x \$8,333.28. Since the 10 students in junior and 10 students in senior status were existing UW-La Crosse students, no new tuition revenue is factored in for these students. It is assumed that the 10 students in senior status will graduate.

In Year 3, there will be a total of 18 students in the program in sophomore, junior and freshman status who came to UW-La Crosse as new students. Tuition revenue is therefore based on 18 FTE x \$8,333.28.

In Year 4, tuition is based on 32 FTE x \$8,333.28. In Year 5, tuition is based on 43 FTE x \$8,333.28.

Section V – Program Expenses

Salary and Fringe Expenses

Pending enrollment projections, it is estimated that a total of 3.25 FTE faculty/instructional academic staff will be needed for this new program by Year 5. In Year 1, the additional course sections needed to implement the program will be covered by instructional overloads totaling \$12,000. In Year 2, 0.5 of an existing instructional line will be redirected to serve the Food and Nutrition Sciences program. This additional 0.50 FTE will be an instructional reallocation within the program's home Biology Department and is budget neutral, thus no salary and fringe are included for this 0.50 FTE increase. In Year 4 it is anticipated that an additional 1.0 FTE new faculty/instructional staff may be needed to cover the additional offerings of core courses to serve the increased enrollment. If needed, this program position will be a reallocation from another program experiencing decreased enrollment within the department, college, or university and thus will be budget neutral from a university perspective, thus no salary and fringe are included for this potential 1.0 FTE increase. Existing admin support (0.1 FTE) will be used for this program.

Facilities and Capital Equipment

No new facilities are needed to implement or sustain the proposed Food and Nutritional Sciences program. It is estimated that an initial \$25,000 in equipment costs are needed for the purchase of nutrient analysis software and objective food and beverage analysis equipment.

Other Expenses

Program costs including standard supplies and expenses, as well as marketing expenses for program promotion are covered via a general allocation to the college and department, and thus are not a direct expense of the program. Additionally, all fixed costs needed for this new program are already covered by existing programs within the college.

Section VI – Net Revenue

By Year 5, with a full cohort of 15 new students enrolling each year, it is estimated that the program will generate net revenues of \$358,331. These funds will be reinvested at the institution to support new program development, student support services to further strengthen the retention and success of current students and offset unforeseen enrollment shortfalls in other programs on campus.

**Academic Affairs**

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April 10, 2024

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

Dear President Rothman,

I am writing to support the University of Wisconsin-La Crosse proposed Bachelor of Science in Food and Nutrition Sciences. Our College of Science and Health has a long history offering exceptional programs meeting the needs of Wisconsin industry. The proposed program builds on an existing academically strong and popular Nutrition minor, at UWL which began in 2007 and has a consistent enrollment of 200-300 students. This proposed new major program prepares students for both a variety of careers as well as additional education in the food and nutrition fields, such as graduate-level Food Science or Registered Dietitian preparation.

As noted in the proposal documents, the Food and Nutrition Sciences program contributes to the UWL strategic plan through advancing transformational education and increasing community engagement. For example, the field experience course and individual/group projects not only provides high impact learning but also provides students with opportunities to gain valuable experience at a multitude of food and nutrition-related organizations in western Wisconsin enriching both students' educational experiences and aiding organizations in achieving their health and food-related objectives.

There is university-wide support for the Bachelor of Science in Food and Nutrition Sciences. The program received approval from the UWL Biology Department, the College of Science and Health, the University Curriculum and Academic Planning committees, and Interim Chancellor Betsy Morgan. UW-La Crosse has the necessary financial and human resources in place to implement and sustain the program, including strong faculty with a long history of improving and refining curriculum and responding to trends within the field. Introductory courses provide students with foundational coursework and well-established upper-division courses facilitate depth within the nutrition and food science discipline.

The Food and Nutrition Sciences program will undergo regular program review and evaluation through both college and university-wide processes that include evaluations by the Dean, Faculty Senate, and Provost. These cyclical reviews include evaluation of program curriculum, assessment of student learning, program success metrics, potential for new initiatives, and personnel/program needs. Based on review, recommendations will be generated to facilitate continual improvement.

The Food and Nutrition Sciences program will be a valuable enhancement to the UWL program array, present an appealing opportunity for prospective students, and contribute to workforce development in Wisconsin. I am pleased to present this innovative program for your consideration and firmly believe that this program stands as a robust and important addition to the Universities of Wisconsin.

Thank you for your consideration. Please let me know if you have questions or want further discussion.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K. R. Kunkel', with a stylized, cursive script.

Karl R. Kunkel, Ph.D.
Interim Provost and Vice Chancellor for Academic Affairs

CC:

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

Mike Abler, Chair, Department of Biology

Ju Kim, Dean, College of Science and Health

Sandy Grunwald, Associate Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SOCIAL WORK IN
SOCIAL WORK ADVANCED STANDING
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Social Work in Social Work Advanced Standing 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 Social Work in Social Work Advanced Standing program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison seeks to establish a Master of Social Work (M.S.W.) Social Work Advanced Standing. The proposed program represents an elevation of a current option available under the existing M.S.W. in Social Work. The existing M.S.W. enrolls students with and without a Bachelor in Social Work (B.S.W.). Upon authorization and implementation, the proposed M.S.W. in Social Work Advanced Standing will serve students who have earned a B.S.W. degree, while the existing M.S.W. in Social Work will continue to serve students without a B.S.W. Offering distinct M.S.W. programs would provide greater efficiencies, given the dissimilar admission and program requirements for each program. The formal distinction will allow faculty and staff greater opportunity for student tracking, management, and application handling; it will improve transparency around requirements; and it will bring the program into compliance with UW-Madison Graduate School policies. Graduates will be equipped with skills required to obtain certification as an advanced practice social worker. The occupational outlook for social workers in Wisconsin and the U.S. is strong and growing faster than average. The proposed M.S.W. in Social Work Advanced Standing is a 30-credit program and will feature part-time and full-time options. The full-time in-person option will assess standard graduate tuition and fees. The mixed modality part-time option will assess market-based tuition structure of \$800 per credit plus segregated fees.

Presenter

- Dr. Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs

BACKGROUND

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

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 SOCIAL WORK IN SOCIAL WORK ADVANCED STANDING
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison seeks to establish a Master of Social Work (M.S.W.) Social Work Advanced Standing. The proposed program represents an elevation of a current option available under the existing M.S.W. in Social Work. The existing M.S.W. enrolls students with and without a Bachelor in Social Work (B.S.W.). Upon authorization and implementation, the proposed M.S.W. in Social Work Advanced Standing will serve students who have earned a B.S.W. degree, while the existing M.S.W. in Social Work will continue to serve students without a B.S.W. Offering distinct M.S.W. programs would provide greater efficiencies, given the dissimilar admission and program requirements for each program. The formal distinction will allow faculty and staff greater opportunity for student tracking, management, and application handling; it will improve transparency around requirements; and it will bring the program into compliance with UW-Madison Graduate School policies. Graduates will be equipped with skills required to obtain certification as an advanced practice social worker. The occupational outlook for social workers in Wisconsin and the U.S. is strong and growing faster than average. The proposed M.S.W. in Social Work Advanced Standing is a 30-credit program and will feature part-time and full-time options. The full-time in-person option will assess standard graduate tuition and fees. The mixed modality part-time option will assess market-based tuition structure of \$800 per credit plus segregated fees.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Social Work Advanced Standing

Degree Designation(s)

Master of Social Work (M.S.W.)

Proposed Classification of Instructional Program (CIP) Code

44.0701 Social Work

Mode of Delivery

Single Institution, In-person/in-person (full-time) and mixed modality/hybrid (part-time)

Department or Functional Equivalent

Sandra Rosenbaum School of Social Work (SRSSW)

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

Fall 2024

PROGRAM INFORMATION**Overview of the Program**

The creation of the M.S.W. in Social Work Advanced Standing is an administrative/structural revision to the existing Master of Social Work program offering at UW-Madison. The existing M.S.W. in Social Work serves incoming students who either have or do not have a B.S.W. Implementing a single program serving two distinct cohorts, each with different admission requirements, degree requirements, etc., is problematic. The required credit disparity (i.e., 30 degree credits for students with the B.S.W. vs. 49 credits for students without) is especially problematic and requires a complex analysis and calculation of prior coursework/transfer credits and graduate credits that is mis-aligned to existing policy within the UW-Madison Graduate School. Creating the distinct M.S.W. in Social Work Advanced Standing for students who enter with the B.S.W., and subsequently revising the existing M.S.W. in Social Work to establish it as the program for incoming students who have not yet earned the B.S.W., the program will simplify its administration, offer more transparency for students, and align with campus policy. Both programs will offer part-time and full-time options, with the part-time program delivered in a hybrid/mixed modality format that combines in-person and online delivery both at the program and course level. The full-time program will be delivered fully in-person; all required courses will be offered in-person, with a few electives offered online.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the M.S.W. in Social Work Advanced Standing over the first five years. It includes students projected to enroll in both the full-time and part-time options, with the full-time option projected to enroll 40 new students each year and the part-time option projected to enroll 10 new students. The part-time option is projected to take two years of study and the full-time option just two full-time semesters. Continuing students in the existing M.S.W. in Social Work, even those with a B.S.W., will remain in the existing program through the conclusion of their studies and are not included in these projections. By the end of Year 5,

it is expected 286 students will have enrolled in the program and 216 students will have graduated. The average student retention rate is projected to be 90% based on available university data of M.S.W. completion for cohorts entering 2010–18. It is likely that retention will be higher than projected, as M.S.W. in Social Work Advanced Standing students will complete the program faster than students with non-B.S.W. undergraduate degrees who enroll in the M.S.W. in Social Work program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	50	50	50	50	50
Continuing Students	0	9	9	9	9
Total Enrollment	50	59	59	59	59
Graduating Students	36	45	45	45	45

Tuition Structure

The M.S.W. in Social Work Advanced Standing will feature two options, full-time and part-time. The fully in-person, full-time option will feature standard graduate tuition and fee rates. The hybrid/mixed modality part-time option will feature service-based pricing in accordance with Universities of Wisconsin Administrative policy SYS 130.

Students enrolled in the full-time option will pay standard tuition and segregated fees. For the 2024-25 academic year, full-time residential graduate tuition and segregated fees total \$6,162.07 per semester, of which \$5,363.76 is attributable to tuition and \$798.31 is attributable to segregated fees. Students who are enrolled in the full-time option, but whose enrollment falls below 8 credits per semester will pay \$670.47 per credit, plus segregated fees. Nonresident tuition and segregated fees total \$12,825.51 per semester for a student enrolled full-time. Of this amount, \$12,027.20 is attributable to tuition and \$798.31 is attributable to segregated fees.

The hybrid part-time option will feature service-based tuition structure of \$800 per credit plus segregated fees of \$409.58-\$687.95 per semester. The part-time option does not have nonresident tuition, as it is on a fixed per-credit rate for all students.

All students who take part in social work field education are charged a \$110 per semester special course fee. This fee is used to fund implicit curriculum activities, as dictated by the Council on Social Work Education, for the program's professional accreditation. Implicit curriculum activities consist of the student learning experience and the program context or environment, including activities around student development, student participation in governance, admissions, advising, and student retention. The Schedule of Courses includes a note on each section of Soc Work 400, 401, 800, and 801 informing students of the fee.

Student Learning Outcomes and Program Objectives

Students who complete the M.S.W. in Social Work Advanced Standing will demonstrate the following learning outcomes:

1. Demonstrate autonomous ethical and professional practice with appropriate use of consultation and supervision.
2. Analyze U.S. systems of oppression and their impact on the social welfare system; apply across micro, mezzo, and macro practice.
3. Engage in advanced practices to continually further human rights and social, racial, economic, and environmental justice.
4. Demonstrate advanced knowledge, critical reflection, and analytic skills that inform anti-oppressive and anti-racist practice.
5. Evaluate and apply research to inform practice and use practice experiences to inform research in a variety of practice areas.
6. Demonstrate policy practice skills across micro, mezzo, and macro levels.
7. Demonstrate advanced knowledge and skills in engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.

These learning outcomes are centered around the nine educational competencies developed for generalist practice by the Council on Social Work Education (CSWE) and were developed by the faculty to assess both the program's objectives and student competence, as required by CSWE. This program will prepare students:

1. To take the master's level exam offered by the Association of Social Work Boards (ASWB);
2. For licensure in Wisconsin and Minnesota as Licensed Clinical Social Workers (depending on courses taken); and
3. For licensure in Wisconsin as School Social Workers (depending on courses taken).

Program Requirements and Curriculum

Admission to this program requires completion of a B.S.W. from a Council on Social Work Education (CSWE)-accredited institution, earned within the prior five academic years. Applicants must also meet the UW-Madison Graduate School's requirements, including holding a minimum undergraduate GPA of 3.00 on the equivalent of the last 60 semester hours of undergraduate coursework. Applicants must have completed 30 semester credits of social science course work and must have completed an approved statistics course. Students whose native language is not English or whose undergraduate instruction was not in English must meet the Sandra Rosenbaum School of Social Work's minimum requirements on an English proficiency test.

Table 2 illustrates the program curriculum for the M.S.W. in Social Work Advanced Standing. The program requirements are comprised of 30 credits.

Table 2: M.S.W. in Social Work Advanced Standing Program Curriculum

Program prerequisites or support courses:		
Soc Work 705	Basic Statistics for Social Work (or equivalent)	3 credits
Academic degree program or major course requirements:		
Soc Work 612	Psychopathology for Generalist Social Work Practice	2 credits
Soc Work 741	Interventions with Children, Youth, and Families	2 credits
or Soc Work 821	Social Work Practice in Aging and Mental Health	
or Soc Work 835	Advanced Social Work Practice in Mental Health	
or Soc Work 873	Social Work Practice in Health Care	
Soc Work 836	Mental Health Policies and Services	2 credits
or Soc Work 875	Health, Aging, and Disability Policy and Services	
or Soc Work 920	Child, Youth, and Family Policies and Services	
or Soc Work 921	Child Welfare	
Soc Work 840	Advanced Macro Practice	2 credits
Soc Work 800	Field Practice and Integrative Seminar III	5 credits
Soc Work 801	Field Practice and Integrative Seminar IV	6 credits
Three free electives chosen in consultation with an advisor		6 credits
Generalist Coursework ^a		5 credits
Total Credits		30 credits

^a Generalist coursework credit may be transferred credits from B.S.W. coursework.

Collaborative Nature of the Program

This program will not rely on internal or external collaborations, nor inter-institutional agreements. However, the quality of students in this program relies on the success of B.S.W. programs throughout the state and region. Faculty in UW-Madison's Sandra Rosenbaum School of Social Work participate in many collaborative planning discussions with other social work programs through Wisconsin's CSWE chapter and in the national meetings of CSWE. The Director of the Sandra Rosenbaum School of Social Work works regularly with social work directors nationally through individual contacts and through the National Association of Deans and Directors of Social Work (NADD).

Projected Time to Degree

It is expected that part-time students enrolled in the M.S.W. in Social Work Advanced Standing option will complete the program in two years. Those in the full-time option can complete the program in two full-time semesters of study.

Accreditation

The M.S.W. in Social Work Advanced Standing will fall under UW-Madison's institutional accreditation by the Higher Learning Commission (HLC) and will be subject to those accreditation standards. In addition, the proposed program will fall within the university's current accreditation for the M.S.W. degree under the CSWE—which does not

consider Advanced Standing to be a program option, and therefore this is not a substantive change that needs to be reported to CSWE, per 1.2.4 Program Changes.¹

PROGRAM JUSTIFICATION

Rationale

In parallel with the existing M.S.W. in Social Work degree program, the M.S.W. in Social Work Advanced Standing program will enhance the university's ability to serve students who wish to earn the M.S.W. degree. By earning the M.S.W., students are prepared for state licensure as social workers in the state of Wisconsin and can work in a variety of sectors including government, education, healthcare and nonprofit administration, research, and human resources.

The proposed M.S.W. in Social Work Advanced Standing will clearly differentiate the programs and degree paths for students who enter with and without the B.S.W. degree. The formal distinction will allow faculty and staff greater opportunity for student tracking, management, and application handling; it will improve transparency around requirements; and it will bring the M.S.W. degree into compliance with UW-Madison Graduate School policies regarding prior coursework/transfer credits and graduate credits. Furthermore, the full-time and part-time options are designed to increase flexibility and access to the M.S.W. for all students, including working professionals.

Currently the M.S.W. is one of the largest graduate programs in UW-Madison's College of Letters and Science, with total enrolling topping 200 students annually and more than 130 students graduating each year.

Institution and Universities of Wisconsin Program Array

As noted earlier, the creation of the M.S.W. in Social Work Advanced Standing is an administrative adjustment that is a better reflection of how the M.S.W. program at UW-Madison currently operates. The existing M.S.W. in Social Work will persist, and the creation of the new M.S.W. in Social Work Advanced Standing will allow the program to designate students into the appropriate degree pathway based on prior B.S.W. degree attainment or not. Stated differently, the creation of the new M.S.W. will represent an enhancement of how the program is meeting the needs of students already being served.

¹ Council of Social Work Education Program Change Policy, Section 1.2.4. Please see <https://www.cswe.org/getmedia/2082f1c0-f4d7-4e73-ac0e-65c7494e0a7c/1-2-4-Program-Changes-Policy-12-16-22.pdf>

As such, there should be no disruption to the program array across the Universities of Wisconsin. UW-Green Bay, UW-Milwaukee, UW Oshkosh, and UW-Whitewater offer M.S.W. programs. Given the workforce demand for trained social work professionals and the regional focus of student clinical placements in these programs, this statewide coverage is both desirable and necessary.

Need as Suggested by Current Student Demand

The existing UW-Madison M.S.W. in Social Work program, which has consistently been among one of the university's highest producing master's-level programs, provides clear evidence of student interest in the degree. The M.S.W. in Social Work admits between 60-120 students each year, based on the number of available practicum sites. Of those admitted, on average more than 80% matriculate. The addition of the M.S.W. in Social Work Advanced Standing is not expected to change demand for or enrollment in UW-Madison's M.S.W. program. Despite an increase in M.S.W. programs, both within the Universities of Wisconsin and across the region and country, the M.S.W. program at UW-Madison continues to attract many high-quality graduate applicants seeking to further their social work education.

Need as Suggested by Market Demand

There is a continued high demand for social workers. Per the U.S. Bureau of Labor Statistics,² the overall employment of social workers is projected to grow 7% in Wisconsin and 11% regionally from 2022 to 2032, faster than the average for all occupations. About 63,800 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

The Sandra Rosenbaum School of Social Work recently contracted UPCEA Research and Consulting to conduct a market research study to examine the market as it relates to online M.S.W. offerings. UPCEA's results reinforced the above statistics. Additionally, UPCEA noted that students complete UW-Madison's existing advanced standing pathway within the M.S.W. in Social Work faster than the state and regional average, and at a cost to students about 3% below the average. All M.S.W. programs that UPCEA reviewed in the state, region, and nation for comparison offered an advanced standing option.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers. Retrieved at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (February 2024)

University of Wisconsin - Madison						
Cost and Revenue Projections For MSW-Social Work Advanced Standing						
	Items	Projections				
		2024-25	2025-26	2026-27	2027-28	2028-29
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	50	50	50	50	50
	Enrollment (Continuing Student) Headcount		9	9	9	9
	Enrollment (New Student) FTE	45	45	45	45	45
	Enrollment (Continuing Student) FTE		4.5	4.5	4.5	4.5
II	Total New Credit Hours	920	920	920	920	920
	Existing Credit Hours		217	217	217	217
III	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	8.577	8.577	8.577	8.577	8.577
	FTE of New Admin Staff					
	FTE Current Admin Staff	1.93	1.93	1.93	1.93	1.93
IV	Revenues					
	Tuition Full-time Standard Resident	\$300,371	\$300,371	\$300,371	\$300,371	\$300,371
	Tuition Full-time Standard Non-Resident	\$288,653	\$288,653	\$288,653	\$288,653	\$288,653
	Tuition Service-Based	\$112,000	\$212,800	\$212,800	\$212,800	\$212,800
	Fees (indicate type)	\$4,400	\$5,390	\$5,390	\$5,390	\$5,390
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	\$714,337	\$641,844	\$670,717	\$700,168	\$730,208
	Total Revenue	\$1,419,760	\$1,449,057	\$1,477,930	\$1,507,381	\$1,537,421
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary (incl. clinical faculty)	\$687,350	\$701,097	\$715,119	\$729,421	\$744,010
	Instuctional Academic Staff	194000	\$197,880	\$201,838	\$205,874	\$209,992
	Administrative and Student Support Staff	\$169,400	\$172,788	\$176,244	\$179,769	\$183,364
	Other Staff					
	Fringe Faculty and Academic Staff	\$360,134	\$367,337	\$374,683	\$382,177	\$389,821
	Fringe University Staff	\$4,476	\$4,566	\$4,657	\$4,750	\$4,845
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Course activities (Soc Work 400,401,800,801)	\$4,400	\$5,390	\$5,390	\$5,390	\$5,390
	Total Expenses	\$1,419,760	\$1,449,057	\$1,477,931	\$1,507,382	\$1,537,421
		Net Revenue	\$0	\$0	\$0	\$0

Provost's Signature:



Date: 3/12/2024

Chief Business Officer's Signature:



Date: 3/12/2024

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
MASTER OF SOCIAL WORK IN SOCIAL WORK ADVANCED STANDING

PROGRAM INTRODUCTION

The proposed M.S.W. in Social Work Advanced Standing is a 30-credit professional program that will be offered in mixed modalities including an in-person option and a mixed modality/hybrid option. The delivery structure will parallel that of the existing M.S.W. in Social Work. The curriculum for this advanced practice program is designed to meet the needs of incoming students who have earned a B.S.W. from an accredited program. Students in the M.S.W. in Social Work Advanced Standing are expected to complete the program in half the time needed by students enrolled in the M.S.W. in Social Work because they enter at an advanced standing level. Creation of this program clarifies the credit differential between the two cohorts (30 credits required for students with the B.S.W., 49 for those without), as well as distinct admission and degree requirements for the two groups of students. The proposed M.S.W. in Social Work Advanced Standing will feature a part-time and full-time option. The full-time option will be fully in-person with standard graduate tuition and fees, while the part-time option will be mixed modality/hybrid with the market-based tuition structure of \$800 per credit plus segregated fees. Students who complete this degree will be prepared for state licensure as social workers in the state of Wisconsin and will be able to work in a variety of sectors including government, education, healthcare and nonprofit administration, research, and human resources.

COST REVENUE NARRATIVE**Section I – Enrollment**

Enrollment estimates are based on enrollment patterns in the existing M.S.W. in Social Work program. The program expects that roughly 80% of students will enroll in the full-time option, and 20% of students will enroll in the part-time option. For planning purposes, the program projects a retention rate of 90%, which is based on persistence of students with similar characteristics who enroll in the existing M.S.W. in Social Work. The program seeks to regularly enroll 50 incoming students each year of the program, with 40 students enrolled in the full-time option and 10 in the part-time option. Because this program is based on an existing, mature program, enrollment growth is not anticipated; however, the existing program will see a corresponding reduction in enrollment. Allowing for attrition and anticipated time to degree, this means that Year One will have an FTE count of 50, Year 2 an FTE of 59, Year 3 an FTE of 59, Year 4 an FTE of 59, and Year 5 an FTE of 59.

Within the M.S.W. in Social Work Advanced Standing, the part-time program is projected to take two years of study and the full-time option just two full-time semesters. With this projection, 286 headcount students will have entered the program, and 216

headcount students will have graduated at the end of the first five years. This is a conservative estimate to support planning, and enrollments and retention may be higher.

Section II – Credit Hours

The M.S.W. in Advanced Standing program requires 30 credits. In the full-time option, 80% of students will complete the program over two (fall and spring) semesters; 20% will complete the program over four (fall and spring) semesters in the part-time option. This is the assumption used in the budget model.

Full-time students will take 11-13 credits per semester and part-time students will take 4-7 credits per semester. The budget model assumes therefore that a full-time student will take 23 credits in the first year, with no second year. Each part-time student will take 10 credits in the first year and 13 credits in the second year. All students are eligible to use up to seven credits of prior coursework to complete the 30-credit program of study. These assumptions are the basis for credit calculations. Student credit hours are projected to be 920 in Year One and 1,137 by Year 5.

Section III – Faculty and Staff Appointments

No new faculty or staff resources will be allocated to this program. Existing Faculty and Staff will support the program:

- One Graduate Program Admissions & Recruitment Coordinator I (25% time, \$12,900)
- One Graduate Program Manager (60% time, \$51,000).
- Two Academic Advising Managers (one 12-month, one 9-month, each 33% time, \$76,000)
- One Administrative Associate Director (10%, \$9,500)
- One Admissions & Recruitment Coordinator II (25%, \$20,000)
- Existing faculty leadership will continue to support these students:
 - Full-time Option
 - One faculty Director (professor, 20%, \$61,000)
 - One faculty Assoc Director (clinical professor, 20%, \$35,600)
 - One faculty Director of Field Education (clinical professor, 35%, \$57,000)
 - Part-time Option
 - One faculty Director (clinical professor, 25%, \$30,000)
 - One faculty Assoc Director of Field Education (clinical professor, 50%, \$65,000)
- Instructional staffing for the Advanced Standing coursework is all shared with the existing M.S.W. in Social Work program curriculum. Based on the assumption that half of the students in advanced-level courses will be M.S.W. in Social Work Advanced Standing and the other half will be existing M.S.W. in Social Work program

students in their second year, the instructional costs will be split as follows (split FTEs listed and split cost amounts based on average base rates):

- Full-time Option
 - 1.05 FTE Teaching Faculty I (\$51,300)
 - 0.9 FTE Clinical Faculty (\$117,000)
 - 1.018 FTE Lecturers & Lecturers (SA) (\$50,200)
 - 1.975 FTE professors and/or clinical professors (\$256,750)
 - 0.334 FTE Lecturers & Lecturers (SA) (\$16,500)
- Part-time Option
 - 0.4 FTE Teaching Faculty I (\$19,500)
 - 0.75 FTE Lecturers & Lecturers (SA) (\$37,000)
 - 0.5 FTE professors and/or clinical professors (\$65,000)
 - 0.15 FTE clinical professor (\$19,500)

Salaries are projected to increase at a rate of 2% annually. All fringe benefit rates are set at 34.7% applied to the faculty and academic staff salary total.

Section IV – Program Revenues

Two options will be created; each of these will have its own revenue structure, in parallel to the way the subplans/options in the existing M.S.W. in Social Work program are supported.

Full-time Option

Tuition

Tuition revenues are estimated assuming the headcount enrollments are approximately 70% Wisconsin residents and 30% nonresident students. Graduate student tuition rates apply to students in the full-time program. The rates are (2024-25): \$5,363.76 for Wisconsin residents in fall/spring; and \$12,027.20 for nonresidents in fall/spring. Due to the shorter program length of the accelerated program, very few students are likely to be eligible for tuition remission. A generous estimate of remission rates would be 1-2 students annually.

Fees

All students who take part in social work field education are charged a \$110 per semester special course fee. This fee is used to fund implicit curriculum activities, as dictated by the Council on Social Work Education, for the program's professional accreditation. Implicit curriculum activities consist of the student learning experience and the program context or environment, including activities around student development, student participation in governance, admissions, advising, and student retention.

The Schedule of Courses includes a note on each section of Soc Work 400, 401, 800, and 801 informing students of the fee.

Program Revenues and GPR

The program will primarily be funded by a GPR reallocation from the existing M.S.W. in Social Work which will limit enrollment to students who do not have a B.S.W. degree.

Part-time Option

Program revenue will be generated from tuition. The program is proposing a market-based per credit tuition of \$800/credit. Segregated fees will also be charged and are not considered program revenue.

Tuition

Anticipated tuition revenues are calculated by multiplying the tuition per credit (\$800) times total credit hours.

Fees

All students who take part in social work field education are charged the same \$110 per semester special course fee as full-time students.

Program Revenues and GPR

The program is funded from tuition under the service-based pricing model, which is expected to be revenue positive in the first year. GPR funds will not be used to offset program costs of the part-time program.

Section V – Program Expenses

All expenses are expected to carry over from the existing M.S.W. in Social Work programs. No new facilities, capital, or other expenses are anticipated. Course activities required as part of the curriculum in Soc Work 400, 401, 800, and 801.

Section VI – Net Revenue


The full-time option is funded from reallocation of a portion of funds from the existing M.S.W. in Social Work program. Sufficient instructional and administrative resources are available among the faculty and staff who support the current program. The part-time option revenue will be generated from tuition. Sufficient instructional and administrative resources are available among the faculty and staff who support the current program. Overall, the program will be revenue neutral.



Date: 12 March 2024

To: Jay O. Rothman, President, Universities of Wisconsin

CC: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs
Diane Treis Rust, Director of Academic Programs and Student Learning Assessment

From: Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs 

Subject: Request for Authorization to Implement: MSW-Social Work Advanced Standing

Submitted Via Email Only to: ooa@uwsa.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new MSW-Social Work Advanced Standing program at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and will make a meaningful contribution to the university’s mission, overall academic plan, and academic degree program array. There is university-wide support for the program, and all relevant and required governance bodies have completed their review processes. In addition, the necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the program. I thus send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Attachments: Request for Authorization to Implement (Parts A and B), Cost and Revenue Projections, Cost and Revenue Projections Narrative

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
Eric Wilcots, Dean, College of Letters & Science
Elaine Klein, Associate Dean for Academic Planning, College of Letters & Science
William Karpus, Dean, Graduate School
Jenna Alsteen, Assistant Dean, Graduate School
Rob Cramer, Vice Chancellor for Finance and Administration
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Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
AGROECOLOGY
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in Agroecology at the University of Wisconsin-Madison.

Resolution C.5. 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 Agroecology program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Agroecology. The B.S. in Agroecology would represent a new area of undergraduate study at the university, focusing on agricultural production for food, feed, fiber, and fuel, and the abiotic and biotic constraints and enhancements of this production. Agroecology integrates environmental science, ecology, and communities to grow food in a way that sustains people and the planets. The B.S. in Agroecology program is in response to increasing student demand for a sustainable agriculture degree program at UW-Madison that focuses on particular types of farming, including low-input, organic, and small-holder systems. The B.S. in Agroecology program will be a 120-credit program featuring 33 credits of major coursework. Standard undergraduate tuition rates will apply. Graduates will be prepared to work within the farming community and across sectors to improve production methods, to address food insecurity, and to provide education to communities. Careers in this field are expected to grow by 6% over the next decade, which is faster than average for all occupations.

Presenter

- Dr. Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs

BACKGROUND

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

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN AGROECOLOGY
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Agroecology. The B.S. in Agroecology would represent a new area of undergraduate study at the university, focusing on agricultural production for food, feed, fiber, and fuel, and the abiotic and biotic constraints and enhancements of this production. Agroecology integrates environmental science, ecology, and communities to grow food in a way that sustains people and the planets. The B.S. in Agroecology program is in response to increasing student demand for a sustainable agriculture degree program at UW-Madison that focuses on particular types of farming, including low-input, organic, and small-holder systems. The B.S. in Agroecology program will be a 120-credit program featuring 33 credits of major coursework. Standard undergraduate tuition rates will apply. Graduates will be prepared to work within the farming community and across sectors to improve production methods, to address food insecurity, and to provide education to communities. Careers in this field are expected to grow by 6% over the next decade, which is faster than average for all occupations.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Agroecology

Degree Designation

Bachelor of Science (B.S.)

Suggested Classification of Instructional Programs (CIP) Code

01.0308 Agroecology and Sustainable Agriculture

Mode of Delivery

Single university, In-person

Department or Functional Equivalent

Department of Plant and Agroecosystem Sciences

College, School, or Functional Equivalent

College of Agricultural and Life Sciences

Proposed Date of Implementation

August 2024

PROGRAM INFORMATION**Overview of the Program**

The proposed B.S. in Agroecology program will require students to complete 120 credits. Students will complete 28-30 credits within the university's General Education Requirements (GER), 19-20 credits of College of Agricultural and Life Sciences (CALS) degree requirements, 31-37 credits of foundational coursework related to agroecology, 33 credits in the major, plus additional electives to complete the 120 credits needed to earn the Bachelor of Science degree. Many courses in the proposed B.S. in Agroecology can meet General Education Requirements and/or college degree requirements. The program incorporates several high-impact practices, including a first-year seminar and a capstone course.

The B.S. in Agroecology major will be housed in the Department of Plant and Agroecosystem Sciences and governed by a cross-unit Agroecology Program Committee. The program committee will consist of faculty and academic staff from several departments, namely the Departments of Plant and Agroecosystem Sciences, Soil Science, Plant Pathology, Entomology, and Community and Environmental Sociology. The Agroecology Program Committee will make decisions and recommendations about changes to the degree program requirements; address individual and collective student issues; and solicit, assign, coordinate, and track teaching and teaching assistant responsibilities. To support the curriculum and learning outcomes, the committee will work to recruit committee members and students from diverse backgrounds.

The proposed B.S. in Agroecology will not require added resources. All courses included in the program curriculum are currently offered by UW-Madison. Faculty and staff from the Department of Plant and Agroecosystem Sciences will continue to teach required courses and expect to accommodate students in the proposed major with current staffing levels.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Projections assume that two-thirds of students will

declare as first-year students and one-third will declare in their second year. Continuing students are defined as students who are continuing in the degree program from the previous year, as well as those students who declare in their second year. By the end of Year 5, it is expected that 225 students will have enrolled in the program and 48 students will have graduated from the program. The average student retention rate is projected to be 95% based on the UW-Madison average.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	13	17	20	33	67
Continuing Students	7	27 (19+8)	52 (42+10)	79 (62+17)	123 (90+33)
Total Enrollment	20	44	72	112	190
Graduating Students	0	0	7	17	24

Tuition Structure

For students enrolled in the B.S. in Agroecology, standard tuition and fee rates will apply. For the 2024-25 academic year, residential tuition and segregated fees total \$5,801.35 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$5,003.04 is attributable to tuition and \$798.31 is attributable to segregated fees. Nonresident tuition and segregated fees total \$21,051.07 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$20,252.76 is attributable to tuition and \$798.31 is attributable to segregated fees.

Student Learning Outcomes and Program Objectives

The B.S. in Agroecology program will prepare students for a wide range of careers related to agriculture including public sector, private sector, and non-governmental organizations (NGOs). Students will develop skills to farm, manage supply chains, conduct research, teach, engage, and advise. Graduates will be prepared to grapple with questions and problems in a holistic way, relying on disciplinary academic expertise and by searching for integrative solutions across sectors of society that address multiple domains simultaneously. Students in this major will also be prepared for graduate study, either immediately after their first degree or later in their careers. Upon completion of the B.S. in Agroecology students will be able to:

1. Identify and integrate foundational knowledge about the form (e.g., morphology, anatomy, physiognomy, community) and function (e.g., physiology, reproduction, development, succession) of organisms and the biotic and abiotic features of agroecosystems that shape their responses to management and in turn affect abiotic and biotic systems.
2. Identify stocks and flows of energy and matter within and between organizational levels of agroecosystems (e.g., cellular, organismal, ecosystem, landscape, and global) and their management including their impact on ecological resilience and considerations of social justice, equity, diversity, inclusion, and health.

3. Differentiate and integrate approaches to improving plant and animal traits including breeding, cropping system management, disease and pest management, as well as physical, chemical, and biological management of soil nutrients and water management.
4. Identify and integrate biological and environmental factors driving evolutionary processes. Articulate the effect of natural and directed evolution and selection on species variation and its use in addressing advantages, opportunities, trade-offs, and potential unintended consequences in agroecosystems.
5. Describe the physical, chemical, and biological characteristics of soil including how they interact to influence agroecosystem function and management.
6. Compare and contrast agroecosystems as socio-ecological systems in alternative geographic, social, political, and historical contexts in ways that include the roles of labor and access to agricultural land and capital and their implications for social inequality.
7. Solve problems individually and as part of teams using the scientific method, logic, and reasoning by identifying and differentiating the strength and value of information, evidence, and approaches related to the management and sustainability of agroecosystems.
8. Compose and produce effective written and oral communications for multiple audiences including scientists, policymakers, and the general public.

Program Curriculum

Students may enroll in the B.S. in Agroecology upon admission to the university as new first-year students or as transfer students, or they may declare the major later during their course of study. The program will inform students about the major through an entry in the Guide (the university's online catalog), new student advising, campus advising networks and events, and social media.

Table 2 illustrates the program curriculum for the proposed B.S. in Agroecology. students will complete 28-30 credits within the university's General Education Requirements (GER), 19-20 credits of CALS degree requirements, 31-37 credits of foundational coursework related to agroecology, 33 credits in the major, plus any additional electives to complete the 120 credits needed to earn the Bachelor of Science degree. The B.S. in Agroecology major/core coursework will be comprised of 33 credits that include foundational agroecology core courses (6 credits), breadth courses in thematic areas (12 credits), depth courses in thematic areas (12 credits), and a capstone course (3 credits). Consistent with other majors in the CALS, this program governs no more than 60 of the minimum 120 credits required for a Bachelor of Science degree.

The heart of the B.S. in Agroecology curriculum is the intersection of the thematic coursework with the central agroecology coursework, which includes an introduction to agroecology, advanced agroecology, and the agroecology capstone. This central coursework will support students in making connections between their thematic courses

and will ensure a foundation in each of the four key areas of Organisms, Land, Ecosystems, and People. Students will build depth and expertise by selecting 12 credits of advanced coursework in these thematic areas. The curriculum also includes a high-impact capstone experience that will be completed within the student's last three semesters.

In addition, to be eligible to graduate, students must maintain a minimum cumulative grade point average of 2.000 and must complete 30 degree credits in residence at UW-Madison, after earning 86 credits toward their undergraduate degree.

Table 2: Bachelor of Science in Agroecology Program Curriculum

General Education requirements for graduation ^a	
Breadth (identified with breadth attributes)	13-15 credits
Communication Part A and Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A and Part B	6 credits
College of Agricultural and Life Sciences requirements for graduation ^a	
CALS First Year Seminar	1 credit
CALS International Studies	3 credits
CHEM 103, 108, or 109	4-5 credits
Biological Science (identified with breadth attributes)	5 credits
Additional Science (identified with breadth attributes)	3 credits
Science Breadth (identified with breadth attributes)	3 credits
CALS Capstone Learning Experience (included in program requirements)	
Program prerequisites or support courses	
Algebra and Trigonometry: MATH 112 & 113 or MATH 114	5-6 credits
General Chemistry: CHEM 103 & 104 or CHEM 109	5-9 credits
Statistics: STAT 301, 371, or C&E SOC/SOC 360	3-4 credits
Introductory Biology:	
BIOLOGY 151 & 152 or BOTANY 130 & ZOOLOGY 101 & 102	10 credits
Social Science: C&E SOC 140 and A A E 101	8 credits
Major course requirements	
Major Core:	
AGROECOL 103: Introduction to Ecology of Food and Agriculture	3 credits
AGROECOL 303: Agroecological Systems: Working Towards Sustainability	3 credits
Major Breadth: Complete 12 credits distributed across 4 thematic areas ^b	
Organisms	3 credits
<i>Growth development & metabolism</i>	
ENTOM/ZOOLOGY 302: Introduction to Entomology	
BOTANY 500: Plant Physiology	
F&W ECOL 306: Terrestrial Vertebrates: Life History and Ecology	

Evolution & breeding

AN SCI/DY SCI 361: Introduction to Animal and Veterinary Genetics
AN SCI/DY SCI 363: Principles of Animal Breeding
AGRONOMY/HORT 338: Plant Breeding and Biotechnology
GENETICS 466: Principles of Genetics

Applied science

AGRONOMY 302: Forage Utilization & Management
AGRONOMY 377: Global Food Production and Health
ENTOM 351: Principles of Economic Entomology
PL PATH 300: Introduction to Plant Pathology
AGRONOMY/HORT/SOIL SCI 326: Plant Nutrition Management

Land

3 credits

Production systems

AGRONOMY 300: Cropping systems
AGRONOMY/DY SCI 471: Food Production Systems & Sustainability
PL PATH 261: Turfgrass management & PL PATH 262: Turfgrass management lab

Soil & water management

SOIL SCI 301: General Soil Science
SOIL SCI 321: Soil and Environmental Chemistry

Geospatial information systems

BSE 301: Land Information Management
F&W ECOL/ENVIR ST/G L E/GEOG/GEOSCI/LAND ARC 371:
Introduction to Environmental Remote Sensing
GEOG/CIV ENGR/ENVIR ST 377: An Introduction to Geographic Information Systems

Ecosystems

3 credits

Patterns

HORT 376: Tropical Horticultural Systems
AGRONOMY/SOIL/BOTANY 370: Grassland Ecology
PL PATH 315: Plant Microbiomes
HORT 320: Environment of Horticultural Plants

Processes

SOIL SCI 451: Environmental Biogeochemistry
SOIL SCI 526: Human Transformations of Earth Surface Processes
ENTOM/BOTANY/ZOOLOGY 473: Plant-Insect Interactions

Landscape Interactions

SOIL SCI 324: Soils and Environmental Quality
ENTOM 450: Basic and Applied Insect Ecology
F&W ECOL 448: Disturbance Ecology

People	3 credits
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Food & health

C&E SOC 340: Issues in Food Systems
HORT 301: (Hort)icultural Roots: Human Histories of Plants and Science
C&E SOC 222: Food, Culture, and Society
AGRONOMY/AAE/HORT/PL PATH 367: Introduction to Organic Agriculture: Production, Markets, & Policy
A A E/AGRONOMY/NUTR SCI 350: World Hunger and Malnutrition

Labor & justice

C&E SOC 341: Labor in Global Food Systems
A A E/INTL ST 373: Globalization, Poverty and Development

Community & values

C&E SOC 248: Environment, Natural Resources, and Society
A A E 422 — Food Systems and Supply Chains
NUTR SCI 377: Cultural aspects of food nutrition

Major Depth: Complete 12 credits distributed across 4 thematic areas ^b

Organisms	3 credits
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Growth development & metabolism

ENTOM/ZOOLOGY 302: Introduction to Entomology
BOTANY 500: Plant Physiology
F&W ECOL 306: Terrestrial Vertebrates: Life History and Ecology
SOIL SCI 323: Soil Biology
ENTOM 321: Insect Physiology
PL PATH 332: Fungi Or PL PATH 333: Biology of the Fungi
F&W ECOL 401: Physiological animal ecology
PL PATH 505 Plant-microbe interactions

Evolution & breeding

AN SCI/DY SCI 361: Introduction to Animal and Veterinary Genetics
AN SCI/DY SCI 363: Principles of Animal Breeding
AGRONOMY/HORT 338: Plant Breeding and Biotechnology
ENTOM 624: Molecular Ecology
PL PATH 517: Plant Genetic Resistance
HORT/AGRONOMY 501: Principles of Plant Breeding
GENETICS 466: Principles of Genetics

Applied science

PL PATH 300: Introduction to Plant Pathology
AGRONOMY 302: Forage Utilization & Management
HORT 334 & 335: Greenhouse Cultivation (and Lab)
HORT 333 & 335: Survey of Controlled Environment Food Production (and Lab)
AGRONOMY/HORT/SOIL SCI 326: Plant Nutrition Management
PL PATH 602 Ecology, Evolution, and Control of Plant Diseases
PL PATH 559: Diseases of Economic Crops
ENTOM 351: Principles of Economic Entomology

Land	3 credits
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Production systems

AGRONOMY 300: Cropping systems
AGRONOMY/DY SCI 471: Food Production Systems & Sustainability
SOIL SCI 325: Soils and Landscapes
HORT 370: World Vegetable Crops

Soil & water management

SOIL SCI 301: General Soil Science
SOIL SCI 321: Soil and Environmental Chemistry
SOIL SCI 322: Physical Principles of Soil and Water Management
BSE 473: Water Management Systems

Geospatial information systems

BSE 301: Land Information Management
F&W ECOL 458: Environmental Data Science
F&W ECOL/ENVIR ST/G L E/GEOG/GEOSCI/LAND ARC 371: Introduction to Environmental Remote Sensing
ENVIR ST/SOIL SCI 575: Assessment of Environmental Impact

Ecosystems	3 credits
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Patterns

HORT 376: Tropical Horticultural Systems
AGRONOMY/SOIL/BOT 370: Grassland Ecology
PL PATH 315: Plant Microbiomes
HORT 320: Environment of Horticultural Plants

Processes

SOIL SCI 451: Environmental Biogeochemistry
HORT 376: Tropical Horticultural Systems
HORT 378: Tropical Horticultural Systems (International Field Study)
SOIL SCI 324: Soils and Environmental Quality
ENTOM 450: Basic and Applied Insect Ecology
F&W ECOL 448: Disturbance Ecology

People

Food & health

C&E SOC 340: Issues in Food Systems
AGRONOMY 377: Global Food Production and Health
HORT 301: (Hort)icultural Roots: Human Histories of Plants and Science
PL PATH 311: Food Security
AGRONOMY/AAE/HORT/PL PATH 367: Introduction to Organic Agriculture: Production, Markets, & Policy

Labor & justice

C&E SOC 341: Labor in Global Food Systems
C&E SOC 541: Environmental Stewardship and Social Justice
LSC 340: Misinformation, fake news, and correcting
A A E/INTL ST 373: Globalization, Poverty and Development

Community & values

AGRONOMY/C&E SOC/MED HIST/PHILOS 565: Ethics of Modern Biotechnology

C&E SOC 617: Community Development

A A E 422: Food Systems and Supply Chains

C&E SOC 573: Community Organization and Change

Capstone Requirement

AGROECOL 500 – Agroecology Capstone	3 credits
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Electives	0-9 credits
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Degree Total	120 credits
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^a Requirements in this area largely can be fulfilled through program requirements.

^b Courses cannot double count to fulfill major requirements

Collaborative Nature of the Program

The B.S. in Agroecology major will be a collaboration of multiple UW-Madison departments, including the Departments of Plant and Agroecosystem Sciences, Entomology, Plant Pathology, Soil Science, and Community and Environmental Sociology. No inter-institutional agreements are anticipated.

Projected Time to Degree

The B.S. in Agroecology is designed to be completed within four years of full-time undergraduate study. Courses required for the major will be offered on a regular schedule, and enrollment priority will be given to declared majors as needed. The B.S. in Agroecology will have an example four-year-plan available in Guide (the university's online catalog) demonstrating how a student could complete the major within four years. Time-to-degree may vary for students who enroll part-time, who enter the major later in their undergraduate career, or who wish to graduate in less than four years. These students will work with the B.S. in Agroecology advisor to create plans for timely completion of the degree, taking these considerations into account.

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. Neither advance notice nor additional approvals from the HLC will be required. The program will not be subject to specialized accreditation.

PROGRAM JUSTIFICATION

Rationale

Agroecology integrates environmental science, ecology, and communities to grow food in a way that sustains people and the planets. The development of the B.S. in Agroecology responds to increasing student demand for a sustainable agriculture degree

program at UW-Madison that focuses on particular types of farming, including low-input, organic, and small-holder system. The proposed B.S. in Agroecology will focus on the science and practice (i.e., problem-based learning) of agricultural ecology employed across multiple dimensions of agriculture, namely organisms, land, ecosystems, and people. The program aligns with all seven priority themes of the CALS Strategic Plan, which are basic science exploration, bioenergy and bioproducts, food systems, the economic vitality of communities, health and well-being, humans and their environment, and the changing climate.

Institution and Universities of Wisconsin Program Array

The B.S. in Agroecology will provide training opportunities that are complementary to existing programs of study in the CALS, namely agronomy, horticulture, plant pathology, entomology, community and environmental sociology, and soil science. These existing programs provide more traditional disciplinary perspectives. Likewise, disciplinary programs in the CALS that are considered complementary but not duplicative are dairy science, animal science, biological systems engineering, forest and wildlife ecology, agricultural and applied economics, food science, and nutritional science. There are still other disciplinary programs of study that sit outside of the CALS on the UW-Madison campus that are related to the proposed B.S. in Agroecology but not duplicative, including botany, zoology, and planning and landscape architecture. Intermediate- to upper-level courses offered within these programs may realize increased enrollment as the B.S. in Agroecology grows, increasing demand for electives related to agricultural ecology.

It is anticipated that interdisciplinary majors within the CALS (e.g., environmental science and global health) will be unaffected by the B.S. in Agroecology program, which will draw students more interested in modification and management of the environment. The B.S. in Environmental Science and the B.S. in Global Health focus more on understanding and quantifying the environment and its effects on human health and well-being. These are certainly complementary pursuits, but with distinct emphases and foci. The undergraduate Certificates in Food Systems and Global Health, which focus more on social and human health dimensions, respectively, may be affected positively by increasing the numbers of students pursuing these certificates in addition to the B.S. in Agroecology degree.

The proposed Classification of Instructional Program (CIP) for the B.S. in Agroecology is 01.0308 Agroecology and Sustainable Agriculture. There is not another program within the Universities of Wisconsin that uses this CIP code, nor the 01.03 sub-area. Both UW-River Falls and UW-Platteville offer academic programs in the agricultural systems domain. UW-Platteville's School of Agriculture offers the following related undergraduate degree programs: the B.S. in Agricultural Business, B.S. in Agricultural Education, B.S. in Animal Science, B.S. in Environmental Horticulture, B.S. in Ecological Restoration and Resource Management, and B.S. in Soil and Crop Science. Of these, the B.S. in Agricultural Business, B.S. in Agricultural Education, and B.S. in Animal Science are most closely related to the proposed B.S. in Agroecology major program. However, these

UW-Platteville programs all are focused on the practical aspects of manipulating organisms, soils, and the environment for human benefit. UW-River Falls offers the B.S. in Agricultural Business, B.S. in Crop and Soil Science, B.S. in Agricultural Education, B.S. in Agricultural Engineering, B.S. in Animal Science, B.S. in Food Science and Technology, and the B.S. in Agricultural Sciences. While these outstanding agriculture-focused programs are highly valued, they do not appear to significantly explore the ecological dimensions of agricultural systems in a coherent agroecological framework as intended within the proposed B.S. in Agroecology.

Need as Suggested by Current Student Demand

In the past five years, a course in introductory agroecology (AGROECOL 103 An Introduction to the Ecology of Food and Agriculture) has grown exponentially, and currently enrolls more than 200 students each fall. The Department of Plant and Agroecosystem Sciences polled enrolled students over several terms to understand their motivations for taking the course and to explore their interest in a new degree program in agroecology. The survey revealed that current students are keen to engage with their communities while tackling the problems facing humanity. They would like to be able to do this in an ecological framework that takes a holistic perspective on solutions to problems facing humanity, especially with respect to providing ourselves with healthy products and a healthy environment. Also clear from the data and subsequent discussions with students is that very few of these agroecological approaches are introduced in high school curricula, indicating a significant educational outreach opportunity for the Agroecology major. Furthermore, UW-Madison has long offered the M.S. in Agroecology, which has an enrollment of 10-20 students each year and graduates 5-10 students per year.

Need as Suggested by Market Demand

The grand challenge facing humanity for the foreseeable future is achieving food, feed, fiber, and fuel security and sovereignty for growing and diverse populations while simultaneously building the capacity of future generations to do the same. From an agricultural perspective, this version of sustainability charges us with increasing plant and animal yields while cultivating social and environmental justice.¹ To meet this challenge, individuals must collaborate across social, political, economic, and disciplinary boundaries blending diverse expertise and perspectives that represent the mosaic of society and the interconnectedness of our problems.² This is the essence of transdisciplinarity, where individuals grapple with questions and problems in a holistic way, relying on disciplinary academic expertise where appropriate, but search for integrative solutions across sectors of society that address multiple domains simultaneously. Transdisciplinary thinking and implementation do not emerge naturally; these methods must be embedded into planning

¹ FAO. 2014. Building a common vision for sustainable food and agriculture. Food and Agriculture Organization of the United Nations, Rome, Italy

² FAO. 2017. The future of food and agriculture – Trends and challenges. Food and Agriculture Organization of the United Nations, Rome, Italy

and those developing and implementing such plans must receive training. Institutions of higher learning must produce generations of students with leadership and collaborative skills who can draw on expertise while considering multiple dimensions and perspectives³. Within this milieu, the proposed B.S. in Agroecology will be uniquely positioned to build transdisciplinary scholarship across domains of the biophysical with a focus on agriculture.

North American universities with significant agricultural emphasis are increasingly developing sustainable agriculture programs that tend to focus on types of farming, including low-input, organic, and small-holder systems. There is an increasing need worldwide for agrologists who have studied the sciences and are able to provide decision-makers with advice to help feed the world, boost the economy, and protect the environment. Examples of career tracks for which graduates will be prepared include agriculture and environmental science research, farm management, governmental research and education, plant breeder, weed ecologist, environmental scientist, and agriculture policy and education specialist.

In planning for this new degree program, the Department of Plant and Agroecosystem Sciences polled government agency staff, non-governmental organization personnel, and private-sector organizations about the need for graduates from a B.S. in Agroecology program. To summarize, these industry stakeholders saw tremendous hiring and growth opportunities for program graduates in the agricultural industry, conservation organizations, state and federal land management agencies, the finance and banking industry, and regional land-use planning. They also reported a strong need for more trained experts who can build partnerships to help farmers improve conservation efforts.

U.S. Bureau of Labor Statistics suggests that jobs in occupations associated with agroecology, including agriculture and food scientists and soil and plant scientists, will grow by 6% between 2022 and 2032,⁴ which is faster than average for all occupations. The organization also reports an expectation for approximately 3,000 new job openings each year, on average, over the decade. Wisconsin, as well as other midwestern states, are among those with the highest employment levels for scientists within these occupational areas. According to long-term occupational projections (2020-2030) for Wisconsin, occupational growth for agriculture and food scientists is expected to be 6.3%, and 8.5% for soil and plant scientists.⁵

³ Basche, A. D., G. E. Roesch-McNally, L. A. Pease, C. D. Eidson, G. B. Lahdou, M. W. Dunbar, T. J. Frank, L. Frescoln, L. Gu, R. Nagelkirk, J. Pantoja, and A. K. Wilke. 2014. Challenges and opportunities in transdisciplinary science: The experience of next generation scientists in an agriculture and climate research collaboration. *Journal of Soil and Water Conservation* 69:176A-179A

⁴ U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook, Agricultural and Food Scientists*, retrieved April 2023

⁵ U.S. Department of Labor, *Projections Central: State Employment Projections, Agricultural and Food Scientists and Soil and Plant Scientists*, retrieved April 2023

University of Wisconsin-Madison Cost and Revenue Projections For BS-Agroecology						
	Items	Projections				
		2024-25	2025-26	2026-27	2027-28	2028-29
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	13	17	20	33	67
	Enrollment (Continuing Student) Headcount	7	27	52	79	123
	Enrollment Total FTE	20	44	72	112	190
II	Total Credit Hours	600	1320	2160	3360	5700
III	FTE of Current Faculty	3	3	4.5	6.5	8.75
	FTE of Current IAS	1	1	1.5	2.3	6.4
	FTE Current Admin Staff	1	1	1	2	3.9
IV	Revenues					
	Tuition (based on \$416.92/credit)	\$250,152	\$550,334	\$900,547	\$1,400,851	\$2,376,444
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$337,527	\$49,098	\$0	\$0	\$0
	Total Revenue	\$587,679	\$599,432	\$900,547	\$1,400,851	\$2,376,444
V	Expenses					
	Salaries Including Fringes					
	Faculty	\$413,247	\$421,512	\$644,913	\$950,172	\$1,304,660
	Instructional Academic Staff	\$92,306	\$94,152	\$144,053	\$225,298	\$639,456
	Administrative and Student Support Staff	\$82,126	\$83,769	\$85,444	\$174,306	\$346,694
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$587,679	\$599,433	\$874,410	\$1,349,776	\$2,290,809
	Net Revenue	\$0	\$0	\$26,137	\$51,075	\$85,635

Provost's Signature:

Date: 2/5/2024



Chief Business Officer's Signature:

Date: 2/2/2024



COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN AGROECOLOGY

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Agroecology. The proposed program will be offered by the Department of Plant and Agroecosystem Sciences in the College of Agricultural and Life Sciences. The proposed B.S. in Agroecology will be delivered in an in-person format. Students will pay standard undergraduate tuition and segregated fees.

COST REVENUE NARRATIVE

Section I – Enrollment

Undergraduates at UW-Madison can elect to pursue the proposed B.S. in Agroecology as a choice among the university's more than 100 undergraduate programs. For planning purposes, enrollment assumptions include:

- Students will enter the program as first- and second-year students in the initial academic year (i.e., 2024-25),
- Two-thirds of students will declare as first-year students and one-third will declare in their second year,
- Continuing students are defined as students who are continuing in the degree program from the previous year, as well as those students who declare in their second year, and
- Students will take four years to graduate.

By the end of Year 5, it is expected 225 students will have enrolled in the program and 48 students will have graduated from the program. This is a conservative estimate to support planning, and enrollments may be higher. The average student retention rate is projected to be 95% based on the UW-Madison average.

Section II – Credit Hours

All courses in the proposed B.S. in Agroecology program are currently offered at the university. Students will complete 28-30 credits within the university's General Education Requirements (GER), 19-20 credits of College of Agricultural and Life Sciences degree requirements, 31-37 credits of foundational coursework related to agroecology, 33 credits in the major, plus any additional electives to complete the 120 credits needed to earn the Bachelor of Science 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

UW-Madison has sufficient capacity to offer all required coursework. In its first year, it is estimated that 3.0 faculty FTEs, 1.0 FTE of instructional staff, and 1.0 FTE of non-instructional staff will directly provide services related to delivery of the B.S. in Agroecology. As enrollments grow, a modest increase in FTE allocated to the program will be realized.

Section IV – Program Revenues

The B.S. in Agroecology will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. No additional funding specific to this program will be provided to the College of Agricultural and Life Sciences. However, budget allocation may be somewhat influenced by the enrollment and student credit hour formula as part of the UW-Madison's academic year budget model. The program will be supported by reallocation and enrollment growth in existing programs within the College of Agricultural and Life Sciences.

Tuition

The revenue projections are based on estimated student credit hours taken annually at the rate of \$416.92 per credit tuition. This amount excludes segregated fees. The per credit tuition estimate is based on the 2024-25 Wisconsin resident undergraduate rate, and assumes students enroll for an average of 15 credits. The estimate does not account for tuition collected for credits taken above the credit plateau or tuition based on nonresident tuition rates. The model assumes the same tuition rate over the first five years and that students take an average of 30 credits per year spread equally over four years. There are no program or course fees.

Program Revenues and GPR

The program will be revenue neutral and will be funded initially by reallocation from funds in the College of Agricultural and Life Sciences funds. This includes pooled instructional/tuition (Fund 101) and funds from current and successful service-based pricing programs in the college. The GPR reallocation line in the cost and revenue projection illustrates that some reallocation will be necessary in Years 1 and 2.

Section V – Program Expenses

Salary and Fringe

Existing program faculty and staff will deliver the proposed B.S. in Agroecology. No new salary and fringe expenses will be incurred. Illustrated in the cost and revenue table are current related salary expenses attributable to 3.0 faculty FTEs, averaging \$137,749 per year; 1.0 FTEs of instructional staff, averaging \$92,306 per year; and 1.0 FTE of non-instructional staff at \$82,126 per year. All salaries are assumed to have a 2% inflationary rate applied. A fringe rate of 33.33% is utilized and incorporated into the expenses illustrated in this section.

Facilities and Capital Equipment

The program will use existing facilities for instruction in the department's programs, which are operated and maintained through the department's budget. No additional expenses, facilities, or capital equipment are required for the program.

Other Expenses

No new additional expenses will be incurred to implement the new B.S. in Agroecology. Promotion and marketing will be incorporated into the general promotional materials prepared for all programs of study within the College of Agricultural and Life Sciences.

Section VI – Net Revenue


The B.S. in Agroecology 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 support student instruction and services. This includes net revenues illustrated in the cost and revenue spreadsheet.



Date: 31 January 2024

To: Jay O. Rothman, President, Universities of Wisconsin

CC: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs
Diane Treis Rust, Director of Academic Programs and Student Learning Assessment

From: Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs 

Subject: Request for Authorization to Implement: BS-Agroecology

Submitted Via Email Only to: ooa@uwsa.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new BS-Agroecology program at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and will make a meaningful contribution to the university’s mission, overall academic plan, and academic degree program array. There is university-wide support for the program, and all relevant and required governance bodies have completed their review processes. In addition, the necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the program. I thus send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Attachments: Request for Authorization to Implement (Parts A and B), Cost and Revenue Projections, Cost and Revenue Projections Narrative

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
Glenda Gillaspy, Dean, School of Human Ecology
Paul Mitchell, Interim Associate Dean for Academic Affairs and Professor
Megan Ackerman-Yost, Assistant Dean for Academic Programs and Policies
Rob Cramer, Vice Chancellor for Finance and Administration
David Murphy, Associate Vice Chancellor for Finance and Administration
Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

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 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
COMMUNITY AND ENVIRONMENTAL PLANNING,
UNIVERSITY OF WISCONSIN-RIVER FALLS**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Community and Environmental Planning at the University of Wisconsin-River Falls.

Resolution C.6. That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Community and Environmental Planning program at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Bachelor of Science (B.S.) in Community and Environmental Planning. This is an elevation of a successful environmental planning emphasis in the current B.S. in Conservation. These changes are a result of a recommendation from the UW-River Falls Plant and Earth Science Department to elevate the profile of the program which will strengthen recruitment efforts. The degree will consist of 40-48 credits in general education and electives and 72-80 credits in the major. The degree will prepare students for careers in areas such as environmental planning, urban and regional planning, and public administration. The program will also prepare students for graduate education. Job growth for graduates with bachelor's degrees in urban and regional planning is expected to average 4% nationally over the next nine years. The 2022 median salary for urban and regional planners is \$75,540 nationally and \$68,590 in Wisconsin.

Presenter

- Wes Chapin, 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 August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

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

ATTACHMENTS

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

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

ABSTRACT

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Bachelor of Science (B.S.) in Community and Environmental Planning. This is an elevation of a successful environmental planning emphasis in the current B.S. in Conservation. These changes are a result of a recommendation from the UW-River Falls Plant and Earth Science Department to elevate the profile of the program which will strengthen recruitment efforts. The degree will consist of 40-48 credits in general education and electives and 72-80 credits in the major. The degree will prepare students for careers in areas such as environmental planning, urban and regional planning, and public administration. The program will also prepare students for graduate education. Job growth for graduates with bachelor's degrees in urban and regional planning is expected to average 4% nationally over the next nine years. The 2022 median salary for urban and regional planners is \$75,540 nationally and \$68,590 in Wisconsin.¹

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-River Falls

Title of Proposed Academic Program

Community and Environmental Planning

Degree Designation(s)

Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

04.0301 Community and Regional Planning

Mode of Delivery

Single university – UW-River Falls
In-person delivery

¹ United States Bureau of Labor Statistics. (May 2022) State Occupational Employment and Wage Estimates Wisconsin. https://www.bls.gov/oes/current/oes_wi.htm. Retrieved December 8, 2023.

Department or Functional Equivalent

Department of Plant and Earth Science

College, School, or Functional Equivalent

College of Agriculture, Food, and Environmental Sciences

Proposed Date of Implementation

September 2024

PROGRAM INFORMATION**Overview of the Program**

The program will consist of 40 credits in general education, 41 credits in required courses, 31 credits in directed electives and supporting courses, and 6-8 credits in electives. Elevating the successful environmental planning emphasis in the current B.S. in Conservation to a stand-alone B.S. in Community and Environmental Planning is expected to make the major more marketable to prospective students. In addition, it would provide clarity to prospective employers by clearly defining the degree's focus. As part of the proposal, the required and elective courses provide opportunities for students to complete coursework focusing on planning topics offered by multiple departments, such as Agricultural Economics, Economics, Plant and Earth Science, and Politics, Geography, and International Studies. This will help align student interests with employer expectations in the field of community and environmental planning.

Adding this major will connect directly to the university strategic plan, notably Goal 1, "Success for Every Falcon," by creating a major that prepares students for success in the growing field of community and environmental planning. Students will be both well prepared for a meaningful career and have a solid foundation to pursue graduate and/or professional training. It also ties to Goal 3, "Innovation for a Sustainable Future."² Planners play a key role in fostering sustainable and resilient communities and the proposed program focuses on sustainability across the three pillars of environment, economy, and equity and the challenge of incorporating these principles into the community building process.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. New enrollment projections are based on recent enrollments in the existing Environmental Planning emphasis in the general B.S. in Conservation program. These foundational enrollments reflect typical and historical enrollments to the existing Environmental Planning emphasis.

² <https://www.uwrf.edu/about/2023-2025-strategic-plan>

The freshman enrollment headcount is expected to be nine annually, with a retention rate of 67%, based on the retention rate of students in the planning emphasis of the current B.S. in Conservation over the last five years. Internal data show that typically 100% of the students in the existing environmental planning emphasis are full-time. It is anticipated that there will be approximately nine freshmen in the major in the 2024-25 academic year. By the end of Year 5, it is anticipated that 45 new students will have enrolled in the program, and 12 will have graduated from the program.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	9	9	9	9	9
Continuing Students	0	6	12	18	18
Total Enrollment	9	15	21	27	27
Graduating Students	0	0	0	6	6

Tuition Structure

Students enrolled in the Bachelor of Science in Community and Environmental Planning program will utilize the standard UW-River Falls tuition and fees schedule. In addition, program specific tuition of \$250 per student per semester will be assessed. For 2024-2025, residential tuition and segregated fees will total \$4,503.97 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,560.28 is attributable to tuition, \$851.54 to segregated fees, and \$92.15 is attributable textbook rental is \$92.15. Nonresident tuition and segregated fees will total \$8,7535.11 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,791.42 is attributable to tuition, \$884.52 to segregated fees, and \$92.15 is attributable to textbook rental.³

Student Learning Outcomes and Program Objectives

Upon completion of the B.S. in Community and Environmental Planning degree, students will be able to:

1. Identify characteristics and attributes that define a sustainable community and strategies to develop those characteristics in a community by:
 - Developing a community assessment that identifies sustainable policies and practices.
 - Developing a demographic and economic analysis that identifies key community characteristics such as population change, housing, and employment data, and explain the implications of that information.

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

- Developing future land use plans for a community, drawing on course lessons and research that address issues of social, economic, and environmental sustainability as a city grows.
- 2. Recognize the importance of community engagement and decision-making and demonstrate ability to effectively conduct public engagement and outreach by:
 - Synthesizing community surveys, focus groups, and interviews on a course relevant topic.
 - Critiquing the public engagement processes.
- 3. Recognize the role of urban planning in fostering sustainability across social, economic, and environmental pillars by:
 - Constructing an urban design assessment and evaluating a site's characteristics and sustainability.
 - Generating a site design for a property that incorporates sustainability and resilience.
 - Evaluating the development process and how regulations and policies may affect sustainability for proposed projects.
 - Develop strategies and practices to enhance community sustainability and resilience.
- 4. Critically analyze and communicate information related to sustainable development issues by:
 - Conducting scientific research focused on community and environmental planning.
 - Preparing research reports suitable for publication.
 - Delivering professional-quality public presentations on and off-campus to relevant stakeholders.
- 5. Develop skills to network with professionals in the field and demonstrate ethical awareness and the ability to apply ethical principles in decision-making.

Program Requirements and Curriculum

Table 2 illustrates the curriculum for the proposed program. Students are expected to enter the program as freshmen. The B.S. in Community and Environmental Planning has no admission requirements beyond admission to the university. The program requirements consist of 40 credits of general education and university requirements, 19 credits of supporting courses, a minimum of 41 credits of required courses, 12 credits of directed electives, and 6-8 credits of general electives to reach 120 credits.

Table 2: BS in Community and Environmental Planning Program Curriculum**General education and University Requirements courses required for graduation (40 credits):**

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

Program prerequisites or support courses (19 credits):

AGEC 230 Introduction to Agricultural Economics	3 credits
ESM 360 Hydrology	4 credits
GIS 250 Introduction to Geographic Information Systems	3 credits
Statistics (Choose from MATH 216, Math 226, PSYC 201, ECON 226, or GEOG 365)	3 credits
POLS 322 Politics of American Cities or POLS 352 State and Local Politics	3 credits
SOIL 120 Introduction to Soils	3 credits

Academic degree program or major course requirements:***Required Courses (41 credits)***

ESM 151 Introduction to Land Use Planning	3 credits
ESM 220 Environmental Sustainability	3 credits
POLS 225 Public Administration or POLS 256 Public Policy Making	3 credits
ESM 251 Community Decision Making or POLS 220 Introduction to Public Opinion and Political Behavior	3 credits
ESM 270 Internship	2-4 credits
ESM 303 Environmental Policies and Administration	3 credits
ESM 308 Sustainable Urban Design or HORT 250 Sustainable Landscape Design	3 credits
GEOG 322 Urban Geography	3 credits
ESM 333 Remote Sensing of Natural Resources or ESM 363 GIS Applications in Resource Management	3 credits
ESM 351 Planning for Sustainable Communities	3 credits
ESM 411 Site Planning and Development	4 credits
ESM 435 Advanced Land Use Planning and Design	4 credits
AGEC 445 Land Use and Sustainable Agricultural Law	3 credits
ESM 485 Seminar in Resources Management	1 credit

Directed Electives

Coursework in cognate fields	12 credits
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General Electives

6-8 credits

Total Credits**120 credits**

Collaborative Nature of the Program

One of the benefits of elevating this program is to create more opportunities for collaboration across departments and colleges. Existing courses relevant to urban planning and community development are included in the proposed major as required courses or directed electives, replacing courses less relevant to students' desired career paths and interests. Courses already offered in Politics, Geography, and International Studies, Agricultural Economics, Economics, Agricultural Engineering, and others are being incorporated into the degree program. This will increase enrollment in these classes across departments and ensure a stronger planning focus for students by offering more relevant options within their degree progression. UW-River Falls would welcome conversations about collaboration opportunities with additional institutions after the program is established.

Projected Time to Degree

The program is designed for completion by full-time students in a 4-year plan of study. With prudent advising, planning, and course selection, full-time students can average 15 credits per semester to complete the 120-credit degree. There are also summer and January-term options to assist students in course and credit completion. The program will also accept transfer and part-time students and will work with them individually to design academic plans that will meet their personal goals. Internal data show that typically 100% of students in the environmental planning emphasis of the existing B. S. in Conservation are full-time.

Accreditation

No disciplinary accreditation is required for this program, and no additional approvals will be required from HLC.

PROGRAM JUSTIFICATION

Rationale

Elevating the successful environmental planning emphasis in the current B. S. In Conservation to a stand-alone B. S. in Community and Environmental Planning is expected to make the major more visible and marketable to prospective students. In addition, it would also provide clarity to prospective employers by clearly defining the degree's focus. As part of the proposal, the required and elective courses provide opportunities for students to complete coursework focusing on planning topics offered by multiple departments, such as Agricultural Economics, Economics, Plant and Earth Sciences, and Politics, Geography, and International Studies. This will help align student interests with employer expectations in the field of community and environmental planning.

Institution and Universities of Wisconsin Program Array

The proposed program aligns with and leverages the strength of the Plant and Earth Science Department, particularly the focus on sustainability and environmental science and policy. It will also leverage expertise in other colleges and departments, especially Politics, Geography, and International Studies. Elevating this program will increase enrollment in existing courses across programs and the University overall. It may also prepare undergraduate students to apply to graduate programs in planning at UW-Madison and UW-Milwaukee.

Among the comprehensive institutions within the Universities of Wisconsin, only UW Oshkosh has an undergraduate program with the same CIP code (04.0301) housed within the Department of Geography, however, they only offer a degree in geography rather than a planning degree. Additionally, a review of the required courses shows it does not provide the broad range of coursework available in the proposed program. In addition, there are a few undergraduate programs nationally; however, they use other designations (e.g., programs in urban studies or environmental studies).

UW-Milwaukee offers a master's program. UW-Madison has both master's and doctoral programs under the same CIP code but does not provide an undergraduate program. UW-Stevens Point has a B.S. in Conservation and Community Planning program that has some overlap with this program but is under a different CIP code and focusing on land management issues. The UW-River Falls B.S. in Community and Environmental Planning major will prepare students for jobs in community development by incorporating broader planning topics such as public administration, public finance, and other policy related courses. This wider spectrum of options will further differentiate it from the UW-Stevens Point degree.

Need as Suggested by Student Demand

The current environmental planning emphasis within the B.S. in Conservation has seventeen majors. Students are typically unaware that the program exists until they enroll in a class within the program that is offered as part of the university's general education requirements, such as ESM 107 Planning for a Sustainable Society (fifteen of the seventeen majors added the program this way). Internal surveys of these students indicate that all the current majors will switch to the new degree, and group discussions with these students suggest that they would have been more likely to enroll in the major and attend UW-River Falls if it had been a stand-alone major.

The expectation is that offering a B.S. in Community and Environmental Planning will enhance enrollments in courses offered by related programs, such as Agricultural Engineering, Economics, Political Science, and Geography, better utilizing existing capacity in these courses. It is anticipated that offering the degree will also encourage prospective students to select UW-River Falls because of the unique nature of the program.

Offering the B.S. in Community and Environmental Planning degree will position UW-River Falls to attract students from the metro area and across the region who are interested in planning as a career path, especially given how few undergraduate planning programs are available.

The proximity to the Minneapolis-St. Paul metropolitan area provides employment and internship opportunities for students in the program. Current students already have success finding planning internships in the metro area and have turned those into post-graduation careers.

Need as Suggested by Market Demand

Planning is a growing field with a high demand for trained professionals. For example, job growth for graduates with bachelor's degrees in urban and regional planning is expected to average 4% nationally over the next nine years. The United States Bureau of Labor Statistics employment projections indicate that job growth through 2030 will average 4.6% for Wisconsin and 6.3% for Minnesota.⁴ The 2022 median salary for urban and regional planners is \$75,540 nationally⁵ and \$68,590 in Wisconsin.⁶

Urban planning is a growing field, with significant opportunities for graduates to achieve jobs with above average salaries. The proposed B.S. In Community and Environmental Planning fills a niche for an undergraduate urban planning program that is not available at other Universities of Wisconsin schools. Leveraging existing courses and expertise at UW-River Falls will prepare students either for career success or graduate school, depending on their needs and interests.

⁴ United States Bureau of Labor Statistics. (2023). Projections Central: State Employment Projections, https://projectionscentral.org/Projections/LongTerm?AreaName=Minnesota+Wisconsin&Name=&NameSelect%5B%5D=790&items_per_page=10. Retrieved October 24, 2023.

⁵ United States Bureau of Labor Statistics (2023, September 6). Occupational Outlook Handbook, <https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm>. Retrieved December 8, 2023.

⁶ United States Bureau of Labor Statistics. (May 2022) State Occupational Employment and Wage Estimates Wisconsin. https://www.bls.gov/oes/current/oes_wi.htm. Retrieved December 8, 2023.

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2024-25	2025-26	2026-27	2027-28	2028-2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	9	9	9	9	9
	Enrollment (Continuing Student) Headcount	0	6	12	18	18
	Enrollment (New Student) FTE	9	9	9	9	9
	Enrollment (Continuing Student) FTE	0	6	12	18	18
II	Total New Credit Hours	0	108	108	108	108
	Existing Credit Hours	108	108	246	366	366
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.25	1.25	1.25	1.25	1.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	Tuition	\$32,043	\$64,085	\$105,028	\$140,631	\$140,631
	Fees (differential tuition: \$250/student/semester)	\$4,500	\$7,500	\$10,500	\$13,500	\$13,500
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	\$98,216	\$63,174	\$19,231		
	Total Revenue	\$134,759	\$134,759	\$134,759	\$154,131	\$154,131
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$129,580	\$129,580	\$129,580	\$129,580	\$129,580
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$5,179	\$5,179	\$5,179	\$5,179	\$5,179
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$0	\$0	\$0	\$0	\$0
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	\$0	\$0	\$0	\$0	\$0
	Capital Equipment	\$0	\$0	\$0	\$0	\$0
	Operations	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$134,759	\$134,759	\$134,759	\$134,759	\$134,759
	Net Revenue	\$0	\$0	\$0	\$19,372	\$19,372

Interim Provost's Signature:

Date:



4/1/2024

Chief Business Officer's Signature:

Date:



4/1/2024

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS BACHELOR OF SCIENCE IN COMMUNITY AND ENVIRONMENTAL PLANNING

PROGRAM INTRODUCTION

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Bachelor of Science (B.S.) in Community and Environmental Planning. This is an elevation of a successful environmental planning emphasis in the current B.S. in Conservation. These changes are a result of a recommendation from the UW-River Falls Plant and Earth Science Department to elevate the profile of the program. The degree will prepare students for careers in areas such as environmental planning, urban and regional planning, and public administration. The program will also prepare students for graduate education. Job growth for graduates with bachelor's degrees in urban and regional planning is expected to average 4% nationally over the next nine years. The 2022 median salary for urban and regional planners is \$75,540 nationally and \$68,590 in Wisconsin.¹

COST REVENUE NARRATIVE

Section I – Enrollment

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. New enrollment projections are based on recent enrollments in the existing environmental planning emphasis of the current B.S. in Conservation. The freshman enrollment headcount is expected to be nine annually, with a retention rate of 67%, based on the retention rate of the environmental planning emphasis in the current B. S. in Conservation over the last five years. Internal data show that typically 100% of students in the existing environmental planning emphasis are full-time, resulting in a freshman FTE of 9.0. The program will also accept transfer students, and advisors will work with them individually to design academic plans that will meet their personal goals.

In Year 1 the program will have nine freshmen (nine FTE). In Year 2 the program will enroll an additional nine freshmen (nine FTE), and six sophomores (six FTE), resulting in 15 FTE. In Year 3 the program will enroll an additional nine freshmen (nine FTE), and there will be six sophomores (six FTE), and six juniors (six FTE), resulting in 21 FTE. In Year 4 the program will enroll an additional nine freshmen (nine FTE), and there will be six sophomores (six FTE), six juniors (six FTE), and six seniors (six FTE), resulting in 27 FTE. There will also be six graduates and the pattern in Year 4 is expected to continue in Years 5 and beyond.

¹ United States Bureau of Labor Statistics. (May 2022) State Occupational Employment and Wage Estimates Wisconsin. https://www.bls.gov/oes/current/oes_wi.htm. Retrieved December 8, 2023.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	9	9	9	9	9
Continuing Students	0	6	12	18	18
Total Enrollment	9	15	21	27	27
Graduating Students	0	0	0	6	6

Section II – Credit Hours

Since the B.S. in Community and Environmental Planning is being created from a successful environmental planning emphasis in the current B.S. in Conservation BS, no new courses will be created.

Each year, nine (FTE) freshmen will each complete 12 credits, generating 108 credit hours; six (FTE) sophomores will each complete 18 credits, generating 108 credit hours; six (FTE) juniors will each complete 23 credits, generating 138 credit hours; and six (FTE) seniors will each complete 20 credits, generating 120 credit hours. By Year 4, 474 credit hours will be generated annually.

Section III – Faculty and Staff Appointments

Since the B.S. in Community and Environmental Planning is being created from an environmental planning emphasis within the existing general conservation program, no new faculty members are required. In addition, many of the courses in the proposed program are shared with other programs, generating efficiencies for the program. Approximately 1.25 FTE of current staff assigned to the option within the existing conservation program will support the proposed B.S. in Community and Environmental Planning.

In addition, 0.10 FTE of current administrative support staff supporting the environmental planning emphasis within the existing general Conservation program will support the proposed BS in Community and Environmental Planning.

Section IV – Program Revenues

The sources of program revenue will be standard tuition revenue and an additional program specific tuition of \$250 per student per semester.

Tuition

The projected program revenue has been calculated by multiplying the total student FTE times the program credit hours, times the tuition, using the standard in-state tuition rate.

- Year 1: Nine Freshmen FTE x 12 credits x \$296.69 per credit = \$32,042.52

- Year 2: (Nine Freshmen FTE x 12 credits plus six Sophomore FTE x 18 credits) x \$296.69 per credit = \$64,085.04
- Year 3: (Nine Freshmen FTE x 12 credits plus six Sophomore FTE x 18 credits plus six Junior FTE x 23 credits) x \$296.69 per credit = \$105,028
- Year 4: (Nine Freshmen FTE x 12 credits plus six Sophomore FTE x 18 credits plus six Junior FTE x 23 credits plus six Senior FTE x 20 credits) x \$296.69 per credit = \$140,631
- Year 5: (Nine Freshmen FTE x 12 credits plus six Sophomore FTE x 18 credits plus six Junior FTE x 23 credits plus six Senior FTE x 20 credits) x \$296.69 per credit = \$140,631

Program Specific Tuition

Students in the program will be charged program specific tuition of \$250 per student per semester. This is anticipated to generate:

- Year 1: (Nine Freshmen FTE x \$250 per semester) x two semesters = \$4,500
- Year 2: (Nine Freshmen FTE plus six Sophomore FTE x \$250 per semester) x two semesters = \$7,500
- Year 3: (Nine Freshmen FTE plus six Sophomore FTE plus six Junior FTE x \$250) x two semesters = \$10,500
- Year 4: (Nine Freshmen FTE plus six Sophomore FTE plus six Junior FTE plus six Senior FTE x \$250) x two semesters = \$13,500
- Year 5: (Nine Freshmen FTE plus six Sophomore FTE plus six Junior FTE plus six Senior FTE x \$250) x two semesters = \$13,500

Program/Course Fees

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

Program Revenues and GPR

GPR reallocations from the successful environmental planning emphasis in the current B.S. in Conservation will occur to offset the deficits occurring in the initial years. This will be \$98,326 in Year 1, \$63,174 in Year 2, and \$19,231 in Year 3.

Section V – Program Expenses

The primary program expense is for faculty or instructional staff and administrative support.

Salary and Fringe

Both the faculty salary and administrative support salaries are calculated based on the allocations in the successful environmental planning emphasis in the current B.S. in Conservation. The faculty salary is currently \$73,002.69 with an accompanying fringe benefit calculation of 42%, or $\$73,002.69 \times 1.25 \times 1.42$, or \$129,580 per year. The academic department associate salary is \$32,369.90 with an accompanying fringe benefit calculation of 60%, or $\$32,369.90 \times 0.1 \times 1.60$, or \$5,179 per year.

Facilities and Capital Equipment

The facilities and capital equipment used by the environmental planning emphasis in the current B.S. in Conservation will be assigned to the proposed B.S. in Community and Environmental Planning. No new expenses are anticipated.

Other Expenses

The supplies and expenses allocation for the environmental planning emphasis in the current Conservation B.S. will be assigned to the proposed B.S. in Community and Environmental Planning. No new expenses are anticipated.

Section VI – Net Revenue

Net revenue is expected to be negative for the first three years of the program and will be offset by a GPR reallocation from the successful environmental planning emphasis in the current B.S. in Conservation which is being phased out. By Years 4 and 5, the program is expected to generate net revenue of \$19,372. Net revenues will be reinvested back into the university.



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

April 1, 2024

Jay Rothman, President
1720 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

Dear President Rothman:

The proposed B.S. degree in Community and Environmental Planning meets the University of Wisconsin – River Falls’ definition and standards of quality and will make a meaningful contribution to the institution’s select mission, overall academic plan, and academic degree program array. It will be housed in the Plant and Earth Sciences Department. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific entitlement for a B.S. in Community and Environmental Planning.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the Plant and Earth Sciences Department; the College of Agriculture, Food, and Environmental Sciences, and by the faculty governance system, including passage by the UW-River Falls Faculty Senate. The necessary financial and human resources are either in place or have been committed to implement and sustain the program. Regular analyses will occur to ensure the financial stability of the program and its academic quality. Specifically, it will be reviewed every three years through the university’s program improvement processes, and every six years through regular program evaluations.

In addition, because this program is multi-disciplinary, relying on an array of courses from across the college; and because it is also building on the existing Conservation program, UWRF is confident that proceeding with this proposal will not create undue financial costs that would undermine its implementation. The CBO has been consulted and concurs with this assessment.

I fully recommend the proposed B.S. in Community and Environmental Planning to both you and the Board of Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

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

Wes Chapin
Interim Provost and Vice Chancellor for Academic Affairs

Copies: Interim Senior Vice President for Academic & Student Affairs Johannes Britz
 Associate Vice President of Academic Affairs Tracy Davidson
 Chancellor Maria Gallo
 Dean Mike Orth
 Associate Provost Wes Chapin

UNIVERSITIES OF WISCONSIN DUAL ENROLLMENT TASKFORCE UPDATE: TASKFORCE REPORT AND RECOMMENDATIONS OVERVIEW

REQUESTED ACTION

For information and discussion.

SUMMARY

Following an initial discussion of the potential benefits of dual enrollment, the Division of Academic and Student Affairs convened a task force to provide recommendations to advance the dual enrollment enterprise across the Universities of Wisconsin. The co-chairs of the task force will present a brief overview of the final report and discuss next steps.

Presenters

- Tracy Davidson, UW Administration, Associate Vice President for Academic Affairs and Co-chair of the UW Dual Enrollment Taskforce.
- Julie Amon, UW Administration, Associate Vice President for Enrollment & Student Success

BACKGROUND

The UWs are exploring how to expand enrollment opportunities as part of an enrollment focus based on the UW Strategic Plan. Early in 2023, the Division of Academic and Student affairs formed the UW Dual Enrollment Taskforce. The taskforce was charged with working both internally with campuses and with external partners to consider the role and structure of UW's dual enrollment practices to: 1) expand access to higher education; 2) increase participation rates among Wisconsin students, especially underrepresented groups; and 3) increase the number of students who take a UW dual enrollment course and subsequently matriculate at a UW university. In the fall of 2023, the taskforce issued a report with recommendations to advance the dual enrollment enterprise across the UW.

ATTACHMENT

- A) UW Dual Enrollment Task Force Report and Recommendations¹

¹ The report was shared for the April, 2024 Committee meeting but not discussed in detail.



Dual Enrollment at the Universities of Wisconsin: Findings & Recommendations Fall 2023

Prepared by

**Alex Perry, College in High School Alliance &
Universities of Wisconsin Dual Enrollment Task Force**

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Executive Summary

Dual enrollment programs are partnerships between school districts and accredited institutions of higher education that provide high school students with a postsecondary experience leading to transferable college credit. Nationwide, substantial variation exists in dual enrollment program modality, design, and implementation models.

A significant body of research demonstrates that participation in dual enrollment programs is associated with a number of positive outcomes, including an increase in a student's likelihood of enrolling in and completing a postsecondary education. Dual enrollment comprises a significant proportion of total undergraduate enrollment and continues to grow across the nation. In October 2023, the National Student Clearinghouse Research Center reported a significant increase of dual enrollment students. Undergraduates grew at both ends of the age spectrum, with students 18-20 and 30 or older each adding about 3 percent this fall. Those under 18 (dual enrolled high school students) continued to outpace all undergraduates with an 8.8 percent jump. Despite clear benefits and increasing enrollments, dual enrollment in Wisconsin and nationwide is not accessible to all qualifying students. In addition to addressing participation gaps, significant work needs to be done to ensure that students are having meaningful and valuable college course experiences while they are in high school. Specifically, many high school students would benefit from college experiences that will help them create and execute a post-high school plan, and many states would benefit from having better articulated roles for dual enrollment in their educational systems.

Wisconsin has a complicated policy environment for dual enrollment, which involves separate statutory programs and funding models for the Wisconsin Technical College System and the Universities of Wisconsin. Furthermore, in addition to statutorily funded dual enrollment programs, institutions of higher education throughout the state participate in institutionally negotiated concurrent enrollment programs, in which high school instructors are approved to teach college courses in the high schools. Within this context, the Universities of Wisconsin established a Dual Enrollment Task Force of representative stakeholders from across UW universities and select K-12 partners. The task force was charged with mapping the state's dual enrollment landscape and making recommendations to Universities of Wisconsin leadership. The task force met between the spring and fall of 2023, with its work facilitated and informed by engagement with a national consultant from the College in High School Alliance (CHSA). This report summarizes the task force's high-level findings and specific recommendations.

Task force members desired to provide context for the complex landscape of dual enrollment programming in the state and make data-driven recommendations, where possible. The task force also agreed that program quality must be foundational in delivering Universities of

Wisconsin dual enrollment programming and concurrent enrollment courses should show parity in rigor with similar courses taught at UW universities.

Among their observations, the task force noted the following:

- The Universities of Wisconsin lack a systemwide vision for guiding delivery and expansion of dual enrollment programs.
- A challenging trust deficit exists among the UW universities regarding their dual enrollment programs.
- The Universities of Wisconsin dual enrollment programs lack interinstitutional alignment and addressing the lack of alignment is likely fundamental to addressing the competitive disadvantage that Universities of Wisconsin dual enrollment programs face in the current complex landscape.

The 24 recommendations provided in this report, anchored by these central observations, are designed to help set priorities for further work to realize the central objectives outlined in the task force charter: 1) expanding access to higher education, 2) increasing participation rates among historically underrepresented groups, and 3) increasing the number of students who take a UW dual enrollment course and subsequently matriculate to a UW university. The recommendations are organized into the categories of Vision, Alignment, Funding, and Instructor Capacity. A condensed summary of these recommendations is outlined below. A detailed summary of these recommendations begins on page 21 of this report.

Vision

Universities of Wisconsin Recommendations

- Create an aligned Universities of Wisconsin vision for dual enrollment
- Expand data collection to understand how the Universities of Wisconsin are meeting their vision

State-Level Recommendations

- Set a statewide vision for dual enrollment

Alignment

Universities of Wisconsin Recommendations

- Create a Universities of Wisconsin Dual Enrollment Council
- Task the Universities of Wisconsin Dual Enrollment Council with developing an alignment action plan
 - Develop common names and definitions for UW universities dual enrollment programs
 - Consider dual enrollment credit transfer challenges

- Explore making National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation for UW universities a systemwide requirement
- Explore a common admissions platform for UW dual enrollment programs
- Promote matriculation of dually enrolled students to UW campuses
- Create a UW dual enrollment coordinator community of practice
- Develop specific communication strategies for students, families, high school counselors, and UW faculty
- Create a single Universities of Wisconsin online dual enrollment portal
- Examine UW universities dual enrollment eligibility criteria

State-Level Recommendations

- Establish a Wisconsin dual enrollment task force inclusive of the Department of Public Instruction (DPI), Universities of Wisconsin (UW), Wisconsin Technical College System (WTCS), and the Wisconsin Association of Independent Colleges and Universities (WAICU)

Funding

Universities of Wisconsin Recommendations

- Map existing UW universities dual enrollment cost structures and consider alignment
- Research UW universities dual enrollment college and career outcomes
- Reduce costs for low-income students

State-Level Recommendations

- Increase statutory limits for Early College Credit Program (ECCP) tuition caps
- Survey high schools on impact of current funding models

Instructor Capacity

Universities of Wisconsin Recommendations

- Begin conversations with educator preparation programs about dual enrollment
- Collect data on teacher credentialing
- Consider the potential impact of pending Higher Learning Commission (HLC) policy revisions related to faculty qualifications

State-Level Recommendations

- Propose additional compensation and professional development for concurrent enrollment instructors

These recommendations chart an important path forward for the Universities of Wisconsin dual enrollment programs, anchored in setting a systemwide vision, establishing a Universities

of Wisconsin Dual Enrollment Council, and formalizing a community of practice for the dual enrollment coordinators at each UW university.

DRAFT

Dual Enrollment: National Landscape

History, Definitions, and Structure

Dual enrollment programs, which can also be known as dual credit, concurrent enrollment, and early college high school, among other terms, are partnerships between school districts and accredited institutions of higher education that provide high school-age students with a postsecondary experience leading to transferable college credit. When implemented well, these programs provide authentic postsecondary experiences that advance students' access to college and likelihood of completing a postsecondary degree or credential.

Because a single entity did not coordinate the proliferation of dual enrollment programs across the United States, the organic growth of programs and models nationwide has led to significant variation in what they are named, how they operate, and who they serve. A 2013 analysis by the [Higher Learning Commission](#) (HLC), for example, found 38 different terms used in state policy across the country to describe college in high school programs.

While all dual enrollment programs share the features of a partnership between a high school and a college to provide high school students with access to college courses, significant variations exist in modality and program design. Common structural differences among dual enrollment programs may include:

- Location of instruction (whether the student receives instruction at the high school or on the college campus).
- Type of instructor (whether the student receives instruction from a high school teacher or college faculty).
- Whether the student receives high school credit for the course in addition to college credit.
- Whether the program is a whole-school model or offered as part of a suite of available options for students at that high school.
- The level of support services offered to students.
- Whether the program is tuition free or tuition charging.
- Which entity is funding the costs of the program beyond any tuition charged to students, such as the high school, college, state government, other entity, or some combination.
- Whether the program caters to a specific population of high school students or is universally available to all students.
- Whether the program extends beyond high school graduation to a 13th year.

A significant body of research directly examining dual enrollment has found that these programs provide significant benefits to participating students, particularly in increasing their likelihood to access and to complete a postsecondary degree or credential. For example,

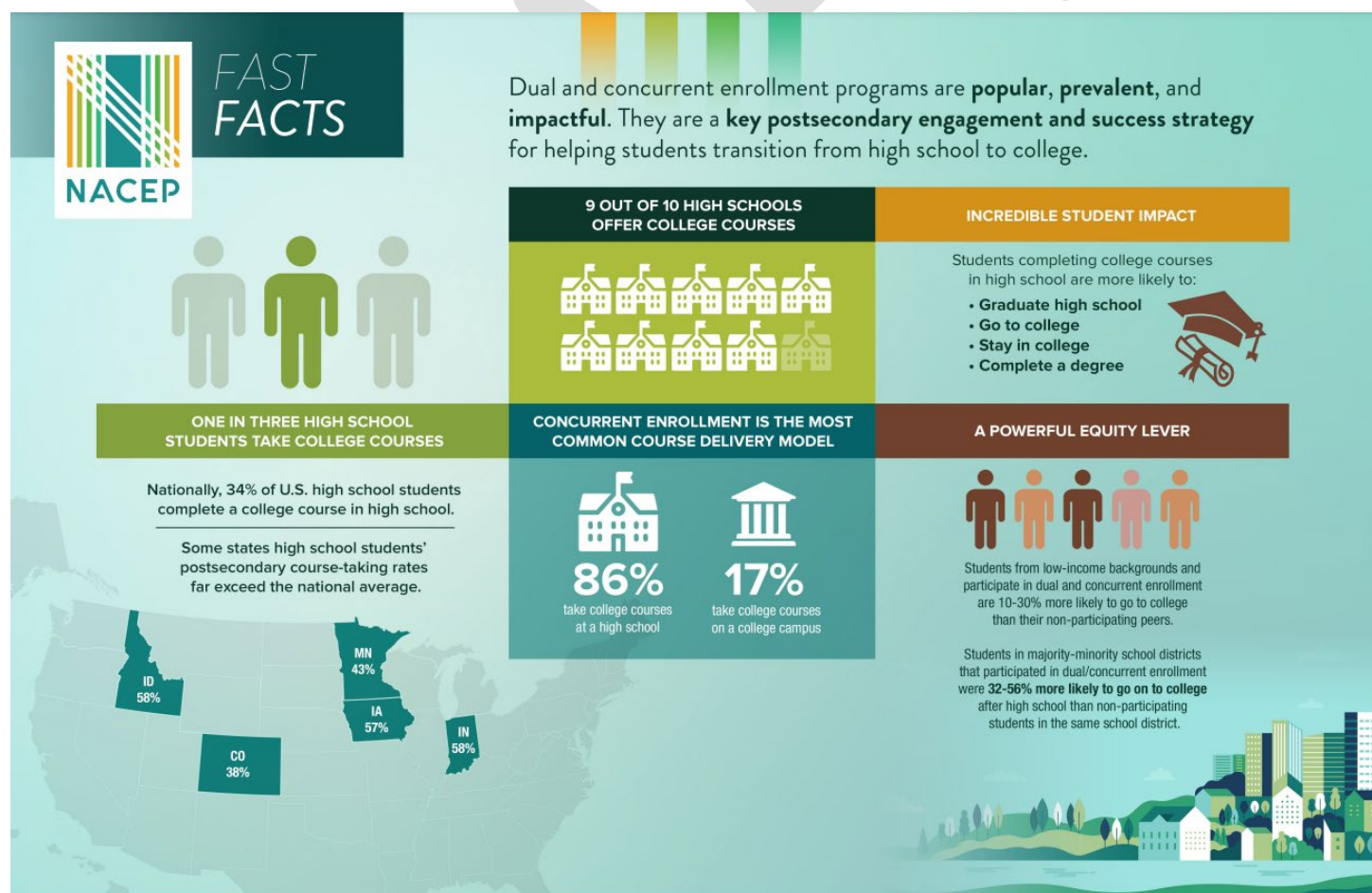
[Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](#), an article published in 2022, reviewed existing dual enrollment literature and noted five conclusions about these programs:

- **Dual Enrollment Is an Evidence-Based Practice that Has Broad Positive Impacts on Student Outcomes** – The evidence clearly demonstrates that dual enrollment helps increase high school graduation, college enrollment, and college completion. Although the effects of dual enrollment are not always equitable, the evidence shows that, on average, dual enrollment positively impacts student outcomes. Some recent advancements in policy and practice have the potential to equalize opportunities for dual enrollment access and success.
- **Dual Enrollment Expands Learning Opportunities and College Access and Has the Potential to Improve Local Communities** – Arguably the most important impact of dual enrollment growth is that it has expanded opportunities for students to access high-quality learning and development as well as college-level education. Expanding college access has cumulative effects that have the potential to translate into more college-educated Americans contributing to their local communities and economies.
- **Dual Enrollment Addresses Increasing Demand for College-Level Education Amidst Increasing College Costs** – Although the pandemic has led to a dip in college enrollment, long-term college enrollment trends show that demand for college has increased over the past couple decades. At the same time, the price of college for students and families has increased exponentially. Dual enrollment is an approach that brings college courses to more students and often does so at a much lower price than the average college course (depending on the state or local finance model).
- **Dual Enrollment Has Broad Support from Students, Families, High Schools, Colleges, and Policymakers** – Put simply, dual enrollment is popular among a broad range of stakeholder groups. Because of its practicality, accessibility, and affordability, dual enrollment enjoys wide support among various groups, including policymakers from both sides of the aisle. Students and families are attracted to dual enrollment because they understand that dual enrollment can save them money. High schools and colleges are interested in strengthening the high school-to-college transition, and dual enrollment supports that goal.
- **Dual Enrollment Requires Intentional Alignment and Integration of Secondary and Postsecondary Education Systems, Structures, and Policies** – Perhaps more than any other policy or program, dual enrollment bridges two educational systems—secondary and postsecondary—at the local, state, and national levels. Designing and delivering dual enrollment requires aligning and integrating two sets of policies and structures. Successfully bridging these two sectors to design high-quality programs requires deliberate and intentional policy and action across sectors and levels.

Dual Enrollment: By the Numbers

Dual enrollment comprises a significant proportion of total undergraduate enrollment in the United States. In October 2023, the National Student Clearinghouse Research Center released its [Stay Informed Report](#) for fall 2023 enrollment. The following highlight speaks to the significance of dual enrollment to overall undergraduate enrollment: “Undergraduates grew at both ends of the age spectrum, with students 18-20 and 30 or older each adding about 3 percent this fall. Those under 18 (dual enrolled high school students), however, continued to outpace all undergrads with an 8.8 percent jump.” Additionally, the National Alliance of Concurrent Enrollment Partnerships (NACEP) provides a [fast fact document](#) that describes how impactful dual enrollment is on both secondary and post-secondary enrollment and design.

Dual Enrollment: State Successes



States that have seen significant increases in their dual enrollment participation and success, such as [Indiana](#), [Colorado](#), and [Kentucky](#), have developed a holistic state strategy supporting access to and success in dual enrollment programs. These states typically have data systems that provide statewide data on dual enrollment access and success, collaboration cross-state to support this work, consistent funding to support the expansion of access to dual enrollment, thoughtful policies supporting student access to courses, support for instructors to get credentialed, and statewide strategies to encourage intentional course taking in dual enrollment by students. While Wisconsin has many components that could contribute towards a successful statewide strategy for dual enrollment, it lacks an overarching state vision for the role that these programs should play in a student's educational journey as well as a policy focus on closing access and success gaps. The state's separate legislative mechanisms to support dual enrollment in two- and four-year institutions also play a significant role in complicating students' ability to participate in these programs.

The Biggest National Challenges Facing Dual Enrollment

While dual enrollment has significant positive benefits for students, challenges exist that impact its ability to realize its full potential as a college access and success tool. This report makes recommendations regarding how to address the specific challenges faced by dual enrollment programs across the Universities of Wisconsin. Many of these challenges are also explored in a national context – a big-picture analysis that may prove useful as UW universities work to address them.

The current national challenges facing dual enrollment include:

- **Significant Gaps in Access and Student Success** – [National and state data](#) tell a consistent story; while dual enrollment can be an effective college access and success strategy, particularly for low-income and historically underrepresented students, those students have less access than their peers from other demographic groups. Many factors contribute to these gaps, including cost barriers for low-income students, a lack of credentialed high school instructors to teach the courses in low-resourced school districts, challenging eligibility criteria that only the most privileged students can pass, and a lack of counseling and advising for students.
- **A Lack of Availability of Intentionally Structured Programs** – Many students participate in dual enrollment courses haphazardly because programs lack intentionally structured academic or career pathways. As a result, these [“random acts of dual enrollment”](#) minimize students' experience and hinder meaningful accumulation of credit towards a degree or credential.

- **A Lack of a Clear Vision on the Role These Programs Play in the Education System –**
Dual enrollment represents a rethinking of how the current education system is structured and when students should participate in college course-taking experiences. But as dual enrollment continues to grow, few programs, systems, or states have developed a comprehensive vision for the role dual enrollment is meant to play in shaping, enhancing, or changing the education system and experiences for students.

Many of these national challenges are playing out in Wisconsin. Despite the existence of state-level policy and funding to support expanding access to college courses for high school students, questions persist regarding student access and success, program quality, and how to operate with an aligned state vision.

DRAFT

Dual Enrollment: Wisconsin Landscape

Wisconsin's dual enrollment programs are structured by both state statutes and nonstatutory guidelines. These programs provide students with a range of options for taking college courses while still in high school and have different cost structures, modalities, and other program requirements. Although the state of Wisconsin has historically tried to address the complexity in these dual enrollment program offerings, the result has only complicated implementation, overall. Two active statutory dual enrollment programs operate in Wisconsin, each under different statutes:

- **Early College Credit Program (ECCP)** – The [Early College Credit Program](#), laid out in state statute [118.55](#), allows high school students to take up to 18 credits of college courses and provides school districts financial support intended to incentive college enrollments. Specifically, the program provides support for high school students in grades 9-12 to attend UW universities, the state's tribally controlled colleges, and private nonprofit institutions of higher education in Wisconsin. These courses may be taken in person at the college campus, online, or in a blended format. They can be taken for postsecondary credit only or for both postsecondary credit and high school credit, depending on specific criteria outlined in the statute. The tuition costs for these ECCP courses are also set by statute. UW four-year universities can only charge one-third of the amount that would be charged to a resident undergraduate student for each credit, while UW branch campuses can only charge half of the amount that would be charged to a resident undergraduate student for each credit. Tuition costs are split among the student, the school district, and the state, with the state covering 25%–50% of the tuition, depending on whether the student also receives high school credit for the course.
- **Start College Now (SCN)** – [Start College Now](#), delineated in state statute [38.12\(14\)](#), allows 11th and 12th graders to take courses at Wisconsin Technical College System (WTCS) institutions. In this program, the school district is fully responsible for paying the students' technical college tuition, as well as expenses related to fees and books, if a similar course is not offered by the high school.

In addition to the two statutory programs that differ in eligibility requirements, cost structures, and procedures, the state's landscape includes several nonstatutory dual enrollment programs. Specifically, **concurrent enrollment programs**, in which a college partners directly with a high school to offer courses in the high school taught by credentialed high school

faculty¹, are popular. In fact, these high school-based programs account for 84 percent of dual enrollments within the Universities of Wisconsin and nearly [80 percent of WTCS dual enrollments](#). Concurrent enrollment programs are offered within all sectors of Wisconsin post-secondary institutions:

- **Universities of Wisconsin** – Concurrent enrollment programs within the Universities of Wisconsin have various program names. For example, the concurrent enrollment program at UW Oshkosh is known as the “Cooperative Academic Partnership Program”, or CAPP, while at UW-Green Bay, the program is referred to as “College Credit in the High School,” or CCHS. Students participating in these concurrent enrollment programs pay a reduced per-credit tuition rate; a rate set by system [policy SYS 185: Awarding of UW Credit in Wisconsin Schools](#). The policy imposes both a floor and a ceiling to the tuition rate, with the floor being 50% of the full per credit resident undergraduate tuition rate of the UW University with the lowest tuition rate, and the ceiling being 50% of the full per-credit resident undergraduate tuition rate of the institution offering the course. In some cases, school districts pay all the participating program costs. In other cases, the school district passes on the participating costs to students and families.
- **Wisconsin Technical College System** – Concurrent enrollment programs within Wisconsin Technical College System (WTCS) institutions are uniformly referred to as “Transcripted Credit” programs. Course costs are negotiated between each WTCS institution and the participating high school. Students can participate in transcripted credit courses free of charge based on a formal articulation agreement that outlines a “cost-neutral” arrangement between the school district and the institution of higher education. This is an important distinction between the concurrent enrollment programs offered within the UW universities and those offered by WTCS institutions.
- **Wisconsin’s Independent Colleges** – Several independent colleges across the state also offer concurrent enrollment opportunities for students. Per-credit costs for these courses are negotiated directly between the institution and the high school and vary by institution.

In addition to the statutory Early College Credit Program and Start College Now, as well as the concurrent enrollment programs offered by many of the statewide institutions of higher education, other programs exist in which students can earn college credit while still in high school, including the Universities of Wisconsin “high school specials” program and WTCS programs like Youth Apprenticeship, Advanced Standing, and 38.14 Contracts programs. For

¹ Credentialed high school faculty across all Wisconsin dual enrollment programs are those who meet the Higher Learning Commission’s [requirements for credentialed dual enrollment instructors](#), although these faculty qualifications policies are about to [undergo revision](#).

more information on Wisconsin's current dual enrollment program options, including these additional program options, see the Wisconsin Legislative Council's [2020 Legislative Interim Research Report on Dual Enrollment](#).

DRAFT

Universities of Wisconsin Dual Enrollment Task Force

Facing many of the same questions that are being grappled with nationally, Universities of Wisconsin Administration created a [Dual Enrollment Task Force](#) in early 2023. The task force was given the following charge:

The Universities of Wisconsin have been considering expanding the scope of dual enrollment opportunities as part of an enrollment focus under the System's strategic plan. Universities of Wisconsin President Jay Rothman charged Senior Vice President for Academic and Student Affairs, Dr. Johannes Britz, to work both internally with our universities and with external partners to consider the role and structure of the Universities of Wisconsin dual enrollment practices in the context of 1) expanding access to higher education, 2) increasing participation rates among Wisconsin students, especially underrepresented groups, and 3) increasing the number of students who take a UW university dual enrollment course and subsequently matriculate to a UW university.

The membership of the task force included the following:

Executive Sponsors:

- Andrew Leavitt, Chancellor, UW Oshkosh
- Johannes Britz, Senior Vice President for Academic and Student Affairs, Universities of Wisconsin Administration
- Maria Cuzzo, Provost and Vice Chancellor, UW-Superior
- Rob Ducoffe, Provost and Vice Chancellor for Academic and Student Affairs, UW-Parkside

Co-chairs:

- Tracy Davidson, Associate Vice President, Office of Academic Affairs, Universities of Wisconsin Administration
- John Achter, Senior Director, Student Success and Wellbeing, Office of Enrollment and Student Success, Universities of Wisconsin Administration
- Julie Amon, Associate Vice President for Enrollment and Student Success, Universities of Wisconsin Administration

Members:

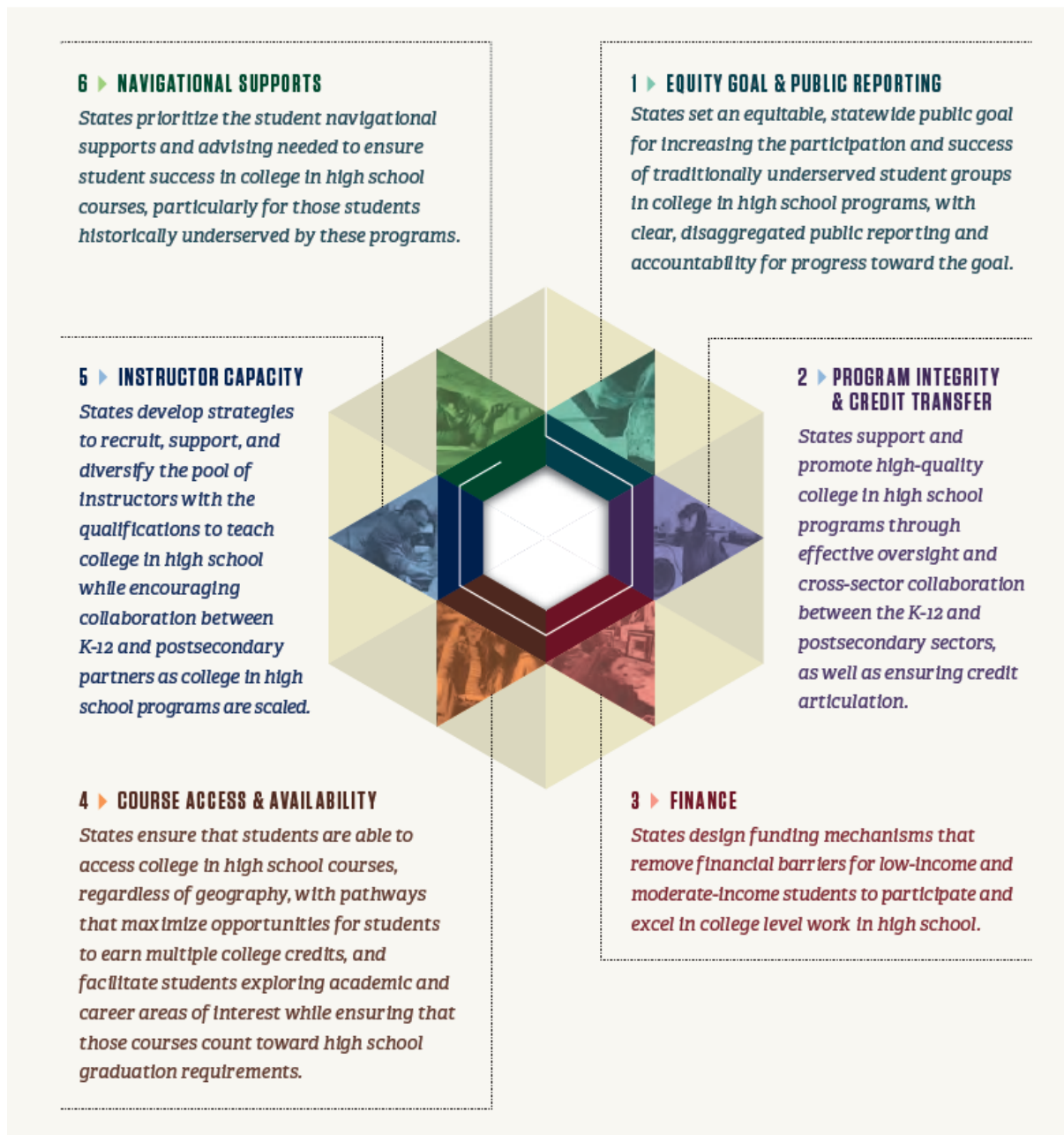
- Barbara Bales, Director, PK-20 Strategic Initiatives and Educational Programs, Office of Enrollment and Student Success, Universities of Wisconsin Administration
- Kavita Bhatia, Professor of Mathematics, UW-Stevens Point at Marshfield
- Dave Clark, Vice Provost for Student Success and Co-Lead for Division of Enrollment Management, UW-Milwaukee
- John Dobyns, Operational and Outreach Director, Cooperative Academic Partnership Program, UW Oshkosh

- Nelu Ghenciu, Professor and Chair, Mathematics, Statistics and Computer Science, UW-Stout (UW Faculty Shared Governance Chair)
- Denise Hancock, Administrative Program Manager, Center for Professional Studies, UW-Parkside
- Beth Hein, Executive Director of Educational Pathways, UW-Stout
- Carolyn Keller, Associate Provost in Academic Affairs, Associate Professor of Social Sciences, UW-Platteville
- Sara Knueve, Policy Advisor, Division for Academic Excellence, Department of Public Instruction
- Deej Lundgren, Director for State Relations, Office of Government Relations, Universities of Wisconsin Administration
- Patrick Neuenfeldt, Associate Director for Dual Enrollment Services, UW-Green Bay
- Ben Passmore, Associate Vice President, Office of Policy Analysis and Research, Universities of Wisconsin Administration
- Jamie Schneider, Professor of Chemistry and Assistant Dean, College of Arts and Sciences, UW-River Falls
- Aaron Seligman, Senior Advisor, Office of Academic and Student Affairs, Universities of Wisconsin Administration
- Karin Smith, Consultant for Dual Enrollment, Department of Public Instruction
- Megan Strehlow, Assistant Vice Chancellor, Student Access and Success, UW-Green Bay
- Jen Szydluk, Professor of Mathematics, UW Oshkosh
- Colleen Timm, Agency Administrator, Cooperative Educational Service Agency (CESA) 7
- Scott Owczarek, Associate Vice Provost and University Registrar, UW-Madison

The task force held a charge meeting in March 2023 and five additional working meetings during which members mapped and analyzed the most common barriers to dual enrollment in the state. Discussions among task force members were framed by a desire to provide context for the complex landscape of dual enrollment programming in Wisconsin. The task force also wished to make data driven recommendations, where possible. To this end, the work of the task force included identifying data sets that might help members better understand how to navigate barriers. The task force agreed that program quality is a foundational consideration in the delivery of UW System dual enrollment programming and that concurrent enrollment courses should show parity in rigor with similar courses taught at UW universities. Within this framework, task force workgroups were organized to align with the objectives outlined in the charge.

Following these initial conversations, the Universities of Wisconsin contracted with Alex Perry from the College in High School Alliance (CHSA), in partnership with Amy Williams and Dianne Barker from the National Alliance of Concurrent Enrollment Partnerships (NACEP). The consultants held eight meetings with the task force. These meetings focused on mapping a framework for recommendations and utilizing task force input to articulate the recommendations themselves. With the support of the task force co-chairs, the meetings were

organized using CHSA's framework published in [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs](#).



This six-part framework was developed so that states and systems could assess their current programs and policies with an eye towards identifying gaps. The framework includes these components:

- **Equity Goal and Public Reporting** – To what extent does the state have a clear vision for the role of dual enrollment in its education ecosystem, a goal to realize that vision and address equity gaps, and the data system to support measuring progress against that goal?
- **Program Integrity and Credit Transfer** – To what extent does the state have the policies and practices that encourage high-quality dual enrollment; promote collaboration between K-12, higher education, and the workforce; and have the credit transfer policies necessary to ensure students' dual enrollment experiences are correctly applied to their future studies?
- **Finance** – To what extent does the state reduce or eliminate the cost burden for participating in these programs on low-income students, inclusive of tuition and nontuition course costs, and how does the state ensure that both K-12 and higher education are properly incentivized to be strong partners in participating in dual enrollment?
- **Course Access and Availability** – To what extent does the state and individual programs make a variety of thoughtfully designed courses available to students, does the state provide students with multiple pathway options including Career & Technical Education (CTE), and to what extent does the state or individual programs have equity-minded eligibility criteria in place?
- **Instructor Capacity** – To what extent does the state support the need for K-12 teachers to secure additional credentials to be able to teach in a dual enrollment course and ensure appropriate professional development and collaboration between K-12 and higher education instructors working in this space?
- **Navigational Supports** – To what extent does the state and individual programs support the advising and support needs of students to ensure their success in thoughtfully selecting dual enrollment experiences aligned to their post-high school goals?

Over the course of the first five consultant-led meetings with the task force, the members collectively worked through each of the framework categories of unlocking potential to consider to what extent the Universities of Wisconsin and State of Wisconsin dual enrollment policies and practices aligned with the needs of students. Where appropriate, the consultants provided insight into the national landscape and current research on specific dual enrollment challenges, which also informed task force discussions. In addition, ongoing meetings with the task force co-chairs provided an opportunity to further analyze and align recommendations with the goals set forth in the task force charge. Ultimately, the consultants, in consultation with task force leadership, distilled and synthesized task force discussions into this final report, which was iteratively reviewed by task force leadership and via subsequent task force meetings. Task force leadership expanded the final report to reflect additional details of the Wisconsin dual enrollment landscape.

Key Findings of the Task Force

The Universities of Wisconsin Dual Enrollment Task Force identified several actionable recommendations to advance Universities of Wisconsin dual enrollment programs and advance state policy. These recommendations respond to a core diagnosis of the following three larger challenges facing Universities of Wisconsin dual enrollment:

- **Universities of Wisconsin Lack a Systemwide Vision for Guiding Dual Enrollment Programming** – Each of the individual UW university dual enrollment leaders have an understanding about why they are doing this work, but that vision is not aligned across UW universities, nor is it aligned with the Universities of Wisconsin Administration. No common banner guides implementation of this work, and differing visions have resulted in different ways to prioritize, operationalize, and resource dual enrollment among UW universities. The lack of a shared vision likely contributes to the lack of systemwide program alignment, cited below.
- **A Trust Deficit Exists Among UW Universities Regarding Their Dual Enrollment Programs** – Members of the task force identified a trust deficit among UW universities regarding each other's dual enrollment programs. This trust deficit likely has led to misperceptions about course quality, efficiency of credit transfer, and other issues related to dual enrollment operations.
- **Universities of Wisconsin Dual Enrollment Lacks Alignment** - Each institution makes its own decisions about program structure, funding, and staffing, and a lack of consistency is found in dual enrollment program names and definitions across the state, even when those programs are offered at the same high school. The lack of operational alignment and coordination among UW universities creates significant confusion for parents and students who interact with UW's dual enrollment programs. In fact, the confusion generated by the lack of institutional alignment was consistently cited by the task force as an important obstacle to high school student participation. In addition, each campus must find its own way to solve common challenges as no shared communication infrastructure exists to promote knowledge sharing and problem solving across the institutions. The lack of communication infrastructure likely also contributes to the trust deficit. The task force and external consultants believe that resolving this lack of alignment would unlock significant progress toward achieving Universities of Wisconsin goals and potential enrollment growth. The Universities of Wisconsin, functioning as 13 individual programs without a common vision or operational consistency, are at a competitive disadvantage in the state's dual enrollment ecosystem, where the Wisconsin Technical College System (WTCS) operates as a more coherent system. In addition, the task force believes that alignment creates the foundation for a new dialogue with the Wisconsin legislature and other constituencies involved in

operationalizing the state's dual enrollment programs. These dialogues could lead to important progress in key areas.

The key findings of the task force working in concert with consultants led to the development of recommendations that speak to the task force charge.

DRAFT

Recommendations

The recommendations outlined within this report are designed to present specific ideas regarding how these challenges might be addressed, including both recommendations for the Universities of Wisconsin, as well as those for the state of Wisconsin. These recommendations are organized into the following framework: **VISION, ALIGNMENT, FUNDING, and INSTRUCTOR CAPACITY.**

The following sections provide several recommendations as to how Universities of Wisconsin might advance and grow its dual enrollment programs. These recommendations are anchored in **three key recommendations** that the task force believes are most essential to making progress. These recommendations are:

Key Recommendations		
Create an Aligned Vision for Dual Enrollment at the Universities of Wisconsin	Establish a Universities of Wisconsin Dual Enrollment Council	Launch a Universities of Wisconsin Dual Enrollment Coordinator Community of Practice

Table 1. Key recommendations of the Universities of Wisconsin Dual Enrollment Task Force.

These recommendations are described in more detail using the framework above.

VISION		ALIGNMENT		FUNDING		INSTRUCTOR CAPACITY	
UW	STATE	UW	STATE	UW	STATE	UW	STATE
<ul style="list-style-type: none"> • Create Aligned Vision 	<ul style="list-style-type: none"> • Create Statewide Vision 	<ul style="list-style-type: none"> • Create Dual Enrollment Council • Develop Alignment Action Plan • Examine Transfer Credit Challenges 	<ul style="list-style-type: none"> • Establish Wisconsin Dual Enrollment Task Force with DPI, WTCS, and WAICU 	<ul style="list-style-type: none"> • Map Existing UW Dual Enrollment Cost Structures & Consider Consolidation 	<ul style="list-style-type: none"> • Increase Statutory Limits for ECCP Tuition Caps 	<ul style="list-style-type: none"> • Engage Teacher Ed Programs About Dual Enrollment 	<ul style="list-style-type: none"> • Propose Additional Compensation & Professional Development for Concurrent Enrollment
<ul style="list-style-type: none"> • Expand Data Collection 		<ul style="list-style-type: none"> • Explore Required NACEP Accreditation • Explore Common Admission Platform • Promote UW University Matriculation 		<ul style="list-style-type: none"> • Research UW Dual Enrollment Value Proposition • Reduce Costs for Low-Income Students 	<ul style="list-style-type: none"> • Survey High Schools to Understand Impact of Current Funding Model 	<ul style="list-style-type: none"> • Collect Data on Instructor Credentialing • Consider Potential Impact & Strategies in Response to HLC Changes 	
		<ul style="list-style-type: none"> • Create Dual Enrollment Community of Practice • Develop Communication Strategies 					
		<ul style="list-style-type: none"> • Create Single UW Dual Enrollment Portal 					
		<ul style="list-style-type: none"> • Examine UW Dual Enrollment Eligibility Criteria 					

Table 2. Complete recommendations of the UW Dual Enrollment Task Force.

Vision

Universities of Wisconsin Recommendations

Create an Aligned Vision for Dual Enrollment at the Universities of Wisconsin – The UW universities should collaborate with the Universities of Wisconsin Administration to develop a common vision for dual enrollment that can be jointly adopted by all UW universities. Such a vision should seek to answer why the Universities of Wisconsin are investing resources in offering dual enrollment to students; identify the goals UW universities have for expanding dual enrollment, to whom, and why; and develop some underlying principles to govern how the overall dual enrollment ecosystem across the Universities of Wisconsin should evolve to align with this vision. The task force believes that this vision should be centered on using dual

enrollment to expand access and success for underrepresented students in higher education and to expand the overall size of the college-going population of young people in Wisconsin, which will support the state's goals of increasing the number of adults with a postsecondary degree or credential. Any vision developed and adopted by the Universities of Wisconsin should reflect the consensus of the broadest group of stakeholders possible.

- Rationale: Currently, no aligned common perspective exists across the Universities of Wisconsin to the simple question “why dual enrollment?” Lacking a vision means that the different UW universities have developed their own goals and objectives for their individual dual enrollment programs that may not align and sometimes create tension among the universities. A common, shared vision developed and agreed to through consensus among the universities would provide an important starting point for exploring ways to improve communication and alignment across the Universities of Wisconsin dual enrollment program. It would also provide the state with a clear understanding of what the Universities of Wisconsin are looking to accomplish from involvement in dual enrollment and may help set the terms for additional state investments or assistance to contribute towards meeting that vision.
- Example: [Kentucky's Dual Credit Policy](#) for its institutions of higher education outlines both a narrative vision for the role of dual enrollment in the state's education system and also a specific goal for Dual Credit Attainment developed to quantify and show what it would take to close access gaps to the programs statewide.

Expand Data Collection to Understand How the Universities of Wisconsin Are Meeting Their Vision – Currently, the Universities of Wisconsin Administration collects and reports detailed data on access, matriculation, and success of dual enrollment students in the Universities of Wisconsin, including detailed information on demographics of dual enrollment students. This capability should be built out to include more detailed data on courses UW dual enrollment students are participating in, matriculation rates to institutions outside of the Universities of Wisconsin, information on major programs that dual enrollment students pursue, how many dual enrollment credits are accumulated by high school graduation, and the amount of dual enrollment credit transferred from non-UW dual enrollment programs. Additionally, the impact of dual enrollment on longer-term employment outcomes of students should be studied. Additional data would help the Universities of Wisconsin (through the UW Dual Enrollment Council recommended below) to set specific equity goals for dual enrollment participation and success metrics for the system to work towards achieving.

- Rationale: In addition to setting a clear vision that talks about the “why” behind dual enrollment, it will also be necessary to ensure that the Universities of Wisconsin are collecting and reporting the data that will contribute towards understanding whether that vision is successfully being advanced. In addition, sharing which courses students take will allow Universities of Wisconsin to understand where they are providing the most value in the state's dual enrollment ecosystem as a whole and where challenges may exist related to opportunities and options students have available.

State-Level Recommendations

Create a Statewide Vision for Dual Enrollment – Wisconsin needs an aligned statewide vision for the role that dual enrollment plays in the state's education system, inclusive of the perspectives of all relevant state institutions of higher education. This will help explicitly connect the contribution that dual enrollment can make to the state's postsecondary attainment goal.

- Rationale: The Universities of Wisconsin need a clear vision for dual enrollment. In addition, an aligned statewide vision is needed to maximize the efficacy of all approaches to providing Wisconsin high school students with access to college courses. This would also help senior policymakers understand the role of these programs in meeting the state's larger goals, including its postsecondary attainment goal. Most states lack a clear goal for their dual enrollment programs, and so Wisconsin is not unusual in not having had these state-level conversations. But the advantages of having a vision are significant; they can help guide the state's policy and resource allocation decisions moving forward and maximize the benefits of dual enrollment.

Alignment

Universities of Wisconsin Recommendations

Create a UW Dual Enrollment Council – The Universities of Wisconsin should establish a Dual Enrollment Council comprising representatives from Universities of Wisconsin Administration and all 13 UW universities. Campus representation should include campus leadership as well as those with oversight of dual enrollment programming. This Dual Enrollment Council should help build the vision for the Universities of Wisconsin dual enrollment program and be tasked with developing recommendations as to where alignment on dual enrollment policies and procedures across the 13 UW universities is possible and necessary. As part of its work plan, the council should map the existing landscape of UW dual enrollment, including a complete inventory of the high schools with which UW universities have existing programs and courses.

- Rationale: A coordinated interinstitutional effort, encouraged and endorsed by Universities of Wisconsin leadership, is needed to map a path forward on alignment across UW universities' dual enrollment programs. Such a body needs to reflect the perspectives of both UW universities as well as Universities of Wisconsin Administration, be collaborative and action-oriented, and consider ways, such as the recommendations outlined below, that institutions might increase operational alignment and coordination for the betterment of the whole system. The foundational focus for a UW Dual Enrollment Council is to begin to address the significant trust deficit apparent among the 13 UW universities regarding their dual enrollment programs. A council would create a space for university and program leadership to communicate and collaboratively develop appropriate solutions to align the systemwide

dual enrollment enterprise. This work may involve policy or process change, as well as opening lines of communication and dialogue among UW universities.

Task the UW Dual Enrollment Council with Developing an Alignment Action Plan – The Dual Enrollment Council should begin its work by identifying a clear work plan to address the issues that are most pressing to the Universities of Wisconsin dual enrollment programs and for which the council can make the most progress. The task force suggests the following possible components of an action plan for the council to consider:

- **Develop Common Names and Definitions for UW Dual Enrollment** – The Universities of Wisconsin should develop common definitions and program names that align across all UW universities to create coherence in what institutions call their dual enrollment programs.
 - Rationale: Currently, no shared definitions exist for terms and program names across the Universities of Wisconsin, creating confusion for all constituencies who interact with more than one UW campus. In contrast, the Wisconsin Technical College System (WTCS) has an aligned set of names and definitions for its various dual enrollment programs that are offered through every college and at every high school.
- **Examine Dual Enrollment Credit Transfer Challenges** – UW universities should jointly explore the extent to which dual enrollment credit transfer is an issue, whether the Universal Credit Transfer Agreement (UCTA) is providing seamless transfer of dual enrollment courses, and how the UCTA can be used to address any remaining issues impeding transfer of dual enrollment credits among the universities, including tools such as Transferology. The task force identified anecdotal data about challenges related to credit transfer, and the council should investigate further to understand whether this is a challenge that requires addressing.
 - Rationale: Students attending UW dual enrollment programs should have the confidence to know that if they attend another UW university upon high school graduation, they will not be asked to take a course substantially like one that they completed in dual enrollment. The Universities of Wisconsin should assess the extent to which that is happening presently, and if issues are identified, work with the universities to address them.
- **Explore Making NACEP Accreditation for UW Universities a Systemwide Requirement** – The council should carefully consider the advantages and disadvantages to requiring accreditation for concurrent enrollment programs offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP) by all UW universities as a way of building trust between each campus over dual enrollment course quality and ensuring high-quality courses. The council would need to consider the trade-offs of such an approach, balancing the resources and staff commitments necessary to obtain and maintain accreditation with the advantages of doing so. The council could consider ways to

address those time and capacity commitments through looking at doing a systemwide accreditation, having the Universities of Wisconsin Administration subsidize the costs of accreditation for the universities, and other approaches, as appropriate.

- Rationale: Despite every UW university needing to align with Higher Learning Commission accreditation requirements on faculty credentialing, mistrust exists among the universities about the quality of their dual enrollment courses, specifically tied to the qualifications of the high school instructors teaching dual enrollment courses. To engender greater trust among the institutions, a discussion about pursuing NACEP accreditation is likely important. Task force members held strong feelings both in favor of taking this route and against it, but a path forward might be found if resource and capacity constraints related to the process of securing and maintaining accreditation can be addressed.
 - Example: At present, [10 states require](#) NACEP accreditation for all programs in some form, and state systems of higher education like the Minnesota State Colleges and Universities system and Ivy Tech Community College in Indiana have navigated the accreditation process successfully. In addition, a small number of states, [including Oregon](#), have their own state-level quality assurance mechanism for dual enrollment.
- **Explore a Common Admissions Platform for UW Dual Enrollment Programs** – The UW Dual Enrollment Council should explore implementing a common admissions platform for UW dual enrollment programs. Currently, UW universities are all using different systems, with varying levels of sophistication, to track and manage their dual enrollments. The council should consider the advantages, disadvantages, and feasibility of adopting a common platform, such as the UW Electronic Application for Admission (EApp), a customized UW EApp specific to dual enrollment, or another platform, that can be shared by the universities and improve capacity at the individual programs by reducing administrative burdens faced by each individual program.
 - Rationale: Each UW campus currently builds its own system for managing enrollments and other program needs. Administrative tasks that are replicable from campus to campus take time and capacity for the staff managing this work. A common admissions system customized to the need of the UW dual enrollment programs could potentially free up capacity for campus dual enrollment coordinators to spend more time on other alignment priorities and serving students. However, several task force members pointed out that such a system could be limiting to an individual university's ability to innovate and that the trade-offs should be examined carefully before proceeding.
 - **Promote UW University Matriculation** – The UW universities should align on shared strategies that can be universally adopted to create a feeling of belonging among all UW dual enrollment students in campus life and to energize and enthuse students to pursue matriculation to a UW university after high school graduation. This should include building off the lessons of existing work happening at the universities, such as

UW-Green Bay and other universities' piloting of direct admissions for dual enrollment students.

- Rationale: The Universities of Wisconsin benefit most from students who take dual enrollment and then choose to matriculate to a UW institution. The universities should develop common strategies or identify common needs for the system to address to encourage students to consider a UW university post-high school graduation.
- **Create a Universities of Wisconsin Dual Enrollment Coordinator Community of Practice**
 - Universities of Wisconsin Administration should organize and staff a community of practice for the 13 dual enrollment coordinator positions across the system. The purpose of this community of practice will be to share ongoing challenges and opportunities, share best practices, interface the UW dual enrollment programs at the coordinator level, and raise issues for consideration and discussion by the UW Dual Enrollment Alignment Council.
 - Rationale: The individual coordinators across the UW universities have no formal collaborative mechanism to allow them to discuss program-level issues, address common challenges, and provide feedback to more senior leadership at the Universities of Wisconsin about shared issues. A permanent ongoing collaborative mechanism is needed at the coordinator level staffed and supported by the Universities of Wisconsin system office. The role that staffs and coordinates the UW dual enrollment community of practice should also be the liaison with the WTCS and its dual enrollment coordinators as well.
- **Develop Specific Communication Strategies for Students, Families, High School Counselors, and UW Faculty** – Many constituencies interact with Universities of Wisconsin dual enrollment in some fashion and need specifically tailored communications. The Universities of Wisconsin should coordinate communications for each audience, focusing on the value of dual enrollment, as well as the options available to students. These communications should draw on lessons from existing UW communications campaigns, such as that for direct admissions, and be informed by the system's vision and goals for dual enrollment.
 - Rationale: The communications that will excite students and parents are different from those most helpful to counselors or college faculty. Each audience needs specific attention to help them understand their role and opportunities in the dual enrollment ecosystem. This includes both outward and inward facing communications, particularly given some of the limited working knowledge about dual enrollment across UW universities and academic departments.
 - Example: The [Ohio Department of Higher Education](#) provides specific resources for students and families, secondary schools, and institutions of higher education about the state's dual enrollment programs.

- **Create a Single Universities of Wisconsin Dual Enrollment Online Portal** – Students and parents should have one online web portal they can access to get all their necessary information about the Universities of Wisconsin dual enrollment programs. This should include aligned messaging and appropriate links for students and parents to find the content most relevant for them given their high school. This portal could be connected to the UW EApp.
 - Rationale: Opportunities to access information about dual enrollment opportunities are inconsistent across the 13 UW universities. A single online portal, even if it then links out to the individual universities to provide customized information, still provides a universal starting point where aligned messaging can be communicated for anyone interested in learning more about UW universities' dual enrollment offerings.
 - Example: The Louisiana Dual Enrollment Task Force launched [Louisiana Dual Enrollment](#), a statewide portal for students, parents, and counselors to access information about dual enrollment opportunities in Louisiana. Like the Universities of Wisconsin, Louisiana's dual enrollment programs have significant variability in design and course offerings, but the portal provides a starting point for each of those three audiences to get information about the programs and how to access them.
- **Examine UW Universities Dual Enrollment Eligibility Criteria** – The Dual Enrollment Council should review the existing eligibility criteria for dual enrollment programs among UW universities and utilize evidence-based practices to align these criteria, where possible. Ideally, eligibility criteria should promote the broadest access possible without impacting academic outcomes. This review should also explore what communications efforts might be necessary with high schools to improve how they are approaching assessing student eligibility. This effort should focus on developing equity-based criteria that preference screening in, rather than screening out, students.
 - Rationale: Currently, eligibility criteria for dual enrollment differ campus to campus within the Universities of Wisconsin, heightening the complexity and confusion related to these programs for students and families. Other states and systems have undertaken thoughtful efforts to examine the impact of different eligibility criteria and developed new universal criteria that align to the standards of promoting the widest access without impacting academic performance. In many cases, these criteria look beyond either placement tests or GPA as the sole measure of eligibility. Such a move to examine eligibility criteria and identify criteria that expand access without impacting academic outcomes would align with work done in other states. In the last 18 months, [Ohio, Florida, and Louisiana](#) have adopted new statewide eligibility criteria for dual enrollment. These new criteria are based on data from studies that explored the impact of non-test-based eligibility criteria on student access and performance.

State-Level Recommendations

Establish a Wisconsin Dual Enrollment Task Force Inclusive of DPI, UW, WTCS, Tribal Colleges, and WAICU – The two systems of public higher education (UW and WTCS), the Tribal Colleges, the Wisconsin Association of Independent Colleges and Universities (WAICU), and the Department of Public Instruction (DPI) should form a task force to examine the impact of the current dual enrollment landscape on Wisconsin high school students. Is the existence of two policy mechanisms and divergent programming and priorities having a negative impact on student ability to access and navigate their way through program offerings? If so, the task force should consider what changes to the current statewide structure might improve the student experience. In addition, the task force might consider how dual enrollment programs across the state might more intentionally articulate with the Department of Public Instruction's formal Academic and Career Planning initiative, which explicitly includes dual enrollment as one of several strategies for building career focused post-secondary pathways.

- **Rationale:** Many of the discussions about the current situation, where one law governs WTCS dual enrollment and another law governs Universities of Wisconsin dual enrollment, focus on what is best for the respective education systems. It is essential to reset the conversation back to what is best for students and undertake a joint project to examine the impact that Wisconsin's current dual enrollment ecosystem is having on student agency and choice. To the extent that process identifies challenges, those should be rectified in an aligned and joint way to improve the overall student experience with dual enrollment.

Funding

Universities of Wisconsin dual enrollment programs do not produce the revenue that enrollments of non-dual enrollment students do. This is due to several factors, including limited state funding, multiple state statutes, and an inability of high school students to access federal financial aid for dual enrollment. Further, a desire to expand access to underrepresented low-income students into dual enrollment—and therefore into postsecondary education—requires making dual enrollment an affordable experience for students.

The task force strongly believes that every low-income student participating in dual enrollment in the state of Wisconsin should be able to do so at no cost to them. This vision requires additional state investments to become a reality, through supporting concurrent enrollment costs and through increasing the statutory tuition limits for ECCP. The recommendations below are designed to set the Universities of Wisconsin on a course toward having a new conversation with the state about additional funding to support more of the costs of dual enrollment, particularly for low-income students.

The task force believes that the recommendations outlined in this report, particularly the articulation of a clear vision for Universities of Wisconsin dual enrollment, as well as increasing interinstitutional program alignment, will create the foundation for a new dialogue with the Wisconsin legislature about the need for additional funding to support expanding dual enrollment statewide.

Universities of Wisconsin Recommendations

Map Existing UW Dual Enrollment Cost Structures and Consider Alignment – The Universities of Wisconsin should implement a systemwide inventory of all dual enrollment program options and their costs to students. Following this inventory, the UW Dual Enrollment Council should explore coordinated dual enrollment pricing.

- Rationale: Task force members reported that students, families, and school district partners experience significant confusion related to the different program offerings provided by UW universities, particularly the differing costs. Programs often differ in pricing due to structural differences such as modality, whether the school district is contributing any funding to support the student participating in the course, and other factors. A concerted effort systemwide to create more consistency for students and reduce the large number of options for Wisconsin high school students will reduce barriers to entry and make students more likely to consider UW university programs.

Research UW Dual Enrollment Value Proposition – Commission new research into outcomes for UW dual enrollment students, showing their outcomes in college access and success, as well as career outcomes, to demonstrate the successes of UW dual enrollment programs and the value of investment in UW dual enrollment courses.

- Rationale: For the Universities of Wisconsin to make a compelling case about the need for the state to fund more of the overall costs of a dual enrollment course at UW universities, particularly given the ability of students to take lower cost courses through WTCS, the Universities of Wisconsin will need to have clear and comparative outcomes data for its students participating in dual enrollment at UW universities showing the significant value to those students of participating in dual enrollment.
- Example: The Kentucky Commission on Postsecondary Education [commissioned two studies into the state's dual enrollment programs](#) that have directly contributed towards the state's recent investments into making a Dual Credit Scholarship available for all students. The state's two research studies examined the educational outcomes of participating in dual enrollment at the state's two-year and four-year institutions.

Reduce Costs for Low-Income Students – Grounded in the vision created above, the Universities of Wisconsin should develop a systemwide strategy for reducing or eliminating costs for low-income students and develop strategies to focus on the recruitment and retention of diverse, low-income, and first-generation students. This will involve identifying where existing resources can be better targeted to facilitate access for these students and what additional funding would need to be provided by the legislature.

- Rationale: Students participating in dual enrollment have many costs (tuition, textbooks, etc.), which create a barrier for low-income students to participate. To serve the overall goals of expanding access and creating opportunities for new college students, the Universities of Wisconsin need a specific strategy focused on low-income student recruitment and retention.

State-Level Recommendations

Increase Statutory Limits for Early College Credit Program Tuition Caps – Amend the Early College Credit Program statute to allow a higher statutory limit for the charges for undergraduate tuition, at least to a level comparable with the average tuition levels for Start College Now institutions that are being paid in full by the school districts.

- Rationale: In the Start College Now (SCN) program, school districts fund the full cost of tuition for the students. Under the Early College Credit Program (ECCP), tuition reimbursement costs are capped at one-half of the tuition cost for UW two-year campuses and one-third of costs for the UW four-year universities. While tuition costs at UW universities are higher overall than those costs at WCTS colleges, a preliminary analysis shows that the state is currently paying more dollar-for-dollar for the SCN program than ECCP. If confirmed by further analysis, this disparity should be addressed by aligning statute to ensure school districts are paying at least the same overall amounts of funding for credits students earn through UW dual enrollment programs as they do through WCTS programs.

Survey High Schools on Impact of Current Funding Models – The state should examine whether the requirement that school districts pay the costs of dual enrollment tuition, under both Start College Now and the Early College Credit Program, are creating any disincentives for schools to offer these course experiences widely to as many students who can benefit from participating as possible. As the state looks to expand the availability of these courses to more students, the cost impact of these statutory programs may need to be considered in more detail..

- Rationale: In states like [Minnesota](#) that also require high schools to pay for the costs of courses for students, ongoing discussions are occurring about the role that this funding mechanism is playing in depressing participation in dual enrollment because high schools are concerned about the budgetary impact of significantly expanding dual enrollment. A broader statewide discussion about how Wisconsin funds dual enrollment, including Start College Now and the Early College Credit Program, may suggest an alternative funding mechanism that would be more appropriate to expand participation, particularly for low-income students.

The Business Case for Expanding Access to Low-Income Students

According to new research from the [Community College Research Center \(CCRC\)](#), the return on investment for community colleges engaged in dual enrollment is directly benefited by a focus on equity. CCRC's research into the economics of dual enrollment at community colleges – which likely applies to four-year institutions as well – finds that the programs have a direct ROI for the college when programs focus on the following two strategies relevant to the UW conversation:

- Economies of scale: With increases in the number of students enrolled in dual enrollment, the average cost of implementing and providing it falls.
- Yield surplus: Dual enrollment can motivate more students to attend community college and pursue community college credentials after high school, thus generating revenue for colleges downstream.

A lot of the discussion that takes place at colleges and universities about dual enrollment and the resource allocations connected to it often focus on the revenue generated from students while they are participating in dual enrollment. But, at a time of postsecondary enrollment decline across much of the postsecondary education system, there is a real incentive for colleges to invest in opening doors to college for more students and looking to provide students with access to dual enrollment who are outside the college's typical student population.

The result is that while colleges may need to make an investment in providing low-income students with access to free dual enrollment courses up front, if it results in students successfully matriculating to the college where previously they had not been considering postsecondary as achievable for them, that is a twofold win: it is a win for the student who is now in a position to earn a vital postsecondary degree or credential for the modern economy, and it is also a win for the college that is now generating revenue from a student who was not planning to attend previously.

An expansion of equitable access to dual enrollment, and a careful consideration about how it fits with Universities of Wisconsin's wider higher education goals and strategies, requires a clear vision about what dual enrollment is meant to provide the college. If the goal is to maximize the revenue generated from high school students taking dual enrollment, then equity will necessarily take a back seat. But if the goal is to expand the pool of students attending a UW university generally, the latest research shows there to be a strong incentive to expand low-income student access to dual enrollment.

Instructor Capacity

Universities of Wisconsin Recommendations

Engage Teacher Education Preparation Programs about Dual Enrollment – The Universities of Wisconsin should begin talking with their educator preparation programs about ways to

modify current program offerings to include more content-specific courses for teacher candidates to encourage teacher candidates to become certified to teach dual enrollment. This effort should include looking at whether courses currently coded as education courses contain enough content to be coded as discipline-specific courses as well. The conversation should also include ways in which dual enrollment can be used by high school students as an on-ramp into teaching as a career pathway.

- Rationale: Convincing mid-career teachers to pursue more graduate instruction will always be difficult. Embedding relevant experiences while teacher candidates are still receiving instruction could be key long-term to producing more teachers with the credentials needed to teach in a dual enrollment setting. Dual enrollment can also be used to activate high school students' interest and engagement with the teaching profession. Thus, educator preparation programs can help address dual enrollment's needs, which in turn can be used to support the teacher workforce at large.
- Example: Indiana's Ivy Tech Community College, the state's community college system, [has partnered with](#) Marian University to allow students to take dual enrollment in high school, complete their associate degrees at Ivy Tech, then pursue bachelor's and master's degrees in teaching at Marian University. By the time students graduate, they have experienced dual enrollment themselves and have completed a teacher preparation program to become a licensed teacher. They graduate with the discipline-specific credentials to teach dual credit themselves.

Collect Data on Instructor Credentialing – The Universities of Wisconsin should collect data from the individual universities on current instructor credentialing gaps and needs to determine how close the universities are to having fully credentialed instructor populations in high schools and where gaps remain. After reviewing the data, the Dual Enrollment Council should then discuss the appropriate strategies to address those gaps, including how the Midwestern Higher Education Compact's [Graduate Credit Quest](#) platform can help.

- Rationale: task force members disagreed about how much of an issue dual enrollment teacher credentialing remains. Further data collection will help assess the significance of remaining challenges and how best to address them.

Consider the Potential Impact of Higher Learning Commission (HLC) Revisions – The task force agreed that program quality is of paramount importance in delivering Universities of Wisconsin dual enrollment programming. Concurrent enrollment courses should show parity in rigor with similar courses taught on UW college campuses. HLC is in the process of significantly revising their faculty qualifications policies. These changes will generally put the onus of determining faculty qualifications on institutions. Given the importance of this conversation, the task force co-leads have recommended that a dedicated work group be formed prior to this report's completion. Eventually, the proposed Dual Enrollment Council should be part of this conversation. This conversation could include considering how academic departments will navigate the changes and what the Universities of Wisconsin Office of Academic Affairs might recommend about responding to the additional faculty hiring flexibilities reflected in the revised HLC policies.

- Rationale: HLC is likely to defer more decision-making about instructor qualifications to the institutions themselves and to remove specific recommendations regarding credential requirements for instructors. If that happens, the Universities of Wisconsin would benefit from an aligned approach systemwide to the new standards and what changes to make, if any, to UW university credentialing requirements.

State-Level Recommendations

Propose Additional Compensation and Professional Development for Concurrent Enrollment Instructors – High school teachers with the credentials to teach a dual enrollment course should be additionally compensated to incentivize them to seek the credentials necessary to expand the pool of qualified dual enrollment instructors. In addition, the state should restore statutory incentives to provide professional development to secondary instructors, as these can be used to support teachers' dual enrollment instructor needs, including credentialing and collaboration with postsecondary faculty.

- Rationale: While the state has invested significant resources in improving teacher credentialing for dual enrollment instructors, ongoing investments will be necessary as the teacher workforce changes.

Conclusion

Discussions among the Dual Enrollment Task Force members, as well as those conversations that took place between the task force and its consultants, made it clear that significant, important, and good work is taking place across the Universities of Wisconsin dual enrollment programs. These conversations also made it clear that multiple barriers impede progress toward increasing participation in these programs and increasing the number of students who participate in dual enrollment programs and subsequently matriculate to a UW university. The task force identified three foundational barriers to progress in these areas. These include:

1. The lack of a systemwide vision that can guide delivery and expansion of dual enrollment programs,
2. The lack of systemwide operational alignment among dual enrollment programs, and
3. A significant trust deficit across the UW universities.

The task force felt that these foundational barriers can be significantly addressed via three key recommendations:

1. Articulate an aligned vision for dual enrollment programs across the UW universities,
2. Establish a UW Dual Enrollment Council to facilitate, among other things, developing a plan to better align the operations of UW dual enrollment programs, and
3. Launch a UW dual enrollment coordinator community of practice to facilitate inter-institutional communication.

In addition to more detailed recommendations in these foundational areas, the report lays out recommendations related to communications, funding, instructor capacity, and program quality.

Next Steps

We recommend that immediate next steps include:

- Assign Universities of Wisconsin Administration liaisons from the Office of Academic Affairs and the Office of Enrollment and Student Success to facilitate and routinely convene a community of practice for dual enrollment program coordinators across UW universities.

- Assign Universities of Wisconsin Administration liaisons from the Office of Academic Affairs and the Office of Enrollment and Student Success to facilitate building and routinely convening a UW Dual Enrollment Council. The liaisons should consult with the Dual Enrollment Task Force regarding an effective composition for this group. In the short term, the council should be charged with the following:
 - Work with UW leadership and campuses to build a shared vision for systemwide dual enrollment operations. This vision should guide implementing recommendations from this report, as well as future system activities related to dual enrollment.
 - Review accreditation standards and how best to assure quality concurrent enrollment programming. This work should include:
 - Align the Universities of Wisconsin workgroup to identify potential impacts of recent changes to HLC policy on faculty qualifications.
 - Review NACEP accreditation standards and make recommendations as to how the Universities of Wisconsin might best assure consistent, high-quality standards across their dual enrollment enterprise.
 - Collect data on the current landscape of instructor credentialing in the state.

In the near term, the Dual Enrollment Council should be charged with prioritizing and, where warranted, providing implementation plans related to aligning dual enrollment operations across UW universities. Implementation plans should include the identification of metrics to measure progress. Recommendations to be considered in this context include the following:

- Exploring a common admissions platform.
- Examining potential statewide dual enrollment eligibility criteria.
- Developing system-level communication strategies.
- Exploring strategies for increasing student matriculation.
- Examining existing transfer credit challenges.
- Developing a single UW dual enrollment online information portal.

In addition, near-term activities of the council should include prioritizing and providing implementation plans for other recommendations related to dual enrollment funding and instructor capacity/quality. These recommendations include:

- Surveying Wisconsin K-12 districts to determine the impacts of the current financial structures of dual enrollment in the state.
- Mapping existing dual enrollment cost structures and considering the benefits and risks to aligning costs systemwide.
- Mapping the costs and benefits of reduced tuition costs for low-income students, as well as the means to implement.

- Considering how dual enrollment activities might be operationalized to serve as an on-ramp for students who might not otherwise attend college.
- Engaging teacher education programs to better accommodate preparation for dual enrollment.

Longer-term Recommendations

Achieving state-level goals outlined in the report will require conversations with multiple stakeholders and progress in these areas is predicated on the foundational work laid out above. Universities of Wisconsin Administration leadership should monitor progress to determine when best to initiate conversations related to the following:

- Establishing a Wisconsin Dual Enrollment Task Force with DPI, WAICU, WTCS, and the Universities of Wisconsin.
- Developing a shared, statewide vision for dual enrollments.
- Changing the structure, particularly reimbursement levels, of the current ECCP legislation.

Proposing additional compensation for concurrent enrollment instructors, as well as considering the restoration of statutory incentives for instructor professional development

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Appendix A | Early College Credit Program (118.55)

118.55 Early college credit program.

(1) DEFINITIONS. In this section:

(b) “Governing body of a private school” means a board elected or appointed to govern a private school or, if no board is appointed or elected to govern the school, any other person having direct charge of the private school.

(bm) “Institution of higher education” means all of the following:

1. An institution within the University of Wisconsin System or a tribally controlled college.

2. A private, nonprofit institution of higher education located in this state.

(c) “Participating private school” means a private school attended by a pupil who has applied to take or is taking a course under this section.

(2) ENROLLMENT IN INSTITUTION OF HIGHER EDUCATION; APPLICATION. Subject to sub. [\(7t\)\(c\)](#), any public high school pupil who is not attending a technical college under s. [38.12\(14\)](#) or [118.15\(1\)\(b\)](#) and any high school pupil attending a private school may enroll in an institution of higher education for the purpose of taking one or more nonsectarian courses at the institution of higher education, including during a summer semester or session. The pupil shall submit an application to the institution of higher education in the previous school semester. The pupil shall indicate on the application whether he or she will be taking the course or courses for high school credit or postsecondary credit or both, if applicable. The pupil shall also specify on the application that, if he or she is admitted, the institution of higher education may disclose the pupil's grades, the courses that he or she is taking, and his or her attendance record to the public or private school in which the pupil is enrolled.

(3) NOTIFICATION OF INTENT; DETERMINATION OF HIGH SCHOOL CREDIT; NOTIFICATION OF POSTSECONDARY CREDIT.

(a) A public school pupil who intends to enroll in an institution of higher education under this section shall notify the school board of the school district in which he or she is enrolled or the governing board of the charter school under s. [118.40\(2r\)](#) or [\(2x\)](#) that he or she attends and a pupil attending a private school who intends to enroll in an institution of higher education under this section shall notify the governing body of the private school he or she attends of that intention no later than March 1 if the pupil intends to enroll in the fall semester, and no later than October 1 if the pupil intends to enroll in the spring semester. The notice shall include the titles of the courses in which the pupil intends to enroll and the number of credits of each course, and shall specify whether the pupil will be taking the courses for high school or postsecondary credit.

(b) If the public school pupil specifies in the notice under par. [\(a\)](#) that he or she intends to take a course at an institution of higher education for high school credit, the school board or governing board of the charter school under s. [118.40\(2r\)](#) or [\(2x\)](#) shall determine whether the course is comparable to a course offered in the school district or charter school, whether the course satisfies any high school graduation requirements, and the number of high school credits to award the pupil for the course, if any. If the pupil attending a private school specifies in the notice under par. [\(a\)](#) that he or she intends to take a course at an institution of higher education for high school credit, the governing body of the participating private school shall determine whether the course is comparable to a course offered at the private school, whether the course

satisfies any requirements necessary for high school graduation, and the number of high school credits to award the pupil for the course, if any. In cooperation with institutions of higher education, the state superintendent shall develop guidelines to assist school boards, governing boards of charter schools under s. [118.40 \(2r\)](#) or [\(2x\)](#), and participating private schools in making the determinations. The school board, governing board, or governing body shall notify the pupil of its determinations, in writing, before the beginning of the semester in which the pupil will be enrolled. If the public school pupil disagrees with the decision of a school board or governing board of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded, the pupil may appeal the decision to the state superintendent within 30 days after the decision. The state superintendent's decision shall be final and is not subject to review under subch. [III of ch. 227](#). If the pupil attending a participating private school disagrees with any decision of a governing body under this paragraph, the pupil may appeal the decision to the governing body within 30 days after the decision.

- (c) If the pupil specifies in the notice under par. [\(a\)](#) that he or she intends to take a course for postsecondary credit at an institution of higher education that is within the University of Wisconsin System, the board of regents of the University of Wisconsin System shall notify the pupil whether credits earned for the course are transferable between and within institutions within the system.

(4) ADMISSION TO INSTITUTION OF HIGHER EDUCATION; NOTIFICATION.

- (a) An institution of higher education shall admit a pupil to attend a course under this section if all of the following apply:

1. The pupil meets the requirements and prerequisites of the course.
2. There is space available in the course.

- (am) A pupil may attend an institution of higher education under this section only if the institution of higher education complies with s. [118.13 \(1\)](#).

- (b) If an institution of higher education admits a pupil, it shall notify the school board of the school district in which the pupil is enrolled, the governing board of the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) the pupil attends, or the governing body of the pupil's participating private school, in writing, within 30 days after the beginning of classes at the institution of higher education. The notification shall include the course or courses in which the pupil is enrolled.

- (c) If a pupil is not admitted to attend the course that he or she specified in the notice under sub. [\(3\) \(a\)](#) but is admitted to attend a different course, the pupil shall immediately notify the school board of the school district in which he or she is enrolled, the governing board of the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) the pupil attends, or the governing body of the pupil's participating private school and the school board, governing board, or governing body shall inform the pupil of its determinations under sub. [\(3\) \(b\)](#) regarding the course to which the pupil was admitted as soon as practicable.

- (5) RESPONSIBILITY FOR AND DETERMINATION OF COSTS; PAYMENT AND REIMBURSEMENT FOR CERTAIN COSTS.** Subject to sub. [\(7t\)](#), the school board of the school district in which a pupil attending an institution of higher education under this section is enrolled, the governing board of the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) attended by a pupil who is attending an institution of higher education under this section, and the governing body of the participating private school attended by a pupil who is attending an institution of higher education under this section shall be responsible for the following amount:

- (a) If the public high school pupil is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered in the school district or at the charter school, 75 percent of the actual cost of tuition for the course, as determined under par. (d). If a private high school pupil attending a private school is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered by the participating private school, 75 percent of the actual cost of tuition for the course, as determined under par. (d). If the pupil takes a course described under this paragraph at a high school in a school district, at a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or at a participating private school, the school board of the school district, the governing board of the charter school, or the governing body of the participating private school is responsible for the costs of books and other necessary materials for the course.
- (b) If the pupil is taking a course for postsecondary credit and if the course is not comparable to a course offered in the school district, at the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or at the participating private school, 25 percent of the actual cost of tuition for the course, as determined under par. (d).
- (d) If a school board, the governing board of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or the governing body of a participating private school is required to pay tuition on behalf of a pupil under this subsection, the tuition charged for each credit assigned to the course may not exceed the following:
1. For an institution of higher education under sub. [\(1\) \(bm\) 1.](#), other than a University of Wisconsin college campus, as defined in s. [36.05 \(6m\)](#), one-third of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the educational institution as an undergraduate student. Subject to sub. [\(7t\)](#), neither the institution of higher education nor the school board, governing board, or governing body may charge any additional costs or fees to a pupil to attend a course under this section.
 - 1m. For an institution of higher education under sub. [\(1\) \(bm\)](#) that is a University of Wisconsin college campus, as defined in s. [36.05 \(6m\)](#), one-half of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the college campus as an undergraduate student. Subject to sub. [\(7t\)](#), neither the college campus nor the school board or governing board may charge any additional costs or fees to a pupil to attend a course under this section.
 2. For an institution of higher education under sub. [\(1\) \(bm\) 2.](#), one-third of the amount that would be charged for each credit assigned to a similar course offered by the University of Wisconsin-Madison to an individual who is a resident of this state and who is enrolled at the University of Wisconsin-Madison as an undergraduate student. Subject to sub. [\(7t\)](#), neither the institution of higher education nor the school board or governing board may charge any additional costs or fees to a pupil to attend a course under this section.
- (e)
1. Subject to sub. [\(7t\)](#), within 30 days after the end of the semester, the school board of the school district in which a pupil who attended an institution of higher education under this section was enrolled, the governing board of the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) attended by a pupil who attended an institution of higher education under this section, and the governing body of a participating private school attended by a pupil who attended the institution of higher education under this section shall pay the institution, on behalf of the pupil, the amount determined under par. (d) and shall submit an itemized report to the department of the amounts paid under this subdivision.

2. Subject to subd. 3., from the appropriation under s. 20.445 (1) (d), the secretary of the department of workforce development shall, on behalf of the school board of a school district in which a pupil who attended an institution of higher education under this section was enrolled, on behalf of the governing board of the charter school under s. 118.40 (2r) or (2x) attended by a pupil who attended an institution of higher education under this section, and on behalf of the governing body of a participating private school and a pupil who attended the private school and who attended an institution of higher education under this section, pay to the department of public instruction the following amount:
- a. For a pupil who took a course for high school credit, as described in par. (a), 25 percent of the actual cost of tuition for the course, as determined under par. (d). The department of public instruction shall reimburse the school board of the school district, governing board of the charter school, or the governing body of the private school the amount received from the department of workforce development under this subd. 2. a.
 - b. For a pupil who took a course for postsecondary credit, as described in par. (b), 50 percent of the actual cost of tuition for the course, as determined under par. (d). The department of public instruction shall reimburse the school board of the school district, governing board of the charter school, or the governing body of the private school the amount received from the department of workforce development under this subd. 2. b.
3. If the appropriation under s. 20.445 (1) (d) in any fiscal year is insufficient to reimburse all school districts, governing boards, and governing bodies eligible for the full amount of reimbursable tuition costs under subd. 2., the secretary of the department of workforce development shall notify the state superintendent, who shall prorate the amount of the payments under subd. 2. among eligible school districts, governing boards, and governing bodies.

(6) RESPONSIBILITY OF PUPIL FOR TUITION AND FEES; INSTITUTION OF HIGHER EDUCATION.

- (a) Subject to sub. (7t), a pupil taking a course at an institution of higher education for high school credit under this section is not responsible for any portion of the tuition and fees for the course if the school board, the governing board of a charter school under s. 118.40 (2r) or (2x), the state superintendent on appeal under sub. (3) (b), the governing body of the participating private school, or the governing body on appeal under sub. (3) (b) has determined that the course is not comparable to a course offered in the school district, at the charter school, or at the participating private school, whichever is applicable.
- (b) A pupil taking a course at an institution of higher education for high school credit under this section is responsible for the tuition and fees for the course if the school board, the governing board of a charter school under s. 118.40 (2r) or (2x), or the governing body of the participating private school has determined that the course is comparable to a course offered in the school district, at the charter school, or at the participating private school, unless the state superintendent or the governing body reverses the decision of the school board, governing board, or governing body, respectively, on appeal under sub. (3) (b).
- (c)
 - 1. Except as provided in subd. 2., a pupil taking a course under this section at an institution of higher education only for postsecondary credit is responsible for 25 percent of the actual cost of tuition for the course, as determined under sub. (5) (d). The school board of the school district in which the pupil attending an institution under this section is enrolled, the governing board of the charter school under s. 118.40 (2r) or (2x) attended by a pupil attending an institution of higher education under this section, and the governing body of a participating private school attended by a pupil attending an institution of higher

education under this section shall establish a written policy governing the timing and method for recovering from the pupil or the pupil's parent or guardian the pupil's share of tuition as specified in this subdivision.

2. The school board, governing board of the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or the governing body of the participating private school shall waive the pupil's responsibility for costs under subd. [1.](#) if the department determines that the cost of the course would pose an undue financial burden on the pupil's family.

(7g) TRANSPORTATION. The parent or guardian of a pupil who is attending an institution of higher education or technical college under this section and is taking a course for high school credit may apply to the state superintendent for reimbursement of the cost of transporting the pupil between the high school or participating private school in which the pupil is enrolled and the institution of higher education or technical college that the pupil is attending if the pupil and the pupil's parent or guardian are unable to pay the cost of such transportation. The state superintendent shall determine the reimbursement amount and shall pay the amount from the appropriation under s. [20.255 \(2\) \(cy\)](#). The state superintendent shall give preference under this subsection to those pupils who satisfy the income eligibility criteria for a free or reduced-price lunch under [42 USC 1758 \(b\) \(1\)](#).

(7t) LIMITATIONS ON PARTICIPATION AND PAYMENT.

- (a) A school board, governing board of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or governing body of a participating private school may establish a written policy limiting the number of credits for which the school board, governing board, or governing body will pay under sub. [\(5\)](#) and s. [38.12 \(14\) \(d\)](#) to the equivalent of 18 postsecondary semester credits per pupil.

(c) If a pupil receives a failing grade in a course, or fails to complete a course, at an institution of higher education or technical college for which the school board, governing board of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or governing body of a participating private school has made payment, the pupil's parent or guardian, or the pupil if he or she is an adult, shall reimburse the school board, governing board, or governing body the amount paid on the pupil's behalf upon the request of the school board, governing board, or governing body. If a school board, governing board, or governing body that requests reimbursement of a payment made under this section is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the program under this section. For the purposes of this paragraph, a grade that constitutes a failing grade for a course offered in the school district, at the charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or at the participating private school constitutes a failing grade for a course taken at an institution of higher education or technical college under this section.

(8) PROGRAM INFORMATION; AGREEMENT.

- (a) Annually by October 1, each school board shall provide information about the program under this section to all pupils enrolled in the school district in the 8th, 9th, 10th, and 11th grades.

(b) A school board, governing board of a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#), or the governing body of a participating private school may enter into an agreement with an institution of higher education to facilitate the early college credit program under this section.

(9) RULES. The state superintendent shall promulgate rules to implement and administer this section, including rules establishing criteria for determining reimbursement amounts under sub. [\(7g\)](#).

(10) INAPPLICABILITY.

(a) In this subsection:

1. “Private, nonprofit institution” means a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of Independent Colleges and Universities or any successor organization.
2. “University of Wisconsin System institution” means a four-year university in the University of Wisconsin System.

(b) This section does not apply to a course for which a public high school pupil may earn postsecondary credit if all of the following apply:

1. The school board of the school district and one of the following have entered into an agreement before, on, or after July 1, 2018, to provide a college credit in high school program to academically qualified pupils under which participating pupils may take the course for postsecondary credit:

- a. The chancellor of a University of Wisconsin System institution.
 - b. The president of a private, nonprofit institution.

2. The instruction of pupils in the course takes place in a school building in the school district or a school district facility.

3. The individual who provides instruction in the course is any of the following:

- a. For a course taught pursuant to an agreement under subd. [1. a.](#), a high school teacher who is employed by the school district and certified or approved to provide the instruction by the participating University of Wisconsin System institution or a faculty member of the participating University of Wisconsin System institution.
 - b. For a course taught pursuant to an agreement under subd. [1. b.](#), a high school teacher who is employed by the school district and certified or approved to provide the instruction by the participating private, nonprofit institution or a faculty member of the participating private, nonprofit institution.

(c) This section does not apply to a course for which a high school pupil attending a private school may earn postsecondary credit if all of the following apply:

1. The governing body of the private school and one of the following have entered into an agreement before, on, or after July 1, 2018, to provide a college credit in high school program to academically qualified pupils under which participating pupils may take the course for postsecondary credit:

- a. The chancellor of a University of Wisconsin System institution.
 - b. The president of a private, nonprofit institution.

2. The instruction of pupils in the course takes place in the private school building.

3. The individual who provides instruction in the course is any of the following:

- a. For a course taught pursuant to an agreement under subd. [1. a.](#), a high school teacher who is employed by the governing body of the private school and certified or approved to provide the instruction by the participating University of Wisconsin System institution or a faculty member of the participating University of Wisconsin System institution.

b. For a course taught pursuant to an agreement under subd. [1. b.](#), a high school teacher who is employed by the governing body of the private school and certified or approved to provide the instruction by the participating private, nonprofit institution or a faculty member of the participating private, nonprofit institution.

(d) This section does not apply to a course for which a high school pupil attending a charter school under s. [118.40 \(2r\)](#) or [\(2x\)](#) may earn postsecondary credit if all of the following apply:

1. The governing board of the charter school and one of the following have entered into an agreement before, on, or after April 2, 2022, to provide a college credit in high school program to academically qualified pupils under which participating pupils may take the course for postsecondary credit:

a. The chancellor of a University of Wisconsin System institution.

b. The president of a private, nonprofit institution.

2. The instruction of pupils in the course takes place in the charter school building.

3. The individual who provides instruction in the course is any of the following:

a. For a course taught pursuant to an agreement under subd. [1. a.](#), a high school teacher who is employed by the governing board of the charter school and certified or approved to provide the instruction by the participating University of Wisconsin System institution or a faculty member of the participating University of Wisconsin System institution.

b. For a course taught pursuant to an agreement under subd. [1. b.](#), a high school teacher who is employed by the governing board of the charter school and certified or approved to provide the instruction by the participating private, nonprofit institution or a faculty member of the participating private, nonprofit institution.

History: [1991 a. 39, 269, 315](#); [1993 a. 399](#); [1995 a. 27 ss. 3979m, 9145 \(1\)](#); [1997 a. 27 ss. 2816 to 2819, 2821 to 2827m, 2844, 2845](#); Stats. 1997 s. 118.55; [1997 a. 113, 164, 237](#); [1999 a. 9](#); [2003 a. 131](#); [2015 a. 55](#); [2017 a. 59, 307](#); [2017 a. 364 ss. 48, 49](#); [2021 a. 217](#); s. 35.17 correction in (5) (b).

Cross-reference: See also chs. [PI 38](#) and [40](#), Wis. adm. code.

Appendix B | Start College Now (38.12(14))

(14) ATTENDANCE AT TECHNICAL COLLEGE.

38.12(14)(a)(a) Upon the pupil's request and with the written approval of the pupil's parent or guardian, any public school pupil who satisfies the following criteria may apply to attend a technical college for the purpose of taking one or more courses:

1. The pupil has completed the 10th grade.
2. The pupil is in good academic standing.
3. The pupil notifies the school board of the school district in which the pupil resides of his or her intent to attend a technical college under this subsection by March 1 if the pupil intends to enroll in the fall semester and by October 1 if the pupil intends to enroll in the spring semester.
4. The pupil is not a child at risk, as defined in s. 118.153 (1) (a).

5. The pupil is not ineligible under s. 118.55 (7t) (c) to participate in the program under this section.

(am) A school board may refuse to permit a pupil to attend a technical college under this subsection if the pupil is a child with a disability, as defined in s. 115.76 (5), and the school board determines that the cost to the school district under par. (dm) would impose an undue financial burden on the school district.

(b) The technical college district board shall admit the pupil to the technical college if he or she meets the requirements and prerequisites of the course or courses for which he or she applied, except as follows:

1. The district board may admit a pupil to a course under this subsection only if there is space available in the course after admitting to the course all individuals applying for admission to the course who are not attending the technical college under this subsection.
2. The district board may reject an application from a pupil who has a record of disciplinary problems, as determined by the district board.

(c) If a child attends a technical college under this subsection, the technical college shall ensure that the child's educational program meets the high school graduation requirements under s. 118.33. At least 30 days before the beginning of the technical college semester in which the pupil will be enrolled, the school board of the school district in which the pupil resides shall notify the pupil, in writing, if a course in which the pupil will be enrolled does not meet the high school graduation requirements and whether the course is comparable to a course offered in the school district. If the pupil disagrees with the school board's decision regarding comparability of courses or satisfaction of high school graduation requirements, the pupil may appeal the school board's decision to the state superintendent within 30 days after the decision. The state superintendent's decision is final and is not subject to review under subch. III of ch. 227. The pupil is eligible to receive both high school and technical college credit for courses successfully completed at the technical college.

(d) Subject to s. 118.55 (7t), for each pupil attending a technical college under this subsection, the school board shall pay to the technical college district board, in 2 installments payable upon initial enrollment and at the end of the semester, for those courses taken for high school credit, an amount equal to the cost of

tuition, course fees, and books that a pupil who is attending the technical college and who is a resident of this state would be charged, except that the school board is not responsible for payment for any courses that are comparable to courses offered in the school district.

- (dm) If a pupil who is attending a technical college under this subsection is a child with a disability, as defined in s. [115.76 \(5\)](#), the payment under par. [\(d\)](#) shall be adjusted to reflect the cost of any special services required for the pupil.
- (e) The school board of the school district in which the pupil resides is not responsible for transporting a pupil attending a technical college under this subsection to or from the technical college that the pupil is attending.
- (f) A pupil taking a course at a technical college for high school credit under this subsection is not responsible for any portion of the tuition and fees for the course if the school board is required to pay the technical college for the course under par. [\(d\)](#).

Cross-reference: See also ch. [TCS 9](#), Wis. adm. code.

History: [1971 c. 154](#); [1975 c. 198 s. 65](#); [1977 c. 29](#); [1979 c. 221](#); [1981 c. 20, 269](#); [1981 c. 391 s. 210](#); [1983 a. 27, 192](#); [1983 a. 379 ss. 2, 5, 6, 7](#); [1983 a. 391](#); [1985 a. 332 s. 251 \(1\), \(3\)](#); [1987 a. 399](#); [1989 a. 56, 121, 177, 359](#); [1993 a. 227](#); [1995 a. 27 s. 9145 \(1\)](#); [1995 a. 448](#); [1997 a. 27, 237](#); [1999 a. 150 s. 672](#); [2001 a. 22](#); [2003 a. 69](#); [2005 a. 324, 470](#); [2013 a. 56](#); [2017 a. 59 ss. 632f, 632h, 1570b to 1570v](#); [2019 a. 75, 147](#).

Cross-reference: See also ch. [TCS 7](#), Wis. adm. code.

**APPROVAL OF REVISIONS TO UNIVERSITY POLICIES
ON CAMPAIGNING IN RESIDENCE HALLS**

REQUESTED ACTION

Adoption of Resolution E.

Resolution E. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to each university's implementation policies under s. UWS 18.11(09), Wisconsin Administrative Code, relating to campaigning in state-owned residence halls.

SUMMARY

Wisconsin Statutes, s. 36.11(cm) requires the Board to promulgate rules prescribing the time, place, and manner in which political literature may be distributed and political campaigning may be conducted in state-owned residence halls. The Board complied by promulgating UWS s. 18.11(09) of Wisconsin Administrative Code, requiring institutions to adopt policies permitting and regulating political campaign activities in the residence halls. The institutional policies are subject to review and approval by the Board of Regents by UWS 18.11(9)(c). The Board last reviewed and approved institutional policies on campaigning in residence halls for all UW universities in 1988.

There have been no significant legal developments since 1988 requiring changes, but new threats to campus safety and evolving attitudes towards student privacy support updated approaches. The resident hall campaign policy update project is also part of an ongoing effort to review and update campus policies which under Wisconsin Administrative Code require Board submission, review, or approval.

Each of the UW universities has submitted proposed revisions updating their policies on campaigning in residence halls and summaries describing their processes (see attached).

The proposed revised policies were reviewed and approved by the appropriate student governance body and the Chancellor for each university. The proposed policies have also been reviewed by the Universities of Wisconsin Office of General Counsel for consistency and conformance with the requirements of state statute and administrative code.

Presenter

- Quinn Williams, General Counsel, University of Wisconsin System

BACKGROUND

Section 36.11(1)(cm), Wisconsin Statutes, requires the Board of Regents to promulgate rules regulating the distribution of political literature and political campaigning in state-owned residence halls. Accordingly, in 1986, the Board adopted s. UWS 18.06(16m), Wisconsin Administrative Code, subsequently renumbered s. UWS 18.11(09), which provides in part:

The residence halls students of each institution, subject to the approval of the chief administrative officer, shall establish policies and procedures assuring that political literature may be distributed and political campaigning may be conducted in state-owned residence halls consistent with the rights of residence halls students, and prescribing the time, place and manner in which these activities may be conducted.

The rule further requires that institutional policies address the following:

- 1) The hours of the day and the time of year, if any, to which particular activities shall be limited;
- 2) The locations in residence halls, if any, to which particular activities shall be limited; and
- 3) Any requirement for registering or obtaining permission to enter a residence hall before engaging in a particular activity.

Most institutions elected to re-write their policies rather than modify their 1988 policy.

Previous Board Actions

Resolution 4046
Adopted 05/06/1988

Approval of Institutional Policy on Campaigning in Residence Halls pursuant to UWS 18.06(16m) for UW-Madison

Resolution 4007
Adopted 03/11/1988

Approval of Institutional Policies on Campaigning in Residence Halls pursuant to UWS 18.06(16m) for all UW Institutions except UW-Madison

Resolution 3621
Adopted 09/05/1986

Adoption of Amendments to UWS 18.06(13) and (16m)
of Wis. Admin. Code relating to Use or Possession of
Alcohol Beverages on University Premises and
Campaigning in State-Owned Residence Halls

Related Laws and Policies

- [Wisconsin Statutes s. 36.11\(1\)\(cm\)](#), "University of Wisconsin System: Powers and duties of the board of regents: Protection of People; Custody and Management of Property..."
- [Wisconsin Administrative Code s. UWS 18.11\(09\)](#), "Conduct on University Lands: Offenses against public peace and order: Campaigning in State-Owned Residence Halls"

ATTACHMENTS

- A) Summary of Institutional Policies
- B) Summary of Campus Policy Development Processes
- C) UW-Eau Claire proposed and 1988 policies
- D) UW-Green Bay proposed and 1988 policies
- E) UW-La Crosse proposed and 1988 policies
- F) UW-Madison proposed and 1988 policies
- G) UW-Milwaukee proposed and 1988 policies
- H) UW Oshkosh proposed and 1988 policies
- I) UW-Parkside proposed and 1988 policies
- J) UW-Platteville proposed and 1988 policies
- K) UW-River Falls proposed and 1988 policies
- L) UW-Stevens Point proposed and 1988 policies
- M) UW-Stout proposed and 1988 policies
- N) UW-Superior proposed and 1988 policies
- O) UW-Whitewater proposed and 1988 policies

Summary of University Policies

The table summarizes the prescribed location, time, and other limits on campaigning in residence halls that each UW university has defined in their respective policies (see Attachments C-O), pursuant to UWS s. 18.11(09).

<u>Institution</u>	<u>Locations</u>	<u>Times</u>	<u>Other Limits</u>
UW-Eau Claire	Lobbies & main lounges	Time varies by residence hall	Registration with Hall Director for residence halls; approver for other locations varies by location; separate policy for posting.
UW-Green Bay	Common areas (must be ADA accessible)	Monday – Friday, 10am – 10 pm	Approval from Residence Hall and Apartment Associate 1 month in advance; must be candidate in next election; must be sponsored by registered student organization; no door-to-door campaigning; separate posting policy; no distributing materials under doors (can send materials via US mail).
UW-La Crosse	Reserved common areas; door-to-door	3pm – 6pm	Individuals must check-in; no more than 2 individuals at a time per hall; no distributing materials under doors.
UW-Madison	Designated tabeling locations	Designated university housing desk operating hours	Non-students or members of community must be accompanied by student or member; registration with Housing Event Services; cannot occur on election day; no door-to-door campaigning; separate policy for posting; no distributing materials under doors; no amplified sound.

<u>Institution</u>	<u>Locations</u>	<u>Times</u>	<u>Other Limits</u>
UW-Milwaukee	Door-to-door; lounges; bathrooms; hallways; shared common spaces	Not listed.	Only University Housing is permitted to campaign within residence halls; distribution of printed materials must be approved by University Housing Office and distributed by University Housing Staff; registered student organizations must request to use resident halls facilities.
UW Oshkosh	Main lobbies	Monday – Thursday, 4pm – 7pm	Registration with residence hall director and/or director of housing 5 business days in advance; no door-to-door campaigning; no distributing materials under doors.
UW-Parkside	Common area designated by residence hall	2:50pm - 5:50pm	Must be sponsored by registered student org; reservation with Office of Housing & Residence Life 1 week in advance; individuals must check in; no more than 2 individuals; no door-to-door campaigning; separate policy for posting; no distributing materials under doors.
UW-Platteville	Lobbies	5:00pm – 8pm	Reservation with Senior Assistant 1 week in advance; individuals must check in; schedule with residence hall governance representatives to speak at meeting; no door-to-door campaigning; no posting; no distributing materials under doors.

<u>Institution</u>	<u>Locations</u>	<u>Times</u>	<u>Other Limits</u>
UW-River Falls	Designated space in lobbies	Monday – Thursday, 2pm – 4:30pm	Schedule with Department of Residence Life 1 week in advance; no more than 2 individuals at a time; no door-to-door campaigning; no posting; no distributing materials under doors; no placing materials in mailboxes (can send via US mail); no amplified sound; residents to be notified of registrations.
UW-Stevens Point	Lobbies	Building courtesy hours (varies by residence hall)	Contact Housing and Residence Life 1 week in advance; no more than 1 hour per week per candidate; no more than 2 individuals at a time; no more than 1 activity at a time per building; no bringing furniture.
UW-Stout	Main lobbies	Monday – Friday, 12:00 pm – 9:00 pm	Request at least 6 business days in advance; individuals must check-in; no more than 2 individuals at a time; no more than 1 campaign at a time per hall; no door-to-door campaigning; posting guidelines included.
UW-Superior	Front lobbies	6pm -10 pm	Registration with Residence Life Office 5 business days in advance; no more than 2 individuals at a time; no door-to-door campaigning; no posting; no distributing materials under doors.

<u>Institution</u>	<u>Locations</u>	<u>Times</u>	<u>Other Limits</u>
UW-Whitewater	Lobbies	3pm – 8pm	Registration with Complex director at least 5 business days in advance; individuals must check-in; no door-to-door campaigning; no distributing materials under doors; no amplified sounds.

SUMMARY OF CAMPUS POLICY DEVELOPMENT PROCESSES

UW-Eau Claire

The University of Wisconsin-Eau Claire had an existing campaigning policy. The campus representative for the Campus Policies/Handbooks Requiring Board of Regents Review consulted with the Associate Director of Housing and Residence Life to review and ensure the existing policy met the specific requirements of Ch. 18.11(9). Minor adjustments were made to the existing policy regarding the process to reserve space, and the website was updated accordingly so the policy is publicly available. The policy was reviewed and approved by the Residence Hall Association on April 3, 2024.

UW-Green Bay

Mark Olkowski, Associate Dean of Students, was designated by Assistant Vice Chancellor Gail Sims-Aubert, to be the responsible party for updating the Campaigning in Residence Halls policy in early March, 2024 on behalf of the University of Wisconsin – Green Bay. Mr. Olkowski gathered the related documents and created an additional draft with the necessary updates for the various parties to review. This draft was first reviewed by Christopher Paquet, Assistant Vice Chancellor for Policy & Compliance on behalf of the Chancellor's Cabinet, and Dr. Kelly Thacker, Executive Director for Residential Education. Both approved the draft as written on March 22, 2024. The document was submitted to the Office of General Counsel for review and was approved for meeting the necessary elements of the policy.

The draft was then presented to the Student Government Associate (SGA) and Residence Hall and Apartment Association (RHAA) for input and approval. SGA reviewed the document on April 8th and voted in favor of proposed changes on April 22, 2024. RHAA followed a similar process with presentation of the document on April 10th and voted for approval on April 24, 2024.

Updates made to the policies based on the feedback from students included:

- Updated language to more current terms regarding the Americans with Disability Act.
- Restricted the area for in-person campaigning to the Hendrickson Community Center and reservable outdoor spaces.
- Created a process for electronic display of campaign materials.

Discussions with both groups also included the topics of freedom of expression, view point neutrality in the approval process and ways SGA and RHAA can assist in education of students about their rights and the voting process. The final document was submitted for Board of Regents approval on April 25, 2024.

UW-La Crosse

The University of Wisconsin-La Crosse's Campaigning in the Residence Halls policies were drafted by Residence Life, edited by the Dean of Students, and sent to UWL's Student Association for review and feedback. UWL Student Association was provided the document on March 27, 2024, and approved the document unanimously after a brief discussion. The discussion included questions related to what campaigning meant and what the previous policy permitted as well as the applicability of the current UWL Student Association senator campaign period. There were no concerns related to the document itself.

UW-Madison

This policy had always been in place. The current update process was led by Sarah Oleksy, Director of Residence Life for University Housing, and Jeff Novak, Director of University Housing. The draft policy was reviewed by Craig Fischer, Associate University Legal Counsel, Brendon Dybdahl, Director of Marketing/Communication for University Housing, and Amanda Thwing, Director of Conferences/Events for University Housing.

The Residence Hall Advisory Board (RHAB) also reviewed the draft. RHAB is a student leadership position that presents suggestions, concerns, and ideas of the larger campus community to the Director of University Housing and other housing senior leadership members. The RHAB exists to enhance the voice of residents by working directly with University Housing leadership. RHAB members are to gather relevant feedback to better serve residents and influence decisions made by University Housing leadership. RHAB membership consists of students living in campus residence halls. 17 students attended the meeting where policy was discussed and reviewed. Their feedback was as follows:

- They shared it was important to them to be aware of campus, local, state and national elections. So more information sharing in different mediums was well received.
- They also shared they do not want anyone going door to door. They don't like being bothered and don't want to worry about being confronted/approached by campaigners in their room.
- They liked the idea of knowing where campaigning was allowed and having the opportunity to go to those spaces.
- They focused on the idea of them going to the campaigners rather than campaigners coming to them (i.e. door knocking, approaching them in lobbies/lounges). So the idea of tabling resonated with them. They leaned toward high traffic/visible areas so it was the best use of the candidate's time/energy. They did want campaigners to stay at the table (i.e. materials, noise, etc.).
- They were comfortable with flyers for individual candidates if they were registered for what election they were running for.
- They were ok with tabling from non-student/university affiliated candidates if they were officially registered as a candidate. They were also ok with someone else

campaigning for someone who was officially registered as a candidate (meaning the candidate didn't have to be present).

The student feedback was incorporated into the policy. No additional feedback or concerns were provided by the RHAB after updates were made.

The Associated Students of Madison (ASM) was given the opportunity to provide feedback as well. Jeff Novak also spoke with the City of Madison Student Alder and incorporated feedback into the policy.

UW-Milwaukee

UW-Milwaukee's policy was drafted by University Housing and the UWM Office of Legal Affairs using existing University Housing policies. The policy was reviewed by the Vice Chancellor for Student Affairs and reviewed and approved by the Student Housing Administrative Council, which is the student governance body for the residence halls. Finally, the policy was shared and discussed with the Student Association, UWM's main student governance group. No concerns were raised during the review process.

UW Oshkosh

The University of Wisconsin Oshkosh had an existing campaigning in residence halls policy. The campus representative for the Campus Policies/ Handbooks Requiring Board of Regents Review consulted with the Oshkosh Student Government (OSG) on March 19th, 2024 and the director of Housing, and the Coordinator of Student Advocacy and Accountability on March 25th to review the existing policy and make updates as necessary. The policy was reviewed and approved by the OSG on April 3rd, 2024.

UW-Parkside

The Dean of Students took the lead in the review and updating the Political Campaigning policy. The policy was reviewed by the Student Life staff which included the Dean of Students and unit leaders from Housing & Residence Life, Student Union, Orientation and Student Activities, Student Health, Counseling, & Accessibility, and the Office of Multicultural Student Affairs. Proposed updates were made based on guidance from the Universities of Wisconsin's Office of General Counsel. The updated policy was then shared on March 11th, 2024 with student staff within Housing & Residence Life as well as with members of Parkside's Student Government (PSG). PSG Exec Committee reviewed the policy with the Dean of Students on March 15th and the full PSG Senate discussed and approved the updated policy on March 25th. There were no concerns and/or requested changes by the student leaders. The policy was then shared with the Chancellor's Cabinet on April 2nd and was approved with no changes on April 16, 2024.

UW-Platteville

The Dean of Students worked with the central office of the Department of Residence Life in drafting an updated version of the current policy in March, 2024. The updated draft was shared with Student Senate and the Residence Hall Association (RHA). RHA had their standard review period (agendas are distributed prior to the meeting) to review, there was discussion at the meeting, and the group voted to approve the draft. Student Senate introduced the draft and had a one-week review period before voting in favor of the language the following week. There were no concerns voiced by either body. This policy will be published in the Residence Hall Handbook, the Student Handbook, and available in every residence hall lobby.

UW-River Falls

On March 8, 2024, the Assistant Director of Residence Life and the Dean of Students reviewed the Campaigning and Solicitation in Residence Halls Policy and found there was a need for an update to ensure that the policy was standardized and inclusive of the UWS 18.11(9). The Assistant Director of Residence Life worked with the Residence Hall Association to generate feedback and final approval of the current Campaigning and Solicitation in Residence Halls Policy. The policy was later shared with UWRF's Student Government Association to ensure that there was a larger student awareness of the current Campaigning and Solicitation in Residence Halls Policy. From the date of the original review of the policy between the Assistant Director of Residence Life and the Dean of Students to the review by the Student Government Association, a total of five weeks had passed. The feedback from RHA was that they overwhelmingly did not want campaigning or solicitation allowed in the residence halls but understood the university is bound by State Statute. The cause for their concern was due to UWS 18.11(9), which was developed 30 years ago when safety issues on campus were different.

UW-Stevens Point

The University of Wisconsin-Stevens Point had an existing campaigning policy. The campus representative for the Campus Policies/Handbooks Requiring Board of Regents Review consulted with a representative of Housing and Residence Life to review and ensure the existing policy met the specific requirements of Ch. 18.11(9). Minor administrative adjustments were made to the existing policy. These changes were sent to both UWSP's Student Government Association and Residence Hall Association for comment on April 3, 2024; given the deadline of April 24, 2024, for comment. Student Government Association had no comment and the Residence Hall Association responded with positive feedback, no questions or concerns.

UW-Stout

Individuals involved in drafting of the Campaigning in Residence Halls Policies included the following individuals:

- Adam Ludwig, Director of University Housing
- Emily Ascher, Assistant Director of University Housing
- Residence Life Coordinators – Tavin Maher-Swanberg , Alyssa Belling, Alfred Besler, Sarah Nicole-Frasier, Jacob Ausman

The following individuals reviewed the draft:

- Sandi Scott, Senior Student Affairs Officer/Dean of Students
- Jacqueline Bonneville, Associate Dean of Students
- Nate Kirkman, Assistant Dean of Students
- All student staff teams (10 residence halls) – reviewed during staff meetings week of April 8.
- Student Leadership Assistants (SLA's)
- Residence Hall Students

All residence hall students were offered the opportunity to give feedback through tabling events the week of April 8, 2024, by SLA's (Student Leadership Assistants) in University Housing. SLAs tabled multiple days during the lunch hours at the residential cafeterias on campus (North Point and the Commons). Signage indicated that students could stop and review the policy and offer comments, feedback, and suggestions.

Students indicated that their preference is not to allow any campaigning in the residence halls. They understand, however, that UWS Chapter 18 allows residence hall students the opportunity to restrict time, place, and manner for which campaigning activities may be conducted. Consequently, they are supportive of the residence hall campaigning policy.

UW-Superior

On March 13, 2024 the Assistant Dean of Students (UW-Superior representative for the Universities of Wisconsin policy review project) provided the Director of Residence Life and Assistant Director information about the required review and potential updating of the current Campaigning in the Residence Hall policy. The guidance provided in the memo for the project was shared with the Residence Life staff as well.

The Director and Assistant Director reviewed the current policy. They also asked colleagues from other UW schools to share their policies. Using the guidance document, and policies received from their colleagues, they put together a new draft policy.

The Assistant Dean of Students reviewed the new draft policy. Residence Life then utilized their Hall Council meetings to solicit feedback from students. Approximately 3-4 days prior to each hall's meeting a notice was sent to all the residence in the halls that let them know that a new proposed campaigning in the residence hall policy would be discussed and feedback would be invited during their hall council meeting. The email also included the current policy as well as the new proposed policy language for students to review ahead of time. A reminder about the hall council meetings went out the day of the meeting as well.

Each of the 3 halls had a meeting where feedback was requested, the dates were 3/28/24, 4/2/24, and 4/4/24.

Questions regarding the process for those wanting to campaign were addressed at the council meetings. The Residence Life staff explained the sign-up process and safeguards to ensure those entering the building for campaigning are aware of the guidelines. They also clarified that the policy allows access for on-and-off campus groups and will be consistently applied for any person/group wanting to campaign in the halls. The feedback was very positive. Students were happy to hear that door-to-door campaigning will not be allowed and that the new policy provides a clearer process for how people can gain access to campaign in the halls.

On April 18, 2024, the Assistant Dean of Students attended the Student Government Association (SGA) meeting. The Associate Vice Chancellor for Student Affairs was also present. The proposed policy discussion and feedback had been placed on the agenda no less than 1 week before the meeting. At the meeting, attendees were provided with a copy of the current policy as well as the proposed new policy. A description of the UW System policy review project was provided as well. The Assistant Dean also shared that the Residence Hall Councils had also had an opportunity to provide feedback. Senators had similar questions about sign-up process who can/cannot campaign in the halls. The Assistant Dean of Students and Associate Vice Chancellor for Student Affairs were able to help answer questions and clarify points of confusion. The SGA's feedback was also positive, and they were also appreciative of the clarity the new proposed policy provided.

Through the four student feedback meetings, no changes were proposed.

UW-Whitewater

The Leadership Involvement Teams (LITs) were asked on Monday April 1, 2024 to take the proposed policy for campaigning in the Residence Halls and offer their feedback. Their feedback is below.

On Friday April 5th, the Residence Hall Association (RHA) convened and read over all the compile feedback and made their final suggestions based on the LIT feedback.

Document and overview of process were taken to Whitewater Student Government on Monday, April 29, 2024 for their records.

RHA (Final suggestions based on LIT Feedback):

RHA, and the students consulted, agree with the policy as written. However, in addition to it being posted at the desks and online, they would like one laminated copy per floor so residents are more aware of what the policy is as well. They would also like to make sure we are telling other groups on campus so they (and any potential stakeholders) can be aware, if Student Activities and Involvement could send this out to student groups.

UW-Eau Claire Proposed and 1988 Policies

[PROPOSED]

Policies: Solicitation on University Premises

Guidelines for Permission and Registration of Solicitation

- Solicitation shall be defined as selling, peddling, and/or distribution of material, free or otherwise. The selling of newspapers or similar printed materials outside University buildings is not regulated by this policy.
- Individuals or organizations (student or non-student) may engage in solicitation in University structures and on University grounds pursuant to the terms and condition established herein, and the University retains the right to accept or reject, with just cause, any request for use of its structures and/or grounds. No such use of University structures and/or grounds will be permitted without registration and permission of the appropriate office.
- All requests for such use of University structure and/or grounds should be directed to the Director of University Centers in all cases except on-campus housing. In the case of solicitation within on-campus housing, the Student Programs Coordinator should be contacted with such requests. No solicitation will be permitted in living area for non-hall affiliated activities.
- Political campaigning and the distribution of political literature is permitted only in designated areas of University residence halls during designated hours, when the residence halls are in use and occupied by students during the academic year, winterim, and summer session. Such activity may be conducted after registration with the appropriate Hall Director, provided such space has not been previously reserved.

In University residence halls, political campaigning is limited to these designated areas and times:

HALL	TIME	LOCATION
AMH	11 a.m. – 7 p.m.	Main Lobby
Bridgman	11 a.m. – 7 p.m.	Main Lobby
Chancellors	11 a.m. – 7 p.m.	Main Lobby
Governors	11 a.m. – 7 p.m.	Main Lobby
Haymarket	11 a.m. – 7 p.m.	Main Lobby
Horan	11 a.m. – 7 p.m.	Main Lobby
Murray	11 a.m. – 7 p.m.	Main Lobby
Oak Ridge	11 a.m. – 7 p.m.	Main Lobby

Priory	11 a.m. – 7 p.m.	Main Lounge, Building B
The Suites	11 a.m. – 7 p.m.	Main Lobby
Sutherland	11 a.m. – 7 p.m.	Main Lobby
Towers	11 a.m. – 7 p.m.	Main Lobby

- Solicitation in non-academic buildings (other than residence halls) requires the approval of Event Services (Davies 240).
- Solicitation in the academic buildings of the University requires approval of the Vice Chancellor for Academic Affairs upon the recommendation of the Director of University Centers.
- Solicitation on the University grounds will require approval of the Assistant Chancellor for Finance and Administration, upon the recommendation of the Director of University Centers.

Guidelines for Solicitation by Non-Student Individuals and Groups, and Individual Students

- All non-student individuals and groups whose request to solicit has been approved will be charged a fee for use of any University structure and/or grounds. All goods being sold will be approved at the discretion of the Director of University Centers.
- Individual UWEC students not affiliated with a recognized student organization, who are soliciting as individuals, will also have to request to solicit and will be charged a fee for use of any University structure and/or grounds. All goods being sold will be approved at the discretion of the Director of University Centers.
- Lists of names, addresses, official University records, or any other information about University students will not be made available to non-University individuals or organizations without approval of the Chancellor of the University, or her/his designated agent.
- Student directory information which is not published in the Student Directory may be provided to outside agencies for legitimate educational purposes by the Registrar. "Legitimate educational purpose" is to be strictly interpreted. An example of legitimate educational purpose is announcement of a special course of interest to majors in a particular subject offered by another UW-System institution. Such information may be provided in the form deemed most appropriate by the Registrar, and a processing charge will be made to cover full costs of providing the information.
- The University will not, except as provided in the item above, provide separate mailing lists containing student data to outside parties.

Housing

For posting in the residence halls, visit [Policies: Housing and Residence Life Posting](#).

[1988 POLICY]

POLITICAL CAMPAIGNING U.W.E.C. RESIDENCE HALLS

Political campaigning along with the distribution of political literature is permitted only in designated areas of university residence halls between designated hours, when the residence halls are in use and occupied by students during the academic year, interim, and summer sessions. Such activity may be conducted after registration with the appropriate Hall Director, provided such space has not previously been reserved. Political campaigning is limited to the following designated areas and times within university residence halls:

		<u>TIME</u>	<u>PLACE</u>
1.	Bridgman Hall	9:00 am – 10:30 pm	Main Lobby
2.	Governors Hall	12:00 Noon- 7:00 pm	Main Lobby
3.	E. Horan Hall	11:00 am – 7:00 pm	Main Lobby
4.	Murray Hall	12:00 Noon- 7:00 pm	Main Lobby
5.	Oak Ridge Hall	12:00 Noon- 7:00 pm	Main Lobby
6.	K. Putnam Hall	4:00 pm – 6:00 pm	Main Lobby
7.	Sutherland Hall	11:00 am – 7:00 pm	Main Lobby
8.	K. Thomas Hall	11:00 am – 7:00 pm	Bsm't.Meeting Room
9.	Towers Hall	11:00 am – 7:00 pm	Main Lobby

UW-Green Bay Proposed and 1988 Policies

[PROPOSED]

Campaigning in Residence Halls Policy

General Policy Statement: In accordance with Chapter UWS 18.11(9), political campaigning and distribution of literature may take place within the UWGB Housing and Residential Education facilities. However, this must be done consistent with the rights of the students at an appropriate time, place, and manner. This policy for such activity is as follows:

- I. All political campaigning shall adhere to the following:
 - a. Must be done in an ADA accessible space or location.
 - b. The number of people during any program or speech will be limited to the fire code capacity.
 - c. All campaigning must be done Monday through Friday between the hours of 10 a.m. to 10 p.m.
 - d. The location must be approved by Residence Hall and Apartment Association (RHAA).
- II. All literature and posters will be limited to a specific display area approved by RHAA. Candidates are allowed to submit to Housing & Residential Education an electronic image that can be displayed on electronic bulletin boards on a rotating basis. Images must be submitted 10 calendar days in advance and will be displayed for a two-week period per submission. All candidates in a given election will be given equal access and time.
- III. Political candidates/campaigns are required to send their information for each potential voter directly to residential students through the United States Postal Service.
- IV. Political candidates must request space and time for any campaign activities through the Office of Housing and Residential Education, and receive approval from the Residence Hall and Apartment Associate (RHAA) at least one month in advance. Campaigning is limited to common spaces, such as the Community Center Multi-Purpose Room or reservable outdoor areas. In person campaigning is prohibited from all halls or apartments in which residents reside. Exceptions may be made on an as needed basis by RHAA.
- V. Door to door campaigning in all Housing and Residential Education facilities is prohibited.

- VI. Outdoor spaces may be reserved for tabling and other events per policy through the Office of Housing and Residential Education or the Union Reservations Office dependent on which space is being requested. Reservations are subject to all applicable university policies.
- VII. All campaign activities must be in compliance with Housing and University poster, chalking, solicitation, and alcohol policies.
- VIII. All individuals must be official political candidates for the next pending election and be sponsored by a registered student organization or a faculty, staff or administrative member of the University. The sponsor or representative of the sponsoring organization needs to be physically present at the time of the campaigning to assure compliance with related university rules.
- IX. Candidates and their representatives must wear identification while present in Housing and Residential Education facilities.
- X. RHAA has the right to review the above procedures at any time and recommend changes in the policy to the Chancellor. Consistent with the rights of students, any activity that appears it may, or is creating an unsafe or disruptive situation, can be canceled after consultation with the Chancellor or other appropriate administrators.

NOTE: Student Government Association elections are governed by other guidelines and are exempt from this policy.

Approved by: RHAA	April 24, 2024
SGA	April 22, 2024
Board of Regents	June XX, 2024

[1988 POLICY]

University of Wisconsin-Green Bay Housing Political Campaigning Policy

In accordance with Chapter UWS 18.06(16m), political campaigning and distribution of literature may take place within the UWGB Student Housing complex. However, this must be done consistent with the rights of the students at an appropriate time, place, and manner. This policy for such activity is as follows:

- I. All political campaigning must be done in a space accessible to students with physical disabilities. The number of people during any program or speech will be limited to the fire code capacity as posted. The location must be approved by Housing Council.
- II. All literature and postures will be limited to a specific display area approved by Housing Council. All candidates in a given election will be given equal access and time.
- III. All campaigning must be done Monday through Friday between the hours of 10 a.m. to 10 p.m.
- IV. Political candidates must request space and time for any campaign activities through the Housing Council at least one month in advance.
- V. All campaign activities must be in compliance with Housing and University poster, solicitation, and alcohol policies.
- VI. All individuals must be official political candidates for the next pending election and be sponsored by a registered student organization or a faculty, staff or administrative member of the university.
- VII. Housing Council has the right to review the above procedures at any time and recommend changes in the policy to the Chancellor. Consistent with the rights of students, any activity that appears it may or is creating an unsafe or disruptive situation, can be cancelled after consultation with the Chancellor or other appropriate administrator.

NOTE: Student Association elections are governed by other guidelines and are exempt from this policy.

UW-La Crosse Proposed and 1988 Policies

[PROPOSED]

Residence Life Procedures: Campaigning

This policy is administered in accordance with state statute 18.11(9)

The policy and procedures regarding political campaigning are designed to allow candidates or their representatives the opportunity to discuss issues, distribute literature, and provide students opportunities to talk with candidates. In addition, this policy and these procedures are designed to protect student rights to privacy in their residential setting. Candidates or their representatives in elections pertinent to residence hall students, hold open meetings in a designated meeting place, and distribute literature following the procedures below:

- Campaigning may only be done between 3-6 p.m.
- Candidates or their representatives must check in at the residence hall front desk, show identification, and wear a visible name badge (sticker, button, lanyard) while campaigning.
- No more than two people can campaign at a time, in one residence hall.
- Candidates or their representatives may talk to and/or distribute literature to interested students.
- Campaigning needs to be conducted in a considerate manner that minimizes disruption to the community or its members. Candidates or their representatives must honor the wishes of students who choose not to speak with them.
- Candidates may reserve common area space in advance through the Resident Director, by email.
- Campaign materials may be posted on the registered bulletin board in each residence hall.
- Placing campaign materials under doors or posting them anywhere else in the residence hall is prohibited.
- Candidates or their representatives who choose not to follow the above procedures will be asked to leave the residence hall and will not be allowed to return for the duration of the election.

Edited 03/22/2024

Approved through UWL Student Association 03/27/2024

Approved by the Board of Regents, June XX, 2024

[1988 POLICY]

POLITICAL CAMPAIGNING/SOLICITATION POLICY

Solicitation

Door to door sales are not allowed in the Residence Halls. The Residence Hall Association Council and UW-L Housing Office have established the following guidelines for political campaigning and solicitation of ideas within the residence halls.

Campaigning

The following policy and procedures regarding political campaigning are designed to allow candidates the opportunity to discuss issues, distribute literature, and provide residence hall students the occasion to talk with candidates. Likewise, this policy and these procedures are designed to protect students' rights to privacy and security.

Policy

Candidates in all elections pertinent to residence hall students may conduct timely door-to-door campaigns, hold open meetings in a designated meeting place, and distribute literature following the procedures below.

NOTE: This policy also pertains to all other nonprofit organizations, groups, or persons wishing to address residents at random.

Procedures

1. To assure the security of residents, their property and the university property, all candidates and their representatives (no more than 2) must leave proper identification at the front desk prior to entering the living unit. While campaigning, candidates and their reps must wear visible identification provided by the front desk. Candidates and their reps must return this identification when they pick up their identification before leaving.
2. Door-to-door campaigning may only be conducted from 3:00-7:00 P.M. Monday through Friday and 3:00-5:00 P.M. Saturday and Sunday. During these visits, candidates are welcome to distribute literature only to those residents expressing an interest. Placement of materials under or on doors is prohibited.
3. Candidates must honor the wishes of students who choose not to speak with them or who do not invite them into their rooms.
4. To keep disruptions to a minimum, discussion among candidates, their representatives, and students are to occur in students' rooms only. Discussions in

hallways are prohibited. Larger groups may meet in a designated area at the above times. The designated area should be reserved through individual hall councils.

5. Materials to be posted must be approved by the Hall Director and follow the poster policies of each hall. All Posters not approved must be removed.
6. Candidates and their representatives who choose not to follow the above procedures will be asked to leave the residence halls and will not be allowed to return for the duration of the campaign.
7. Appeals may be made to the Residence Hall Association Council.

UW-Madison Proposed and 1988 Policies

[PROPOSED]

University Housing Guidelines for Campaign Activities

- Current university students, residence hall student organizations/interest groups/committees, registered student organizations, and registered candidates running for local, state and national elections are permitted to engage in political campaigning with limitations in the residence halls.
 - Candidates who are themselves a university student or members of residence hall student organizations/interest groups/committees, or registered student organizations may engage in political campaigning with limitations but do not need to be accompanied by an additional representative.
 - Candidates who are not current university students or a member of one of the above referenced groups may engage in political campaign activities with limitations in University Housing facilities, including that they be physically accompanied at all times by a representative of at least one of the above referenced groups.
- Political campaigning and the distribution of political literature is permitted only in designated tabling locations (Gordon Dining and Event Center, Chadbourne Hall, Dejope Residence Hall, Frank Holt Information Center and Lowell Center) during designated University Housing Desk Operating Hours (<https://www.housing.wisc.edu/undergraduate/services/desks/#hours>) when the residence halls are in use and occupied by students during the academic year and summer session. Such activity may be conducted after registration has been approved by Housing Event Services and provided such space has not been reserved by another party. Such activity cannot take place on official election days. Requests for alternative public facing locations can be submitted to ReserveSpace.Mailbox@housing.wisc.edu.
- Once registration has been approved, political campaigning and the distribution of political literature must be limited to the table and may not interfere with normal operations. Campaign activity may not include the use of music or amplified sound (i.e. megaphones, microphones, etc.) or any other activity that impedes the normal business operations of University Housing.
- Door-to-door campaigning is prohibited. This includes a prohibition against placing informational/promotional materials under or on resident room doors.
- The distribution of political literature must comply with University Housing's Posting Policy.

Pursuant to UWS 18.14 Institutional Regulations. Institutional regulations promulgated under ss. [UWS 18.04](#) to [18.12](#) shall take effect when filed with the secretary of the board.

Adopted Date

Board Approval Date

[1988 POLICY]

POLICIES AND PROCEDURES GOVERNING POLITICAL CAMPAIGNING AND DISTRIBUTION OF POLITICAL LITERATURE IN UW-MADISON RESIDENCE HALLS

The UW-Madison Residence Halls Advisory Council and the UW-Madison Chancellor have reviewed and approved the following policies and Procedures governing political campaigning in UW-Madison Residence Halls by or on behalf of candidates for elective student organization office and for municipal, county, state and national office.

A. Posting of campaign materials on bulletin boards.

1. Once during each campaign, each candidate or UW-Madison registered student organization supporting the candidate may request posting of campaign material on open use bulletin boards and house bulletin boards.
2. Houses may approve a second posting on house bulletin boards for candidates during each campaign. Residence halls student associations may approve a second posting on open use bulletin boards in their areas for candidates during each campaign.
3. All posters shall be submitted to the unit's Student Affairs Coordinator who shall arrange for posting. Materials not submitted through the Student Affairs Coordinator will be removed from bulletin boards.

B. Distribution of Campaign literature.

1. A UW-Madison registered student organization supporting a candidate, with the approval of the unit's Student Affairs Coordinator, may set up an information table for distribution of literature in the entrance lobbies to food units.
2. A UW-Madison registered student organization may have campaign literature distributed through student mailboxes, if the literature is individually addressed: "Occupant, room number, house, or hall." Approval for mailbox distribution is obtained through the Assistant Director-Student Affairs, the Coordinator for Student Affairs Administration, or the appropriate Area Coordinator.

C. Meeting Constituents.

1. Candidates may not enter dining rooms or go door to door in the halls, nor may anyone acting on behalf of the candidate do so.

2. UW-Madison registered student organizations supporting a candidate may arrange through the unit's Student Affairs Coordinator for the opportunity for their candidate to meet residents as they enter or leave residence halls food units.
3. Residence halls student associations may schedule a forum in the common areas of the halls for a candidate or group of candidates. Every effort will be made to offer an opportunity for all candidates for public office to be represented.

D. Fund raising.

1. Residence halls student associations may not engage in fund raising for any candidate or political party.
2. Fund raising for any purpose is prohibited in the halls.

UW-Milwaukee Proposed and 1988 Policies

[PROPOSED]

GUIDELINES ON POLITICAL CAMPAIGNING IN UWM RESIDENCE HALLS UNDER UWS 18.11(09) [from the Student Housing Handbook]

SOLICITING, CANVASSING, OR PEDDLING

- a. Under no circumstances will anyone other than University Housing staff members be allowed to canvass, peddle, or solicit door to door within the residence halls, Kenilworth Square Apartments, or University Housing shuttles, including all resident and common areas. This includes placing flyers or door hangers throughout the residence halls and Kenilworth Square Apartments. Persons interested in hanging flyers, door hangers, or any other printed material must contact the University Housing Office for a complete list of guidelines for approval. The number for the University Housing Office is 414.229.4065.
- b. The apartments, residence hall suites, rooms, or any common spaces are allocated as residential space. Residents may not run private businesses, other commercial endeavors, or solicit sales for any business from their apartments/suites/rooms. Use of telephones and mailboxes for private business/commercial endeavors is prohibited.

POLITICAL CAMPAIGNING

- a. Consistent with the solicitation rules above, political campaigning by political candidates, other individuals, student organizations, and any other group outside of University Housing in the living areas of residence halls, including student rooms, door-to-door, floor lounges, floor bathrooms, hallways, or in shared common spaces in various locations in the residence halls is prohibited.
- b. Consistent with the solicitation rules above, persons interested in distributing flyers, door hangers, or other printed materials in any residence hall location must contact the University Housing Office for a complete list of guidelines for approval. Approved materials may only be distributed by University Housing staff and may not be distributed by any other individual, including residents. Any materials may be mailed to residents using the U.S. Postal Service.
- c. Registered student organizations that are political in nature may use residence hall facilities consistent with the University Housing Reservation Policy that applies to all registered student organizations and by submitting a request using this form:

<http://uwm.edu/housing/guest-services/reservation-form/>. This includes tabling in designated areas.

- d. If any residence hall serves as a polling place during an election, State laws concerning campaigning supersede the sections above during such election.

[1988 POLICY]

UNIVERSITY OF WISCONSIN-MILWAUKEE POLICY ON SOLICITATION FOR PUBLIC ELECTIONS IN THE SANDBURG RESIDENCE HALLS

This policy was developed to allow residents the same access to information on political elections as students off campus while maintaining their right to privacy within their living area.

Candidates and their representatives may:

1. Contact residents through direct mail via the U.S. Postal Service.
2. Submit three 8 ½ x 11" flyers to the Main Desk for posting on the Tower Bulletin Boards.
3. Request in writing that individual Housefellows ask their floors whether the floor would be interested in an informal meeting to hear the candidates views on the issues. If so, the Housefellow will contact the person requesting the meeting to schedule a time.

Candidates and their representatives may not:

1. Enter the Towers without an invitation to speak.
2. Enter the Towers unescorted by their Host.
3. Post flyers in the Towers.

SANDBURG COMMONS

The Sandburg Residence Halls are served by the Sandburg Union, a Commons through which students pass to attend class or stop to pick up mail, eat, watch television, and socialize. Candidates or their representatives may, in accordance with Union Policy, use the Commons for meetings, literature distribution, or informal contact.

UW Oshkosh Proposed and 1988 Policies

[PROPOSED]

UW OSHKOSH CAMPAIGNING POLICY

BE IT RESOLVED: that pursuant to Chapter 18.11 (09), that the United Students in Residence Halls legislature establish the following policies, to be effective immediately, regarding political campaigning in the University of Wisconsin Oshkosh residence halls:

1. Campaigning is allowed in the residence halls between the hours of 4 p.m. and 7 p.m., Monday through Thursday, when the halls are in use and occupied by students.
2. Campaigning activities are limited to the main lobbies of each residence halls. Door-to-door campaigning and distributing materials under residents' doors is not permitted.
3. Individuals wishing to engage in political campaigning must first register with the residence hall director and/or director of housing at least five (5) business days in advance of the planned campaigning. Campaigning activity may be conducted after registration, provided such space has not been previously reserved by another party.

BE IT FURTHER RESOLVED: that residence hall directors and hall governments be made aware of the policy, and

BE IT FINALLY RESOLVED: copies of this policy be kept in the Residence Hall Handbook.

[1988 POLICY]

UW OSHKOSH CAMPAIGNING POLICY

BE IT RESOLVED: that pursuant to Chapter 18.06(16m), that the United Students in Residence Halls legislature establish the following policies, to be effective immediately, regarding political campaigning in the University of Wisconsin Oshkosh residence halls:

1. Campaigning is allowed in the residence halls between the hours of 4 p.m. and 7 p.m.
2. Campaigning activities are limited to the main lobbies of each residence halls.
3. Individuals wishing to engage in political campaigning must first register with the residence hall director and/or hall president at least 24 hours in advance of planned campaigning.

BE IT FURTHER RESOLVED: that residence hall directors and hall governments be made aware of the policy, and

BE IT FINALLY RESOLVED: that copies of this policy be kept at each hall main desk.

UW-Parkside Proposed and 1988 Policies

[PROPOSED]

Administrative Policy 31: Political Campaigning

31.01 Background

The facilities of the University of Wisconsin-Parkside are open to political parties and candidates for the purpose of holding public meetings on campus, if the facilities have not been previously scheduled, are not being used for academic purposes, and are otherwise available. The use of facilities at the University of Wisconsin-Parkside by political parties or candidates must be under the sponsorship of a recognized student organization, administrative office, department, or school on campus. Such public political use is strictly limited to bona fide public meetings and does not permit use of this University's facilities by political parties or candidates seeking to solicit political campaign contributions or conduct other political fundraising events or activities as prohibited by Wisconsin Statutes, Section 11.1207.

31.02 General Guidelines

In accordance with Chapter UWS 18.06 (17), Wisconsin Administrative Code, the University of Wisconsin-Parkside does not permit the use of buildings, windows or other university grounds or furnishings (trash cans, outdoor benches, etc.) for political advertising/campaigning or elections (campus or governmental), except as provided in the Policy on Posting Promotional Materials.

Organizations or persons violating these guidelines may be subject to penalties under Chapter UWS 18.06, Wisconsin Administrative Code.

31.03 Campaigning in Residence Halls

At the University of Wisconsin-Parkside, we value the engagement of our students in the political process while ensuring a respectful and conducive living environment within our residence halls. To this end, the following guidelines govern campaigning activities within our state-owned residence halls, in accordance with Wisconsin Administrative Code, Chapter UWS 18.11 (9). Door-to-door solicitation by political candidates or their representatives in the living areas of residence halls is prohibited. However, political candidates or their representatives are welcome to table in approved areas and provide literature within residence halls.

To ensure transparency and organization:

- Campaign tabling reservations must be made through the Office of Housing & Residence Life at least one week prior to the requested date.
- Tabling is permitted between 2:50 p.m. and 5:50 p.m. when the Housing and Residence Life Office is open.
- Candidates or representatives must check in and out at the Housing and Residence Life Office, wear visible identification, and maintain a respectful demeanor while engaging with students.
- No more than two individuals may table at a time.
- Candidates or their representatives are encouraged to engage with interested students respectfully and distribute campaign materials in designated areas.
- Campaign materials may be placed in approved areas in each residence hall.
- Placing campaign materials under doors or posting them anywhere else in the residence hall is prohibited.
- Candidates or their representatives who choose not to follow the above procedures will be asked to leave the residence hall and not be allowed to return for the election.

Tabling Locations and Literature Placement locations:

- Ranger Hall: Carpeted area outside the Housing and Residence Life Office (lower level); campaign literature may be placed at the front desk on the first floor.
- Pike River Suites: Carpeted area outside the elevator on the first floor; campaign literature may be placed at the front desk on the first floor.
- University Apartments: Table available in the recreational area of the Core Building; campaign literature may be placed on the table in the recreational area.

31.04 Policy Review

The Dean of Students office will initiate an annual review. If there are recommendations for changes, they will be forwarded to the Chancellor's Cabinet for approval no later than April 1st.

3/11/2024 (BOR Review and Approval, June 2024)

7/2/2018

2/22/2017

3/11/1988

[1988 POLICY]

POLICY STATEMENT GOVERNING POLITICAL CAMPAIGNING IN THE RESIDENCE HALL COMMUNITY OF THE UNIVERSITY OF WISCONSIN-PARKSIDE

PURPOSE:

This policy is intended to provide appropriate opportunities for bonafied and registered candidates for public office (whether local, state or national) to provide information about their candidacy and/or express political viewpoints to interested students living in the Residence Hall community. It is the intent of this policy to impose reasonable time, place, and manner restrictions upon political campaigning in the Residence Hall community in order to preserve the living environment of the Residence Hall and the privacy of the individual residents in their own apartments and/or rooms.

AUTHORIZATION:

Establishment of this policy is authorized under Chapter UWS 18.06(16m).

TIME:

Political activities may be conducted with certain restrictions in the Residence Hall facility between the hours of 9:00 a.m. and 10:00 p.m.

PLACE:

Political activities excluding political canvassing may be conducted only in the main lounge of the Community Building of the Residence Hall facility.

MANNER:

1. Persons wishing to conduct political activities in the Residence Hall must register that intent in writing with the Director of Residence Life no less than 24 hours in advance of the proposed activity. Door-to-door canvassing of apartments is permitted only between the hours of 7:00 -10:00 pm. Those wishing to conduct political canvassing must notify the Director of Residence Life at least 24 hours in advance of the activity.
2. Only a recognized University organization may sponsor activities in the Commons Lounge of the Residence Hall facility. Candidates for local, state or national political office or political parties must obtain the approval of the Resident Hall Student Association to use the Common Lounge.

UW-Platteville Proposed and 1988 Policies

[PROPOSED]

2023-24 Residence Hall Handbook: CAMPAIGNING IN THE RESIDENCE HALLS

The policies surrounding campaigning in the residence halls are designed to allow candidates and their representatives the opportunity to discuss issues and distribute literature pertinent to residence hall students. In addition, these policies are designed to protect residence hall students' rights to privacy in their living spaces. Candidates may meet with students and distribute literature following the procedures outlined below:

Candidate campaigning

- Candidates may campaign in the residence hall lobby space of any residence hall. Candidates must reserve this space through the Senior Assistant one week ahead of their desired time. The times when this activity will be allowed is from 5:00 pm-8:00 pm.
- Candidates must check in with the front desk staff at the time of their arrival and must wear a name tag or appropriate identifying button etc. The residence hall staff will provide a table and two chairs in the lobby for the candidate's use.
- No door-to door campaigning is allowed at any time.
- Should they desire to meet with residence hall governance representatives, candidates must attend residence hall council/forum times during each hall's regularly scheduled meeting. This time must be organized and scheduled with prior permission through the hall council/forum of that residence hall at least one week ahead of the desired meeting time.
- Campaigning must be conducted in a considerate manner that minimizes impact to the community or residents. Candidates and their representatives must respect the desires of student's not wishing to engage in conversation or take literature.
- Distributing materials under the residents' doors or posting candidate materials in common areas is prohibited.
- Unless a part of a residence hall organized program, it is not the responsibility of the hall council/forum to ensure all sides are represented to the residents during elections.
- Candidates who do not follow the above procedures will be restricted from accessing the residence halls for similar events during the duration of the election season.

Edited March 2024

[1988 POLICY]

POLITICAL CAMPAIGNING IN RESIDENCE HALLS UNIVERSITY OF WISCONSIN PLATTEVILLE DEPARTMENT OF STUDENT HOUSING

The campaigning for political offices, issues and concerns may be conducted within and around the residence halls of the university of Wisconsin Platteville with the following conditions:

1. There may be no door to door contacting or soliciting of residence hall students within the residence halls, except for the election of hall council positions and for the election of hall representatives to the Residence Hall Council. This also prohibits the placing of campaign materials on or under doors for all elections.
2. Student mailboxes within the residence halls may not have political campaign materials placed with them unless such materials are properly sent through the United States Postal Service or the materials are publications of University recognized student organizations that are non-partisan. The Director of Student Housing, or a designee, will decide upon those materials of recognized student organizations for placement in student mailboxes.
3. Political campaign information may be placed in the lobby area of each residence hall for students to obtain as they wish. The Resident Director of each hall shall have the authority to control the placement and amount of these materials and to remove materials as warranted.
4. Political campaigning within the residence halls is limited to a period of time to be not more than three weeks prior to any regular election or referendum date of either public or campus concern.
5. The posting of political campaign materials within the residence halls is restricted to bulletin boards within the main lobby area of each residence hall. A limit of three (3) 8.5 inches x 11 inches posters, or one (1) larger poster (not to exceed 18 inches x 24 inches), will apply to posters in the lobby. These posters must be stamped as approved for posting by the Student Housing Office. Posters for political campaigning may not be placed elsewhere within the residence halls. Posting of materials hall council or Residence Hall Council representative elections may be placed on any bulletin board within the residence hall or upon individual room doors with the consent of the occupant(s).
6. Persons campaigning for political office or issues may schedule the use of a table within the main lobby area of any residence hall for the purpose of communicating

their information to students. This arrangement is limited to the time period of 4:00 p.m. to 7:00 p.m., Sunday through Thursday, as limited by item #4. There may be no more than two representatives present in the main lobby and only one candidate or organization may be represented on any given date. The Resident Director of each residence hall shall schedule these arrangements. Any individual candidate or organization is limited to three (3) dates of using the main lobby for this purpose for any single election or referendum. No more than two of the three dates may be consecutive. Persons using the lobby for these purposes are not to restrict the flow of pedestrian traffic nor disturb the normal operation of the residence hall. The Resident Director of the residence hall is authorized to suspend this arrangement for any individual or group that disrupts the normal operation of the residence hall. The Director of Student Housing, or a designee, has this authority for all residence halls on campus.

7. Political campaign programs of information may be presented to residence hall students with in the common lounge areas of each residence hall as approved by the individual hall governments or as arranged with the Assistant Director at each residence hall. Information programs may not begin prior to 6:30 p.m. and must end by 11:00 p.m. on any given night.
8. No signs or banners for political campaigns may be affixed to the residence halls, except as permitted in item #5, or placed upon the grounds of the residence halls.
9. This policy is established by the Student Housing Office, the Residence Hall Council and Office of the Assistant Chancellor for Student Affairs.

Policy approved unanimously by UW-P Residence Hall Council on April 29, 1987.

UW-River Falls Proposed and 1988 Policies

[PROPOSED]

Campaigning and Solicitation in Residence Halls Policy

Overview:

In accordance with Wis. Admin. Code sec. UWS 18.11(9), designated members of approved campus organizations, service organizations or political campaigns can utilize public areas in the lobby of residence halls to present their viewpoints by discussion or materials following approval of the area, manner, and time by Residence Life provided the space requested has not been previously reserved by another party. Solicitation shall be defined as selling, peddling, and/or distribution of material, free or otherwise.

Candidates or their representatives, as well as the organization which they represent, who choose not to abide by this above policy or policies outlined in the Residence Life Student Handbook, will be asked to leave campus and will not be allowed to return to any residence hall for the duration of the election.

Guidelines for Solicitation

Time:

- Must occur between 2pm- 4:30pm Monday-Thursday.
- Must contact the Department of Residence Life at least one calendar week prior to the date requested to schedule. reslife@uwrf.edu or 715-425-4555

Place:

- Public areas are marked and located in the lobby of each residence hall for solicitation. Adherence to this location is required.
 - Directions to this space will be supplied when the space is reserved.

Manner:

- Due to limited space, no more than two people can campaign at a time per residence hall.
 - Individuals wear identification while present in the residence halls.
 - This event is only open to residents of the hall and their guests.
- Must not interfere with the flow of traffic.
- Must not constitute harassment to residents.
- Must be done in a responsible fashion so the information/discussion is conducted on a voluntary basis to residents.
- Posting of advertising materials on a resident's room door and slipping materials under doors is unauthorized.
- Door-to-door campaigning, canvassing, or soliciting is prohibited even when accompanied by a resident.

- Excessive noise and/or mechanisms to create excessive noise (i.e speakers at loud volume, megaphones) are unauthorized.
- Individuals are welcome to take pictures and videos of their campaign materials, etc. but cannot video, record, or take photos of students and staff without their written permission.

Use of Residence Hall Mailboxes

Non-University affiliated businesses and organizations (e.g. local businesses, political campaigns, private citizens) requesting to mail items to each resident must obtain mailing addresses from Institutional Research at <http://www.uwrf.edu/Research/DataRequest.cfm> and mail the items via U.S. mail. There may be a cost associated with this process if you have the labels printed, otherwise, you will receive a spreadsheet of your labels and your organization can print the labels.

Resident Notifications

Residence Life commits to the following for our residents once logistics are reserved through this policy:

- An email will be sent to all residents of that hall indicating the presence of the group, where and when they will be located, and the process involved if this policy should be violated. We will also include this policy to make sure that residents are informed about what is expected. This email will be sent at least 24-hours prior to the group's reservation.
- Residence Life will ensure hall staff is available during reserved time periods.
- Signs will be posted in the hall and on external doors as to the presence of the group.

Violations of this policy can be reported to the Office of Residence Life at 715-425-4555 or in the case of an emergency Campus Police at 715-425-3133

[1988 POLICY]

SALES AND SOLICITATION POLICY

Definitions:

1. Solicitation is defined to mean any effort to ask for donations or contributions or contributions of money, goods, or services.
2. Sales are defined to mean the efforts to offer a product or service in return for money, goods, or other services with intention for profit or service.

Solicitation and Sales by Hall Council do not fall under this policy, but are governed by the groups' own regulations.

Commercial Sales and Solicitation

Commercial activities and door-to-door solicitation are not permitted in the residence halls. Designated members of recognized campus organizations or non-profit organizations with approval by the Residence Life Office may utilize public lounge areas (front lobby, floor lounges, etc.) to present their viewpoints, by discussion or materials, following approval of the area, method, and time by the respective Hall Director. The time for such presentations must be scheduled between the hours of 4:00 p.m. to 8:00 p.m., Monday through Friday. The manner of presentation must not interfere with the normal flow of traffic, nor constitute harassment to residents, and must be done in a responsible manner so that the information/discussion is presented on a voluntary, no-obligation basis to student residents.

Residents have the right to sponsor private parties offering commercial goods (i.e. Tupperware, Mary Kay Cosmetics, etc.), but all sales transactions must occur in the privacy of resident rooms. Advertisements for such events may not be put in mailboxes unless the mailings go through the U.S. Mail with proper postage paid.

Political/Religious Campaigning Policy

Soliciting for political or religious reasons is covered in the following policies which are established to provide opportunities for issues to be discussed/presented and provide opportunities for students to meet with candidates. The students' rights to privacy, security, and minimal disruption to the floor community must be kept in mind by candidates.

- No campaign literature will be put in the mailboxes unless addressed and proper postage paid, or placed under residents' doors. Literature may be placed in the front lobby or area designated as the candidates presentation area.
- Each candidate is allowed one poster that may be displayed in the front lobby or appropriate posting area of the building. This must be approved in accordance with the Residence Life posting policy.

- To prevent infringement of residents' privacy and to keep disruption to a minimum, door-to-door campaigning will not be allowed. Candidates' will be allowed time from 5:00 p.m. to 7:00 p.m., Monday through Friday to set up booths or tables in the front lobby or designated area to meet with residents. If desired, the candidates may also have meeting rooms to hold large group discussions that may not be accommodated by small booth set-ups.
- Before visiting a residence Hall, candidates must pick up authorization forms at the Residence Life Office. This must be signed by the respective RD, and will be posted at the candidate booths/tables 48 hours in advance of meetings.
- Candidates who do not abide by these guidelines will be asked to leave the residence hall.

Publicity Posting/Mailboxes

Hall Councils and IRHC may post announcements in the residence halls upon approval of the Residence Hall Director. Announcements will be posted in hall lobbies and corridors on a space available basis.

All other handbills, notices, or announcements must be approved by the Department of Residence Life and, if approved, will be posted by Hall Staff. Announcements will be displayed at the main desk on a space available basis. Announcements promoting the use of alcohol, using profanity, or implying sexual or racial discrimination will not be approved.

Official notices from University offices, Inter-Residence Hall Council, and hall government will be placed in hall mailboxes. Individuals and/or organizations will not be permitted to stuff residence hall mailboxes. Individual correspondence delivered to hall mailboxes must be addressed (U.S. Mail and Campus Mail).

Posting Regulations

Only official hall staff or desk workers may post posters, signs, advertisements, etc.

- Residence hall information and official University notices may be posted on lobby or floor bulletin boards on a space available basis. Some halls may have additional designated posting areas in the main lobby. Residence hall information may also be posed on bathroom doors in the residence halls.
- Other campus, recognized campus organizations, and non-University related information may only be posted on main floor residence hall bulletin boards on a space available basis unless otherwise approved by Hall Council.
- All posters must meet the following requirements:
 - Size must not exceed 14" x 22" (exceptions for Homecoming Welcome Week, Res Hall Winter Carnival). Signs can be posted only 7 days prior to the event.
 - The sponsoring organization's name must be clearly available.
 - The date of the event being advertised or a date at which time the poster is considered to have fulfilled its function must be included.

- Transparent tape and/or staples may not be used for posting, however masking tape or thumb tacks (on bulletin boards) are allowed.
- The following may not be posted at anytime in residence halls:
 - Notices advertising or promoting the use of alcohol.
 - Notices considered to be obscene or offensive to race, sex, nationality or handicap.

All notices must be approved by the Director of Residence Life (211-212 /E. Hathorn). All notices will be removed the date following the event. Repeated violations of posting regulations may result in loss of posting privileges.

Revised: October 29, 1986

UW-Stevens Point Proposed and 1988 Policy and Procedure

[PROPOSED]

UW Stevens-Point Campaigning Policy:

In accordance with this state statute 18.11(9), Housing and Residence Life has the following stipulations for Campaigning in the Residence Halls:

In-person campaign activity is allowed within the residence halls during the academic year. Campaigning must remain in the lobby of each residence hall and must be conducted within the courtesy hours of that building. People wishing to campaign in-person must contact Housing and Residence Life, in writing, at least one week in advance of the desired campaign activity. The specific location of the campaign activity, within the lobby, will be established by that building's Hall Director.

Each candidate/campaign or (representative of a candidate/campaign/political party) may not hold a campaign activity more than one hour per residence hall, per week. No more than two people may campaign together at a singular time. No more than one campaign activity may be held at one time per building.

Those campaigning may not bring in additional furniture. Based on furniture availability, each building may be able to provide a table and/or chairs for a small display and/or handouts.

All behavior expectations of residents and guests also apply to those participating in campaign activities.

[1988 POLICY]

POLITICAL CAMPAIGNING AND DISTRIBUTION OF POLITICAL LITERATURE IN RESIDENCE HALLS ON THE UWSP CAMPUS

CAMPAIGNING

1. Except as provided in items 2 and 3 below, political campaigning shall be restricted to the lobby and main lounge or each residence hall, subject to the following conditions:
 - a. Prior arrangements must be made with the respective Hall Council by the candidate or the candidate's representative;
 - b. Campaigning shall be permitted only during weeks when classes are in session;
 - c. Campaigning is permitted only between 11:00 A.M. and 9:00 P.M., Monday through Friday, and between 2:00 P.M. and 7:30 P.M. Saturday and Sunday; and
 - d. All forms of door to door canvassing, soliciting, and/or promotion, whether for commercial, political, or information purposes, are prohibited.
 - ❖ Residents may not participate in nor escort people conducting these activities.
 - ❖ This prohibition includes placing promotional materials on or under the doors of residents' rooms.
2. Candidates may, by prior arrangement with the respective Hall Council, schedule an appearance before the Council at any regularly scheduled meeting or at a meeting called expressly for the appearance of the candidate. Such appearance may be held in whatever convenient meeting place in the hall the Council and candidate agree upon.
3. Any resident may invite a candidate to the resident's room, and may invite other individuals as guests for the candidate's appearance except that the number of persons in a room shall not exceed a total of 10 and the group may not extend into the corridors.

EXCLUSION

Elected representatives of residence hall associations may not canvass, solicit, or promote for commercial or political purposes, but may go door to door in their residence hall to conduct the business of their association.

UW-Stout Proposed and 1988 Policies

[PROPOSED]

Campaigning and Solicitation

Political literature (such as informational flyers, postings, and advertising) may be distributed to approved public posting locations within the residence halls by following these procedures:

- Literature must be submitted in a format no bigger than 11 inches tall by 17 inches wide (preferably landscape) to the Housing Office in 170 Price Commons during business hours (print quantities may be obtained by emailing housing@uwstout.edu).
- Literature will be posted within five business days of submission and up to the desired expiration date or ten calendar days from the initial posting date, whichever comes first.
- Literature may be submitted multiple times for recurrent postings.

Political campaigning may be conducted in the main lobby of a residence hall by following these procedures:

- Requests must be made via email to housing@uwstout.edu at least six business days prior to the campaigning event and should include: the campaign name, the desired hall(s) to campaign in, and the requested date and time of the event. Due to limited space, only two people from each campaign may attend an event per residence hall at a time and only one campaign will be granted access in any one residence hall at a time.
- Campaigning may occur Monday through Friday between 12:00 PM and 9:00 PM. Campaigns must leave the Residence Hall prior to the front desk closing at 10:00 PM.
- Tables and chairs will be provided within the main lobby of a residence hall for the event and must include clear campaign identification, provided by the campaign staff. Campaign staff are expected to remain within reach of their designated table and not block resident traffic through the lobby. Campaign staff are prohibited from entering resident living and recreation areas unless needing to use the restroom (as indicated on their check-in materials).
- When campaign staff arrive for an event, they must first check-in at the Housing Office in 170 Price Commons before 4:00 PM to obtain hall access and get directions to the event site. Upon arrival to the residence hall, campaign staff must announce their presence to the hall-specific front desk.
- If there are concerns about the campaign event, campaign staff may inform the front desk assistant to request professional housing staff presence.

Student Organizations (recognized by the Stout Student Association) and campus departments may also submit literature and/or table in the main lobby of a residence hall and must follow all procedures outlined in this policy.

Door-to-door solicitation, such as selling, peddling, distributing, and/or collecting materials or information, free or otherwise is not permitted in the residence halls.

Failure to follow policies outlined here or in the Residence Hall Handbook may result in immediate removal from the premise or posting location and/or loss of privilege for future events or postings.

[1988 POLICY]

Political Campaigning

Resident Students may be visited by candidates running for political office and/or student government elections if they have specified that they wish such "visits." During the first month of each semester, students will be asked to designate their preference in regards to visits by candidates. Only those students so specifying their desire for such visits will be contacted by candidates and/or their representatives. Campaign visits may include the dissemination of literature. When talking with candidates, students are expected to invite such individuals into their rooms or conduct those meetings in the floor lounge (if the total group is 4 or less). In the case of larger groups, a basement meeting area should be used.

UW-Superior Proposed and 1988 Policies

[PROPOSED]

UW-Superior Campaigning in the Residence Halls

The policy and procedures regarding campaigning are designed to allow candidates or their representatives the opportunity to discuss issues, distribute literature, and provide students opportunities to talk with candidates. In addition, this policy and these procedures are designed to protect student rights to privacy in their residential setting. Candidates or their representatives in elections pertinent to residence hall students, may not conduct door-to-door campaigning. They may distribute literature and campaign by following the procedures below:

- Candidates must register to campaign in the residence halls five business days in advance through the Residence Life Office.
- Campaigning may only be done between 6-10 p.m. in the residence hall front lobby.
- Candidates or their representatives must check in at the residence hall front desk, leave identification, and wear a visible name badge (sticker, button, lanyard) while campaigning.
- No more than two people can campaign at a time.
- Candidates or their representatives may talk to and/or distribute literature to interested students.
- Campaigning needs to be conducted in a considerate manner that minimizes disruption to the community or its members. Candidates or their representatives must honor the wishes of students who choose not to speak with them.
- Placing campaign materials under doors or posting them anywhere in the residence hall is prohibited.
- Candidates or their representatives who choose not to follow the above procedures will be asked to leave the residence hall and will not be allowed to return for the duration of the election.

Adopted Date:

Board Approved Date:

[1988 POLICY]

UW- SUPERIOR POLITICAL CAMPAIGNING IN RESIDENCE HALLS

Individuals or supporters of individuals seeking public office may solicit voters living in the residence halls for their voting support.

Each declared candidate is limited only by:

1. Prior Notification Every candidate must inform the Housing Office of the Residence Hall Director in advance of the planned visit.
2. Specific Hours On site campaigning is permitted between the hours of 12 noon and 8:00 p.m.
3. Door to Door Solicitation Candidates may solicit door to door in a reasonable manner and frequency.
4. Campaign Posters and Materials Campaign posters and materials may be permitted in designated areas.

UW-Whitewater Proposed and 1988 Policy

[PROPOSED]

Campaigning in the Residence Halls UW-Whitewater Residence Hall Policy

In accordance with Wis. Admin. Code sec. UWS 18.11(9) Campaigning in state-owned residence halls; the following is the UW-Whitewater policy:

The policies surrounding campaigning in the residence halls are designed to allow candidates and their representatives the opportunity to discuss issues and distribute literature pertinent to residence hall students. In addition, these policies are designed to protect residence hall students' rights to privacy in their living spaces. University students, residence hall student groups, registered student organizations and registered candidates for local, state, and national elections are permitted to engage in political campaigning in the residence halls. Candidates may meet with students and distribute literature following the procedures outlined below:

- Candidates may campaign in the residence hall lobby space of any residence hall. Candidates must reserve this space through the Complex Director of each residence hall, no later than five business days ahead of the desired time. The times when this activity will be allowed are 3:00 pm-8:00 pm.
- Candidates must check in with the front desk staff at the time of their arrival and must wear a name tag or appropriate identifying button etc. The residence hall will provide a table and two chairs in the lobby for the candidate's use.
- No door-to door campaigning is allowed at any time and candidates are not allowed on the residential floors of the residence hall.
- Campaigning must be conducted in a considerate manner that minimizes impact to the community or residents. Candidates and their representatives must respect the desires of students not wishing to engage in conversation or take literature. This includes but is not limited to the following prohibited acts, playing of music, amplifying sounds such as microphones or megaphones, etc.
- Distributing materials under or on doors is prohibited.
- Unless a part of a residence hall organized program, it is not the responsibility of the residence hall, or University Housing to have all sides represented during elections.
- Candidates who do not follow the above procedures may be restricted from accessing the residence halls for similar events during the duration of the election season.

For posting in the residence halls, please visit:

<https://www.uww.edu/housing/policies#postings>

[1988 POLICY]

UW-WHITEWATER ADVERTISING, SOLICITING, AND VENDING

Residence Hall Posting Policies

During the academic year, approximately 3500 advertisements will be posted in the residence halls. The following guidelines were established to provide proper management of the large demand to announce events, programs, and scheduled activities.

- The names of the person(s) or organization(s) sponsoring the events or activity must appear on all advertisements.
- For the purpose of record keeping, a copy of the advertisement with the name of the person wishing to put up the poster will be kept in the Office of Student Housing.
- Although a size limit is not mandatory, organizations and university departments are encourage not to submit advertisements larger than 18" x 24".

Commercial Advertisement (non-student organization)

A commercial organization may post one sign in the lobby area designated for such posting. Prior approval of the Housing Office is required. Posters must be brought to 101 Salisbury Hall for approval; approved posters will be stamped at this time. Additional copies may be left at the reception desk for the period of a week.

Signs promoting bars or irresponsible use of alcohol will not be approved. Signs mentioning or implying profanity, sexual or racial discrimination likewise will not be approved.

Masking tape only may be used on painted surfaces.

Residence hall staff may remove any improperly posted, inappropriate, or unapproved materials.

University Departments

University departments may post one sign in the lobby and one on each wing in designated posting areas. Prior approval of the Housing Office is not required. Departments are encouraged to leave copies for posting in 101 Salisbury Hall, and the residence hall staff will post them.

Advertisements announcing sale and consumption of alcohol must be approved under the student organization guidelines.

Student Organizations

Student organizations may post one flyer in the lobby areas and one on each wing in the designated posting area. Signs may not be posted on doors, in stairwells, windows, etc. Prior approval of the Housing Office is required. Posters must be brought to 101 Salisbury Hall for approval; approved posters will be stamped at this time.

Signs promoting bars, "happy hours", "social hours", or otherwise implying irresponsible use of alcohol will not be approved. Similar signs promoting co-sponsored alcohol related events with the wine/spirits or brewers industries will not be approved for posting. In addition, any sign using a logo or drawing depicting alcohol will not be approved.

Signs mentioning or implying profanity, sexual or racial discrimination likewise will not be approved for posting.

Masking tape only may be used on painted surfaces.

Residence hall staff may remove any improperly posted, inappropriate, or unapproved material.

Political Solicitation

Solicitation by political candidates in the living areas of the residence halls is prohibited. Political candidates may solicit in the lobby and basement recreational areas or on the floor, if invited by the residents of the floor. All other solicitations within the residence hall are prohibited. Violators will be referred to the University Policy and the Office of Student Housing.

Commercial Vending

Vending of commercial wares, food, or refreshments door-to-door by student organization/companies/individuals outside of the University is strictly prohibited. Generally, campus organizations may not vend within the hall. The hall government within the residence hall has the option to recommend to the Office of Student Housing that the restriction be waived for a particular situation. Violators will be referred to University Police and the Office of Student Housing.

**UNIVERSITIES OF WISCONSIN
2024 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS,
AND OTHER CHANGES OF STATUS**

REQUESTED ACTION

Adoption of Resolution F., approving the 2024 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

Resolution F. That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2024 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The 2024 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status is presented to the UW System Board of Regents.

BACKGROUND

Each spring, the Universities of Wisconsin Division 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 2023-24 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 Division 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 Universities of Wisconsin 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 2023 Report was issued are also included in the 2024 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) 2024 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

**UNIVERSITY OF WISCONSIN
SYSTEM
2023-24 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	ABBOTT-ANDERSON, KRISTEN	COLLEGE OF NURSING AND HEALTH SCIENCES	TENURE	DEAN	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	BRAUN, SAORI	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	BROWN, BRYAN	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CALDERON, CHRISTINE	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CARTER, BRADLEY	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CASEY, ELENA	LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	DACHEL, THERESA	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	DALHOE, ANGELA	SPECIAL EDUCATION AND INCLUSIVE PRACTICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DEPIANTE, MARCELA	LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DUGAR, KRANTI	MARKETING AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	EKICI, EMRAH	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FUENTES, BIBIANA	LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	GERLACH, DEIDRA	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GINGERICH, DEREK	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	GOMES, RAHUL	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GROTHE, ARTHUR	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HAFFNER, MATTHEW	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HERMAN, DANIEL	BIOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	HSU, CHIA-YU	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HWANG, HYOSEOK	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	JEPSEN, LISA	COLLEGE OF BUSINESS	TENURE	DEAN	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	JIMENEZ FREI, CHERYL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	JONES, RODERICK	SPECIAL EDUCATION AND INCLUSIVE PRACTICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KOVACEVIC, DAMIR	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LYMAN GINGERICH, JAMIE	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MA, YING	MATERIALS SCIENCE AND BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MEIER, BARB	SPECIAL EDUCATION AND INCLUSIVE PRACTICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MITCHELL, NORA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MOWRY, MARK	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	ORWIG, MARCY	BUSINESS COMMUNICATION AND INFORMATION SYSTEMS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	PEREIRA, KENNETH	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	RYBICKI, JIM	PHYSICS AND ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SMITH, JENNIFER	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	SMITH, LORRAINE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STEWART, JOHN	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	TROUDT, MELISSA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	WOLF, WILLIAM	PHYSICS AND ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	BANDARA, DHANAMALEE	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	BANET, AMANDA	NATURAL & APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	BENNETT, NOLAN	DEMOCRACY AND JUSTICE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CASE, JULIALICIA	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GROESSL, JOAN	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	GUNN, KPOTI	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HOLSTEAD, JENELL	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	KUENZI, KERRY	PUBLIC & ENVIRONMENTAL AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	MAHFUZ, MOHAMMAD UPAL	RESCH SCHOOL OF ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	MEISTER, SAMANTHA	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MOON, ANDRIA	EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	NORFLEET, MARK	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	PANGARKAR, ANIRUDDHA	MARKETING & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	RECTOR, MICHAEL	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	SHERMAN, HEIDI	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	TECLEZION, MUSSIE	ACCOUNTING & FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	WILLIAMS, CHRISTOPHER	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	WONDERGEM, JULIE	NATURAL & APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	ZHANG, JIAN	RESCH SCHOOL OF ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-LA CROSSE	BEEBY, JAMES	HISTORY	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-LA CROSSE	CHERGOSKY, ANTHONY	POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	CURRENT, MICHAEL	LIBRARY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	DEASON, GRACE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	EDWARDS, ASHLEY	COMMUNICATION STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	EKLUND, MEHTAP	ACCOUNTANCY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	GARCIA, MERIDETH	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GRABOWSKI, PATRICK	HEALTH PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	HATHAWAY, CHRISTOPHER	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	KIERSCH, CHRISTA	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	KORTENKAMP, KATHERINE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	KOVARI, JOHN	POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	LENARZ, LISA	ART	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	LIU, SHAIING	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MARSHIK, TESIA	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	MCMULLEN, BROCK	EXERCISE AND SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MCPARKER, MATTHEW	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	PAUDEL, SHISHIR	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	PFEIFFER, JARRED	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	PITOT, LISA	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	SCHUMANN, DAVID	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UW-LA CROSSE	SEN, SUJAT	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	STARCK, JENNA	EXERCISE AND SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	SVOBODA, VICTORIA	STUDENT AFFAIRS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	TORIBIO, SHERWIN	MATHEMATICS AND STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	TSANG, MING	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	ACCOMINOTTI, FABIEN	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ADAMES CORRALIZA, ANGEL	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	AMIDEI, ALLISON	THEATRE AND DRAMA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	AMINE, LAILA	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANDERSEN, CLAUS	GERMAN, NORDIC, AND SLAVIC+	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ANDERSON, MARK	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANDERSON, MATTHEW	GENETICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ARRIAGA, FRANCISCO	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ARTHUR, EMILY	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AUSDERAU, KARLA	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BALTO, SIMON	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BARCELLOS, SILVIA	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BARTELS, RANDY	BIOMEDICAL ENGINEERING	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BISWAL, SANDIP	RADIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	BLUM, HANNAH	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BRACE, CHRISTOPHER	RADIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BRATZKE, LISA	SCHOOL OF NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BRENNAN, MEGHAN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BROCKLISS, WILLIAM	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BROWN, ASHLEY	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BRUNKARD, JAKE	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BUDGE, STEPHANIE	COUNSELING PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BULLER, ANDREW	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	BURNS, MARGUERITE	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BURT, BRIAN	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BUTLER, MARGARET	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BYRD, JODI	GENDER & WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CALARCO, JESSICA	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CAPITINI, CHRISTIAN	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CARDIFF, MICHAEL	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CARDIFF, MICHAEL	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CASCIO, CHRISTOPHER	SCHOOL OF JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	CHARLES, PAJARITA	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	CHEN, NAN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	CISEWSKI-KEHE, JESSI	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	CLAESSENS, AMY	EDUCATIONAL POLICY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	COLUMNA, LUIS	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	COUET, ADRIEN	NUCLEAR ENGINEERING & ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAWSON, JULIE	PLANT AND AGROECOSYSTEM SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DEFUSCO, ANTHONY	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DEY, MAHUA	NEUROLOGICAL SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	DONELSON, DAIN	WISCONSIN SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	DOREA, JOAO	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	DU, XIAODONG (SHELDON)	AGRICULTURAL & APPLIED ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DUNCAN, LARISSA	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DURANCE, CHRISTINE	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DYMARZ, TULLIA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELFENBEIN, JOHANNA	PATHOBIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ELICEIRI, KEVIN	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ENDELMAN, JEFFREY	PLANT AND AGROECOSYSTEM SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ERSIG, ANNE	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	FERNANDEZ, FRANK	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FRANCK, JENNIFER	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	FREITAG, JAMES	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FUNK, LUKE	SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GARBACZ, ANDY	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GARCIA TRILLOS, NICOLAS	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	GERASSI, LARA	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	GILICK, BERNADETTE	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GINDER-VOGEL, MATTHEW	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GLEASON, CAREY	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GLOTZER, PAIGE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	GRABOIS, DANIEL	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GRAGG, SARA	ANIMAL & DAIRY SCIENCES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GRAINGER, CORBETT	AGRICULTURAL & APPLIED ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HANUKAI, MAKSIM	GERMAN, NORDIC, AND SLAVIC+	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HARRIS, ANDREA	DANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HENAK, CORINNE	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HENRY, KEVIN	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HOON, MRINALINI	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HORA, MATTHEW	LIBERAL ARTS & APPLIED STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HU PEGUES, JULIANA	GENDER & WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HU, JIAMIAN	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HUANG, JINGYI	SOIL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	HUANG, QUNYING	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	IFATUNJI, MOSI	AFRICAN AMERICAN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	IFRIM, MIHAELA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ISELL, CHARLES	COMPUTER SCIENCES	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE

UW-MADISON	JIANG, JIAOYANG	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOHANNSEN, ERIC	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JONES, JANA	NEUROLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JONES, TOMIKO	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KABBAGE, MEHDI	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KACAR, BETUL	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KANG, JUNSU	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KANG, KARAM	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KATS, MIKHAIL	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KATZFUSS, MATTHIAS	STATISTICS	TENURE	PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KEEFOVER-RING, KEN	BOTANY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KERR, MARGARET	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KIM, CHANWOO	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KIMPLE, MICHELLE	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KIMPLE, RANDALL	HUMAN ONCOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KLINGBEIL, DAVID	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KLINGELE, CECELIA	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KOCH, PAUL	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KONO, MELISSA	DEPARTMENT OF EXTENSION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KREITMAIR, KAROLA	MEDICAL HISTORY AND BIOETHICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KUBY, EMMA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	KUSHWAHA, TARUN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	LANG, JOSH	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LANKAU, RICHARD	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LAPORTA, JIMENA	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	LEWIS, PETER	BIOMOLECULAR CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LI, NAN	LIFE SCIENCES COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	LIU, YAO	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	LOMBARDI, ALLISON	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	LONG, XIAOYANG	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	LUDOIS, DANIEL	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LYNCH, DANIEL	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MACHADO, EMILY	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MANDEL, MARK	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCCULLOH, KATE	BOTANY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCDONALD, ANTHONY	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MCDOWELL, COLLEEN	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MEHTA, RANJANA	INDUSTRIAL AND SYSTEMS ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	MENZEL, ANNIE	GENDER & WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MOEEN, MAHKA	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MOMMAERTS, CORINA	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MOORE, SARAH	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	MOWAT, FREYA	SURGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MUELLER, KIMBERLY	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	MYERSON, REBECCA	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	NANCE, JEREMY	CELL & REGENERATIVE BIOLOGY	TENURE	VICE CHAIR FOR RESEARCH	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	OGRAS, UMIT	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ONG, IRENE	OBSTETRICS & GYNECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	PANG, MIN-SEOK	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	PATE, DAVID	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PECANAC, KRISTEN	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	PEHAR, MARIANA	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	PENAGARICANO, FRANCISCO	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	PEPPERELL, CAITLIN	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PILARZ, ALEJANDRA	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	PIPE, JAMES	RADIOLOGY	TENURE TRACK	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	PONTO, KEVIN	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	QUINLAN, BETSY	NEUROSCIENCE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	REYNOLDS, MATTHEW	PATHOBIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ROGUS-PULIA, NICOLE	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ROMERO, PHILIP	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	RONNEKLEIV-KELLY, SEAN	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ROWELL-CUNSOLO, TAWANDRA	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	RUHRARAJU, SHIVA	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	RUPPAR, ANDREA	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAALMANN, YURI	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAHA, KRISHANU	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAN MIGUEL, JOSHUA	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	SANDBO, NATHAN	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SANS, ORIOL	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	SCHALK, SAMI	GENDER & WOMENS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SCHLESSER, HEATHER	DEPARTMENT OF EXTENSION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SCHMITZ, LAUREN	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	SCHOVILLE, SEAN	ENTOMOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHALIASTOVICH, IVAN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHIYANBOLA, OLAYINKA	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SINGH, ANNE MARIE	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SINHA, RAUNAK	NEUROSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	STECHMANN, QIN LI	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STERLING, AUDRA	COMMUNICATION SCIENCES & DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STOY, PAUL	BIOLOGICAL SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	THEVAMARAN, RAMATHASAN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	THOMAS, ALVIN	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ULLAND, TYLER	PATHOLOGY & LABORATORY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR

UW-MADISON	VARSAVA, NINA	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	VAVRUS, FRANCES	EDUCATIONAL POLICY STUDIES	TENURE	ASSOCIATE CHAIR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	VLACH, HALEY	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WALSH, KATE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANG, BU	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WARDRI, PETER	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WARREN ANDERSEN, SHANEDA	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WATSON, ANDREW	ORTHOPEDICS AND REHABILITATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WENTHUR, CODY	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WESTERGAARD, RYAN	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WHITE, AHMED	LAW SCHOOL	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MADISON	WICKENS, ZACHARY	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	WILLIAMS, KRYSTAL	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YANG, SIJIA	SCHOOL OF JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	YBARRA, MARCI	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	YOUNG, STEPHEN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	YU, JOHN-PAUL	RADIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ZAYAS-CABAN, GABRIEL	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ZHANG, ZHOU	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MADISON	ZINN, MICHAEL	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	ABU-ZAHRA, NIDAL	MATERIALS SCIENCE AND ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ALBERTO, FILIPE	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ANDERSON, ALEXA	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	BEUTNER, KATHARINE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	CHOI, WONCHAN	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	COBB, PORTIA	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	DEY, MADHUSUDAN	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	FARMER-HINTON, RAQUEL	EDUCATIONAL POLICY AND COMMUNITY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	GILLESPIE, MARIA	DANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	HARRIS, PAMELA	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	HAWK, ADAM	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	JAMISON, GREGG	SOCIAL SCIENCE AND BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	JOSEPH, TATIANA	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	KWON, KYONGBOON	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	LEE, YURA	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	LEMKE, ASHLEY	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	LI, XU	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	MA, XIAOLI	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	MALCOE, LORRAINE	PUBLIC HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	NIU, JUNJIE	MATERIALS SCIENCE AND ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	NOVOTNY, MARIA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR

UW-MILWAUKEE	OH, HYUNKYOUNG	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	OLEN, AMY	TRANSLATION AND INTERPRETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	PANNELL, SHERI	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PARK, CHANYEOP	ELECTRICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	PAUERS, MICHAEL	MATHEMATICS AND NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	REUTER, ORA JOHN	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RIFORGATE, SARAH	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ROMAN, NICOLE	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	SALTO, DANTE	ADMINISTRATIVE LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	SCHERMER, BRIAN	ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SINK, PHILLIP	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	SWENSON, LAURA	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	TIMMER, ALEX	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-MILWAUKEE	VIGELAND, SARAH	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW OSHKOSH	ABRAHAMSON, KATHLEEN	COLLEGE OF NURSING	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW OSHKOSH	BELNAP, JASON	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	COLE, STEWART	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	ELANNANI, HASSAN	LEADERSHIP, LITERACY AND SOCIAL FOUNDATIONS	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	FORD, MICHAEL	SOCIOLOGY AND PUBLIC ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	FREY, JAMES	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	FRIE, ADRIENNE	ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	GONZALEZ-MUNTANER, ELENA	GLOBAL LANGUAGE AND CULTURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	GROVES, CHRISTOPHER	PSYCHOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HILLBERG, HANNAH	COMPUTER SCIENCE	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HOSTETLER, MARGARET	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	LOIACONO, GABE	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	LUCAS, JESSICA	BIOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MCPHEE, ELVBETH (MISTY)	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	MOTT, JASON	COLLEGE OF NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	POWER, JAMES	SOCIAL WORK	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	RICHE, MATTHEW	CRIMINAL JUSTICE	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	SHEEHAN, STEVEN	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	SMITH, TRINA	ART	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	SUMMERS, SCOTT	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	THOMAS, GEORGE	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	WATERS, LAUREN	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	WREN, KATHLEEN	COLLEGE OF NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	ZUCKWEILER, KATHRYN	MANAGEMENT AND HUMAN RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	BOUTERSE, AMI	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	BRADFORD, MISIT	THEATER	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-PARKSIDE	CURTIS, CAITLIN	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	JOHNSON, RUSSELL	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	LI, LING	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	NOTO, CHRISTOPHER	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	OSWALD, DANA	LITERATURE AND LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	WU, BINGQING	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	ATTENBOROUGH, HOLLY	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BOHNHOFF, GRETCHEN	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BUTTLES, TIMOTHY	EDUCATION	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ESHELMAN, ALEC	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	GILLOTA, DAVID	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	GOPALAKRISHNAN, GOKUL	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	HAASL, RYAN	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	HOLAN, ALYSSA	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KELLER, CAROLYN	CRIMINAL JUSTICE & SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KERKENBUSH, ROGER	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KRINGS, BENJAMIN	HEALTH & HUMAN PERFORMANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MA, XIAO GUANG	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	PETERSON, JOHN	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	POLEBITSKI, AUSTIN	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	REYNOLDS, LAURA	EDUCATION	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ROOPAEI, MEHDI	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ROWLAND, DANIEL	PERFORMING & VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SELENT, DOUGLAS	COMPUTER SCIENCE & SOFTWARE ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SOSSAMAN, TRAVIS	APPLIED ENGINEERING TECHNOLOGY MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SWENSON, TIMOTHY	HEALTH & HUMAN PERFORMANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	UNDERWOOD, CHRISTOPHER	ENVIRONMENTAL SCIENCES & SOCIETY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	VENKATESWARAN, MUTHUSUBRAMANIAN	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	YANG, FANG	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	ABEGAZ, MELAKU	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	BURNEY, SHAHEER	AGRICULTURAL ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	CHINTAPENTA, LATHADEVI	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	CHISHTY, MUHAMMAD	ACCOUNTING AND FINANCE	TENURE	DEAN, COLLEGE OF EDUCATION, BUSINESS AND	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-RIVER FALLS	COGGIO, GRACE	COMMUNICATION AND MEDIA STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	COLEMAN WASIK, JILL	PLANT & EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	CORTRIGHT, JAMES	PSYCHOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	HALEY, REBECCA	CHEMISTRY & BIOTECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HELKE, MICHAEL	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HERGENRADER, CHRIS	ANIMAL & FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HOLTKAMP, CHRISTOPHER	PLANT & EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-RIVER FALLS	JACKSON, ABIGAIL	PSYCHOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	KALLUSKY, BRETT	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	KISTING, WESLEY	ENGLISH	TENURE	DEAN, COLLEGE OF ARTS AND SCIENCES	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-RIVER FALLS	MITCHELL, SCOTT	COMMUNICATION AND MEDIA STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	NEWMAN, YOANA	PLANT & EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	PETTIS, CHRISTY	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	RUEGSEGGER, GREGORY	HEALTH & HUMAN PERFORMANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	ANDERSON-MCINTYER, LAURA	FORESTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BARRINGER, BRIAN	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BOOTHROYD, MYLES	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BRAY, JENNIFER	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	DHALLA, HARDEEP KAUR	COMPUTING AND NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	GONG, ROLAND	PAPER SCIENCE AND CHEMICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HANSON, MARK	THEATER AND DANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HARNETT, DANIEL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	KINSLOW, BETH	HEALTH SCIENCES AND WELLNESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KROLCZYK, BRIAN	HEALTH SCIENCES AND WELLNESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	MARKHAM, MATTHEW	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	MEIER, ELLEN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	NEILL, KYLE	LIBRARIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	PFLUGHOEFT, KURT	DATA ANALYTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	REDMAN, ERIN	EDUCATIONAL SUSTAINABILITY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SCHOENECKER, KEVIN	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SLEMMONS, KRISTA	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SOMMER, REBECCA	HEALTH SCIENCES AND WELLNESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	TURGESON, SUSAN	FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	VANDEHEY, JUSTIN	FISHERIES AND WATER RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	BIRD, MICHAEL	PSYCHOLOGY, HEALTH, FOOD AND NUTRITIONAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	BROCK, KATHLEEN	TEACHING LEADERSHIP & LEARNING	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	CLARK, FRAZIER	BUSINESS	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	DEGREEFF, BECKY	ENG/PHILOSOPHY/COMM/STUDIES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	FREEDMAN, DANIEL	CHEMISTRY & PHYSICS	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-STOUT	HEAGLE, MICHAEL	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HERRMANN, MONICA	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	HINES, EMILY	TEACHING LEADERSHIP & LEARNING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	HUI, CHIWEI	VISUAL AND PERFORMING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	JORDAN, ALEX	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MACDONALD, KEVIN	OPERATIONS & MANAGEMENT	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	O'BRIEN, KELLY	VISUAL AND PERFORMING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	RAMSAY, JAMES	OPERATIONS & MANAGEMENT	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE

UW-STOUT	SCHMITT, JASON	ENG/PHILOSOPHY/COMM/STUDIES	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-STOUT	SCHMITZ, ANNE	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SIMONEAU, MATTHEW	TEACHING LEADERSHIP & LEARNING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	SLUPE, GREGORY	ENGINEERING & TECHNOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	THOMAS, TYLER	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	VERMA, ABHISHEK	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	WHEELER, VINCENT	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	WILKINSON, KEVIN	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-SUPERIOR	LAWRENCE, DANIEL	WRITING, LANGUAGE & LITERATURE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	VOLLRATH, CHAD	COMMUNICATING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	BAMGBOSE, OLAMOJIBA (OLA)	COUNSELOR EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BETTERS-BUBON, JENNIFER	COUNSELOR EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	CERVERA, YESENIA	WOMEN'S/GENDER STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	CHOI, JEONGHO	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHUNG, UN CHAE	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	CORMIER, NATHALY	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	D'ARMS, ARIANA	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DAVAZDAHEMAMI, BEHROOZ	ITSCM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DEVAGE DONA, DULANJALEE	MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DEVRIES, MARGARET (SUSAN)	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DOHERTY, YUKA	SOCIOLOGY, CRIMINOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DRURY, LAUREN	MARKETING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	EDE-HERNANDEZ, LUZMA	WORLD LANGUAGES & CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	EGAN, JEFFERS	ART & DESIGN	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	EMREY, JOLLY	POLITICS, GOVERNMENT, AND LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	FAN, ZAIFENG (STEVE)	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	FORSBERG, MALINDA	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	GATYAS, MAXWELL	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	GILBERTSON, LYNN	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	GUYER, MICHAEL	MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HAIRI, HAIRI	COMPUTER SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HANSEN, RUTH	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HODSON, ROBERT	MUSIC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	JANG, EUNYOUNG	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	JANKE, JASON	GEOLOGY, GEOGRAPHY, AND ENVIRONMENTAL SCIENCES	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-WHITEWATER	JENSEN, KELLY	INTEGRATED STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	JHA, ARUNA	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	JONNALAGADDA, SHIRISHA	CHEMISTRY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	JUNG, JAEHUN	KINESOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	KAMAL, RASHIQA	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-WHTEWATER	KHAN, TRACY	MARKETING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	KILICASLAN, ALAZ	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	LINEBERGER, MONICA	POLITICS, GOVERNMENT, AND LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	LUCKEY, ERIC	EDUCATION FOUNDATIONS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	MABIE, JOSHUA	LITERATURE, WRITING, & FILM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	MOULTON, ERICA	LITERATURE, WRITING & FILM	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	NAKAYAMA, SHOJI	OESH	TENURE TRACK		NEW APPOINTMENT	ASSOCIATE PROFESSOR
UW-WHTEWATER	NGUYEN, HIEN	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	NYLEN, PAUL	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	PETERSEN, JENNIFER	EDUCATIONAL FOUNDATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	PLATT, ALANA	ITSCM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	PORCARO, GREG	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	PROCK, KRISTEN	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	RAHEMI, HASTI	ITSCM	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	RAHN, NAOMI	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	SALEH IBRAHIM	INTEGRATED STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	SANKARANARAYANAN, BALAJI	ITSCM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	SCHAFER, ADAM	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	SHAPIRO, DIANA	MUSIC	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	SIMHA, ADITYA	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	SPEETER, NOAH	INTEGRATED STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	THOMAS, BRANDON	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	WALTERS, TRACY	INTEGRATED STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	WANG XU, JIAHE	PHSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	WINDEN, MATTHEW	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	XUE, YUHAN (CATHY)	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	YAVUZCETIN, OZGUR	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	YUAN, YUAN	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	ZENG, MIAOYI	ITSCM	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	ZHANG, JIAYUAN	ITSCM	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	ZHAO, YANHUI	FINANCE AND BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UW-MILWAUKEE HOST CAMPUS PRESENTATION:
“AMPLIFYING REMARKABLE POTENTIAL”**

REQUESTED ACTION

For information and discussion.

SUMMARY

UW-Milwaukee has a unique educational mission of research and access. UWM is one of just 78 universities in the country with both the Research 1 and Community Engagement classifications from Carnegie. This presentation will highlight the value of engaging our students, undergraduate and graduate, in research. The breadth and impact of UWM’s research and the contributions our students make to advancing knowledge will be shared for four disciplinary areas:

- Freshwater sciences,
- Neuroendocrinology,
- Gravitational waves; and,
- Advanced manufacturing.

The session will address students’ experience of being a part of a research team and the impact on their lives and plans for the future.

Presenters

- Dr. Andrew Daire, Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee
- Hailey Beaty, Psychology undergraduate student
- David Loeza, Mechanical Engineering undergraduate student

**UNIVERSITIES OF WISCONSIN DIVISION OF ACADEMIC AND STUDENT
AFFAIRS: END-OF-YEAR REVIEW AND STRATEGIC UPDATES**

REQUESTED ACTION

For information.

SUMMARY

Senior Vice President Johannes Britz will provide an overview of strategic initiatives undertaken during the 2023-24 fiscal year in support of the Universities of Wisconsin Strategic Plan. The discussion will share: 1) updates, progress, and other strategic actions taken on issues presented to the Education Committee and related initiatives; and 2) priorities for the 2024-25 year.

Presenter

- Dr. Johannes Britz, UW Senior Vice President for Academic and Student Affairs

BACKGROUND

As in the 2022-23 fiscal year, each of the Education Committee meetings in 2023-24 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 Strategic Plan](#). Topics included: 1) Academic program planning and quality assurance (July and October, 2023); 2) student retention and mental health supports (December, 2023 and April, 2024); and 3) generative artificial intelligence (February, 2024).

The Division of Academic and Student Affairs supports multiple initiatives, informed by these discussions, to address priorities of strategic enrollment planning, online growth, student advising and support, innovation, workforce development, and sustainability.

ATTACHMENTS

- A) UW Division of Academic and Student Affairs Initiatives and Progress Updates

UW Division of Academic and Student Affairs Education Committee Initiatives and Updates

The Division of Academic and Student Affairs continued progress on key initiatives aligned to the UW System Strategic Plan. This update describes: 1) each initiative, including its strategic goal or purpose; 2) the work completed in 2022-23; and 3) goals and progress for 2023-24 (as of May, 2024). Initiatives are listed in order of the nine strategies defined in the [UW System 2023-28 Strategic Plan](#).

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
Strategic Enrollment Planning —Support the universities to drive enrollment to meet the needs of the state and knowledge economy.	<ul style="list-style-type: none"> Reorganized Office of Student Success into Office of Enrollment & Student Success; Hired new AVP to lead; Launched planning for an Enrollment & Student Success Summit and discussion series. 	<ul style="list-style-type: none"> Develop and deliver Enrollment & Student Success Summit (11/2023) and ongoing discussion series based on the full enrollment management life cycle; Hosted EAB Navigate Summit 11/16/23 & Enrollment Summit 11/17/23. Develop a systemwide strategic framework on enrollment management to successfully achieve strategic plan goals.
Direct Admissions —Coordinate with the universities to pilot and support innovative enrollment and transfer initiatives, including policy flexibility to facilitate innovation.	<ul style="list-style-type: none"> Presented Direct Admissions Feasibility Report to BOR (2/2023); Convened Implementation Team (4/2023). 	<ul style="list-style-type: none"> Continue implementation planning (website and tech development, communication planning and implementation) 2023-24; As of 1/2024, approx. 360 high schools have signed on to Phase I Implement first institutional plans (Fall 2023); 10 UWs opted in to Phase I Implement systemwide pilot (Fall 2024).

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Dual Enrollment— Expand access to higher education by increasing dual enrollment participation among Wisconsin students, especially underrepresented groups, and increase the number of dual enrollment students who matriculate at a UW institution.</p>	<ul style="list-style-type: none"> • Identified task force leadership and membership; • Developed operational framework for task force and convened five meetings. • Negotiated and framed taskforce consultancy and deliverables with the College in High School Alliance and the National Alliance of Concurrent Enrollment Partnerships. • Continued deliberations with task force and among taskforce workgroups; • Drafted report based on workgroup and consultant input/data on landscape and recommend how to increase efficacy of dual enrollment programming; 	<ul style="list-style-type: none"> • Presented final report 12/2023 to President on dual enrollment landscape in Wisconsin Discussion of report with university chancellors and other stakeholders. • Form implementation team to develop framework for implementation and begin operationalization of recommendations.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Online Growth— Collaborate with the universities to expand online teaching & learning and participation rates.</p>	<ul style="list-style-type: none"> • Received President's approval of Strategic Online Growth Report recommendations; • Formed Implementation Team, meets weekly; • Constituted and convened Wisconsin Online Advisory Council. Meeting multiple times each semester. • Developed Online Portal project charter and initial wireframes. • Started UWEX benchmarking process and unit financial analysis. • Identify Strat. Plan tactics for next stage efforts, in coordination with Advisory Council. 	<ul style="list-style-type: none"> • Take Online Portal live (1/2024); Refine CRM Handshake with UW institutions. • Complete UPCEA benchmarking exercise to compare online support in other higher education systems; • Complete financial review and analysis, examine business model for collaborative programs; • Complete review of collaborative programming identification and development processes; • Develop recommendations based on benchmarking and implement new business model for Extended Campus as an Online Service Center. • Develop a marketing plan to drive engagement with Online Portal.
<p>Mental Health— Implement comprehensive tele-mental health and wellbeing services as a supplement to campus services—to improve student access to care and support.</p>	<ul style="list-style-type: none"> • Onboarded tele-counseling, telepsychiatry, 24/7 support and crisis services; • Implemented comprehensive online wellbeing platform at 12 UW universities (11/2022-1/- 2023). 	<ul style="list-style-type: none"> • Monitor telehealth services use and impact; • Modify ARPA funds MOU to ensure complete spending of allocated funds to support mental health and wellbeing • Identify the most impactful services and identify future funding beyond 2025.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Disability/Accessibility— Assess digital accessibility policy and practices to ensure equitable access to necessary technology.</p>	<ul style="list-style-type: none"> • Sponsored 3-part webinar series <i>Understanding, Connecting, and Supporting Autistic College Students</i>, over 650 staff and faculty registered; • Initiated a Digital Maturity Self-Assessment (DMSA) process across all UW universities (5/2023). 	<ul style="list-style-type: none"> • Analyze and share DMSA data with campuses, identify themes, and create improvement plans • Complete a summary report including common themes and recommendations for UWsA to aid universities in meeting their individual digital accessibility improvement goals

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Program Array Planning—Revise UW System Administrative Policy 102 (Program Array Management) to streamline processes for new program approvals.</p>	<ul style="list-style-type: none"> • Identified provost workgroup; • Developed proposed revisions to SYS 102 policy and procedures; • Advanced proposed revisions through policy committee and received institutional review comments; • Reviewed and approved policy, incorporating institutional feedback. • Developed “Pending Program” report now routinely shared with provosts. • Implemented revised policy (Fall 2023); • Finalized SYS 102A (Procedures) and SYS 102 Guidelines. (Fall 2023); • Developed program array dashboard to provide information on program array evolution. • Presented on program array, approval process and program oversight at Education Committee (3/2023) and full Board of Regents (6/2023) 	<ul style="list-style-type: none"> • Revise SYS 102 distance education modality definitions to better align with current university practice.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Internationalization— Increase the number of international students, increase the number who work in the state after graduation, and ensure we create inclusive space and enhance cultural competency.</p>	<ul style="list-style-type: none"> • Convened three internationalization summits and Education Committee discussion (2/2023) • Developed strategic framework; • Launched international enrollment initiatives; • Drafted Hessen agreement to enhance research and teaching. • Presented final internationalization action plan to President; • Convened with Chancellors and directors of international education programs and workforce; • Finalized and operationalized Hessen agreement; • Facilitated systemwide collaboration with Shorelight including development of system level master service agreement. 	<ul style="list-style-type: none"> • Continue implementation of Shorelight collaboration and onboard additional campuses. • Explore systemwide collaboration with Cormack Consultancy for: <ul style="list-style-type: none"> ○ Delivery of online programs to international audience, ○ Operationalization of international student workforce development, ○ Other initiatives aligned with international strategic framework.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Research—Be a global leader in research, scholarship, and creative activity, as well as knowledge dissemination that benefits society.</p>	<ul style="list-style-type: none"> • Convened systemwide research summit addressing both extramurally funded research and undergraduate research activities; • Developed Hessen/Wisconsin Collaborative research program. • Utilized data/feedback from research summit to build an operational framework for supporting research agendas across Us; • Worked with UW institutions to vet and refine framework before implementation; • Developed strategic framework around research compliance. • Operationalized the Collaborative Exchange research program. • Investigated the development of research ethics and compliance training modules for UW-wide use. 	<ul style="list-style-type: none"> • Highlighted student research as a High Impact Practice at Education Committee (12/2023) • Operationalize strategic framework around research compliance including <ul style="list-style-type: none"> ○ Research ethics and compliance online training. ○ UWs administrative support ○ Compliance web site

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Open Educational Resources (OER)— Support the maintenance and expansion of campus-level OER activities.</p>	<ul style="list-style-type: none"> • Convened OER Summit (May 2023) to collect data and feedback; • Accepted to American Association of Colleges and Universities (AAC&U) 2023-24 OER institute. • Utilized data and feedback from the OER Summit and AACU Institute to build an operational framework for supporting OER maintenance and expansion, including: <ul style="list-style-type: none"> ○ Creation of a systemwide OER webpage ○ Review of vendor solutions to support OER creation and use in the classroom ○ Identification of campus OER training needs 	<ul style="list-style-type: none"> • Work with AACU workgroup to map a workplan based on 2023 accomplishments and data. • Work with UW campuses to vet and refine support framework before implementation.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
Civil Discourse —Develop faculty resources and professional development in civil discourse	<ul style="list-style-type: none"> • Initiated project planning. • Mapped a systemwide faculty professional development opportunity re: The Discussion Project – engaging students in productive classroom discussions on important issues and topics. • OPID facilitated a systemwide hybrid workshop directed at creating effective and substantive classroom dialog. (8/2023). • Began planning of Discussion Project professional development (5/2024). 	<ul style="list-style-type: none"> • Implementation of Discussion Project professional development 6/2024.
Innovation Grant —Foster a culture of innovation in support of advancing human knowledge and economic prosperity.	<ul style="list-style-type: none"> • Convened a leadership group to operationalize the strategic initiative; • Developed a grant proposal model to provide seed funding for new innovations, including longer-term funding for “big ideas.” 	<ul style="list-style-type: none"> • Reviewed and awarded three grants for 2023 cycle. • Developed UW Innovation Grant web content for current and future awards. • Worked with Communications to develop campus-based media plan to promote winning grant proposals. • Updated and sent second-cycle call for proposals in Spring 2024.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
FAFSA Completion— Develop and implement a plan to address FAFSA completion in the state in support of increased enrollment.	<ul style="list-style-type: none"> • Implemented social media FAFSA Completion marketing campaign (10/2022–2/2023); • Reviewed marketing campaign outcomes showing 2% increase. 	<ul style="list-style-type: none"> • Determine appropriate Office of Enrollment & Student Success and other UW staff to work on FAFSA initiatives; • Explore FAFSA completion statewide and national initiatives; • Determine marketing strategy for Spring/Summer 2024 campaign; • Determine opportunities for partnership with College Goal Wisconsin.
High Impact Practices (HIPs) —Increase student participation in high impact practices.	<ul style="list-style-type: none"> • Identified workgroup composed of institutional experts in HIPs area. • Workgroup charged (8/2023) • Workgroup working to identify and analyze possible frameworks for expanding student access to HIPs; 	<ul style="list-style-type: none"> • Workgroup will integrate recent UW System HIPs project data and recent NSSE data into this framework; • Plan and implement HIPs planning grants for UW institutions. • Plan UW systemwide HIPs convening to vet and refine workgroup framework for expanding access to HIPs.
Workforce Development —Engage thoughtfully with the employer community to identify and address employer talent, support, and research needs.	<ul style="list-style-type: none"> • Deployed comprehensive labor market analytics for campuses. 	<ul style="list-style-type: none"> • Develop Student Career Outcomes follow-up.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
Transfer Students— Identify and test innovative transfer initiatives that can be scaled; engage in intersystem and national discourses on increasing transfer enrollment and easing the transfer process.	<ul style="list-style-type: none"> Identified three campuses to participate in the NASH Transfer Improvement Initiative (6/2023). 	<ul style="list-style-type: none"> Support the work of two campuses participating in the NASH Transfer Improvement Initiative; Complete WTCS Transfer Pathways Performance Dashboard; Complete General Education Equivalencies Indicators in Transferology. Map and finalize revisions to SYS 135 UW System transfer policy.
Affordability— Conduct regular affordability reviews to ensure our universities remain a top value in higher education compared to their peers.	<ul style="list-style-type: none"> Completed affordability study (2022) and delivered to Board of Regents; Updated all affordability measures reported on Accountability Dashboard. 	<ul style="list-style-type: none"> Plan for Affordability Study (2024) in consultation with Financial Aid Officers.
Student Advising and Support— Champion student success across the higher education life cycle, increase access to higher education, and improve rates of success for historically underserved students.	<ul style="list-style-type: none"> Renewed EAB Navigate Contract (June 2023); Identified five universities to participate in Complete College America Intermediaries for Scale Institutional Transformation Initiative (May 2023); Established a committee to develop an RFP for a systemwide major and career exploration tool for use by prospective and current students (May 2023); Launched planning for an Enrollment & Student Success Summit and discussion series. 	<ul style="list-style-type: none"> Implement My Majors—a and career exploration tool—into Wisconsin.edu redesign for prospective students, and into UW universities websites for both prospective and current students; Support four universities in Complete College America’s Complete College Accelerator initiative.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Professional Development— Implement a customized leadership development program to facilitate the growth of talent from within the UWs.</p>	<ul style="list-style-type: none"> • Identified workgroup; • Developed proposal including budget and curriculum for program. • Developed position description for program leadership. • Utilized expertise within workgroup to refine program structure and curriculum. 	<ul style="list-style-type: none"> • Work with UW Human Resources to map annual admissions workflow; • Vet program proposal with president and chancellors. • Identify/hire program leadership. • Start inaugural cohort (TBD Fall 2024).
<p>Environmental Sustainability—Expand the focus on environmental sustainability across both the curriculum and the research enterprise.</p>	<ul style="list-style-type: none"> • Conducted landscape analysis of current major programming across UWs; • Conducted landscape analysis of current co-curricular programming across UWs. 	<ul style="list-style-type: none"> • Conduct landscape analysis of research activities related to environmental sustainability across UWs; • Convene the faculty community of practice focused on instruction in the environmental sciences.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Artificial Intelligence/Disruptive Technology—Provide support from UWsA for faculty and instructional staff to fully understand AI technology and utilize AI as a disruptive and creative technology in teaching & learning in the classroom.</p>	<ul style="list-style-type: none"> • Organized thematic discussion with President and key stakeholders to determine next steps; • Presented AI topic at online Faculty Symposium; • Discussed with teaching & learning center directors to determine current status of AI on campus and faculty concerns; • Discussed with Provosts Council. • Developed and implemented a faculty professional development series addressing the impacts of AI in the classroom. (Fall 2023) • Developed web page (with IT) providing guidance and resources on security and privacy risks associated with use of AI (8/2023). 	<ul style="list-style-type: none"> • Explored generative AI implications for higher education with Education Committee (2/2024) • Develop Policy Framework.

Initiative—Goal/Purpose	Completed in 2022-23	Goals for 2023-24
<p>Unification Project—Shift the messaging and web presence of wisconsin.edu to be student centric and advance the value of the Universities of Wisconsin.</p>	<ul style="list-style-type: none"> • Assembled a workgroup to oversee the project. Workgroup led by three co-leads with expertise in design, IT, and content management. • Conducted thorough research to identify user needs and missing gaps. • Designed a new and visually appealing “front door” landing page that is student centered and aligns with the branding and marketing efforts of the UW universities. • Created content for bridge pages to ensure a smooth transition for site visitors. • Aligned existing content from wisconsin.edu, and UW Help and determined efficient repurposing and needs. • Phase 1 of design moved into development. 	<ul style="list-style-type: none"> • Developed a plan for user testing. • Complete thorough testing of new landing page and critical inner pages. • Refine design and functionality based on testing feedback. • Go live with the new home page and critical inner pages. • Develop plan for phase 2 of project. • Work on enhancements to the homepage such as functionality and special features. • Create a web governance group for upkeep of newly developed pages. • Start with phase 2 of project.