BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, December 4, 2025
8:45 a.m. – 10:15 a.m.

Room 275A, 2nd Floor
James R. Connor University Center
190 Hamilton Green Way, Whitewater, Wisconsin
& By Videoconference

A. Calling of the Roll

B. Declaration of Conflicts

C. Proposed Consent Agenda:
   1. Approval of the Minutes of the September 18, 2025 Meeting of the Education Committee
   2. UW-Madison: Approval of Master of Science in Applied and Computational Mathematics
   3. UW-Milwaukee: Approval of Doctorate of Social Work
   4. UW-Stevens Point: Approval of Bachelor of Science in Sport Business
   5. UW-Superior: Approval of Bachelor of Science in Exercise Science
   6. UW-Superior: Approval of Bachelor of Science in Sport and Recreation Management
   7. UW-Whitewater: Approval of Bachelor of Science in Artificial Intelligence
   8. Approval of UW-Stout Faculty Policies and Procedures relating to Post-Tenure Review

D. Approval of UW-Madison New College of Computing and Artificial Intelligence

E. University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program Fiscal Year 2025 Annual Report

F. 2025 Program Elimination Taskforce Report

G. UW-Whitewater Host Campus Presentation

H. Ongoing Academic and Student Affairs Updates

Education Committee **Item C.2.**

December 4, 2025

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN
APPLIED AND COMPUTATIONAL MATHEMATICS,
UNIVERSITY OF WISCONSIN–MADISON

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Master of Science in Applied and Computational Mathematics at the University of Wisconsin–Madison.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin–Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Applied and Computational Mathematics at the University of Wisconsin–Madison.

SUMMARY

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Applied and Computational Mathematics. The Department of Mathematics will offer the program within the College of Letters & Science. The proposed M.S. in Applied and Computational Mathematics program will complement the existing M.A. in Mathematics program, specifically its Foundations of Advanced Studies subplan and named option. It is designed for students who have earned an undergraduate degree in mathematics or another quantitative discipline. Through a total of 30 credits of foundational and advanced coursework, the program will offer broad, modern training in applied and computational mathematics, as well as the mathematics of data. Students will gain a combination of advanced quantitative and computational skills, along with data fluency. These skill sets will position graduates well for employment in a variety of industries, including information technology, finance, engineering, research, and education, or to pursue a Ph.D. in mathematical, statistical, and/or computational sciences. A market analysis prepared by the Division of Continuing Studies found strong student and market demand for similar degree programs nationwide. This research also showed a strong job outlook with significant growth in related fields and high median earnings. The proposed M.S. in Applied and Computational Mathematics will utilize a service-based tuition pricing structure.

Presenters

- John Zumbrunnen, Interim Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised 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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System

- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN APPLIED AND COMPUTATIONAL MATHEMATICS AT THE UNIVERSITY OF WISCONSIN–MADISON PREPARED BY UW–MADISON

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Applied and Computational Mathematics. The Department of Mathematics will offer the program within the College of Letters & Science. The proposed M.S. in Applied and Computational Mathematics program will complement the existing M.A. in Mathematics program, specifically its Foundations of Advanced Studies subplan and named option. It is designed for students who have earned an undergraduate degree in mathematics or another quantitative discipline. Through a total of 30 credits of foundational and advanced coursework, the program will offer broad, modern training in applied and computational mathematics, as well as the mathematics of data. Students will gain a combination of advanced quantitative and computational skills, along with data fluency. These skill sets will position graduates well for employment in a variety of industries, including information technology, finance, engineering, research, and education, or to pursue a Ph.D. in mathematical, statistical, and/or computational sciences. A market analysis prepared by the Division of Continuing Studies found strong student and market demand for similar degree programs nationwide. This research also showed a strong job outlook with significant growth in related fields and high median earnings. The proposed M.S. in Applied and Computational Mathematics will utilize a service-based tuition pricing structure.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin–Madison

Title of Proposed Academic Program
Applied and Computational Mathematics

Degree Designation(s)
Master of Science (M.S.)

Proposed Classification of Instructional Program (CIP) Code
27.0304 Computational and Applied Mathematics

Mode of Delivery
Single Institution; In-person Delivery

Department or Functional Equivalent
Department of Mathematics

College, School, or Functional Equivalent
College of Letters & Science

Proposed Date of Implementation
September 2026

PROGRAM INFORMATION

Overview of the Program

The M.S. in Applied and Computational Mathematics will complement and build upon the existing M.A. in Mathematics program, specifically its Foundations of Advanced Studies subplan/named option. The program requires 30 credits, divided between a core of foundational coursework in modeling, computation, and data, and additional elective coursework in mathematics and complementary fields. The list of electives is curated to include courses in applied mathematics, adjacent areas of mathematics relevant to applications, and selected courses in computer science and statistics. The proposed degree features a course-only curriculum; there is no formal thesis option or mandatory internship. However, subject to the program director's approval, a student may enroll in and count up to three (3) credits toward the course requirement(s) for a directed study project with a faculty advisor, or an internship. The program is designed to be completed in as few as 12 months, when including summer course offerings.

Projected Enrollments and Graduates by Year Five

Table 1 presents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 130 new students will have enrolled in the program and 109 students will have graduated. The figures assume a 90% retention rate, which is similar to the existing M.A. in Mathematics subplan/option in Foundations of Advanced Studies. Students can complete the program in one to two years. It is expected that approximately half of the enrolled students will graduate each year.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	22	32	32	32
Continuing Students	0	6	11	16	16
Total Enrollment	12	28	43	48	48
Graduating Students	5	16	26	31	31

Tuition Structure

The tuition structure for the proposed program will be based on service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The practice-oriented curriculum is designed to meet training and workforce demands within multiple industries. Furthermore, the program design provides students the flexibility to complete the degree in as few as three semesters.

For students enrolled in the M.S. in Applied and Computational Mathematics, the tuition rate will be $1,500 per credit for both Wisconsin residents and nonresidents. The total cost for the 30-credit program is $45,000. An additional $798.31 per fall/spring semester and $390.37 for the summer semester is attributable to segregated fees, based on rates approved for Fiscal Year 2025-2026. The pricing structure was determined after extensive market research and is designed to balance tuition rates with those of peer institutions and the expected program costs and revenue. Additional program or course fees are not anticipated. Textbook costs in the program are expected to be minimal.

Student Learning Outcomes and Program Objectives

The proposed M.S. in Applied and Computational Mathematics has the following learning outcomes:

1. Describe and analyze key concepts from a substantial body of mathematics presented in introductory graduate-level courses in mathematics.
2. Demonstrate knowledge of mathematical techniques used to solve problems motivated by applications.
3. Identify and implement strategies to solve problems using mathematical modeling, computational methods and/or data-driven approaches.
4. Communicate clearly in written and/or oral presentations.
5. Recognize and apply principles of ethical and professional conduct.

The proposed M.S. in Applied and Computational Mathematics shares learning outcomes 1, 4, and 5 with the existing M.A. in Mathematics. Learning outcomes 2 and 3 are unique to the M.S. in Applied and Computational Mathematics. These outcomes specifically focus on applications and computational and data-driven approaches. The learning outcomes will ensure that students gain a strong combination of quantitative and computational skills, as well as data fluency that will position them well for careers in industry or for advanced studies.

Program Requirements and Curriculum

The M.S. in Applied and Computational Mathematics curriculum comprises 18 credits of core courses and 12 credits of elective courses, as outlined in Table 2. The core courses address the three fundamental areas of the field of applied mathematics: theory and modeling, computational methods, and mathematical data science. The elective courses enhance foundational knowledge through coursework in advanced mathematical areas, relevant applications, or areas of application.

Table 2: M.S. in Applied and Computational Mathematics Program Curriculum

Core: At least six credits from each category, at least two at the 700 level		**18 credits**
Theory and Modeling		
MATH 322	Applied Mathematical Analysis II: Partial Differential Equations	3 credits
MATH 415	Applied Dynamical Systems, Chaos and Modeling	3 credits
MATH 632	Introduction to Stochastic Processes	3 credits
MATH 703	Methods of Applied Mathematics 1	3 credits
MATH 704	Methods of Applied Mathematics-2	3 credits
Computational Methods		
MATH 513	Numerical Linear Algebra	3 credits
MATH 514	Numerical Analysis	3 credits
MATH 714	Methods of Computational Mathematics I	3 credits
MATH 715	Methods of Computational Mathematics II	3 credits
MATH 717	Stochastic Computational Methods	3 credits
Mathematical Data Science		
MATH 444	Graphs and Networks in Data Science	3 credits
MATH 535	Mathematical Methods in Data Science	3 credits
MATH 616	Data-Driven Dynamical Systems, Stochastic Modeling and Prediction	3 credits
MATH 717	Stochastic Computational Methods	3 credits
MATH 718	Randomized Linear Algebra and Applications	3 credits
Electives: Additional credits required for graduation may be selected from the lists above or below; at most six credits from List B and one MATH course numbered at the 800 level.		**12 credits**
List A		
MATH 431	Introduction to the Theory of Probability	3 credits
MATH 519	Ordinary Differential Equations	3 credits
MATH 521	Analysis I	3 credits
MATH 522	Analysis II	3 credits
MATH 531	Probability Theory	3 credits
MATH 609	Mathematical Methods for Systems Biology	3 credits

MATH 619	Analysis of Partial Differential Equations	3 credits
MATH 623	Complex Analysis	3 credits
MATH 627	Introduction to Fourier Analysis	3 credits
MATH 629	Introduction to Measure and Integration	3 credits
MATH 635	An Introduction to Brownian Motion and Stochastic Calculus	3 credits
MATH 705	Mathematical Fluid Dynamics	3 credits
MATH 716	Ordinary Differential Equations	3 credits
MATH 719	Partial Differential Equations	3 credits
MATH 720	Partial Differential Equations	3 credits
MATH 721	A First Course in Real Analysis	3 credits
MATH 722	Complex Analysis	3 credits
MATH 725	A Second Course in Real Analysis	3 credits
MATH 733	Theory of Probability I	3 credits
MATH 734	Theory of Probability II	3 credits
MATH 735	Stochastic Analysis	3 credits
MATH 801	Topics in Applied Mathematics	3 credits
MATH 888	Topics in Mathematical Data Science	3 credits
List B		
COMP SCI 300	Programming II	3 credits
COMP SCI 400	Programming III	3 credits
COMP SCI 524	Introduction to Optimization	3 credits
COMP SCI 726	Nonlinear Optimization I	3 credits
COMP SCI 730	Nonlinear Optimization II	3 credits
COMP SCI 760	Machine Learning	3 credits
COMP SCI 761	Mathematical Foundations of Machine Learning	3 credits
I SY E 525	Linear Optimization	3 credits
STAT 615	Statistical Learning	3 credits
STAT 709	Mathematical Statistics I	3 credits
STAT 710	Mathematical Statistics II	3 credits
STAT 771	Computational Statistics	3 credits
STAT 775	Bayesian Statistics	3 credits
STAT 849	Advanced Statistical Methods	3 credits
L I S 461	Data and Algorithms: Ethics and Policy	3 credits
E C E 742	Computational Methods in Electromagnetics	3 credits
E C E 759	High Performance Computing for Applications in Engineering	3 credits
Total Credits		**30 credits**

Projected Time to Degree

Students are expected to satisfy all requirements for the M.S. in Applied and Computational Mathematics in 12-24 months. To accommodate applicants seeking to complete the program in as few as 12 months, a selection of relevant courses will be offered every summer. It is projected that most students will complete the program in three semesters.

Accreditation

The proposed program does not require programmatic accreditation. The program will be included under UW-Madison's institutional accreditation through the Higher Learning Commission (HLC) and will not require additional HLC approval.

PROGRAM JUSTIFICATION

Rationale

The purpose of the proposed M.S. in Applied and Computational Mathematics is to fill a gap in the Department of Mathematics' current offerings. The existing M.A. in Mathematics features two subplans/options, namely Foundations for Research and Foundations of Advanced Studies. The Foundations for Research subplan/option is offered for work leading to the Ph.D. The Foundations of Advanced Studies subplan/option is designed to strengthen a student's mathematics background and enhance opportunities for applications to Ph.D. programs and/or for employment as a mathematician in nonacademic environments. It consists of required courses in analysis and algebra, along with flexible options for basic and advanced electives. The department considered developing the proposed M.S. in Applied and Computational Mathematics program as a third subplan/option within the M.A. in Mathematics. However, establishing a standalone program allows the curriculum and program learning outcomes to be tailored to workforce demand and student career goals. Additionally, the program name enhances recognition of program outcomes among students and employers.

The M.S. in Applied and Computational Mathematics is designed for individuals who wish to integrate their interest in applied and computational mathematics with the rapidly growing areas of data science and artificial intelligence, as well as their mathematical foundations. The proposed program will target students specifically seeking a strong background in applied mathematics, scientific computing, and the mathematics of data with a tailored, focused curriculum. The department expects that this new program will help recruit additional students beyond those already drawn to the M.A. in Mathematics and its two subplans/options. The proposed program's focus on applied mathematics will appeal to a different set of applicants, and the data component will allow the department to tap the large market for data science and artificial intelligence degrees. To further meet the needs of potential applicants, the program will be designed to be completed in as few as 12 months.

UW-Madison and Universities of Wisconsin Program Array

UW-Madison currently offers the M.A. in Mathematics with two distinct subplans/options. The proposed standalone M.S. in Applied and Computational Mathematics is designed for a different purpose and appeals to a very different target audience. There are several data science-related master's programs at UW-Madison that have minimal overlaps with the proposed program, including general data science master's such as the M.S. in Data Science and the M.S. in Statistics subplan/option in Statistics and Data Science. There are also more domain-specific programs. These include the M.S. in Electrical and Computer Engineering subplan/option in Machine Learning and Signal Processing, the M.Eng. in Engineering subplan/option in Engineering Data Analytics, the M.S. in Biomedical Data Science, the M.S. in Business Analytics, and the M.S. in Psychology subplan/option in Data Science in Human Behavior.

The M.S. in Applied and Computational Mathematics, however, will not be exclusively focused on data science and will be unique among the above-listed programs for its broad training in applied and computational mathematics. In contrast to the listed programs, the target audience will be students with a strong quantitative background who seek to enhance further their knowledge and mastery of mathematics and its applications. In addition, the required data science component will center around mathematical aspects through courses developed by the mathematics department. Hence, the new degree program will complement the existing program array at this level on campus.

There are no academic degree programs within the Universities of Wisconsin using the proposed CIP of 27.0304 Computational and Applied Mathematics. There are a few related programs within the Universities of Wisconsin, including the following:

- UW-Stout offers an M.S. in Applied Mathematics and Data Science under the CIP 27.0301, Applied Mathematics. The UW-Stout program is a career-oriented degree designed to prepare individuals to demonstrate advanced knowledge of mathematics and statistical techniques for business and industry. Note that admission to this program has been suspended effective Spring 2024.
- UW-Milwaukee offers an M.S. in Mathematics. Aside from UW-Madison's M.A. in Mathematics, this is the only master-level degree in the Universities of Wisconsin using the general mathematics CIP of 27.0101. This general master's in mathematics includes options in standard mathematics, statistics, and actuarial science. The UW-Milwaukee program offers 30-credit and 36-credit options, featuring flexible coursework and a thesis option, which distinguishes it from the proposed tailored program in applied and computational mathematics.

UW-La Crosse offers an M.S. in Applied Statistics. This M.S. program uses the CIP code 27.0601. It can be completed as a standalone M.S. in two years or as a five-year dual-degree option that combines the undergraduate degree in statistics with the M.S. in

Applied Statistics. This program has a heavy emphasis on statistical coursework and has little to no overlap with the proposed M.S. in Applied and Computational Mathematics.

Need as Suggested by Student Demand

UW-Madison's Division of Continuing Studies prepared a market analysis to assess current demand.[1] This research found that many U.S. universities offer similar degree programs and that enrollments/completions have grown substantially over the period 2017-21. Their findings also showed a strong job outlook with significant growth in related jobs and high median earnings. Following is a list of comparable applied mathematics master's programs at institutions in the United States:

- M.S. in Computational and Applied Mathematics, The University of Chicago
- M.S. in Engineering Sciences and Applied Mathematics, Northwestern University
- M.S. in Applied and Interdisciplinary Mathematics and M.S. in Applied Mathematics, University of Michigan
- M.S. in Applied Mathematics, University of Illinois Urbana-Champaign
- M.S. in Mathematics (with emphasis on Industrial and Applied Mathematics), University of Minnesota
- M.A. in Mathematics (with Data Science Emphasis), University of Missouri-St. Louis
- M.A. in Applied Mathematics and Computational Science, University of Pennsylvania
- M.S. in Scientific Computing, New York University
- S.M./M.E. in Computational Science and Engineering, Harvard University
- M.S. in Applied Mathematics, University of Colorado Boulder
- M.Sc. in Applied Mathematics (Campus), M.Sc. in Applied and Computational Mathematics (Campus), and M.Sc. in Applied and Computational Mathematics (Online), University of Washington
- M.S. in Computational Mathematical and Statistical Sciences, Marquette University

The wide availability of such programs suggests a healthy market for this field of study. Faculty in the UW-Madison Department of Mathematics spoke with the directors of these other programs and all report higher demand than available seats. For instance, the University of Michigan program reports five applicants for each seat in its applied mathematics program. Illinois has capped its applied mathematics program at 50 students total and declines more than half of the students who apply each year. Few of these competing programs emphasize data science connections in their required curriculum, which will give UW-Madison's proposed program an edge.

The department's M.A. program in mathematics has experienced steady growth. Applications for admission have increased from 38 in 2018 to 142 in 2024. Total enrollment in the master's program has also increased from 33 to 81 students in that same timeframe. In addition, alumni consistently secure coveted Ph.D. placements and employment

[1] UW-Madison, Division of Continuing Studies. Master's in Mathematics Market Analysis. August 17, 2023.

opportunities across sectors such as finance, data science, and insurance. Some have even advanced to academic positions, including professorships at renowned institutions such as UCLA, the University of Delaware, and UC Davis, as well as postdoctoral positions at Stanford, Columbia, UC Berkeley, and UW-Madison (in both math and non-math departments), among others. Over the years, UW-Madison has built a strong tradition and earned a well-regarded reputation for excellence in master's degree-level training. These success stories have inspired students to apply for graduate study earlier in their academic and professional careers, a momentum expected to continue and extend to the proposed program. The M.S. in Applied and Computational Mathematics would attract more students seeking content in applied mathematics, specifically those who are not currently well-served by the existing M.A. in Mathematics. The department expects that the proposed degree program will be particularly attractive to students seeking immediate employment in industry upon graduation.

Need as Suggested by Market Demand

In the Occupational Outlook Handbook of the U.S. Bureau of Labor Statistics (BLS), there is no specific entry for applied mathematicians. Still, the more general entry for Mathematicians and Statisticians lists a master's degree as the typical entry-level education.[2] Furthermore, BLS projections indicate overall occupational growth of 8% between 2023 and 2033, much faster than the average for all occupations. A separate entry for Data Scientists in the handbook projects a 34% increase in the job outlook for that occupation over the same period.[3] The median annual wage for mathematicians is $112,590 as of May 2024, more than twice the overall median of $49,500 across all occupations.

Furthermore, graduates may seek employment across various industries, including science and technology, finance, research, and education. A market analysis conducted by the UW-Madison Division of Continuing Studies examined job postings that included required and specialized skills related to those supported by the proposed program. More than 155,000 unique job postings were identified across the United States from August 2022 to July 2023. The findings project 20% job growth in target occupations overall from 2022 to 2032, with 29,617 annual openings and median earnings of $97,000 per year.[4]

In Wisconsin, graduates of the proposed M.S. in Applied and Computational Mathematics will be well-positioned to meet the needs of employers, including Madison's growing tech sector. According to 2025-2035 labor demand and supply data provided to

[2] U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Mathematicians and Statisticians, reviewed 25 August 2025, https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm
[3] U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Data Scientists, reviewed 25 August 2025, https://www.bls.gov/ooh/math/data-scientists.htm
[4] UW-Madison, Division of Continuing Studies. Master's in Mathematics Market Analysis. August 17, 2023

the Universities of Wisconsin by JobsEQ, a significant labor supply deficit is projected across the occupations of Mathematics, Research Analysts, Statisticians, Data Scientists, and Math Science. The combined labor supply deficit for these occupations in Wisconsin is anticipated to be about 133 positions per year, indicating that there will not be sufficient professionals trained to meet occupational demand.[5]

[5] JobsEQ, Wisconsin Labor Supply and Demand Projections 2025-2035 (October 2025)

University of Wisconsin–Madison
Cost and Revenue Projections For MS Applied and Computational Mathematics

	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	12	22	32	32	32
	Enrollment (Continuing Student) Headcount	0	6	11	16	16
	Enrollment (New Student) FTE	12	22	32	32	32
	Enrollment (Continuing Student) FTE	0	6	11	16	16
II	**Existing Credit Hours**	240	500	750	800	800
III	**FTE of Faculty/Instructional Staff**	1.5	2	2	2	2
	FTE of Admin Staff	1	1.5	2	2	2
IV	**Revenues**					
	Tuition (based on $1,500/credit)	$360,000	$750,000	$1,125,000	$1,200,000	$1,200,000
	Total New Revenue	$360,000	$750,000	$1,125,000	$1,200,000	$1,200,000
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary ($180,000)	$90,000	$183,600	$187,272	$191,017	$194,838
	Instuctional Academic Staff ($115,000)	$115,000	$117,300	$119,646	$122,039	$124,480
	Administrative and Student Support Staff ($70,000)	$70,000	$107,100	$145,656	$148,568	$151,540
	Fringe (34.7%)	$95,425	$141,576	$157,043	$160,184	$163,388
	Other Expenses					
	Marketing	$25,000	$25,000	$25,000	$25,000	$25,000
	Scholarship Funding	$75,000	$75,000	$75,000	$75,000	$75,000
	UW-Madison Campus Charges	$36,000	$75,000	$112,500	$120,000	$120,000
	L&S Administrative Costs	$72,000	$150,000	$225,000	$240,000	$240,000
	Total Expenses	**$578,425**	**$874,576**	**$1,047,117**	**$1,081,808**	**$1,094,246**
	Net Revenue - Reinvestment Margin	**-$218,425**	**-$124,576**	**$77,883**	**$118,192**	**$105,754**

Provost's Signature: **Date:**

8/26/2025

Chief Business Officer's Signature: **Date:**

8/25/2025

COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF SCIENCE IN
APPLIED AND COMPUTATIONAL MATHEMATICS
UNIVERSITY OF WISCONSIN-MADISON

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Applied and Computational Mathematics. The Department of Mathematics will offer the program within the College of Letters & Science. The proposed M.S. in Applied and Computational Mathematics program will complement the existing M.A. in Mathematics program. Like the degree programs' subplan/option in the Foundations of Advanced Studies, the proposed program will utilize the service-based pricing tuition structure.

The M.S. in Applied and Computational Mathematics will provide students with modern training in applied and computational mathematics, as well as the mathematics of data. Through a total of 30 credits of foundational and advanced coursework, students will gain a combination of strong quantitative and computational skills, as well as data fluency that will position them well for careers in industry or for advanced studies. Graduates may seek employment in a variety of industries, including information technology, finance, engineering, research, and education. This research also indicates a strong job outlook, with significant growth in related fields and high median earnings. The program will feature a service-based pricing tuition rate of $1,500 per credit hour in accordance with UW System Administrative Policy SYS 805: Tuition and Fee Policies for Credit Instruction and SYS 130: Programming for the Non-traditional Market.

COST REVENUE NARRATIVE

Section I – Enrollment

A market analysis prepared by the Division of Continuing Studies found substantial growth in enrollment demand in similar degree programs at UW-Madison and at many U.S. universities.[1] Enrollment estimates are further informed by enrollment patterns in the existing M.A. in Mathematics subplan/option. This program is projected to enroll 12 new students in its first year, building to 32 new students in Year 5. For planning purposes, the program projects a 90% retention rate, similar to the rate observed in the existing M.A. in

[1] UW-Madison, Division of Continuing Studies. Master's in Mathematics Market Analysis. August 17, 2023

Mathematics program. By Year 5, 130 new students will have enrolled in the program and 109 degrees will have been conferred. In its steady state, enrollments are projected to be 48 students and 31 degrees awarded annually.

Section II – Credit Hours

The M.S. in Applied and Computational Mathematics requires 30 credits. The program structure allows for completion in 2-3 semesters, although most students typically graduate in three semesters (i.e., fall, spring, and fall). For planning purposes, this budget analysis assumes students complete 10 credits on average per semester. The program enrollment will generate approximately 240 credit hours in Year 1, growing to 800 credit hours in Year 5. Coursework is drawn from existing courses.

Section III – Faculty and Staff Appointments

To implement this program administratively for the first year, expertise and administrative time totaling 1.0 FTE will be provided by the existing Department of Mathematics' Graduate Program Manager, the Director of M.A./M.S. Programs, the Associate Program Director of the M.S. in Applied and Computational Mathematics, the M.A./M.S. administrative coordinator, and additional administrative staff as enrollments and budget allow. There is an enrollment capacity in existing courses, academic teaching, research opportunities, and faculty advising, thus a percentage of the graduate faculty in the Department of Mathematics will support the implementation of this program. Seventeen (17) faculty members will serve as instructors and advisors. This will equate to 1.5 FTE in Year 1. The Cost and Revenue Projection shows how the existing and new FTE will be distributed as the M.S. in Applied and Computational Mathematics is implemented and grows.

Section IV – Program Revenues

This program will operate on the tuition revenue generated by the credits taught in this degree program. With current projected tuition revenue and expenses, the program will be sustainable with the planned new and shared resources.

<u>Tuition</u>

For students enrolled in the M.S. in Applied and Computational Mathematics, service-based tuition rates will apply. The tuition rate/credit will be $1,500 for all students enrolled. No other department program costs will be assessed. The total cost of the program for each student to earn the degree will be $45,000. This is calculated by multiplying the number of credits (30) by the rate for each credit ($1,500). In Year 1, $360,000 in tuition will be generated. At steady state (i.e., Year 5 and beyond), with 48 students per year, annual tuition revenues are expected to yield $1,200,000.00.

<u>Fees</u>

There are no program or course fees. While students will pay segregated fees, these revenues are not available to the proposed program.

Program Revenues and GPR

As illustrated in the Cost and Revenue Projections spreadsheet, the program is projected to be revenue-positive in Year 3.

Section V – Program Expenses

Program expenses will include salary and fringe benefits, as well as a variety of other expenses, such as annual scholarship funding, marketing, and campus and college taxes.

Salary and Fringe

Instructional and non-instructional expenses, including salaries and fringe benefits for faculty, instructional staff, and other administrative staff, are projected to total $370,425 in Year 1. Salaries are projected to increase at a rate of 2% annually. All fringe benefits are set at 34.7% of the total salary for faculty and staff. By Year 5, the total expense for salaries plus fringe will be $634,246.

Facilities and Capital Equipment

No new costs are anticipated in this category. The current infrastructure within the Department of Mathematics is sufficient to serve the degree program.

Other Expenses

Other expenses associated with launching and sustaining the program are detailed in the Cost and Revenue Projections and include program marketing and scholarships. In addition, the College of Letters & Science retains 20% of the gross revenue to cover campus administrative costs. The UW-Madison campus also charges 10% of the gross revenue to cover university expenses, including maintenance, building expenses, and utilities.

Section VI – Net Revenue

A net loss is projected for Years 1 and 2. This deficit will be offset by net positive revenues generated beginning in Year 3. Initially, revenues drawn from other established service-based pricing programs within the College of Letters & Science and the Department of Mathematics will be used to cover program expenses. Once recouped, revenue from the M.S. in Applied and Computational Mathematics will be reinvested in other academic programs within the Department of Mathematics and in other programs within the College of Letters & Science. This will include additional funding for the Ph.D. program, as well as an investment in staff and faculty salaries and professional development.

Education Committee Item C.2. **Attachment D**

Date: 18 September 2025

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

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

From: John Zumbrunnen, Interim Provost and Vice Chancellor for Academic Affairs JZ

Subject: Request for Authorization to Implement: MS-Applied and Computational Mathematics

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new MS-Applied and Computational Mathematics 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 2026 with first enrollments in the fall of 2026. We are requesting that this proposal be scheduled for consideration at the December 2025 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
Kim Grocholski, Assistant Dean for Academic Planning, College of Letters & Science
Ruth Litovsky, Associate Dean for Natural, Physical, and Mathematical Sciences, College of Letters & Science
William Karpus, Dean, Graduate School
Jenna Alsteen, Assistant Dean, Graduate School
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) DOCTORATE OF SOCIAL WORK, UNIVERSITY OF WISCONSIN–MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Doctorate of Social Work at the University of Wisconsin–Milwaukee.

Resolution C.3. That, upon the recommendation of the Chancellor of the University of Wisconsin–Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctorate of Social Work program at the University of Wisconsin–Milwaukee.

SUMMARY

The University of Wisconsin–Milwaukee proposes to establish a Doctorate of Social Work (D.S.W.) program to address critical workforce needs at the local, state, and national levels. This advanced practice doctorate will fill a significant gap within the Universities of Wisconsin, where no D.S.W. programs currently exist, while responding to a growing demand for leadership, teaching, and practice-focused roles in social work.

Anchored in the strong tradition of clinical training and community engagement of the Helen Bader School of Social Welfare, the D.S.W. program will be a fully distance education program. The 39-credit program curriculum will emphasize competencies in trauma-informed care, Motivational Interviewing (MI), older adult practice, and implementation science. Students will be required to possess a master's degree in social work and bring at least two years of professional social work experience to the program, leveraging their knowledge to enhance classroom learning and collaboration. The D.S.W. will integrate capstone development throughout the curriculum, culminating in a project that translates evidence-based research into actionable practice solutions. Graduates from this program will be highly skilled, research-informed practitioners equipped to address complex societal challenges such as mental health disparities, child welfare issues, criminal justice reform, and health inequities.

This innovative program aligns with UW-Milwaukee's 2030 Action Plan by advancing student success, addressing community needs, and fostering economic and social equity in Southeastern Wisconsin and beyond. With employment for social workers projected to grow by 7% nationally and demand for advanced practitioners rising, the D.S.W. program will meet urgent workforce needs. Upon accreditation by the Council on Social Work Education (CSWE), anticipated by 2026, the program will also enhance UW-Milwaukee's reputation as a leader in professional social work education. Distance education tuition at a rate of $775 per credit hour will apply for this program. No new facilities are required, as the program will leverage UW-Milwaukee's existing infrastructure and resources for online education.

Presenter

- Dr. Andrew P. Daire, Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

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 DOCTORATE OF SOCIAL WORK AT UNIVERSITY OF WISCONSIN–MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin–Milwaukee proposes to establish a Doctorate of Social Work (D.S.W.) program to address critical workforce needs at the local, state, and national levels. This advanced practice doctorate will fill a significant gap within the Universities of Wisconsin, where no D.S.W. programs currently exist, while responding to a growing demand for leadership, teaching, and practice-focused roles in social work.

Anchored in the strong tradition of clinical training and community engagement of the Helen Bader School of Social Welfare, the D.S.W. program will be a fully distance education program. The 39-credit program curriculum will emphasize competencies in trauma-informed care, Motivational Interviewing (MI), older adult practice, and implementation science. Students will be required to possess a master's degree in social work and bring at least two years of professional social work experience to the program, leveraging their knowledge to enhance classroom learning and collaboration. The D.S.W. will integrate capstone development throughout the curriculum, culminating in a project that translates evidence-based research into actionable practice solutions. Graduates from this program will be highly skilled, research-informed practitioners equipped to address complex societal challenges such as mental health disparities, child welfare issues, criminal justice reform, and health inequities.

This innovative program aligns with UW-Milwaukee's 2030 Action Plan by advancing student success, addressing community needs, and fostering economic and social equity in Southeastern Wisconsin and beyond. With employment for social workers projected to grow by 7% nationally and demand for advanced practitioners rising, the D.S.W. program will meet urgent workforce needs. Upon accreditation by the Council on Social Work Education (CSWE), anticipated by 2026, the program will also enhance UW-Milwaukee's reputation as a leader in professional social work education. Distance education tuition at a rate of $775 per credit hour will apply for this program. No new facilities are required, as the program will leverage UW-Milwaukee's existing infrastructure and resources for online education.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin–Milwaukee

Title of Proposed Academic Program
Social Work

Degree Designation(s)
Doctorate of Social Work (D.S.W.)

Proposed Classification of Instructional Program (CIP) Code
44.0701- Social Work

Mode of Delivery
Single university; fully distance education

Department or Functional Equivalent
Department of Social Work

College, School, or Functional Equivalent
College of Community Engagement and Professions

Proposed Date of Implementation
September 2026

PROGRAM INFORMATION

Overview of the Program

The Doctorate of Social Work (D.S.W.) program at UW-Milwaukee will be accredited by the Council on Social Work Education (CSWE) and will prepare experienced master's-level social workers to deliver evidence-based services to individuals, families, and communities. Designed for practitioners with at least two years of community-based experience, the program equips graduates to translate scientifically supported practices into effective, real-world interventions for those facing social and economic marginalization.

The 39-credit program builds on the strengths of UW-Milwaukee's M.S.W. and Ph.D. programs in Social Welfare and emphasizes four core competencies: Motivational Interviewing (MI), trauma counseling, older adult practice, and translational and implementation science. Students in the D.S.W. program will develop advanced skills in motivational interviewing, trauma-informed counseling, and practice with older adults,

preparing them for advanced direct or clinical practice and supervisory roles. They will also gain expertise in translational and implementation science, enabling them to apply research evidence to real-world settings and lead the development, implementation, and evaluation of effective programs. In contrast to the Ph.D. in Social Welfare program, which focuses on training students to become researchers, the D.S.W. trains students to become practitioner-scholars, helping to close the gap between research innovation and practice implementation.

The D.S.W. program culminates in a capstone project that will involve both practice and research, advancing competencies around translational and implementation science along with MI, older adult practice, and/or trauma counseling. A structured scaffold approach will be used to integrate the capstone project into all coursework, ensuring students are consistently engaged in its development throughout the program. Each course will include assignments and experiential learning activities directly tied to the capstone, such as literature reviews, data collection, program development and implementation, and practice-based solutions, allowing students to align their learning with their capstone objectives. Faculty will provide ongoing guidance, ensuring that students refine and advance their projects incrementally. This best practice approach for online students fosters a cohesive educational experience, enabling students to produce a high-quality capstone that reflects their cumulative knowledge and professional goals by the end of the program.

To promote student engagement and success, the program also includes co-curricular experiences such as virtual orientation, peer mentorship, networking opportunities (virtual and in-person), online community spaces, and participation in professional organizations.

Projected Enrollments and Graduates by Year Five

Enrollment projections were determined by examining available data on D.S.W. programs across the country. This projection included the number of graduating students in D.S.W. programs during the most recent academic year, as well as longitudinal trends of graduates in these programs. Factors such as being the only D.S.W. program in the region, competitive pricing and program requirement structure, and explosive growth in D.S.W. programs nationally served as the basis for this program's enrollment projections.

Table 1 presents conservative enrollment estimates based on similar programs at other state universities. In year one, the program is projected to enroll 16 D.S.W. students. In subsequent years (2-5), it is expected that 20 new students will enroll each year. Because D.S.W. programs are geared toward working professionals, students will be part-time, and the first cohort is anticipated to graduate in Year 3. Thereafter, with attrition, the program is expected to graduate 18 students in subsequent years. This is based on retention and graduation rates in UW-Milwaukee's online M.S.W. program, and the fact that students are more likely to be retained and graduate in a practitioner doctorate when compared to a

Ph.D. due to the shorter time to degree. As the D.S.W. is a practitioner doctorate, it is not expected for these students to migrate to another graduate program.

The program and director will intentionally approach academic advising and student support initiatives to foster retention and graduation. This includes regular advising and mentorship opportunities, co-curricular experiences, and outreach to address academic performance concerns. In summary, it is anticipated that the D.S.W. will enroll 96 new students in the first five years, graduating 50 students in that time frame.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	16	20	20	20	20
Continuing Students	0	14	32	36	36
Total Enrollment	0	34	52	56	56
Graduating Students	0	0	14*	18*	18*

*This number of students is also included in the Continuing Students row as some Graduating Students are continuing their studies in the year and paying tuition.

Tuition Structure

Tuition for the D.S.W. program will be set in accordance with UW System Administrative Policy 805 – A.VIII- SYS 130 Appendix C: Pricing Distance Education Credit Courses, Degree and Certificate Programs. This policy ensures that programs offered exclusively online, such as the D.S.W., remain adaptive and flexible to market forces and student access opportunities. A request for distance education tuition at $775 per credit hour will be submitted for approval. No additional tuition or fees will be charged to students, and the program will attempt to only utilize Open Educational Resources for coursework needs.

Student Learning Outcomes and Program Objectives

Based on the Council on Social Work Education (CSWE) accreditation standards, the D.S.W. program will have the following student learning outcomes:

1. Advance practice through innovative approaches;
2. Use and critically evaluate research and knowledge;
3. Engage in scientific inquiry that reflects doctoral-level scholarship;
4. Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
5. Provide leadership in social work practice and/or education; and
6. Develop and maintain substantive expertise in one or more areas of social work practice.

The program outcomes, also consistent with CSWE accreditation standards, are to educate existing M.S.W.-level practitioners to become D.S.W. practitioner-scholars who will:

1. Serve as advanced clinical practitioners in trauma counseling and Motivational Interviewing;
2. Evaluate practice evidence critically and translate innovations into practice using implementation science; and
3. Disseminate research-informed knowledge, values, ethics, and skills through professional leadership and/or teaching.

It is expected that D.S.W. graduates will assume clinical supervisor, administrative leadership, and/or teaching positions in various social service, healthcare, and educational settings.

Most D.S.W. students will have already met all criteria for their Licensed Clinical Social Worker state license upon entering the program. This will include, in some cases, an exam through the Association of Social Work Boards. There are no professional exams for those who earn their D.S.W.

Program Requirements and Curriculum

The CSWE requires accredited D.S.W. programs to only admit individuals who have an earned M.S.W. degree from a CSWE-accredited program and who have at least two years of post-M.S.W. degree practice experience in social work. Table 2 outlines the specific coursework for the D.S.W. program. Of the 13 required courses for this program, nine new courses will be developed, and the remaining coursework currently exists at UW-Milwaukee.

In addition to the curriculum, the program will implement a series of co-curricular activities and learning experiences to foster community building and student success. These include the following:

- Virtual student orientation program
- Peer mentorship opportunities
- Structured networking and collaborative opportunities, both in-person and virtual
- Online student community spaces in Canvas and social media
- Student organizations and exposure to professional organizations.

Table 2: Doctorate in Social Work Program Curriculum

Academic degree program or major course requirements:	
Advanced Clinical Practice:	
Motivational Interviewing	3 credits
Trauma Counseling I: Theory and Research	3 credits
Trauma Counseling II: Practice*	3 credits
*Students can substitute Trauma II for one of the following courses: Treatment of Co-Occurring Disorders (3 credits); Practice Skills and Concepts for Aging and Health (3 credits); and/or Death and Dying (3 credits).	
Scientific Methods:	3 credits
Statistics I	3 credits
Quantitative Methods I	3 credits
Qualitative Methods I	3 credits
Implementation Science	3 credits
Systematic Review	
Scientific Theory:	3 credits
Philosophy of Science	3 credits
Theory of Behavior Change	
Dissemination Practice:	1 credit
Teaching Seminar (optional)	
Executive Leadership of Nonprofit Organizations	3 credits
Capstone:	
Capstone I	3 credits
Capstone II	3 credits
Total Credits	**39 credits**

Collaborative Nature of the Program

The Helen Bader School of Social Welfare has many relationships with local and regional non-profit organizations, government agencies, along with a substantial alumni population across the state. These relationships will create co-curricular and experiential learning opportunities, help to inform the curriculum, and provide connections with prospective student populations.

The D.S.W. program will have an advisory board consisting of members from external organizations and agencies along with practitioners, including those with a D.S.W. degree. Interdisciplinary collaborations will include leadership coursework taken within the Helen Bader Institute for Non-Profit Management. Marketing materials will be shared with other UW universities that have M.S.W. programs to enhance recruitment opportunities.

Projected Time to Degree

The projected time to degree will be three years, as students will be part-time, which is consistent with peers nationally. Students will complete six credits each fall and spring term and enroll in capstone credits during the second summer term. The program is designed to be part-time to serve working social workers; a full-time option will not be available.

Accreditation

The Council on Social Work Education (CSWE) is in the process of requesting a change of scope from the Council for Higher Education Accreditation that will allow them to provide D.S.W. program accreditation. They expect to have D.S.W. accreditation services and resources available later this year. Additional approval by the Higher Learning Commission (HLC) will be required.

PROGRAM JUSTIFICATION

Rationale

The D.S.W. at UW-Milwaukee will fill a critical gap in the educational offerings of the Universities of Wisconsin, as no D.S.W. programs are currently available. This program will meet a growing need for highly skilled, research-informed social work practitioners and leaders who are equipped to address complex social challenges in areas such as mental health, child welfare, and the criminal legal system. By providing an advanced, practice-oriented degree, the D.S.W. program will enhance the workforce across these sectors, empowering social workers to implement systemic solutions and drive meaningful, equity-focused change.

There has been a resurgence of student interest across the country in D.S.W. programs. Many former M.S.W. students are finding that a doctorate focused on enhanced practice, teaching, and leadership would allow them to compete in the current marketplace with other professional doctorates for leadership positions. The Helen Bader School of Social Welfare Department of Social Work has a long and deep history of clinical training. Faculty in the department were nationally recognized as developers of Solution-Focused Therapy (SFT) in the 1970s and 80s. The trend continues today with experts in trauma-informed care, evidence-based practices for older adults and youth, and Motivational Interviewing (MI), which is based, in part, on SFT.

A D.S.W. program in the Helen Bader School of Social Welfare ties to several aspects of the UW-Milwaukee's 2030 Action Plan, including commitment to students' academic and personal journeys, community impact, and economically anchoring Southeastern Wisconsin. For example, as elaborated in the next section, there is a market need for D.S.W. practitioners in Wisconsin and beyond to serve as advanced practitioners, educators, and leaders in serving individuals, families, and communities.

UW-Milwaukee and University of Wisconsin System Program Array

The addition of the D.S.W. would complement the existing M.S.W. and Ph.D. in Social Welfare programs in the Department of Social Work at UW-Milwaukee. This program would allow for shared curricular, co-curricular, and administrative resources supporting all three graduate programs. Within the Universities of Wisconsin, UW-Madison offers a Ph.D. in Social Welfare. After reviewing available dashboards, CIP codes, and program titles, there are no peer or competitor programs offering a D.S.W. in the Universities of Wisconsin, or in Wisconsin.

Need as Suggested by Student Demand

Three different sources were consulted to evaluate student demand for the proposed D.S.W. program. These sources included professional organization data, national student enrollment data, and a local survey of current M.S.W. students.

Based on a national study by CSWE, there is a resurgence in D.S.W. programs across the country.[1] There were 17 D.S.W. programs in 2020, and there are now 37 programs as of 2024. Student enrollment in D.S.W. programs has risen from 611 in 2015-2016 to 2,104 in 2022-2023, an increase of 244%. Online program completions of doctorate or professional degrees in this CIP code have increased 144% in the last five years, from 221 in 2019 to 541 in 2023, thus supporting current student demand as no programs currently exist in Wisconsin.[2]

In addition, students currently enrolled in the UW-Milwaukee M.S.W. program were surveyed to gauge their interest in the D.S.W. When asked "How interested would you be in pursuing a D.S.W. from the Helen Bader School of Social Welfare?" forty respondents indicated:

- Very Interested 30.0%
- Somewhat Interested 45.0%
- Unsure 12.5%
- Not at all interested 12.5%

[1] Lee, M. Y. LaSala, M., Eads, R. (2024). Why get a practice doctorate (D.S.W.) in social work? Perceptions of students and graduates. *Council on Social Work Education 70th Annual Program Meeting.* Kansas City (October)

[2] Lightcast (2025). *D.S.W. program overview report*.

The approval of the proposed D.S.W. program is not expected to affect existing enrollments/demand for related programs. First, other existing practice doctorates are in different academic disciplines (e.g., Doctor of Nursing Practice). Second, existing related Ph.D. programs focus on training students to become researchers whereas in the D.S.W., students are trained to become practitioner-scholars, helping to close the gap between research innovation and practice implementation.

Need as Suggested by Market Demand

The demand for advanced social work practitioners is rising across the United States. According to the Bureau of Labor Statistics (BLS), employment for social workers is projected to grow by 7% from 2023 to 2033, faster than the average for all occupations.[3] According to the City of Milwaukee Community Health Assessment, Milwaukee County has a 20% higher demand for mental health practitioners than the state average.[4] Clinical social workers, administrators, and policymakers are particularly needed in health care, mental health services, and community-based settings.

Given the rising occupational projections for practitioners, there will also be a need for individuals with advanced clinical, evaluation, management, and leadership skills. National and state-level labor market analytic data further suggest a market demand for professionals with the D.S.W. practice degree. According to Lightcast, there is a growing need for social and community service managers and social work/mental health practitioners. In 2022 to 2023, the need for these managers and practitioners grew across the U.S. and in Wisconsin.[5]

Furthermore, graduates of the D.S.W. will be equipped with advanced clinical skills that will enable them to progress within and across all related practitioner and administrator occupations Such occupations grew substantially nationally between 2022-2023, including:

- Substance Abuse, Behavioral Disorder, and Mental Health Counselors +14.37%
- Mental Health and Substance Abuse Social Workers +6.86%
- Social Worker, All Other +6.45%
- Social and Community Service Managers +6.29%

[3] Bureau of Labor Statistics, U.S. Department of Labor. (2025, June 4). *Occupational Outlook Handbook*, *Social Workers*. Retrieved at https://www.bls.gov/ooh/community-and-social-service/social-workers.htm.

[4] City of Milwaukee Health Department. (2025, June 4). *Community health assessment.* https://city.milwaukee.gov/ImageLibrary/Groups/healthAuthors/ADMIN/PDFs/Reports/MHD_CHA_FINAL.pdf

[5] Lightcast. (2025). *D.S.W. program overview report*.

Occupations related to the D.S.W. degree grew substantially in Wisconsin in 2022, 9% above the national average for growth in this labor market. More specifically, growth year over year in related occupations was observed in the following careers between 2022-2023 in Wisconsin:

- Substance Abuse, Behavioral Disorder, and Mental Health Counselors +14.72%
- Child, Family, and School Social Workers +7.69%
- Social Worker, All Other +4.69%
- Social and Community Service Managers +4.32%
- Healthcare Social Workers +2.75%

Helen Bader School of Social Welfare serves a significant percentage of first-generation (52%) and underrepresented students (39%) who will benefit from pathways into advanced degrees. Offering a D.S.W. program locally will empower social workers to remain in the region while pursuing higher education, thus retaining talent, diversifying the mental health professional workforce, and addressing local workforce shortages.

	University of Wisconsin - Milwaukee Cost and Revenue Projections For Newly Proposed Program					
	Items	**Projections**				
		2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
I	**Enrollment (New Student) Headcount**	16	20	20	20	20
	Enrollment (Continuing Student) Headcount	0	14	32	36	36
	Enrollment (New Student) FTE	12	15	15	15	15
	Enrollment (Continuing Student) FTE		10.5	24	27	27
II	**Total New Credit Hours**	144	264	414	450	450
	Existing Credit Hours	48	144	252	276	276
III	**FTE of New Faculty/Instructional Staff**	1.000	0.000	0.000	0.000	0.000
	FTE of Current Fac/IAS	1.000	2.000	2.625	2.625	2.625
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	**Revenues**					
	Tuition	$148,800	$316,200	$516,150	$562,650	$562,650
	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	$6,336	$13,464	$21,978	$23,958	$23,958
	Total Revenue	**$155,136**	**$329,664**	**$538,128**	**$586,608**	**$586,608**
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary	$89,731	$91,526	$93,356	$95,223	$97,128
	Instuctional Academic Staff	$90,000	$91,800	$115,926	$115,926	$115,926
	Administrative and Student Support Staff	$0	$0	$0	$0	$0
	Other Staff	$0	$0	$0	$0	$0
	Fringe Faculty and Academic Staff	$67,938	$70,683	$82,305	$84,700	$87,173
	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 (Marketing)	$50,000	$25,000	$25,000	$25,000	$25,000
	Other (Accreditation)	$33,500	$7,000	$7,000	$7,000	$7,000
	Other (assessment resources & operational supplies)	$5,000	$5,000	$5,000	$5,000	$5,000
	Total Expenses	**$336,169**	**$291,009**	**$328,587**	**$332,849**	**$337,227**
	Net Revenue	**-$181,033**	**$38,655**	**$209,541**	**$253,759**	**$249,381**

Provost's Signature: **Date:**

October 9, 2025

Chief Business Officer's Signature: **Date:**

10-9-2025

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–MILWAUKEE
DOCTORATE OF SOCIAL WORK

PROGRAM INTRODUCTION

The University of Wisconsin–Milwaukee proposes to establish a fully online Doctorate of Social Work (D.S.W.) program designed to prepare highly skilled, research-informed practitioners who can address complex societal challenges. This program responds to growing demands in mental health, child welfare, criminal justice reform, and health inequities, aligning closely with workforce needs at local, state, and national levels.

The D.S.W. program features a cohort model emphasizing trauma-informed care, Motivational Interviewing, substance use counseling, and implementation science. Courses will be delivered entirely online, requiring no additional physical facilities or capital equipment, leveraging UW-Milwaukee's existing infrastructure for online education. A request for distance education tuition at $775 per credit hour will be submitted for approval.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment projections were determined by examining available data on D.S.W. programs across the country. This projection included the number of graduating students in D.S.W. programs during the most recent academic year, as well as longitudinal trends of graduates in these programs. Factors such as being the only D.S.W. program in the region, competitive pricing and program requirement structure, and explosive growth in D.S.W. programs nationally served as the basis for this program's enrollment projections.

Enrollment projections include an initial cohort of 16 students, increasing to cohorts of 20 students annually. By Year 4, continuing student enrollment will reach stability at 36, reflecting typical attrition rates for online doctoral programs. The first cohort is anticipated to graduate in Year 3. Thereafter, with attrition, the program is expected to graduate 18 students in subsequent years.

Because D.S.W. programs are geared toward working professionals, students will be part-time; a full-time option will not be available. Enrollment FTE was calculated by dividing student credit hours generated each fall by eight (8) credits for full-time graduate status.

Section II – Credit Hours

The program requires 39 credit hours. Existing faculty expertise will facilitate new course development, which will be delivered online.

For the purposes of the attached cost and revenue budget analysis, "new" credit hours are credit hours generated by courses developed specifically for the D.S.W. program and not currently offered at the university. Approximately nine new courses will be needed for this program. "Existing" credit hours are credit hours generated by courses already offered at the university that align with the D.S.W. curriculum and are applicable to the program's major requirements. It is anticipated that four to five existing courses will be used in this program.

Credit hour projections are based on the proposed curriculum structure, anticipated enrollment, and course sequencing. Projected course sequencing includes 12 credits in Year 1 (6 in Fall and Spring), 12 credits in Year 2 (6 in fall and Spring), and 15 credits in year 3 (3 in summer, 6 in fall and spring). The D.S.W. program is structured as a cohort-based model, with students completing a defined set of major-specific courses over three years.

Section III – Faculty and Staff Appointments

In accordance with the Council on Social Work Education (CSWE) accreditation standards D.4.1.1, the program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the practice doctorate program.

The program has been designed to primarily leverage existing faculty and staff resources. One existing social work tenure-track faculty (1.0 FTE) will be primarily assigned to support the D.S.W. program. To support the program's launch and ongoing operations, one new full-time Teaching Professor position (1.0 FTE) will be hired to serve as the D.S.W. Program Director. This individual will be responsible for curriculum development, student advising, and overall program administration. Additional adjunct instructors (0.625 FTE) will be needed in Year 3 and beyond to support instruction for the program. Instructional responsibilities will be shared between the new Teaching Professor and current faculty and teaching academic staff. Based on projected enrollment, these resources are sufficient to meet instructional needs.

Administrative and operational support services including course scheduling, IT, human resources, student support, and other institutional functions will be provided through existing infrastructure and personnel.

Section IV – Program Revenues

<u>Tuition</u>

Tuition for the D.S.W. program will be set in accordance with UW System Administrative Policy 805 Appendix C: Principles for Pricing Distance Education Credit

Courses, Degree and Certificate Programs. This policy allows programs that are provided exclusively by distance education to take advantage of market and access opportunities.

The tuition rate will be set considering all fixed and variable costs, projected enrollment, and institutional overhead (including the campus tax to support Central Support Services). In addition, a review of national online D.S.W. programs was made to analyze market tuition rates. The proposed tuition rate of $775 per credit hour reflects these considerations and will be subject to approval by UW-Milwaukee leadership, with an annual review to ensure continued alignment with program needs and market conditions.

To minimize student expenses and enhance accessibility, the program will primarily utilize Open Educational Resources (OER) instead of traditional textbooks.

Tuition revenue projections were calculated by multiplying the anticipated student credit hours (SCH) by the proposed tuition rate.

Fees

No additional fees will be charged for the program.

Program Revenues and GPR

The UW-Milwaukee activity-based budget model allocates 50% of the undesignated state appropriations (after campus tax) to programs based on resident student credit hours. The amount of $33 per credit was used for GPR re-allocation in our modeling.

Section V – Program Expenses

Salary and Fringe

As detailed in Section III, the D.S.W. will primarily leverage existing faculty and staff to support this program, and it will require the hiring of only one new Teaching Professor (1.0 FTE). Of the 13 required courses in the D.S.W. curriculum, four to five courses are expected to be shared with other existing graduate programs, reducing the need for additional instructional staffing and optimizing resource use across departments.

- Faculty salary projections include the cost for one current tenure-track faculty whose principal assignment will be the D.S.W. program. Compensation is based on school averages plus a projected 2% annual increase.

- Instructional academic staff salary projections include the cost for one new full-time Teaching Professor to serve as Program Director as well as additional adjunct instructors in Year 3 and beyond to cover instructional needs. Compensation is based on institutional averages plus a projected 2% annual increase.

Fringe costs are calculated at an average rate of 37.8% in Year 1 plus a projected 2% annual increase.

Facilities and Capital Equipment

No new facilities or capital equipment are required, as the program is fully online.

Other Expenses

The D.S.W. program will include operational and programmatic expenses necessary to support the program and accreditation compliance. These expenses include digital marketing, accreditation fees, course and program assessment, and operational supplies.

Where possible, the program will utilize existing institutional resources for support and administration. This includes training for faculty in online instruction methodologies, instructional design and technology support, and library and research resources.

Section VI – Net Revenue

The program is projected to become self-sustaining by the second year of operation. Any positive net revenue will be reinvested into faculty professional development, enhancing online instructional capabilities, and expanding student success initiatives. The revenue deficit in Year 1 will be covered by strategic investment funds in the College of Community Engagement and Professions (CCEP). CCEP multi-year projections include resources to cover the Year 1 deficit.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Office of the Provost and Vice Chancellor

University of Wisconsin-Milwaukee
Chapman Hall 240
PO Box 413
Milwaukee, WI 53201-0413

414-229-4501 office
414-229-2481 fax
uwm.edu/academicaffairs

TO: Jay Rothman, President
University of Wisconsin System

FROM: Andrew P. Daire, Provost and Vice Chancellor

DATE: October 10, 2025

RE: Authorization to Implement a Doctorate of Social Work

Per UW System guidelines for new program development, I am writing in support of the proposed Doctorate of Social Work put forward by UWM's Helen Bader School of Social Welfare (HBSSW), a unit in the College of Community Engagement & Professions (CCEP).

CCEP seeks to implement this degree to address critical workforce needs at the local, state, and national levels, meeting a growing need for highly skilled, research-informed social work practitioners and leaders who are equipped to address complex social challenges in areas such as mental health, child welfare, and the criminal legal system. While this need is widely recognized, the proposed DSW will fill a gap in the Universities of Wisconsin, where no DSW programs currently exist.

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

Finally, the program will not require significant investment of additional resources, requiring only the hire of one new full-time Teaching Professor who will also serve as the program coordinator. I am pleased to strongly support approval of this request for authorization.

c: Johannes Britz, Vice President, Academic and Student Affairs
Sheryl Zajdowicz, Director of STEM and Applied Research Initiatives
Tina Freiburger, Dean, College of Community Engagement & Professions
Dave Clark, Vice Provost for Academic Affairs

Education Committee **Item C.4.**
December 4, 2025

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN SPORT BUSINESS, UNIVERSITY OF WISCONSIN–STEVENS POINT

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Science in Sport Business at the University of Wisconsin–Stevens Point.

Resolution C.4. That, upon the recommendation of the Chancellor of the University of Wisconsin–Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Sport Business program at the University of Wisconsin–Stevens Point.

SUMMARY

The University of Wisconsin (UW)-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Sport Business. The UW-Stevens Point B.S. in Sport Business will be a 120 credit-hour degree program that combines 41 credits of General Education Program (GEP) courses and 79-credits of business courses. The proposed program emphasizes business literacy, sport analytics, sport marketing, and sport management, extends existing business curriculum to meet strong market and student demand for sport business skills, and opens a new area of growth for the university. According to Research and Markets, growth in the sport market has been strong in recent years and will continue to expand with a projected surge in economic activity from $470.42 billion in 2024 to $617.57 billion by 2029, reflecting a compound annual growth rate (CAGR) of 5.7%[1]. The Bureau of Labor Statistics (BLS) forecasts a parallel expansion in employment opportunities, anticipating average growth in sport and entertainment occupations, translating to approximately 99,700 annual job openings from 2024 to 2034[2]. Graduates of the proposed program will be prepared for employment in several sport business categories including administrative, facility and

[1] The Business Research Company. (n.d.). Sports *Global Market Report 2025 - The Business Research Company*. https://www.thebusinessresearchcompany.com/report/sports-global-market-report
[2] Bureau of Labor Statistics' (BLS) 2024-25 Occupational Outlook Handbook (https://www.bls.gov/ooh/entertainment-and-sports/).

operational roles, business development and fundraising roles, marketing, branding and media roles, financial and analytical roles, and eSports roles. Applied business skills such as the expertise to interface with clients and customers, the ability to communicate effectively, be creative, display adaptability, engage in teamwork, facilitate critical thinking, and synchronize management and leadership are in demand across the full spectrum of sport employment categories and are not programmatically duplicated in the Universities of Wisconsin array. Additionally, as a business degree within the Sentry School of Business and Economics, the proposed degree will be subject to the high standards of the Association to Advance Collegiate Schools of Business (AACSB) accreditation.

Presenters

- Dr. La Vonne Cornell-Swanson, 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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

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

BACHELOR OF SCIENCE IN SPORT BUSINESS AT UNIVERSITY OF WISCONSIN-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin (UW)-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Sport Business. The UW-Stevens Point B.S. in Sport Business will be a 120 credit-hour degree program that combines 41 credits of General Education Program (GEP) courses and 79-credits of business courses. The proposed program emphasizes business literacy, sport analytics, sport marketing, and sport management, extends existing business curriculum to meet strong market and student demand for sport business skills, and opens a new area of growth for the university. According to Research and Markets, growth in the sport market has been strong in recent years and will continue to expand with a projected surge in economic activity from $470.42 billion in 2024 to $617.57 billion by 2029, reflecting a compound annual growth rate (CAGR) of 5.7%.[1] The Bureau of Labor Statistics (BLS) forecasts a parallel expansion in employment opportunities, anticipating average growth in sport and entertainment occupations, translating to approximately 99,700 annual job openings from 2024 to 2034.[2] Graduates of the proposed program will be prepared for employment in several sport business categories including administrative, facility and operational roles, business development and fundraising roles, marketing, branding and media roles, financial and analytical roles, and eSports roles. Applied business skills such as the expertise to interface with clients and customers, the ability to communicate effectively, be creative, display adaptability, engage in teamwork, facilitate critical thinking, and synchronize management and leadership are in demand across the full spectrum of sport employment categories and are not programmatically duplicated in the Universities of Wisconsin array. Additionally, as a business degree within the Sentry School of Business and Economics, the proposed degree will be subject to the high standards of the Association to Advance Collegiate Schools of Business (AACSB) accreditation.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Stevens Point

---

[1] The Business Research Company. (n.d.). Sports *Global Market Report 2025 - The Business Research Company*. https://www.thebusinessresearchcompany.com/report/sports-global-market-report

[2] Bureau of Labor Statistics' (BLS) 2024-25 Occupational Outlook Handbook (https://www.bls.gov/ooh/entertainment-and-sports/).

Title of Proposed Academic Program
Sport Business

Degree Designation(s)
Bachelor of Science (B.S.)

Proposed Classification of Instructional Program (CIP) Code
52.0299 (Business Administration, Management and Operations, Other)

Mode of Delivery
Single institution, In-person

Department or Functional Equivalent
Sentry School of Business and Economics

College, School, or Functional Equivalent
College of Professional Studies

Proposed Date of Implementation
Fall 2026

PROGRAM INFORMATION

Overview of the Program

The UW-Stevens Point B.S. in Sport Business will be a 120 credit-hour degree program that combines 41 credits of General Education Program (GEP) courses and 79 credits of business courses. As a business degree within the Sentry School of Business and Economics, the proposed program will be an AACSB-accredited business degree, emphasizing the comprehensive and high-quality business instruction expected by the top international business-accrediting body.

The Sentry School collaborated with employer partners, alumni in the sport world, and experts in the field during the development of the proposed program. These collaborative conversations highlighted the importance of curricular depth in the areas of marketing, analytics, and management, to meet the needs of employer partners.

All major areas of study in the business program at UW-Stevens Point measure graduate preparedness through four shared program learning outcomes that focus on problem solving, ethics, communication, and core business knowledge. This approach to meeting the AACSB Assurance of Learning (AOL) is combined with a capstone course,

collaborative in-class project assignments, common intellectual experiences via the core curriculum described above, the inclusion of a sustainability course, and 3-12 credits of internship placements with regional college, amateur, and professional sport organizations. The Sport Business program will also participate in the Sentry School's signature Professional Events program, with courses requiring students to attend out-of-class co-curricular events related to networking, career exploration, and professionalism. This program has been highlighted by the accrediting body and employers as improving the career-readiness of graduates.

Projected Enrollments and Graduates by Year Five

The B.S. in Sport Business program is forecasted to recruit 25-40 new students per year over the next five years. These enrollment projections are supported by on-campus Market Insights Unit environmental scan investigating the potential of the program,[3] existing demand and enrollment patterns in other Sentry School majors, and an analysis of market demand. On average, the other seven Sentry School majors enroll 25-50 incoming students each year. This level of enrollment is reasonable to manage and leads to robust and successful programs. Additionally, nationwide and Wisconsin data show an increase in bachelor's degree conferrals for sport programs between 2012 to 2023, demonstrating a steady increase in student demand.[3]

Table 1 represents enrollment and graduation projections for students entering and continuing in 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	25	35	40	40	40
Continuing Students	0	21	49	81	93
Total Enrollment	25	56	89	121	133
Graduating Students(D)	0	0	0	18	26

Based on the retention rates in other Sentry School programs, it is anticipated that 84% of first-year students who enter the sport business program will be retained into their second year of study. In subsequent years of study, it is anticipated that 95% of students will continue in the program. High retention rates across the Sentry School are supported by highly student-engaged faculty and an emphasis on experiential pedagogy. Additionally, the Anderson Classroom to Career Center supports internship completion and offers over 300 professional events with employers and regional stakeholders annually. An evergreen retention strategy is among the top priorities of the school. This prioritization is reflected in

[3] Insights Unit, Division of Marketing and Enrollment. (2024, December). Sports management environmental scan. University of Wisconsin-Stevens Point.

alumni outcome survey data which indicates, 95% of Sentry School graduates who completed the survey "agree that the School of Business and Economics prepared them well for a career."

By Year 5, the B.S. in Sport Business program will have enrolled 180 students, retained 140, and graduated 44.

Tuition Structure

For students enrolled in the B.S. in Sport Business program, standard baccalaureate tuition and fee rates will apply. For the current academic year, in-state residential tuition and segregated fees total $4,834.56 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester amount, $3,873.60 is attributable to tuition, $864.96 is attributable to segregated fees, and $96.00 is attributable to textbook rental. Non-resident tuition and segregated fees total $9,344.64 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester nonresident tuition amount, $8,383.68 is attributable to tuition, $864.96 is attributable to segregated fees, and $96.00 is attributable to textbook rental.

The courses for this program will be delivered through in-person classes. However, some general education and university elective courses, depending upon student choice, may be available in hybrid and 100% online modalities. To offset distance programming, UW-Stevens Point assesses a $50/credit distance education fee for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825, "Special Course Fees", some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and for materials for projects that result in tangible products retained by the students in a course. No additional grants, extramural funding, or program revenue are planned or budgeted to support the B.S. in Sport Business.

Student Learning Outcomes and Program Objectives

The Sentry School has established program learning outcomes for all majors. The program outcomes were developed through an analysis of best practices in the field, and in consultation with the local business community and the accrediting body AACSB.

Evidence of graduates' level of preparation will be found in the student's ability to demonstrate the following program learning outcomes (PLO):

- **PLO 1: Problem Solving:** Apply a discipline-specific multistep process in identifying and solving problems.
- **PLO 2: Ethics:** Apply an appropriate ethical framework to recognize and analyze an ethical dilemma.
- **PLO 3: Communication:** Craft clear, engaging business messages, foster collaborative relationships, and demonstrate culture-specific professionalism.

- **PLO 4: Business Core:** Demonstrate literacy in accounting, economics, marketing, management, production, finance, information systems, and business law.
- **PLO 5: Competencies in the Major**: Demonstrate proficiencies in the core areas of sport analytics, marketing, and management.

The Sentry School has a detailed Assurance of Learning process that has been in place since 2015. Rubrics exist for each learning outcome, with individual courses mapped to the learning outcomes. As part of the process, the Sentry School assesses all courses mapped to each program learning outcome on a rotating five-year schedule. Each outcome is assessed by collecting data, evaluating progress, and closing the loop by implementing the changes and starting the process over. The Sentry School process was vetted by AACSB and will continue moving forward.

Program Requirements and Curriculum

The proposed 79-credit major area of study develops business literacy and in-demand workforce skills via six distinct curricular areas:

1. Business Literacy Core (19 credits required). These courses provide the solid business foundation upon which the remaining courses build.
2. Sport Business Core (19 credits required). Includes courses that introduce the sport industry through a business lens.
3. Sport Analytics (10 credits required). Courses in this area provide students with a strong background in high-demand statistical and data analytic skills.
4. Sport Marketing and Branding (9 credits required). Includes three courses that address sport marketing.
5. Sport Management (9 credits required). Courses in this area focus on global sport business, sport organization wellness, and leadership in sport.
6. Sport Field Experiences or Electives (13 credits required). This curriculum provides students the applied experience they need to be career-ready professionals.

The program includes notable high-impact educational practices, both inside and outside of the classroom, drawing from the Sentry School's commitment to creating career-ready graduates. The field experience component of the program gives students practice applying their knowledge to practical work in the industry, as well as mentorship to guide them in their future career. The program also includes a dedicated capstone course, collaborative in-class project assignments, and common intellectual experiences via the Business Literacy Core curriculum.

The proposed curriculum includes 41 credits of General Education Program (GEP) curriculum. However, the GEP requirements are currently under review and will be revised to align with the Core General Education Requirements associated with Regent Policy Document (RPD-4-23) and University of Wisconsin System Administrative Policy 105, prior to implementation in Fall 2026.

Table 2: Bachelor of Science (B.S.) in Sport Business Program Curriculum

General education courses required for graduation:	
Written Communication	3-6 credit(s)
Oral Communication	3 credit(s)
Critical Thinking	3 credit(s)
Quantitative Literacy	0-3 credit(s)
Wellness	1 credit(s)
Human Cultures and the Sciences	24 credit(s)
Social and Environmental Responsibility	0-9 credit(s)
Total	41 credit(s)
Academic degree program or major course requirements:	
Business Core - ECON 110: Principles of Macro Economics	3 credit(s)
Business Core - ACCT 210: Intro Financial Accounting	3 credit(s)
Business Core - BUS 201: Writing and Presenting for Bus.	3 credit(s)
Business Core - BUS 275: AI and Technology in Bus.	1 credit(s)
Business Core - BUS 301: Building Relationships for Bus.	3 credit(s)
Business Core - BUS 325: Organizational Behavior	3 credit(s)
Business Core - BUS 330: Principles of Marketing	3 credit(s)
Sport Business - ECON 347: Sport Economics	3 credit(s)
Sport Business - SPT 100: Introduction to Sport Bus.	1 credit(s)
Sport Business - SPT 240: Sport Ethics and Law	3 credit(s)
Sport Business - SPT 310: Bus. of College and Amat. Sport	3 credit(s)
Sport Business - SPT 312: Sustainability in Sport	3 credit(s)
Sport Business - SPT 350: Sport Finance	3 credit(s)
Sport Business - SPT 480: Sport Bus. Capstone	3 credit(s)
Sport Analytics - MATH 255: Elementary Statistics	4 credit(s)
Sport Analytics - SPT 380: Foundations of Sports Analytics	3 credit(s)
Sport Analytics - SPT 385: Applied Sport Analytics	3 credit(s)
Sport Marketing - BUS 334: Sports Marketing	3 credit(s)
Sport Marketing - SPT 336: Business of Media & Comm. in Sport	3 credit(s)
Sport Marketing - SPT 338: Athlete Branding	3 credit(s)
Sport Management - SPT 322: Leadership in Sport	3 credit(s)
Sport Management - SPT 326: Sport Org. Wellness	3 credit(s)
Sport Management - SPT 327: Global Sport Business	3 credit(s)
Sport Experience/Elective - SPT 497: Internship in Sport	3 credit(s)
Sport Experience/Elective - SPT 305: Career-Planning	1 credit(s)
Sport Experience/Elective - SPT 3XX Electives or Internships	9 credit(s)
Total	79 credit(s)
Total Credits	**120 credit(s)**

Collaborative Nature of the Program

Collaboration has been crucial to the design of the B.S. in Sport Business and is built into the curriculum of the program. Importantly, the Sentry School has engaged in collaborative conversations with university partners, with positive results. The Athletic Department is very excited about the partnership as a recruitment tool for student athletes that have significant interest in eventually working in the sport industry. The possibility of expanding internship placements within the Athletic Department, for example working on marketing projects or event management, has also been discussed. Curricular conversations with programs and departments in the other three curricular schools have also begun. While the proposed program will be staffed by Sentry School faculty and instructional staff, there may be opportunities to partner across UW-Stevens Point to develop and offer shared electives, providing benefits to students across campus.

The sport business program will have the unique opportunity to thrive in a region that hosts world-class sporting events like the *U.S. Girls' Junior Championship* and the *U.S. Senior Open* golf championships and has access to a concentration of over 75 Wisconsin, Southern Minnesota, and Northern Illinois college, amateur and professional teams in baseball, basketball, football, hockey, soccer, and volleyball. Additionally, there are at least 15 athletics associations in the Stevens Point region that have been identified for potential collaboration for field visits, internships, and guest lectures. These include the Wisconsin Interscholastic Athletic Association (WIAA), the Wisconsin Baseball Association (WBA), USA Hockey, and the National Federation of State High School Associations (NFHS). A cornerstone of the proposed program is the internship requirement which ensures collaboration with regional partners to make the program a success. The Sentry School will continue to expand and develop these connections to help students, as well as provide talent to UW-Stevens Point partners.

The Sentry School takes pride in its extensive and expansive articulation agreements with technical college partners in Rhinelander, Wausau, Wood County, the Fox Valley, and Madison (among others). These agreements are an important bridge to help interested students complete a four-year degree after their associates degree. Connecting the proposed Sport Business program to relevant technical college programs will be a priority.

Projected Time to Degree

The proposed B.S. in Sport Business program can be completed in four years of full-time enrollment (15 credits per semester).

Accreditation

As a baccalaureate degree program, the B.S. in Sport Business will be covered under UW-Stevens Point's institutional accreditation by the Higher Learning Commission. Additionally, the proposed program will fall under the scope of the Sentry School AACSB business accreditation, which is a strength of the proposed program. The Sentry School is formally evaluated every six years. The sport business degree will not require special

review and therefore will be incorporated in the next full review in the 2027-28 academic year.

PROGRAM JUSTIFICATION

Rationale

This program request is prompted by the UW-Stevens Point strategic plan "Purpose Made Possible".[4] The UW-Stevens Point strategic plan challenges academic units to broaden existing program arrays and launch new programs that are a) fiscally sound in terms of operating costs, b) demonstrate clear student interest while providing evidence of higher labor market demand, and c) offer measurable community impact. The proposed program delivers on all three of the criteria.

The program builds upon existing business core courses to establish an additional major area of study in sport business by developing 15 new classes representing 63% of the major-specific 79 credits. The remaining 37% of classes in the proposed major already exist. Of the existing classes, 48% can be staffed by current faculty, with only 52% requiring new sections and FTE. The program requires minimal facility, supply, or equipment investments. An investment in two tenure-track faculty members with doctoral credentials in a sport-related field will be needed to teach and direct the new program. The first will be in place at the proposed start of the program in August 2026, with the second hired after the third year of the program. Additional FTE and growth can be covered with instructional academic staff subject matter experts. Budget projections show that these costs can be comfortably met.

Institution and Universities of Wisconsin Program Array

The proposed program complements the existing UW-Stevens Point array of seven baccalaureate majors in the Sentry School. These include the B.S. in Accounting, B.S. in Business Administration, B.S. in Business Economics, B.S. in Data Analytics, B.S. in Finance, B.S. in Management, and the B.S. in Marketing. The proposed B.S. in Sport Business also provides an opportunity to partner across UW-Stevens Point with the other three curricular colleges able to develop and offer shared electives.

The proposed program is curricularly unique compared to existing academic programs, designed to provide a broader, more in-depth level of business knowledge in specific areas that are in high demand in the sport industry.

[4] University of Wisconsin-Stevens Point. (2024, February 23). Purpose Made Possible - University of Wisconsin-Stevens Point. Retrieved March 28, 2025, from https://www.uwsp.edu/uwsp-strategic-planning/

Across the UWs, four UW universities offer in-person baccalaureate degrees that employ "sport" in the program title. These include the UW-Parkside B.S. in Sport Management (CIP 31.0504) and the B.S. in Kinesiology & Sport Performance (CIP 31.0505), and the UW-La Crosse B.S. in Exercise and Sport Science (with a Sport Management concentration or emphasis) (CIP 31.0505). Two UW universities offer concentrations or major emphases related to sport curriculum. UW-Eau Claire offers a Sport Management emphasis within its B.S. in Management (CIP 52.02), and UW-Whitewater offers a Managing Sports Programs concentration within their B.B.A. in Management (CIP 52.02).

Need as Suggested by Student Demand

To explore program potential and conduct research to support this proposed program, the UW-Stevens Point Market Insights Unit conducted an environmental scan[3]. The subsequent report, entitled Sports Management environmental scan, validated student demand for a B.S. in Sport Business from student inquiries during campus visits, applying students who matriculate elsewhere, and current student interest.

UW-Stevens Point campus admissions, athletics, and business school teams frequently receive inquiries from prospective students and parents about sport business curriculum and careers. Using the National Student Clearinghouse, 26 applicants who applied to UW-Stevens Point for Fall 2023 admission matriculated into a sport-related program at another institution. While not all of these students would have enrolled in a sport business program at UW-Stevens Point had one been available, the data suggest that a significant number chose not to pursue a different major at UW-Stevens Point and instead enrolled elsewhere. The analysis also misses students who did not consider UW-Stevens Point and the Sentry School since there was no sport business program. This suggests a new and unique area that would attract student interest in UW-Stevens Point. Lastly, both nationally and across the state, there has been an increase in sport-related bachelor's degree conferrals between 2012 and 2023[3].

Need as Suggested by Market Demand

The sport market presents a compelling case for sustained expansion, supported by escalating global interest and evolving consumer behaviors. There is evidence of an overall growing market, increasing business skills demand, and growing job demand. According to Research and Markets, the world's largest market research store, growth in the sport market, which has been strong in recent years, will continue to expand. Quantitative analysis reveals a projected surge in economic activity from $470.42 billion in 2024 to $617.57 billion by 2029, reflecting a compound annual growth rate (CAGR) of 5.7%[3].

The type of skills in demand by the sport business industry include traditional business skills such as management, marketing, and finance, as well as emerging skills like data analytics. According to a 2024 COSMA Journal article, employers prioritize candidates who can make decisions and solve problems, emphasizing skills such as the ability to interface with clients and customers, communication, time management, creativity,

adaptability, teamwork, critical thinking, self-management, people-management, interpersonal skills, and leadership[5]. Furthermore, the growth in market demand is being propelled by the integration of analytics and other technologies to enhance team performance and drive fan engagement[6], increase media rights valuations[7], marketing approaches[8], and sponsorship deals[9]. These are all skills already integrated into the Sentry School business programs.

The Bureau of Labor Statistics (BLS) forecasts a parallel expansion in employment opportunities, anticipating average growth in sport and entertainment occupations, translating to approximately 99,700 annual job openings from 2024 to2034[2]. A regional analysis within Wisconsin corroborates the presence of robust labor market demand. On December 12, 2024, ZipRecruiter advertised 214 full-time sport management positions[3] within Wisconsin. Specifically, ZipRecruiter articulated a need for professionals with business skills who can fill roles ranging from *Sports Marketing Coordinator* (at $38,800 annually) to *Sports Analytics* ($126,498 annually), with *Sports Marketing Management* positions averaging $84,269[10].

Both the student and market demand research support the creation of a distinct and complementary approach to sport education that emphasizes business skills in law, analytics, marketing, management, and leadership. The enrollment forecast suggests that the proposed program could conservatively attract 25-40 new students per year to establish a robust program with long-term, sustained enrollment of 120-140 students prepared to enter the sport workforce with extensive business skills. Employers and students are ready for the skills the program provides.

---

[5] Pierce, D. (2019). *An exploration of what skills a sport management student is lacking*. *COSMA Journal*. Retrieved from https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1011&context=cosma

[6] *Understanding Consumer Loyalty in the Evolving Sports Industry*. (2024). https://www.euromonitor.com/article/understanding-consumer-loyalty-in-a-rapidly-evolving-sports-industry

[7] *Understanding the Value of Sports Media Rights - HIVO*. (2023). https://hivo.co/blog/understanding-the-value-of-sports-media-rights

[8] Deloitte Sports Consulting Leader. (2025). *2025 sports industry outlook | Deloitte Insights*. https://www2.deloitte.com/us/en/insights/industry/technology/technology-media-telecom-outlooks/sports-industry-outlook.html

[9] Research and Markets. (2024). *Sports Sponsorship Market Forecast, 2025-2030: Advanced*. https://www.globenewswire.com/news-release/2024/11/21/2985433/28124/en/Sports-Sponsorship-Market-Forecast-2025-2030-Advanced-Data-Analytics-and-Virtual-Fan-Engagement-Drive-Agile-Strategies-Adopted-by-Industry-Giants.html

10 ZipRecruiter, Sport Marketing. (2025) Sport Marketing Salary in Wisconsin. https://www.ziprecruiter.com/Salaries/Sport-Marketing-Salary--in-Wisconsin#:~:text=How%20much%20does%20a%20Sport,nationwide%20for%20Sport%20Marketing%20salaries

University of Wisconsin - Stevens Point Cost and Revenue Projections For Newly Proposed Bachelor of Science in Sport Business						
	Items	**Projections**				
		2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
I	**Enrollment (New Student) Headcount**	25	35	40	40	40
	Enrollment (Continuing Student) Headcount	0	21	49	81	93
	Enrollment (New Student) FTE	25	35	40	40	40
	Enrollment (Continuing Student) FTE	0	21	49	81	93
II	**Total New Credit Hours**	400	1043	1627	2326	2582
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**	0.19	0.63	1.29	2.01	2.17
	FTE of Current Fac/IAS	0.23	0.47	0.47	0.53	0.53
	FTE of New Admin Staff	0.00	0.00	0.00	0.00	0.00
	FTE Current Admin Staff	0.10	0.10	0.10	0.10	0.10
IV	**Revenues**					
	Tuition	$95,600	$249,277	$388,853	$549,103	$607,419
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation - From Workforce Development					
	Total Revenue	**$95,600**	**$249,277**	**$388,853**	**$549,103**	**$607,419**
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary	$44,100	$88,683	$145,927	$222,588	$244,629
	Instuctional Academic Staff	$0	$13,843	$22,915	$31,471	$34,035
	Administrative and Student Support Staff	$4,200	$4,326	$4,456	$4,589	$4,727
	Other Staff	$0	$0	$0	$0	$0
	Fringe Faculty and Academic Staff	$19,228	$44,701	$73,615	$110,770	$121,498
	Fringe University Staff	$2,264	$2,332	$2,402	$2,474	$2,548
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations	$8,789	$5,840	$5,890	$5,948	$5,460
	Other Expenses					
	Supplies & Expenses (Consistent technology update)					
	Other (please list)					
	Total Expenses	**$78,580**	**$159,725**	**$255,204**	**$377,840**	**$412,898**
	Net Revenue	**$17,020**	**$89,552**	**$133,649**	**$171,263**	**$194,521**

Provost's Signature: **Date:**

10/6/2025

Chief Business Officer's Signature: **Date:**

10/6/2025

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–STEVENS POINT
BACHELOR OF SCIENCE IN SPORT BUSINESS

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Stevens Point proposes to establish a Bachelor of Science (B.S.) in Sport Business. The UW-Stevens Point B.S. in Sport Business will be a 120 credit-hour degree program that combines 41 credits of General Education Program (GEP) courses and 79-credits of business courses. For students enrolled in the B.S. in Sport Business program, standard baccalaureate tuition and fee rates will apply. Currently, in-state residential tuition and segregated fees total $4,834.56 per semester for a full-time student enrolled in 12-18 credits per semester. The B.S. in Sport Business fully recovers all direct instructional and operational costs as well as indirect expenses associated with a new academic program. By Year 5, the Sport Business program will have enrolled 180 students and graduated 44.

COST REVENUE NARRATIVE

Section I – Enrollment

The B.S. in Sport Business program is forecasted to recruit 25-40 new students per year over the next five years. These enrollment projections are supported by a variety of sources compiled by our on-campus Market Insights Unit.[1] Specifically:

- Anecdotal feedback over many years from campus admissions, athletics, and business school recruiters who received inquiries regarding sports-related degree programs.
- 26 applicants who applied to start in Fall 2023 enrolled in a sport program at another institution, rather than enrolling at UW-Stevens Point.[1]
- The forecasted range of enrollment aligns with evidence from the other seven Sentry School majors which enroll 25-50 incoming students each year.
- Nationwide and Wisconsin data indicate an increase in bachelor's degree conferrals for sport programs between 2012 to 2023 showing strong student interest.[1]
- The Bureau of Labor Statistics (BLS) forecasts average growth in sports and entertainment occupations, suggesting sustained demand for graduates and thus incoming students.

[1] Insights Unit, Division of Marketing and Enrollment. (2024, December). Sports management environmental scan. University of Wisconsin-Stevens Point.

The forecasted enrollment is supported by the UW-Stevens Point Market Insights Unit environmental scan that indicated confidence the program would exceed a break-even enrollment of 30 incoming students per year.

Table 1 represents enrollment and graduation projections for students entering and continuing in 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	25	35	40	40	40
Continuing Students	0	21	49	81	93
Total Enrollment	25	56	89	121	133
Graduating Students(D)	0	0	0	18	26

Based on the retention rates in other Sentry School programs, it is anticipated that 84% of first-year students who enter the sport business program will be retained into their second year of study. In subsequent years of study, it is anticipated that 95% of students will continue in the program. This retention rate assumes a strong commitment to degree completion and a sport-focused career. This forecast mirrors the first-year retention rates for the seven existing major areas of study in the Sentry School. Overall retention across all school majors is supported by highly student-engaged faculty and an emphasis on experiential pedagogy. Additionally, the Anderson Classroom to Career Center supports internship completion and offers over 300 annual professional events with employers and regional stakeholders. An evergreen retention strategy is among the top priorities of the Sentry School. This prioritization is reflected in alumni outcome survey data which indicates, 95% of Sentry School graduates who completed the survey "agree that the School of Business and Economics prepared them well for a career."

By Year 5, the Sport Business program will have enrolled 180 students, retained 140, and graduated 44.

Section II – Credit Hours

Table 2 below represents credit hour projections for the first five years of the program. The annual projections are based on credit hours generated by students enrolled in all of the program courses during the year. To calculate the program-specific student credit hour production, UW-Stevens Point employs a summative table where course-by-course enrollments of students in the major are projected for each year of the program. For example, in Year 1, the 25 enrolled students are projected to generate 400 credit hours across the program courses in which they are enrolled. As Table 2 illustrates, student credit hour production increases in Year 2 through Year 5 as overall student enrollments in the program increase and students take more courses in the program.

Table 2: Five-Year Credit Hours

Credit Hours	Year 1	Year 2	Year 3	Year 4	Year 5
Total New Credit Hours	400	1043	1627	2326	2582
Existing Credit Hours	0	0	0	0	0

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed B.S. in Sport Business for the next five years. The projections in Year 1 through Year 5 reflect faculty and staff teaching loads necessary to support the proposed program. While these are reflected as partial FTE in Table 3, remaining fractional FTE are planned to support existing programs. Additionally, the inclusion of 0.10 FTE annually for current administrative staff is not intended to support a new additional position, but to acknowledge in the budget the modest increased administrative cost associated with additional course scheduling, textbook rental orders, assignments of students to faculty advisors, and other program-support activities hosted by the department.

Table 3: Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of New Faculty/Instructional Staff	0.19	0.63	1.29	2.01	2.17
FTE of Current Fac/IAS	0.23	0.47	0.47	0.53	0.53
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.10	0.10	0.10	0.10	0.10

The program requires staffing for 50 credits of new courses. It is projected that an additional 15 credits of existing courses will need additional sections to meet student demand. Existing faculty and instructional staff can support the remaining 14 credits of the program as part of their current teaching load. To meet this staffing level, an investment in two tenure-track faculty members with doctoral credentials in a sport-related field will be needed to teach and direct the new program. The first will be in place at the proposed start of the program in August 2026, with the second hired after the third year of the program. Additional FTE and growth can be covered with instructional academic staff subject matter experts. Budget projections show that these costs can be comfortably met.

Section IV – Program Revenues

Table 4 below includes projected revenues for the B.S. in Sport Business for five years. The only source of revenue is program tuition. The tuition revenue projection in Year 1 reflects only the contribution of tuition revenue from new students while the projections for Year 2 through Year 5 reflect the contributions of tuition revenue from both new and continuing students.

Table 4: Program Revenues

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
From Tuition	$95,600	$249,277	$388,853	$549,103	$607,419
Total Revenue	$95,600	$249,277	$388,853	$549,103	$607,419

Tuition

For students enrolled in the B.S. in Sport Business program, standard baccalaureate tuition and fee rates will apply. For the current academic year, in-state residential tuition and segregated fees total $4,834.56 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester amount, $3,873.60 is attributable to tuition; $864.96 is attributable to segregated fees, and $96.00 is attributable to textbook rental. Non-resident tuition and segregated fees total $9,344.64 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester nonresident tuition amount, $8,383.68 is attributable to tuition; $864.96 is attributable to segregated fees, and $96.00 is attributable to textbook rental. Therefore, the estimated annual program tuition revenue is calculated by multiplying the resident per-credit amount ($239/credit) by the program-specific student credit hours generated each year. For example, multiplying the 400 student credit hours generated in Year 1 by $239 results in an estimated tuition revenue of $95,600 for the first year of the program. Calculations for Year 2 through Year 5 are completed in the same manner, by multiplying the expected student credit hours generated each year by $239/per credit.

Fees

The courses for this program will be delivered through in-person classes. However, some general education and university elective courses, depending upon student choice, may be available in hybrid and 100% online modalities. To offset distance programming, UW-Stevens Point assesses a $50/credit distance education fee for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825, “Special Course Fees”, some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and materials for projects that result in tangible products retained by the students in a course.

Program Revenues and GPR

No additional grants, extramural funding, or program revenue are planned or budgeted to support the B.S. in Sport Business.

Section V – Program Expenses

Table 5 below depicts expenses relevant to the B.S. in Sport Business for the first five years.

Table 5: Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries plus Fringes					
Faculty Salary	$44,100	$88,683	$145,927	$222,588	$244,629
Instructional Academic Staff	$0	$13,843	$22,915	$31,471	$34,035
Administrative and Student Support Staff	$4,200	$4,326	$4,456	$4,589	$4,727
Other Staff	$0	$0	$0	$0	$0
Fringe Faculty and Academic Staff	$19,228	$44,701	$73,615	$110,770	$121,498
Fringe University Staff	$2,264	$2,332	$2,402	$2,474	$2,548
Other Expenses					
Operations	$8,789	$5,840	$5,890	$5,948	$5,460
Total Expenses	$78,580	$159,725	$255,204	$377,840	$412,898

The projections in Year 1 reflect the costs in creating and staffing new courses for the program as well as supplies and expenses associated with the new program. Existing classrooms and equipment will be utilized for this new program. Therefore, the primary expenses in the budget are those directly associated with instruction; no facility modifications or capital are required for the program. Instructional and support staff salaries are budgeted with increases due to possible pay-plan increases (at 3% per year). The non-personnel operational costs include supplies, printing, marketing, and computers for new faculty, totaling $8,789 in Year 1, with reduced amounts budgeted for Years 2 through 5.

Section VI – Net Revenue

Table 6 below illustrates net revenues derived from the B.S. in Sport Business for the first five years of the program.

Table 6: Net Revenue

Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	$17,020	$89,552	$133,649	$171,263	$194,521

Net revenues are projected to be positive from Year 1 forward. Net revenue is expected to increase with enrollment to $194,521 of excess revenue in Year 5. The B.S. in Sport Business fully recovers all direct instructional and operational costs as well as indirect expenses associated with a new academic program. Additionally, any tuition increase over the first five years of the program will result in increased net revenue for the affected years.

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor

Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Jay Rothman, President, University of Wisconsin System
From: La Vonne J. Cornell-Swanson, Provost & Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Bachelor of Science in Sport Business
Date: November 5, 2025

I am pleased to express the strong institutional support of the University of Wisconsin-Stevens Point for the proposed Bachelor of Science in Sport Business, for which we are seeking authorization. This program directly aligns with UW-Stevens Point's strategic plan, *Purpose Made Possible*, which calls for the development of academic programs that meet student demand, respond to labor market needs, and demonstrate measurable community impact.

The proposed B.S. in Sport Business builds upon the existing strengths of the Sentry School of Business and Economics, expanding our program array with a distinctive major that integrates core business competencies with specialized sport industry applications. The curriculum includes 79 major-specific credits, 63% of which are newly developed courses tailored to sport business, while the remaining 37% leverage existing coursework. The B.S. in Sport Business will also augment UW-Stevens Point's existing business majors and offers opportunities for interdisciplinary collaboration across our four colleges. It is curricularly distinct within the Universities of Wisconsin, offering a broader and deeper business-focused approach to sport education than existing programs. While not duplicative of master's-level offerings across the system, it will also serve as a strong pipeline for graduate study in sport-related fields.

Student interest in sport business is well-documented through environmental scans conducted by our Market Insights Unit, which identified consistent inquiries from prospective students, current students, and families. Notably, 26 applicants who applied to UW-Stevens Point for Fall 2023 ultimately enrolled in sport-related programs elsewhere, underscoring the opportunity to attract and retain and through this new offering. National trends also show a steady increase in sport-related bachelor's degree conferrals, further validating demand. Furthermore, labor market analysis reveals robust and growing opportunities in the sport business sector. According to Research and Markets, the global sport market is projected to grow from $480 billion in 2023 to roughly $630 billion by 2028. Employers increasingly seek candidates with business acumen in areas such as analytics, marketing, finance, and leadership—skills that are central to the proposed curriculum.

We are confident that this program will enhance our academic portfolio, attract new students, and prepare graduates for meaningful careers in the dynamic sport business industry. Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN EXERCISE SCIENCE, UNIVERSITY OF WISCONSIN–SUPERIOR

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in Exercise Science at the University of Wisconsin–Superior.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin–Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Exercise Science program at the University of Wisconsin–Superior.

SUMMARY

The University of Wisconsin (UW)–Superior proposes to establish a Bachelor of Science (B.S.) in Exercise Science. The proposed B.S. in Exercise Science is an elevation of the long-standing Exercise Science concentration within the B.S. in Physical Education program at UW-Superior, which has the highest enrollment within the Department of Health and Human Performance. Implementing a standalone major in exercise science will respond to strong student interest and market demand.

The B.S. in Exercise Science will require 120 total credits and is comprised of general education requirements, 39 credits in the major, a minor, and electives. The degree program's flexible structure also allows students to tailor their academic path through additional majors, minors, or certificates. Numerous high impact practices are integrated into the curriculum. Industry certifications (e.g., American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the American Council on Exercise (ACE), and American Red Cross) are also embedded within the curriculum. Upon completion of the program, students will be prepared for careers in allied health and fitness fields or graduate study in areas such as physical therapy, occupational therapy, athletic training, and exercise physiology. The proposed degree program will be available in both in-person and fully distance education formats. Standard

undergraduate tuition for on-campus delivery and undergraduate online tuition rates, respectively, will apply for this program.

Demand for exercise science professionals is strong, with projected national growth between 10-14%[1] across several health fields and regional growth in Wisconsin[2] and Minnesota[3] exceeding 13-18%. Degrees conferred in related fields have more than tripled in the past decade, reflecting sustained student interest.

Presenter

- Dr. Maria Cuzzo, Provost and Vice Chancellor for Academic Affairs, UW-Superior

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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

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

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*. Retrieved at U.S. Bureau of Labor Statistics : U.S. Bureau of Labor Statistics (April 2025).
[2] State of Wisconsin, Department of Workforce Development, Skill Explorer. Retrieved at https://skillexplorer.wisconsin.gov/OccList.aspx?curocc=310000. (August 2025).
[3] Minnesota Employment and Economic Development, Employment Outlook Projections. Retrieved at https://mn.gov/deed/data/data-tools/employment-outlook/. (August 2025).

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 EXERCISE SCIENCE AT UNIVERSITY OF WISCONSIN–SUPERIOR PREPARED BY UW-SUPERIOR

ABSTRACT

The University of Wisconsin–Superior proposes to establish a Bachelor of Science (B.S.) in Exercise Science. The proposed B.S. in Exercise Science is an elevation of the long-standing Exercise Science concentration within the B.S. in Physical Education program at UW-Superior, which has the highest enrollment within the Department of Health and Human Performance. Implementing a standalone major in exercise science will respond to strong student interest and market demand.

The B.S. in Exercise Science will require 120 total credits and is comprised of general education requirements, 39 credits in the major, a minor, and electives. The degree program's flexible structure also allows students to tailor their academic path through additional majors, minors, or certificates. Numerous high impact practices are integrated into the curriculum. Industry certifications (e.g., American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the American Council on Exercise (ACE), and American Red Cross) are also embedded within the curriculum. Upon completion of the program, students will be prepared for careers in allied health and fitness fields or graduate study in areas such as physical therapy, occupational therapy, athletic training, and exercise physiology. The proposed degree program will be available in both in-person and fully distance education formats. Standard undergraduate tuition for on-campus delivery and undergraduate online tuition rates, respectively, will apply for this program.

Demand for exercise science professionals is strong, with projected national growth between 10-14%[1] across several health fields and regional growth in Wisconsin[2] and Minnesota[3] exceeding 13-18%. Degrees conferred in related fields have more than tripled in the past decade, reflecting sustained student interest.

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*. Retrieved at U.S. Bureau of Labor Statistics : U.S. Bureau of Labor Statistics (April 2025).
[2] State of Wisconsin, Department of Workforce Development, Skill Explorer. Retrieved at https://skillexplorer.wisconsin.gov/OccList.aspx?curocc=310000. (August 2025).
[3] Minnesota Employment and Economic Development, Employment Outlook Projections. Retrieved at https://mn.gov/deed/data/data-tools/employment-outlook/. (August 2025).

PROGRAM IDENTIFICATION

University Name
University of Wisconsin–Superior

Title of Proposed Academic Program
Exercise Science

Degree Designation(s)
B.S.

Proposed Classification of Instructional Program (CIP) Code
31.0505 - Kinesiology and Exercise Science

Mode of Delivery
Single university; Mixed modality – available in person or via fully distance education

Department or Functional Equivalent
Department of Health and Human Performance

College, School, or Functional Equivalent
NA

Proposed Date of Authorization
December 2025

Proposed Date of Implementation
Fall 2026

PROGRAM INFORMATION

Overview of the Program

The Department of Health and Human Performance (HHP) at UW-Superior currently offers an Exercise Science concentration in the B.S. in Physical Education degree program. Due to growing market and student demand, and to increase the visibility of exercise science to students, UW-Superior proposes to elevate the current concentration into a standalone B.S. in Exercise Science degree program. The proposed B.S. in Exercise Science will require students to complete 120 credits. Based on the 2024-2026 catalog, students will complete 42-48 credits within the university's General Education Requirements (GER); however, the university's GER will be revised to be in alignment with core general education requirements associated with Regent Policy Document (RPD) 4-23, "Core General Education

Requirements" prior to implementation in fall 2026. Students will also complete 39 credits within the Exercise Science major, an additional 21 credits (minimum) in a complementary minor, and elective credits to meet the minimum 120 credits needed to earn a degree at UW-Superior. Throughout the 39-credit major, the coursework is designed to enhance basic and advanced knowledge in human structure and function, sports medicine, health and exercise testing, nutrition, exercise physiology and kinesiology, exercise prescription, electrocardiogram (ECG) interpretation, health coaching, leadership and practicum experience, and college-level research. Hands-on experiential learning will be integrated into coursework to enrich students' knowledge, including experience within the Kessler exercise physiology laboratory, a multifunctional exercise physiology lab where students learn and perform research and practice techniques related to their coursework and career goals. Additionally, high impact practices (HIPs) are embedded across the B.S. in Exercise Science program (e.g., writing across the curriculum; undergraduate research, scholarship, and creative activity; and senior year experience).

Within the B.S. in Exercise Science program, students will also be provided opportunities to earn professional certifications, including the American Red Cross cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and First Aid training certification. Students will be encouraged to pursue additional certifications related to their coursework, with recommendations to earn NCCA-approved certifications and training from accredited programs, such as the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the American Council on Exercise (ACE), among others. These certifications, in addition to the experiences students receive throughout the B.S. in Exercise Science degree program, will solidify their readiness for the pursuit of graduate school and a career in the allied health professions. Upon completion of the program, students will be prepared for successful careers in clinical, corporate, and general allied health fields, as well as being prepared for graduate school.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years.

Exercise Science is an existing concentration in the B.S. of Physical Education program within the Department of HHP. Therefore, historical enrollment data were used to establish projected enrollments. The average new enrollment in the concentration over the last three years served as the base value. An additional 10% was factored into the enrollment numbers for the anticipated increased visibility and marketability of a standalone B.S. in Exercise Science. Students currently enrolled in the existing concentration can choose to remain in the concentration or switch to the new standalone major. The number of continuing students in Year 1 represents an estimate of students from the current exercise science concentration who are predicted to move to the new

standalone major. It is anticipated that some of these continuing students may graduate as early as Year 2 of the B.S. in Exercise Science program.

A student retention rate of 80% was used in the enrollment calculations. This estimate is slightly higher than the general overall first to second year retention rate of 74% measured most recently at UW-Superior in Fall 2024 because students within the B.S. in Physical Education degree program are typically retained at a rate above the university average. This retention rate also reflects the higher proportion of student-athletes enrolled in the Exercise Science concentration; student-athletes are typically retained at a higher rate than non-athlete students. Additionally, an array of academic and student support services is offered at UW-Superior to support student retention, such as bridge programming, tutoring, supplemental instruction, emergency assistance, and counseling services.

By the end of year 5, it is projected that 212 new students will have enrolled into the program and 115 students will have graduated.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	36	42	48	56
Continuing Students	85	80	73	68	69
Total Enrollment	30	116	115	116	125
Graduating Students	0	25	30	30	30

Tuition Structure

For students enrolled in the B.S. in Exercise Science, the standard tuition rate associated with the delivery format of the proposed degree program will apply, since it will be offered in both an in-person and an online format.

For students enrolled in the online format, the undergraduate online tuition rate of $346.50 per credit (under the 2025-26 Undergraduate Online Tuition Rates) will apply. Online classes are charged separately from on-campus classes; therefore, they are not included in the 12-18 credit tuition plateau. Students enrolled in an online course at UW-Superior pay an undergraduate activity fee of $35 per credit to support student support services provided to undergraduate students.

For students enrolled in-person, the standard undergraduate tuition and fee rates will apply. For the 2025-26 academic year, residential tuition and fees total $4,636.09 per semester for a full-time enrolled in 12-18 credits per semester. Of this amount, $3,717.84 is attributable to tuition and $918.25 in segregated fees.

Student Learning Outcomes

The proposed B.S. in Exercise Science degree will prepare graduates to:

1. **Knowledge and Understanding:** Demonstrate comprehensive knowledge of exercise science principles, major concepts, theoretical perspectives, historical and future trends, and lifestyle behaviors.
2. **Application of Knowledge:** Application of knowledge to assess, design, and implement exercise science programming for a variety of populations, considering a variety of individual needs.
3. **Practical Skills:** Develop practical skills in exercise testing, assessment, interpretation, and implementation.
4. **Professionalism and Ethics:** Demonstrate professionalism and ethical behavior in all interactions, including in the classroom, in the community, and in professional settings.
5. **Communication Skills:** Effectively communicate basic concepts of exercise science, in all formats, including verbal and written.

The B.S. in Exercise Science prepares students with a strong foundation in the scientific principles and applied practices of human movement, fitness, and health. The program emphasizes professionalism, ethical behavior, and effective communication across academic, community, and professional settings, preparing students to be successful in a range of careers.

Program Requirements and Curriculum

A total of 120 credits is required for successful completion of an undergraduate degree at UW-Superior, with a range of those credits (42 to 48) falling into GER; however, the number of credits are based on the 2024-2026 catalog and will be revised to be in alignment with core general education requirements associated with RPD 4-23 “Core General Education Requirements”. Of the total degree credits, 39 are program-specific credits for the Exercise Science major, along with an additional 21 credits (minimum) required for a minor. In total, this equates to a minimum of 102 credits, which leaves room for approximately an additional 18 elective credits to meet graduation requirements. This allows students to pursue an additional minor, certificate coursework, additional fieldwork or internship experiences, or a broad variety of other options tailored to the student’s individual interests and future career path. The curriculum proposed for the B.S. in Exercise Science is listed in Table 2.

The intentional design and scaffolding of the B.S. in Exercise Science degree program’s curriculum provides a structured approach to learning, gradually advancing knowledge and skillset growth as students develop competence and confidence. This strategic approach was designed to improve learning and skill development, foster critical thinking and problem-solving skills, create a supportive and engaging learning environment, and better prepare for professional practice. These efforts directly connect to

the student learning outcomes and program objectives for the B.S. in Exercise Science degree program.

Because the concentration already exists, very few courses will need to be developed to support this new program. The curriculum proposes the addition of three new courses: HHP 111: Introduction to Exercise Science, HHP 364: Exercise Physiology II, and HHP 443: Practicum Research Methods. These courses will enhance disciplinary depth, professional preparation, and graduate school preparation. The B.S. in Exercise Science curriculum integrates several high impact practices (HIPs), including academic service-learning, global awareness, writing across the curriculum, undergraduate research, internships, and senior year experience, further emphasizing the breadth of the current degree program.

Table 2: Bachelor of Science in Exercise Science Program Curriculum

General education courses required for graduation: (42 to 48 credits)[a]		
WRIT 102 & 209	Academic and Professional Writing	6 credits
COMM 104	Communicating Arts	3 credits
HHP 102	Foundations for Well-being and Success	3 credits
Various	Mathematics and Computer Science	3 credits
Various	Humanities	9 credits
Various	Social Sciences	6 credits
Various	Natural and Physical Science	6 credits
Various	Fine and Applied Arts	6 credits
Various	Diversity and Global Awareness (may be combined with above categories)	
Academic degree program or major course requirements: (39 credits)		
HHP 111*	Introduction to Exercise Science	1 credit
HHP 100-200	HHP Activity Courses	2 credits
HLTH 158	Responding to Emergencies	2 credits
HLTH 160	Introduction to Health Science & Terminology	2 credits
HHP 203	Group Fitness Techniques	1 credit
HLTH 264	Human Structure & Function I	3 credits
HLTH 265	Human Structure & Function II	3 credits
HHP 252	Introduction to Sports & Exercise Medicine	2 credits
HHP 282	Introduction to Physical Assessment	2 credits
HHP 332	Motor Learning	3 credits
HHP 337	Practicum in Health and Human Performance	2 credits
HHP 362	Kinesiology	3 credits
HHP 363	Exercise Physiology I	3 credits
HHP 364*	Exercise Physiology II	3 credits
HLTH 366	Nutrition	3 credits
HHP 403	Health Coach	3 credits

HHP 443*	Practicum Research Methods	1 credit
HHP 497	Senior Capstone	0 credits
Academic minor course requirements:		21 credits
Additional electives/certificates/etc.		18 credits
Total Credits		**120 credits**

* Course to be designed for the implementation of this proposed degree program

[a] The general education curriculum is based on 2024-2026 catalog requirements; this will be revised to be in alignment with Core General Education Requirements associated with RPD 4-23 "Core General Education Requirements".

Collaborative Nature of the Program

The B.S. in Exercise Science degree program at UW-Superior is built on a strong foundation of both internal and external collaboration. Collaboration is essential to ensure a comprehensive, scientific, and care-based curriculum that prepares students for careers in exercise science-focused professions. It also builds a strong foundation for application to graduate programs in professional allied health fields.

The B.S. in Exercise Science degree program collaborates with other programs across the UW-Superior campus by incorporating a minor requirement to help build individual career paths for each student's vision of their future. For example, students have historically completed minors in the areas of psychology, business, chemistry, and individually designed minors that are often used to fulfill graduate school requirements.

Students in the B.S. in Exercise Science program will have the option to complete fieldwork as part of either their minor or as part of the additional credits needed to achieve 120 total credits. These fieldwork placements happen both on-campus and in the community. Within UW-Superior, the Department of HHP has a long-standing collaboration with the UW-Superior athletics department in placing exercise science students in experiential learning and fieldwork positions. One of the most prominent placements for these students is with the strength and conditioning coaches. The Department of HHP also connects students to external organizations that take on students in a fieldwork capacity. Several of the long-standing relationships and collaborations in experiential learning include Essentia Health, Aspirus/St. Luke's, YMCA, and other local and regional fitness facilities. Additional placement locations include allied health clinics, such as physical therapy, chiropractic, athletic training, and occupational therapy. The B.S. in Exercise Science degree program actively seeks professional input from community health organizations on current career requirements and equipment usage in the clinics and hospitals to allow the exercise physiology lab to mirror professional settings and needs to promote students' understanding of current real-world needs.

The Department of HHP has a strong history of working with other regional colleges to support transfer pathways for students. Specifically, the B.S. in Exercise Science degree program has articulation agreements in place with two technical colleges: Lake Superior

College and Mid-State Technical College. These articulation agreements guarantee the transfer of certain degree credits into the existing Exercise Science concentration at UW-Superior.

Additionally, the existing exercise science concentration has a long-standing, unofficial agreement in place with the master's degree program in exercise physiology at the College of St. Scholastica. Many UW-Superior exercise science students pursue graduate education using this partnership. All courses taken within the UW-Superior Exercise Science concentration are accepted by the College of St. Scholastica's master's degree program. Many of the exercise science courses are also accepted pre-requisites for the professional graduate programs at College of St. Scholastica, such as physical therapy, occupational therapy, and physician assistant.

The Department of HHP also has a memorandum of understanding (MOU) with the Medical Education Training Campus (MET-C)[4], which is a state-of-the-art Department of Defense (DoD) healthcare education campus on the Joint Base San Antonio-Fort Sam Houston, located in San Antonio, Texas. MET-C is the largest enlisted healthcare education campus in the world and delivers 49 academic courses of instruction in various medical specialties to approximately 16,500 enlisted medical personnel a year. The MOU between the Department of HHP and MET-C enables military personnel who complete programming at MET-C to transfer their credits to UW-Superior and complete a B.S. degree with a focus in Exercise Science.

Each of these collaborations are expected to extend to the standalone B.S. in Exercise Science.

Projected Time to Degree

The structured rotation and frequency of course offerings within the B.S. in Exercise Science degree program are designed to support degree completion within four years for students enrolled full time (15 credits per fall and spring semesters), whether through the on-campus or online delivery models. Enrollment and budget projections are based on full-time enrollment by students.

While the standard completion timeline is four years, exceptions may apply. Transfer students, for example, may be able to complete the program in less time, as their previously earned credits are applied as efficiently as possible toward graduation requirements. Additionally, students have the option to enroll in summer courses, which can accelerate their academic progress and potentially lead to graduation within three to three and a half years.

[4] Medical Education and Training Campus: https://www.metc.mil/

A growing trend among incoming students is the accumulation of college credits during high school through dual enrollment or similar programs. These early credits may further shorten the time to degree completion, with some students graduating in approximately three and a half years.

Accreditation

Specialized accreditation is not required for this degree program. HLC requires no additional approvals to offer this degree program.

PROGRAM JUSTIFICATION

Rationale

The proposed B.S. in Exercise Science degree program at UW-Superior reflects a strategic advancement in academic programming that aligns with both student demand and workforce trends. The Exercise Science concentration has been in existence at UW-Superior since its inception in the 2000-2001 academic year and was added under the B.S. in Physical Education major. Over time, it has evolved from a specialization to the highest-enrolled and highest-producing academic concentration within the department, consistently graduating the greatest number of students. This growth highlights a strong and ongoing interest among students in pursuing exercise science as a dedicated academic discipline and career path.

Currently, the Exercise Science concentration's visibility is limited by its placement under the broader B.S. in Physical Education program. This structure poses a barrier to prospective students searching for a clearly defined exercise science degree. Transitioning to a stand-alone B.S. in Exercise Science program will improve discoverability, strengthen program identity, and align UW-Superior's offerings with student and industry expectations. This change supports institutional goals of enrollment growth, academic excellence, and student career preparation, while continuing to serve both regional and statewide educational and workforce needs. Furthermore, by offering the new B.S. in Exercise Science both in-person and via fully distance education, the program increases access for place-bound, non-traditional, or working students.

The exercise science field continues to expand nationwide in response to growing societal needs related to health, fitness, rehabilitation, and preventative care. Graduates from exercise science programs are increasingly pursuing careers in athletic training, physical therapy, strength and conditioning, health coaching, and graduate-level education in health professions. The revised curriculum, featuring two updated courses and the addition of three courses, will further strengthen alignment with these career trajectories and enhance graduate school readiness.

Institution and Universities of Wisconsin Program Array

UW-Superior currently offers exercise science training as part of the B.S. in Physical Education program. The proposed B.S. in Exercise Science does not duplicate any other existing programs at UW-Superior. Students currently enrolled in the existing concentration will have the option to either transition to the new standalone major or remain in the current concentration; the department has developed a teach-out plan for students who choose to stay in the existing concentration.

Elevation to a standalone major is not expected to impact other programs within the department. Historically, the Exercise Science concentration has been complementary to the Public Health concentration offered within the Department of HHP, as well as other minors housed in the department. Many of the courses serve as shared curriculum across other majors and minors in the department, including public health, physical education, coaching, health, and sports management. In fact, approximately 83% of the courses in the proposed B.S. in Exercise Science program are also required for these related programs, underscoring its central role in supporting multiple academic pathways.

Universities of Wisconsin Program Array

Across the Universities of Wisconsin, there are various bachelor's degree programs at UW universities that are found within the CIP code 31.0505 – Kinesiology and Exercise Science. UW-Eau Claire offers a B.S. in Exercise Science; UW-La Crosse offers a B.S. in Exercise and Sport Science; and UW-Parkside offers a B.S. in Kinesiology and Sport Performance. Each of these programs is offered in person whereas UW-Superior's proposed B.S. in Exercise Science will be offered as mixed modality, with both in-person and fully distance education formats.

Also, within this CIP code area, UW-Eau Claire, UW-Madison, and UW-Oshkosh each offer a B.S. in Kinesiology. UW-Oshkosh offers a B.S. in Strength & Conditioning and UW-Whitewater offers a B.S. in Human Performance. Of these programs, only UW-Whitewater's program is offered as mixed modality.

Three UW universities offer a degree or program in a similar curricular area. UW-Milwaukee offers a B.S. in Kinesiology (CIP Code: 26.0908 – Exercise Physiology and Kinesiology). UW-Platteville offers a B.A./B.S. in Health and Human Performance (CIP code: 31.0501 – Sports, Kinesiology, and Physical Education/Fitness, General), and UW-River Falls offers a B.A./B.S. in Health and Human Performance (CIP Code: 13.1314 – Physical Education Teaching and Coaching). These programs are offered in person.

It is also noted that there are various minors and concentrations that exist within the 31.505 CIP code or related curricular areas across the UW universities.

The proposed program is not expected to compete with the above programs since Office of Policy Analysis and Research (OPAR) data suggest that the proposed program will

serve an unmet educational need in the Northern Wisconsin region. In the past five years, less than 1.5%[5] of enrollees attended any undergraduate degree program in the UW array, in the 31.0505 CIP Code, from the 6-county region served by UW-Superior, as demonstrated in Table 3. As such, this program is projected to increase capacity and expand professional services in the exercise science field where it is needed in the rural region of Northern Wisconsin.

Table 3: Enrollment by County, Fall 2020-Fall 2024 for CIP Code 31.0505					
County	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
ASHLAND	5	6	2	4	4
BAYFIELD	2	2	0	1	4
DOUGLAS	2	2	5	7	9
IRON	1	0	2	2	1
SAWYER	0	2	4	5	3
WASHBURN	6	5	7	6	7
Total	1737	1827	2059	2169	2167

The steady enrollment currently demonstrated at UW-Superior in the Exercise Science concentration and the modest increase projected by this action to elevate the program to a standalone major suggests that it is unlikely to infringe on other UW universities' in-person offerings. Additionally, by offering the proposed B.S. in Exercise Science degree program in an online format, UW-Superior is poised to serve a new pool of potential students, specifically those students who are looking for online learning in the Wisconsin and Minnesota border region that serve as UW-Superior's primary recruitment geographic target area.

Need as Suggested by Student Demand

In recent years, student interest in exercise science has grown significantly, driven by expanding career opportunities and increased public awareness of health and wellness. Many students pursue exercise science as a foundational degree for entry into health-related professional programs such as physical therapy, occupational therapy, physician assistant studies, and medical school. There is also a notable rise in interest in strength and conditioning, athletic performance, and personal training, with students seeking hands-on experiences and certifications like a Certified Strength and Conditioning Specialist (CSCS). Additionally, clinical tracks – such as physical therapy, cardiac rehabilitation, and athletic training – are gaining popularity due to a growing demand for preventative and rehabilitative care. According to OPAR data, an increase in degrees conferred was seen in health professions and related programs from 2013-2014 (1,159 degrees) to 2023-2024 (4,137). Additionally, an increase in degrees conferred was seen in parks, recreation,

[5] Bridge to Health Survey for NE MN & NW WI, 2020 & 2021. Retrieved at https://bridgetohealthsurvey.com/data/reports/ (March 2025)

leisure, fitness, and kinesiology from 2013-2014 (121 degrees) to 2023-2024 (850 degrees).[6] Finally, the Exercise Science concentration of the B.S. in Physical Education major demonstrates robust enrollment over the last 5 years, averaging 121 students per year (ranging from 104 to 133 students).

Students are increasingly drawn to programs that integrate interdisciplinary learning that connects exercise science with nutrition, mental health, and public health. There is a rising interest in serving diverse and underserved populations, indicating a shift toward inclusive and community-focused health practices. These trends reflect a dynamic and evolving field that continues to align with broader healthcare, athletic, and societal needs.

Need as Suggested by Market Demand

The proposed B.S. in Exercise Science degree program is a flexible, non-comprehensive program that supports a wide range of student interests and career goals. This design allows students to choose a pre-existing minor (e.g., health, sports management, or coaching) as well as customize a minor to meet their needs. This flexibility in the degree program equips graduates for both immediate entry into the workforce and prepares them for continued education through graduate or professional programs. Students who choose to enter the workforce after graduation often pursue careers in personal training or health education. According to the Bureau of Labor Statistics, both fields anticipate faster than average growth from 2023–2033, with personal training at 14%[7] and health education at 7%[8].

Students who apply for graduate school often pursue programs in exercise physiology, physical therapy, athletic training, and chiropractic. According to the Bureau of Labor Statistics, these career paths all anticipate much faster than average growth. From 2023–2033, exercise physiology is expected to grow by 10%[9], athletic training is expected to

[6] Universities of Wisconsin. Degrees and Certificates https://www.wisconsin.edu/education-reports-statistics/degrees/

[7] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Fitness Trainers and Instructors. Retrieved at https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm. (April 2025).

[8] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Education Specialists. Retrieved at https://www.bls.gov/ooh/community-and-social-service/health-educators.htm. (April 2025).

[9] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Exercise Physiology. Retrieved at https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm. (April 2025).

grow by 13%[10], physical therapy is expected to grow by 14%[11], and chiropractic is expected to grow by 10%[12].

Given UW-Superior's location in a border region, many graduates pursue employment or graduate education in both Wisconsin and Minnesota, where the demand for exercise-science related professions is strong. In Wisconsin, the annual growth rate is predicted as high for several related careers, including exercise physiologists at 13.2%, physical therapists at 12.7%, and athletic trainers at 18.5%[13]. Similarly, Minnesota anticipates high growth, with personal trainers at 15.3%, physical therapists at 10.7%, athletic trainers at 13.4%, and exercise physiologists at 9.5%[14].

These employment trends demonstrate that careers connected to exercise science are experiencing high, sustained growth. Elevating the Exercise Science concentration to a standalone program will enhance program visibility and help prepare students to respond to growing societal needs related to fitness, health, preventative care, and rehabilitation.

[10] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Athletic Trainers. Retrieved at https://www.bls.gov/ooh/healthcare/athletic-trainers.htm. (April 2025).
[11] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Physical Therapists. Retrieved at https://www.bls.gov/ooh/healthcare/physical-therapists.htm. (April 2025).
[12] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Chiropractors. Retrieved at https://www.bls.gov/ooh/healthcare/chiropractors.htm#tab-4. (April 2025).
[13] State of Wisconsin, Department of Workforce Development, Skill Explorer. Retrieved at https://skillexplorer.wisconsin.gov/OccList.aspx?curocc=310000. (August 2025).
[14] Minnesota Employment and Economic Development, Employment Outlook Projections. Retrieved at https://mn.gov/deed/data/data-tools/employment-outlook/. (August 2025).

University of Wisconsin - Superior Cost and Revenue Projections for a B.S. in Exercise Science						
	Items	**Projections**				
		2026	**2027**	**2028**	**2029**	**2030**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
I	**Enrollment (New Student) Headcount**	30	36	42	48	56
	Enrollment (Continuing Student) Headcount		80	73	68	69
	Enrollment (New Student) FTE	30	36	42	48	56
	Enrollment (Continuing Student) FTE		80	73	68	69
II	**Total New Credit Hours**	292.5	351	409.5	468	546
	Existing Credit Hours	0	780	711.75	663	672.75
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	1.25	1.25	1.25	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.125	0.125	0.125	0.125	0.125
IV	**Revenues**					
	Tuition	$79,711	$308,217	$305,560	$308,217	$332,130
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	$40,000				
	Total Revenue	**$119,711**	**$308,217**	**$305,560**	**$308,217**	**$332,130**
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary	$15,000	$15,000	$15,000	$30,000	$30,000
	Instuctional Academic Staff	$55,000	$55,000	$55,000	$55,000	$55,000
	Administrative and Student Support Staff	$4,800	$4,800	$4,800	$4,800	$4,800
	Other Staff					
	Fringe Faculty and Academic Staff	$27,790	$27,790	$27,790	$33,745	$33,745
	Fringe University Staff	$2,606	$2,606	$2,606	$2,606	$2,606
	Fringe Other Staff					
	Facilities and Capital Equipment					
	Capital Equipment (upgrades to equipment in exercse physi	$4,000	$4,000	$4,000	$4,000	$4,000
	Operations					
	Other Expenses					
	Marketing	$10,000	$10,000	$10,000	$10,000	$10,000
	Total Expenses	**$119,196**	**$119,196**	**$119,196**	**$140,151**	**$140,151**
	Net Revenue	**$515**	**$189,020**	**$186,363**	**$168,065**	**$191,979**

Provost's Signature: **Date: 08/21/2025**

Chief Business Officer's Signature: **Date: 08/21/2025**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–SUPERIOR
BACHELOR OF SCIENCE IN EXERCISE SCIENCE

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Superior proposes to establish a Bachelor of Science (B.S.) in Exercise Science. This program is an elevation of an existing, successful concentration of the B.S. in Physical Education program at UW-Superior. The enrollment, credit hour calculation, and tuition calculations reflect projections based on the existing concentration data as well as the two formats by which students can complete the degree. A total of 1.5 FTE of existing faculty/instructional academic staff and 0.125 FTE of existing administrative staff are required for this program; no new hiring is required to staff this standalone major. Due to the judicious staffing of the program and the strength of enrollment in the existing concentration, the proposed program will be revenue-generating in Year 2.

COST REVENUE NARRATIVE

Section I – Enrollment

The enrollment plan accounts for enrollment in both on-campus and online formats. Based on current enrollment, it is projected that 25% of enrollments will be in the online format and 75% will be in the on-campus format. The enrollment projections are based on full-time enrollment (15 credits per semester). Finally, the enrollment projections are based on an 80% retention rate. This estimate is slightly higher than the general overall first to second-year retention rate of 74% measured most recently at UW-Superior in Fall 2024 because there is a higher retention rate in several of the degree programs in the HHP department. This retention rate also reflects the higher proportion of student-athletes enrolled in the existing concentration; student-athletes are typically retained at a higher rate than non-athlete students.

New student enrollment in Year 1 is projected to start at 30 students and increase to 56 students by Year 5. These projections were based on current enrollment in the Exercise Science concentration of the B.S. in Physical Education major at UW-Superior, market research data, and enrollment patterns of UW peer institutions. It is estimated that 85 students will transition to the standalone major from the existing concentration (which will be taught-out and removed from the curricular array) and, therefore, will be considered as continuing students in subsequent years. It is predicted that enrollment in the B.S. in Exercise Science program will grow to 125 students by Year 5, with an estimated

30 graduates per year. Finally, by the end of Year 5, it is predicted that 212 new students will have enrolled in the program and 115 students will have graduated.

Section II – Credit Hours

The B.S. in Exercise Science degree program consists of 39 credits to meet the requirements of the major, 21 credits for an academic minor, 42 to 48 credits to complete general education requirements[1], and an additional 15 to 21 credits of electives; this results in meeting the 120-credit requirement for all bachelor-level degrees at UW-Superior. The revenue projections are based on all students being enrolled at full-time status. Students can complete the degree in four years, assuming full-time status. Of the projected 15 credits per semester that students typically complete each semester, courses required for the B.S. in Exercise Science major requirements would make up 32.5% (4.875 credits per semester), reflecting the proportion of the 39-credit major within the 120 total credits required for graduation.

Section III – Faculty and Staff Appointments

The proposed B.S. in Exercise Science program will require a total of 1.25 FTE in instructional coverage for the first three years (increasing to 1.5 FTE starting in Year 4), and 0.125 of administrative staff support. The administrative staff support will be included as part of an existing staff member's array of responsibilities and will not require hiring any new positions. For the instructional coverage, no new hiring will be required; the majority of the curriculum is made up of courses that are already part of the department's instructional array and taught by existing faculty and instructional academic staff. The department has developed a plan to rotate the course offerings both within this degree program and in other degrees in the department to accommodate the three new courses that will be developed for the proposed degree program.

Section IV – Program Revenues

The primary revenue for the proposed B.S. in Exercise Science program is tuition. As outlined in the Cost and Revenue Spreadsheet, the program will be revenue generating in its second year of operation, due to the judicious use of instructional staffing within the existing concentration and shared curriculum in the department.

<u>Tuition</u>

Projected tuition revenue is calculated based on 25% of students completing the degree through the online degree program and 75% of students completing the degree through the on-campus degree program. Additionally, projections used a 15-credit semester and allocated 32.5% of the tuition each term to courses being used to meet

[1] The general education curriculum is based on 2024-2026 catalog requirements; this will be revised to be in alignment with Regent Policy Document (RPD) 4-23, "Core General Education Requirements" prior to implementation in Fall 2026.

requirements of the major, reflecting the proportion of the total 120-credits needed to complete the degree that the B.S. in Exercise Science degree program represents.

For students enrolled in the online format, UW-Superior's undergraduate online tuition rate of $346.50 per credit (under the 2025-26 Undergraduate Online Tuition Rates) will apply. Online classes are charged separately from on-campus classes; therefore, they are not included in the 12-18 credit tuition plateau.

For students enrolled in the in-person format, the standard undergraduate tuition and fee rates will apply. For the 2025-26 academic year, residential tuition and fees total $4,636.09 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $3,717.84 is attributable to tuition and $918.25 in segregated fees.

Fees

Students enrolled in online courses at UW-Superior will have an undergraduate activity fee of $35 per credit (to support student support services provided to undergraduates).

Program Revenues and GPR

The university has sufficient resources to provide a one-time $40,000 GPR reallocation in Year 1. The program is predicted to be revenue-generating by Year 2.

Section V – Program Expenses

The primary expenses of the proposed B.S. in Exercise Science will be the salary and fringe benefits for the 1.25 (and ultimately 1.5) FTE of instructional staffing. The program plans to phase the instructional coverage (to match the phased enrollment plan). This judicious planning and re-allocating of existing FTE allows the program to efficiently use existing expertise and instructional resources.

Salary and Fringe

The instructional staffing includes 0.25 FTE of a faculty line (salaried at $60,000) and 1.0 FTE instructional academic staff (salaried at $55,000); fringe benefits for these two positions are calculated at a rate of 39.7%. An additional salary of $4,800 is included for administrative support personnel (0.125 FTE), with a fringe benefits calculation rate of 54.3%.

Facilities and Capital Equipment

There are no new facilities or capital equipment expenses needed for this program. Included in the budget is an allocation of $4,000 per year to support the Micro-Fit software and supplies (including annual fees) and to provide funding for any equipment updates needed in the exercise physiology lab. Historically, lab upgrades have been fully funded through other sources (classroom/lab modification grant process, departmental supplies and expenses budget). However, with the increased use of these labs (due to increased

student enrollment), the $4,000 allocation has been included since the existing sources of funding may not be sufficient to pay for the increased usage impact.

Other Expenses

The institution projects an annual marketing budget of $10,000.

Section VI – Net Revenue

The university has sufficient resources to provide a one-time $40,000 GPR reallocation in Year 1. The program is predicted to be revenue-generating by Year 2. This is the result of the strength of enrollment in the existing Exercise Science concentration as well as the judicious use of existing instructional expertise and staffing. The department intentionally utilizes courses for multiple degree programs, allowing instructors to support degree progress for students enrolled in multiple majors and minors simultaneously.

UNIVERSITY OF WISCONSIN SUPERIOR

October 9, 2025

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

RE: Provost Letter of Support for UW-Superior Bachelor of Science in Exercise Science

Dear President Rothman,

On behalf of the Department of Health and Human Performance at the University of Wisconsin-Superior, I am writing to express strong support for the proposed Bachelor of Science degree in Exercise Science, which elevates an existing concentration within the Physical Education major to its own entitled degree. This program offers students a rigorous, science-based pathway into one of the fastest-growing career fields in the nation. It directly advances our institutional goals of enrollment growth, academic distinction, and workforce development, while responding to clear student interest for both on campus and online programs as well as regional employment demand.

One of the hallmarks of the proposed Exercise Science program is its emphasis on hands-on learning and applied practice. From their earliest courses, students will gain practical experience through laboratory work, clinical applications, and structured field opportunities. This focus ensures that graduates not only understand foundational theories of human health and performance but also leave the university with the applied skills and professional readiness that employers and graduate programs expect.

The program is also well positioned to take advantage of our region's strong network of healthcare providers, rehabilitation clinics, fitness centers, and community wellness organizations. Local partnerships will allow students to complete practica and Academic Service-Learning projects that translate classroom knowledge into real-world experience. Employers in Northern Wisconsin and Minnesota have expressed a need for well-prepared exercise science professionals, and our students will be uniquely equipped to step into those roles.

Another strength of this program is its flexible yet rigorous curriculum, which is rooted in the sciences while offering students opportunities to personalize their academic path; for example, the degree has the options to pursue industry certifications within the courses including certifications related to the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the American Council on Exercise (ACE), among others. Students will graduate with professional credentials that enhance employability. At the

same time, the structure of the degree and its offerings both on campus and online allow students to pursue additional majors, minors, or certificates in complementary fields, broadening their skill sets and career options.

Finally, the demand for exercise science professionals continues to expand both regionally and nationally. Projections indicate employment growth rates between 10–14% nationally and 13–18% in Wisconsin and Minnesota across multiple health-related fields, as the data sources in our proposal evidence. By establishing this degree, the HHP Department can expand an already robust program into a distinctive offering both on-campus and online that directly meets student aspirations and workforce needs. This curriculum has been fully vetted and approved by the administration, faculty, and shared governance bodies in cooperation. For these reasons, I strongly endorse the approval and implementation of the Bachelor of Science in Exercise Science.

Sincerely,

Maria Stalzer Wyant Cuzzo
PhD, JD, Mediator
Provost/Vice Chancellor of Academic Affairs

PROVOST/VICE CHANCELLOR OF ACADEMIC AFFAIRS
Old Main, Room 210 * PO Box 2000 * Superior, WI 54880-4500 * Phone: (715) 394-8449

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN SPORT AND RECREATION MANAGEMENT, UNIVERSITY OF WISCONSIN–SUPERIOR

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Sport and Recreation Management at the University of Wisconsin–Superior.

Resolution C.6. That, upon the recommendation of the Chancellor of the University of Wisconsin–Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Sport and Recreation Management program at the University of Wisconsin–Superior.

SUMMARY

The University of Wisconsin–Superior (UW-Superior) proposes to establish a Bachelor of Science (B.S.) in Sport and Recreation Management. This proposal is driven by the success of the existing Sports Management minor offered by the Department of Health and Human Performance (HHP), which has observed consistently strong enrollment. Implementing a major in Sport and Recreation Management will respond to both strong student demand, external market demand, and UW-Superior's commitment to applied learning and workforce development.

The B.S. in Sport and Recreation Management degree program is comprised of 120 credits, including 36 credits specific to the major. Designed to meet the growing demand for professionals in sport, fitness, recreation, adventure tourism, and event management industries, the proposed degree program equips students with foundational knowledge in health, leadership, business, communication, and program administration. Through a combination of applied coursework and hands-on learning opportunities with regional community partners, graduates will be well prepared to pursue careers in a wide array of professions in a robust job sector.

Projected growth in occupations related to sport and recreation management is anticipated to grow faster than average across the decade, both nationally and in Wisconsin. The proposed degree program will be available in both in-person and fully distance education formats. Standard undergraduate tuition for on-campus delivery and undergraduate online tuition rates, respectively, will apply for this program.

Presenter

- Dr. Maria Cuzzo, Provost and Vice Chancellor for Academic Affairs, UW-Superior

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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

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
E) Partner Letters of Support

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN SPORT AND RECREATION MANAGEMENT AT UNIVERSITY OF WISCONSIN–SUPERIOR PREPARED BY UW-SUPERIOR

ABSTRACT

The University of Wisconsin–Superior (UW-Superior) proposes to establish a Bachelor of Science (B.S.) in Sport and Recreation Management. This proposal is driven by the success of the existing Sports Management minor offered by the Department of Health and Human Performance (HHP), which has observed consistently strong enrollment. Implementing a B.S. in Sport and Recreation Management will respond to both strong student demand, external market demand, and UW-Superior's commitment to applied learning and workforce development.

The B.S. in Sport and Recreation Management degree program is comprised of 120 credits, including 36 credits specific to the major. Designed to meet the growing demand for professionals in sport, fitness, recreation, adventure tourism, and event management industries, the proposed degree program equips students with foundational knowledge in health, leadership, business, communication, and program administration. Through a combination of applied coursework and hands-on learning opportunities with regional community partners, graduates will be well prepared to pursue careers in a wide array of professions in a robust job sector.

Projected growth in occupations related to sport and recreation management is anticipated to grow faster than average across the decade, both nationally and in Wisconsin. The proposed degree program will be available in both in-person and fully distance education formats. Standard undergraduate tuition for on-campus delivery and undergraduate online tuition rates, respectively, will apply for this program.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin–Superior

Title of Proposed Academic Program
Sport and Recreation Management

Degree Designation(s)
B.S.

Suggested Classification of Instructional Programs (CIP) Code
31.0504: Sport and Fitness Administration/Management

Mode of Delivery
Single-institution; mixed modality – the program will be delivered both in person and fully distance education

Department or Functional Equivalent
Health and Human Performance

College, School, or Functional Equivalent
Not applicable

Proposed Date of Authorization
December 2025

Proposed Date of Implementation
Fall 2026

PROGRAM INFORMATION

Overview of the Program

The Department of Health and Human Performance (HHP) at UW-Superior currently offers a minor in Sports Management. In response to growing market and student demand, UW-Superior proposes to elevate the minor and expand its scope to add recreation to form the B.S. in Sport and Recreation Management degree program. The proposed degree program will provide a strong foundation in business, health, and program administration, with direct application to the dynamic and evolving sports industry. It encompasses areas such as team management, marketing, event coordination, and recreational program administration at various levels, ranging from youth sports to professional leagues. Built upon an interdisciplinary curriculum, the proposed B.S. in Sport and Recreation Management degree program focuses on practical experience and skill development, preparing students for diverse career paths.

Students pursuing the B.S. in Sport and Recreation Management will complete general education requirements, 36 credits in the major, and a complementary minor of at least 21 credits. The remaining credits needed to reach 120 total credits for graduation may be taken as a second minor, a certificate, or a combination of electives that support students' intellectual development, personal growth, and career preparation.

The B.S. in Sport and Recreation Management integrates high impact practices (HIPs) to connect classroom learning with real-world applications and experiences. These HIPs include academic service-learning, undergraduate research, writing across the curriculum, global awareness, and senior year experience. Additionally, students engage in employer-related activities such as site visits, guest speakers, job shadowing, informational interviews with employers, and fieldwork experience. Through the intentional use of HIPs and experiential learning, the B.S. in Sport and Recreation Management promotes deeper learning and engagement, skills development, employability, increased retention, and student success.

Projected Enrollments and Graduates by Year Five

The projected enrollments for the B.S. in Sport and Recreation Management program were determined using current enrollment in the Sports Management minor at UW-Superior, market research data, and the enrollment patterns of UW peer institutions. Table 1 illustrates enrollment projections for the first five years of the program and accounts for both enrollment in the on-campus and online formats. Based on current enrollment in the Department of HHP for majors that are offered both online and on-campus, it is projected that 25% of enrollments will be in the online format and 75% will be in the on-campus format. Continuing students in Year 1 represent current UW-Superior students who are predicted to transition to this new degree program either from the existing Sports Management minor or other related programs. It is anticipated that some of these students may graduate as early as Year 2. The enrollment projections are based on full-time enrollment (15 credits per semester).

A student retention rate of 80% was used in the enrollment calculations. This estimate is slightly higher than the general overall first to second-year retention rate of 74% measured most recently at UW-Superior in Fall 2024 because there is a higher retention rate in several of the degree programs in the Department of HHP. This retention rate also reflects the higher proportion of student-athletes enrolled in the Sports Management minor; student-athletes are typically retained at a higher rate than non-athlete students. Additionally, an array of academic and student support services is offered at UW-Superior to support student retention.

New student enrollment in Year 1 is projected to start at 10 students and increase to 30 students by Year 5. It is predicted that total enrollment in the B.S. in Sport and Recreation Management program will grow to 68 students by Year 5, with an estimated 12 graduates per year. By the end of Year 5, it is predicted that a total of 100 new students will have enrolled in the program and 40 students will have graduated.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	20	25	30
Continuing Students	15	20	26	32	38
Total Enrollment	25	35	46	57	68
Graduating Students	0	3	6	9	12

Tuition Structure

For students enrolled in the B.S. in Sport and Recreation Management, the tuition rate associated with the delivery modality for the proposed degree program will apply, since it will be offered in both an in-person and an online format. Tuition projections for on-campus credits are based on Wisconsin resident status.

For students enrolled in the online format, the undergraduate online tuition rate of $346.50 per credit (under the 2025-26 Undergraduate Online Tuition Rates) will apply. Online classes are charged separately from on-campus classes; therefore, they are not included in the 12-18 credit tuition plateau. Students enrolled in an online course at UW-Superior pay an undergraduate activity fee of $35 per credit.

For students enrolled in the in-person format, standard undergraduate tuition and fee rates will apply. For the 2025-26 academic year, residential tuition and fees total $4,636.09 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $3,717.84 is attributable to tuition and $918.25 in segregated fees.

Student Learning and Program Outcomes

The B.S. in Sport and Recreation Management program learning outcomes focus on equipping students with a broad skillset that applicable across diverse careers in sport and recreation management. Some of the outcomes also map to the UW-Superior's undergraduate student learning outcomes, which focus on communication, critical and creative thinking, civic engagement, and collaboration and professionalism. Upon completion of the B.S. in Sport and Recreation Management, graduates will be well-prepared for employment in this field, as well as pursuit of advanced graduate study.

1. **Business Strategies and Operations:** Students will gain a foundational skillset that prepares them to apply business principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services.

2. **Communication and Interpersonal Skills:** Students will develop skills in effective communication, teamwork, and the ability to interact with diverse stakeholders.

3. **Leadership and Management:** Students will learn how to effectively collaborate with others, foster individual and team development, ethically and professionally navigate group dynamics and processes, and apply evidence-based coaching strategies to enhance individual and team performance.

4. **Health and Wellness:** Students will demonstrate an understanding of the relationship between physical activity, health, and human performance, and apply this knowledge to design and implement programs that promote wellness, fitness, and optimal performance in sport and recreational settings.

5. **Industry-Relevant Skills**: Students will demonstrate proficiency in the practical skills and ethical standards necessary for sport and recreation management, including program planning, facility operations, budgeting, marketing, and the use of industry-relevant technology and software.

Program Curriculum

Table 2 illustrates the curriculum for the B.S. in Sport and Recreation Management program. A total of 120 credits is required for successful completion of an undergraduate degree at UW-Superior. Based on the 2024–2026 catalog, of the 120 credits, 42-48 credits are attributable to general education requirements. It should be noted that the general education requirements are currently under review and will be revised to be in alignment with Core General Education Requirements associated with Regent Policy Document (RPD) 4-23, "Core General Education Requirements" prior to implementation in Fall 2026. Of the total degree program credits, 36 are major-specific credits, an additional 21 credits for a required minor, and remaining credits necessary to reach 120 credits can be tailored to students' individual interests or future career paths. The curriculum will primarily utilize existing courses; only three new courses will be developed for this program.

The program's intentional design and scaffolded curriculum provide a structured approach that progressively builds students' knowledge and skills as they develop competence and confidence. The integration of HIPs throughout the curriculum further strengthens skills development. This strategic approach promotes learning, fosters critical thinking and problem-solving, and ensures students are prepared for professional practice. These efforts directly align with the B.S. in Sport and Recreation Management's student learning outcomes and program objectives.

Table 2: B.S. in Sport and Recreation Management Program Curriculum		
General education courses required for graduation: 42 to 48 credits[a]		
WRIT 102 & 209	Academic and Professional Writing	6 credits
COMM 104	Communicating Arts	3 credits
HHP 102	Foundations for Well-being and Success	3 credits
Various	Mathematics and Computer Science	3 credits
Various	Humanities	9 credits
Various	Social Sciences	6 credits
Various	Natural and Physical Science	6 credits
Various	Fine and Applied Arts	6 credits
Various	Diversity and Global Awareness (May be combined with above categories)	6 credits
Academic degree program or major course requirements: 36 credits		
HHP 112*	Intro to Sport and Recreation Management	1 credit
HLTH 158	Responding to Emergencies	2 credits
HHP 252	Intro to Sports & Exercise Medicine	2 credits
HLTH 264	Human Structure & Function I	3 credits
HLTH 265	Human Structure & Function II	3 credits
IDS 320	Ethical Leadership	3 credits
HHP 322*	Media & Public Relations in Sport & Recreation	3 credits
HHP 340	Organization and Administration of HP, Health & Athletics	3 credits
COAC 341	Principles and Theories of Coaching	2 credits
BUS 370	Principles of Marketing	3 credits
BUS 380	Principles of Management	3 credits
HHP 442*	Economics & Finance in Sport and Recreation	3 credits
COAC 456	Foundations of Sport & Exercise Psychology	2 credits
HHP 491	Fieldwork	3 credits
HHP 497	Senior Capstone	0 credits
Student's Chosen Minor		21 credits
Student's choice of electives, certificates, etc.		18 credits
Total Credits		**120 credits**

*Course to be designed for the implementation of this proposed degree program

[a] The general education curriculum is based on 2024-2026 catalog requirements; this will be revised to be in alignment with Core General Education Requirements associated with RPD 4-23, "Core General Education Requirements" prior to implementation in Fall 2026.

Collaborative Nature of the Program

The proposed B.S. in Sport and Recreation Management degree program at UW-Superior is built on a strong foundation of both internal and external collaboration. These partnerships are essential to ensuring a comprehensive, relevant, and experiential-based curriculum that prepares students for diverse careers in sport, recreation, and wellness industries.

Academic partners: The major will be housed in the Department of HHP with its several discipline areas including human performance, health, and coaching from which courses are included in the curriculum as noted above. In addition, the program actively engages in interdisciplinary collaboration with the School of Business and Economics to provide a foundational skillset within the curriculum. Finally, the Center for Continuing Education will provide a required course in this degree program, IDS 320 Ethical Leadership, which covers leadership styles, ethics, and their application to real-world and career scenarios.

Co-curricular partners: The program will also work closely with the athletic department and Department of Campus Recreation at UW-Superior to embed on-campus experiential learning into the curriculum and provide fieldwork site opportunities.

External partners: Community and regional partners are central to the applied learning model of the program in all sectors including education, municipalities, non-profit youth and community organizations, and sports and recreation businesses. These partnerships will support fieldwork, academic service-learning projects, and career pipelines as evidenced by the included letters of support from community partners. The regional professional and semi-professional organizations, such as the Duluth Huskies (baseball), Minnesota Wilderness (ice hockey), Duluth Football Club (soccer), and Duluth Harbor Monsters (football), are key partners for sports-based internships and opportunities. Community entities, such as the YMCA, city and state parks and recreation departments in the region, and regional recreational tourism businesses, will support and broaden student experiences.

Building on these relationships, students pursuing careers in recreation will also benefit from extensive resources tied directly to outdoor programming and tourism, both through existing partnerships and the creation of new collaborations. Proximity to the Apostle Islands National Lakeshore, the Boundary Waters Canoe Area, and regional state parks provides students with opportunities to develop technical skills in paddle sports, backcountry trekking, mountain biking, rock climbing, and other activities to meet workforce demand for skilled outdoor guides. Partnerships with organizations such as Cyclists of Gitchee Gummee Shores (COGGS), Duluth Climbing Coalition (DCC), the Superior Hiking Trail Association, the St. Louis River Alliance, and the Northland Paddlers Alliance further enhance experiential learning in conservation, stewardship, and outdoor education.

Projected Time to Degree

The rotation and frequency of curricular offerings will allow full-time students to complete the B.S. in Sport and Recreation Management within four years, for both the on-campus and online delivery models. With the flexibility of the online delivery option, as well as summer course offerings, it is possible for students to complete their degree in fewer than four years, if desired. Enrollment and budget projections are based on full-time enrollment by students.

Accreditation

No specialty accreditation will be sought for this program. No additional approvals are required from the Higher Learning Commission to offer this program.

JUSTIFICATION

Rationale

Demand for careers in sport and recreation management has grown in Wisconsin, particularly in Northern Wisconsin. According to a Wisconsin Office of Outdoor Recreation report, the industry generated $11.2 billion and supported over 96,000 jobs in 2023.[1] These economic drivers are integral to UW-Superior's geographic region, given its proximity to Lake Superior, the Boundary Waters, the St. Louis River and Estuary, regional ski resort areas, the Superior Hiking Trail, and numerous state parks and private nature and camping areas along both shores of Lake Superior.

There is currently a gap in bachelor's degree offerings in sport and recreation management across the Northern Wisconsin/Minnesota border region. Neither the University of Minnesota-Duluth nor the College of St. Scholastica offer comparable programs, and the recent closing of Northland College in Ashland, WI, has left unmet demand for students pursuing careers in outdoor recreation, tourism, and the fields encompassed by sport and recreation management. Expanding into this workforce development area aligns with recommendations from Deloitte consultants, who endorsed this type of strategic growth for UW-Superior.

UW-Superior is well-positioned to elevate its Sports Management minor to a B.S. in Sport and Recreation Management. The program will build upon the university's extensive community partnerships and career pipelines, reflecting its role as the "Anchor of the North." Students in the existing Sports Management minor and other HHP majors already engage with partners in business, municipal, and non-profit sectors through internships, field work, and experiential learning, often leading to post-graduation employment. By aligning with UW-Superior's mission[2] of career preparation and community engagement, the proposed degree program leverages these foundations to support student success.

The existing Sports Management minor demonstrates strong student demand, with 28 minors currently. The curriculum of the minor provides a strong foundation for the B.S. in Sport and Recreation Management program, accounting for approximately 80% of the proposed degree's curriculum. Elevating the minor will leverage existing courses offered

[1] "Economic Impact of Outdoor Recreation." Wisconsin Office of Outdoor Recreation, 2023. https://outdoorrecreation.wi.gov/Pages/Resources/Report.aspx)

[2] Mission, Vision and Values - UW Superior

through the Department of HHP, School of Business and Economics, and the Center for Continuing Education; only three new courses will be needed for the new degree program. Students can engage with professional, collegiate, and youth sports programs; participate in regional events such as Grandma's Marathon, the Wild Duluth Ultra-Marathon, and the Trans Superior sail race; and gain experience through local recreation programs, camps, and clinics. These connections position graduates for a broad range of careers in sports, outdoor recreation, and adventure tourism

Institution and Universities of Wisconsin Program Array

UW-Superior currently offers a Sports Management minor within the Department of HHP at UW-Superior. The proposed B.S. in Sport and Recreation Management does not duplicate any other existing programs at the university. Elevation of the minor to the proposed program is not anticipated to impact other programs within the department, but it will be complementary to other programs within the Department of HHP. The minor will remain in UW-Superior's array. Additionally, many of the courses within the Sport Management minor and the proposed B.S. in Sport and Recreation Management are required across other offerings housed in the same department (including exercise science, public health, coaching, health, and physical education). It is also expected that the proposed degree creates more opportunity for collaboration with departments across campus, particularly the School of Business and Economics, where the business foundation courses in the proposed program's curriculum are housed.

Across the Universities of Wisconsin, there are currently two UW universities that offer undergraduate degrees in this discipline area, both of which are offered in person. The B.S. in Sport Management at UW-Parkside is classified under the same CIP code as the proposed program, 31.0504: Sport and Fitness Administration/Management. UW-La Crosse's B.S. in Outdoor, Recreation, Tourism & Event Management (formerly called Recreation Management) is classified under the 31.0301 CIP code (Parks, Recreation, and Leisure Facilities Management, General).

The proposed B.S. in Sport and Recreation Management is not expected to negatively impact these programs. According to OPAR data, the proposed program at UW-Superior will serve an unmet educational need in the Northern Wisconsin region. In the past five years, none of the students enrolled in the UW-Parkside Sport Management degree program were from the 6-county region served by UW-Superior (Ashland, Bayfield, Douglas, Iron, Sawyer, and Washburn)[3]. As such, this program is projected to increase capacity and expand graduates in this field where it is needed in the rural region of Northern Wisconsin. Local students alongside those students who are looking for online or on-campus learning in the Wisconsin and Minnesota border region in this discipline area are the primary recruitment targets. It is not expected that the modest enrollment targets projected would infringe on other UW universities' in-person offerings.

[3] Universities of Wisconsin Office of Policy Analysis & Research, 2025.

Need as Suggested by Current Student Demand

To project demand for the B.S. in Sport and Recreation Management degree at UW-Superior, a combination of qualitative and quantitative approaches was used. Current students, particularly those 28 students already minoring in Sports Management and those majoring in Business Administration/Marketing and Physical Education, a pool of approximately 190 students, have expressed a desire for a more focused curriculum that blends sport management, leadership, and real-world experiential learning for relevant career pathways in sport and recreation.

Student athletes represent another student population that is expected to be served with this new program. Student athletes, who make up a third of the university's on-campus undergraduate enrollment, have directly asked about the availability of such a program. In addition, over the past several years, prospective and current student inquiries have increased on sports-related career pathways, particularly in coaching, athletic administration, facility and event management, and community recreation. Academic advisors, admissions staff, and university recruiters have expressed frequent interest for majors related to sport and recreation.

Finally, recent surveys on employment after graduation conducted at UW-Superior demonstrate that graduates within the Department of HHP pursue careers in the field. In the 2023-24 survey (most recent), students reported employment in health and human performance areas including fitness brands, college recruiting, clinic management, and fitness centers.[4]

Need as Suggested by Market Demand

Nationally, the sports and recreation industry is a multi-billion dollar enterprise, projected to exceed $83 billion in revenue by 2026.[5] This growth is supported by a job market expected to grow more quickly than average for all occupations from 2024 through 2034, with a projected increase of 3,300 positions (an 8% increase).[6] A critical component of this growth will be for professionals in athletic administration, sports marketing and media, facility and event management, and fitness and recreational management. These career paths are all viable for graduates of the B.S. in Sport and Recreation Management program.

In Wisconsin, the sport and recreation sector is strong, with professional, collegiate, and amateur sports organizations, a growing recreational tourism market, and

[4] "Superior Outcomes 2023-24." Office of Institutional Research and Sponsored Programs, University of Wisconsin-Superior, 2024. 2023-24 Undergraduate Superior Outcomes Report

[5] Sports industry outlook in North America: PwC, 2025.

[6] U.S. Bureau of Labor Statistics, 2025. Entertainment and Recreation Managers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics

communities seeking year-round sports and recreational activities. According to the Wisconsin Department of Workforce Development, sports- and recreation-related careers are growing, with open positions over 50% higher than other fields in 2025 and employment projected to increase by 22.2% between 2022-2032.[7] A related occupational area (arts, design, entertainment, sports, and media occupations) is also projected to have a higher-than-average growth, with a projected 11.9% increase in employment during 2022-2032.[8] Additionally, the growth of sports tourism and recreation in particular regions in Wisconsin, like the Wisconsin Dells and Northern Wisconsin, has increased demand for individuals skilled in event management, recreational programming, and sports tourism.

Locally the Twin Ports region (Superior, WI and Duluth, MN), and the surrounding Northern Minnesota and Wisconsin communities, have significant unmet demand for sport and recreation professionals. The region boasts a thriving youth, collegiate, and amateur sports environment, and a recreational and tourism-based economy that leverages year-round opportunities. In addition to the Wisconsin Department of Workforce Development trends noted above, the Minnesota Department of Employment and Economic Development also evidences a 15% increase in jobs related to sport between 2016 and 2026.[9] Area employers have also expressed interest in student interns and graduates with training in sport and recreation management.

Several area school districts, parks and recreation departments, and youth athletic organizations report challenges in recruiting qualified staff with sport and recreation management training. With no comparable four-year program offered in the immediate area, UW-Superior can fill this workforce gap by becoming a local and regional leader.

---

[7] "Occupational Employment Projections." State of Wisconsin Department of Workforce Development, 2025. Occupation Projections - WisConomy

[8] Ibid.

[9] "Minnesota Job Outlook to 2026." Minnesota Department of Employment and Economic Development, 2018. Minnesota Job Outlook to 2026 / Minnesota Department of Employment and Economic Development

University of Wisconsin - Superior Cost and Revenue Projections For B.S. in Sport and Recreation Management						
	Items	**Projections**				
		2026	**2027**	**2028**	**2029**	**2030**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
I	**Enrollment (New Student) Headcount**	10	15	20	25	30
	Enrollment (Continuing Student) Headcount	0	20	26	32	38
	Enrollment (New Student) FTE	10	15	20	25	30
	Enrollment (Continuing Student) FTE	0	20	26	32	38
II	**Total New Credit Hours**	90	135	180	225	270
	Existing Credit Hours	0	180	234	288	342
III	**FTE of New Faculty/Instructional Staff**	1	0	0	0	0
	FTE of Current Fac/IAS	0.25	1.25	1.25	1.25	1.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.125	0.125	0.125	0.125	0.125
IV	**Revenues**					
	Tuition	$24,527	$85,843	$112,822	$139,801	$166,780
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	$102,000	$39,000	$12,000		
	Total Revenue	**$126,527**	**$124,843**	**$124,822**	**$139,801**	**$166,780**
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary	$15,000	$15,000	$15,000	$15,000	$15,000
	Instuctional Academic Staff	$55,000	$55,000	$55,000	$55,000	$55,000
	Administrative and Student Support Staff	$4,800	$4,800	$4,800	$4,800	$4,800
	Other Staff					
	Fringe Faculty and Academic Staff	$27,790	$27,790	$27,790	$27,790	$27,790
	Fringe University Staff	$2,606	$2,606	$2,606	$2,606	$2,606
	Fringe Other Staff					
	Facilities and Capital Equipment					
	Capital Equipment (lab upgrades, software, & supplies)	$4,000	$4,000	$4,000	$4,000	$4,000
	Operations					
	Other Expenses					
	Marketing	$15,000	$15,000	$15,000	$15,000	$15,000
	Computer (new-hire)	$2,000				
	Total Expenses	**$126,196**	**$124,196**	**$124,196**	**$124,196**	**$124,196**
	Net Revenue	**$330**	**$646**	**$626**	**$15,605**	**$42,584**

Provost's Signature: **Date: 08/21/2025**

Chief Business Officer's Signature: **Date: 08/21/2025**

Jeff Kaliher

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–SUPERIOR
BACHELOR OF SCIENCE IN SPORT AND RECREATION MANAGEMENT

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Superior proposes to establish a Bachelor of Science (B.S.) in Sport and Recreation Management. This program is an elevation of an existing, successful Sports Management minor at UW-Superior. The projected enrollment, credit hour production, and tuition calculations reflect projections based on the existing minor as well as the two formats by which students can complete the proposed degree program. A total of 1.25 FTE of new and existing faculty/instructional academic staff and 0.125 FTE of existing administrative staff are required to support this program. Due to the judicious staffing of the program and the strength of enrollment in the existing minor, the proposed program will be revenue-generating by Year 4; GPR reallocations will support the program through Year 3.

COST REVENUE NARRATIVE

Section I – Enrollment

The enrollment projections account for both enrollment in the on-campus and online formats. Based on current enrollment for other majors in the department, it is projected that 25% of enrollments will be in the online format and 75% will be in the on-campus format. Students are primarily anticipated to be full-time (15 credits per semester), which is reflected in the FTE calculations. In Year 1, it is anticipated that 15 students currently at UW-Superior will transition from either the Sports Management minor or other related program to the new major and, therefore, will be considered continuing students in subsequent years. A student retention rate of 80% was factored into projections. This estimate is slightly higher than the general overall first to second-year retention rate of 74% measured most recently at UW-Superior in Fall 2024 because there is a higher retention rate in several of the degree programs in the HHP department. This retention rate also reflects the higher proportion of student-athletes enrolled in the Sports Management minor; student-athletes are typically retained at a higher rate than non-athlete students.

New student enrollment in Year 1 is projected to start at 10 students and increase to 30 students by Year 5. These projections are based on current enrollment in the Sports Management minor at UW-Superior, market research data, and enrollment patterns of UW peer institutions. It is predicted that enrollment in the B.S. in Sport and Recreation Management program will grow to a total of 58 students by Year 5, with an estimated 12

graduates per year. Finally, by the end of Year 5, it is predicted that 100 new students will have enrolled in the program and 45 students will have graduated.

Section II – Credit Hours

The B.S. in Sport and Recreation Management degree program consists of 36 credits to meet the requirements of the major, 21 credits to complete requirements of an academic minor, 42 to 48 credits to complete General Education requirements (based on the 2024-2026 catalog), and an additional 13 to 19 credits of electives; this results in meeting the 120-credit requirement for all bachelor-level degrees. The revenue projections are based on all students being enrolled at full-time status. Students can complete the degree in four years, assuming full-time status. Of the projected 15 credits per-semester that students typically complete each semester, courses required for the B.S. in Sport and Recreation Management major requirements would account for 30% (4.5 credits per semester), reflecting the proportion of the 36-credit major within the total 120-credits required for graduation. New credit hours are calculated as the number of credits taken by new students; existing credit hours are calculated as the number of credits taken by continuing students.

Section III – Faculty and Staff Appointments

The proposed B.S. in Sport and Recreation Management will require a total of 1.25 FTE in instructional coverage and 0.125 FTE of administrative staff support. The administrative staff support will be included as part of an existing staff member's array of responsibilities and will not require hiring any new positions. For the instructional coverage, the hiring of 1.0 FTE new instructional academic staff will be required; the remainder of the curriculum is made up of courses that are already part of the department's instructional array and taught by existing faculty and instructional academic staff (0.25 FTE). The department has developed a plan to rotate the course offerings both within this degree program and in other degrees in the department to accommodate the three new courses that are to be developed for the proposed degree program.

Section IV – Program Revenues

The primary revenue for the proposed B.S. in Sport and Recreation Management program is tuition. As outlined in the Cost and Revenue Spreadsheet, the program will be revenue generating by Year 4 of operation, due to students currently enrolled in the minor that are projected to declare the proposed major and the judicious use of instructional staffing within the department.

<u>Tuition</u>

Projected tuition revenue calculations are based on 25% of students completing the degree online and 75% of students completing the degree on campus. Additionally, projections used a 15-credit semester and allocated 30% of the tuition each term to courses meeting major requirements, reflecting the proportion of the 120 credits that comprise the B.S. in Sport and Recreation Management degree program.

For students enrolled in the online format, UW-Superior's undergraduate online tuition rate of $346.50 per credit (under the 2025-26 Undergraduate Online Tuition Rates) will apply. Online classes are charged separately from on-campus classes; therefore, they are not included in the 12-18 credit tuition plateau.

For students enrolled in the in-person format, standard undergraduate tuition and fee rates will apply. For the 2025-26 academic year, residential tuition and fees total $4,636.09 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $3,717.84 is attributable to tuition and $918.25 in segregated fees.

Fees

Students enrolled in online courses at UW-Superior pay an undergraduate activity fee of $35 per credit (to support student support services provided to undergraduates).

Program Revenues and GPR

The program is projected to be revenue-generating by Year 4; modest GPR reallocations will support the program through Year 3.

Section V – Program Expenses

The primary expenses of the proposed B.S. in Sport and Recreation Management will be the salary and fringe benefits for the 1.25 FTE of instructional staffing and 0.125 FTE of administrative staff support.

Salary and Fringe

The instructional staffing includes 0.25 FTE of a faculty line (salaried at $60,000) and 1.0 FTE of an instructional academic staff line (salaried at $55,000); fringe benefits for these two positions are calculated at a rate of 39.7%. An additional salary of $4,800 is included for administrative support personnel (0.125 FTE), with a fringe benefits calculation rate of 54.3%.

Facilities and Capital Equipment

There are no new facilities or capital equipment expenses needed for this program. Included in the budget is an allocation of $4,000 per year to support the Micro-Fit software and supplies (including annual fees) and to provide funding for any equipment updates needed in the exercise physiology lab. Historically, those lab upgrades have been fully funded through other sources (classroom/lab modification grant process, departmental supplies and expenses budget). However, with the increased use of these labs (due to the anticipated increased student enrollment), the $4,000 allocation has been included since existing sources of funding may not be sufficient to pay for the increased usage impact.

Other Expenses

Expenses for a staff computer ($2,000 at startup) have been included in Year 1 for the initial instructional FTE to be hired. Additionally, $15,000 has been allocated per year to support marketing efforts for this program, as the institution does not currently directly market minors.

Section VI – Net Revenue

The proposed program will be revenue-generating by Year 4 of operation and only requires modest institutional financial support through Year 3. This is the result of the strength of enrollment in the existing Sports Management minor and student interest in this area as a major, as well as the judicious use of existing instructional expertise and staffing. The department intentionally utilizes courses for multiple degree programs, allowing instructors to support degree progress for students enrolled in multiple majors and minors simultaneously.

UNIVERSITY OF WISCONSIN SUPERIOR

October 9, 2025

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

RE: Provost Letter of Support for UW-Superior Bachelor of Science in Sport and Recreation Management

Dear President Rothman,

On behalf of the Department of Health and Human Performance at the University of Wisconsin-Superior, I am pleased to provide this letter of support endorsing the creation of a Bachelor of Science degree in Sport and Recreation Management. This program represents an important and timely addition to our academic offerings, one that aligns directly with student interest and regional workforce needs. We are confident that elevating the existing Sport Management minor into a full degree program will strengthen our university's mission to prepare graduates who are both career-ready and community-minded.

The demand for skilled professionals in the sport and recreation industry continues to grow in the state of Wisconsin. According to a Wisconsin Office of Outdoor Recreation report, outdoor recreation was an $11.2 b industry for our state that supported over 96,000 jobs in 2023 (most recent year numbers were available). Employers in athletics, community and private recreation areas, sports marketing, and event management consistently seek graduates with specialized training in management, communication, and leadership. A dedicated bachelor's program will provide students with the depth of knowledge and applied experience necessary to meet these market demands. By preparing graduates for careers in a thriving and expanding field, this program responds directly to workforce data and employer feedback as you will see in the appended proposal.

Our strong partnership with, to begin with, six committed community organizations, regional employers, and professional, municipal, and non-profit sports organizations for this major alone position us uniquely to deliver this program with distinction in Northern Wisconsin and online. The department has over a dozen community partners that, in time, will be available to aid this major. These connections ensure that our students will have access to internships, applied projects, and professional networks that translate learning into meaningful career opportunities. Community stakeholders have consistently expressed enthusiasm for collaborating with our students and graduates, further confirming that the program is both relevant and sustainable and which is expressed in our letters of support.

We are also proud that the degree will be offered fully online, making it accessible to students across Wisconsin and our Minnesota and Michigan border region. This format meets the needs of

nontraditional learners, working adults, and students balancing other responsibilities. By combining flexibility with academic rigor, we will ensure that students from diverse backgrounds can pursue this field of study without geographic limitations.

Finally, the Health and Human Performance (HHP) Department is well prepared to support this program. With existing faculty expertise, a robust curriculum, and infrastructure already in place, the department is positioned to expand the minor into a full bachelor's program with appropriate new investment and the expectation that the program will self-fund, given projected enrollments, within as few as three years. The transition leverages the strength of current offerings while providing new opportunities for student engagement, academic growth, and professional preparation. This curriculum change has been approved at the appropriate shared governance levels at UW-Superior with the advice and consultation of the faculty. For these reasons, UW-Superior strongly endorses the approval and implementation of the Bachelor of Science in Sport and Recreation Management.

Sincerely,

Maria Stalzer Wyant Cuzzo
PhD, JD, Mediator
Provost/Vice Chancellor of Academic Affairs

PROVOST/VICE CHANCELLOR OF ACADEMIC AFFAIRS
Old Main, Room 210 * PO Box 2000 * Superior, WI 54880-4500 * Phone: (715) 394-8449

UPPER MIDWEST ATHLETIC CONFERENCE

August 4, 2025

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin- Superior, Old Main 201
Belknap St. & Catlin Ave.
Superior, WI 54880

Dr. Cuzzo,

On behalf of the Upper Midwest Athletic Conference (UMAC), I am honored to offer my full support to the University of Wisconsin-Superior in its efforts to develop a Sport and Recreation Management degree within the Health & Human Performance Department. UW-Superior has been a valued and engaged member of the UMAC, and we are proud of our ongoing collaborative relationship with the institution across both athletic and academic initiatives. This new degree offering represents an exciting and forward-thinking step that I believe will bring significant value not only to the University but also to the broader community, the surrounding geographical region, and the field of sport and recreation at large.

The introduction of a Sport and Recreation Management program directly addresses the growing workforce needs across various sectors, including intercollegiate athletics, community-based recreation, and sport leadership. As the sport industry continues to evolve and expand at a rapid pace, the demand for professionals who are both academically equipped and practically experienced has never been greater. This program will play a vital role in preparing students for a diverse array of careers such as athletic administration, recreation management, sports marketing, event coordination, facilities management, and other key areas that contribute to the health and vitality of sport at every level.

From the perspective of the UMAC, the launch of this degree presents meaningful opportunities to further strengthen our partnership with UW-Superior through internships, student engagement, and professional development collaborations. I see this as a powerful avenue for shaping future leaders in sport and recreation while also contributing to a stronger, more sustainable talent pipeline within our member institutions and the communities we serve. Additionally, offering this degree may help attract high-quality prospective students who are interested in competing at the collegiate level while simultaneously pursuing a dynamic and impactful career in sports management and athletics administration.

I commend UW-Superior's continued commitment to aligning its academic offerings with both regional and national industry needs. The development of this program reflects the University's strategic vision and dedication to student success. The UMAC is proud to support this important initiative and is eager to assist in any way possible to ensure it delivers a high-quality, relevant, and transformative educational experience for students—one that ultimately contributes to the advancement of the sport and recreation industry as a whole.

Sincerely,

Corey Borchardt, Commissioner
Upper Midwest Athletic Conference

UMAC FORGED TO COMPETE

THE CHAMBER
SUPERIOR-DOUGLAS COUNTY AREA

August 18, 2025

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin- Superior
Old Main 201
Belknap St. & Catlin Ave.
Superior, WI 54880

Dr. Cuzzo,

On behalf of the Superior-Douglas County Area Chamber of Commerce, its Board of Directors, and nearly 400 members, this letter is being sent in support for the development of a degree in Sports and Recreation Management within the Health & Human Performance Department at the University of Wisconsin-Superior.

The Chamber recognizes the importance of the sports and recreation sector to both the regional economy and quality of life in the communities we mutually support. From organized athletics to community recreation programs, tourism-related events, and wellness initiatives, this sector contributes significantly to workforce attraction, business growth, and overall regional vitality. Developing a degree program that equips students with a strong interdisciplinary background in business, health, and sport is an important step in preparing future leaders for this growing field.

We are especially encouraged by the program's emphasis on experiential learning through fieldwork and internships. The opportunity for students to apply their education in real-world settings not only benefits their professional development but also could provide valuable support to organizations across our region. Our business community thrives when public institutions and employers work hand in hand to create partnerships that meet current and future needs. We believe this new program will provide meaningful benefits to students, employers, and the broader community alike, and we look forward to seeing its success in the years ahead.

Sincerely,

Taylor L. Pedersen

Taylor L. Pedersen
President/CEO
Superior-Douglas County Area Chamber of Commerce

August 12, 2025

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin- Superior
Old Main 201
Belknap St. & Catlin Ave.
Superior, WI 54880

Dr. Cuzzo,

On behalf of the Duluth Huskies Baseball Club, I am pleased to express our strong support for the proposed Sports and Recreation Management major within the Health & Human Performance Department at the University of Wisconsin, Superior. We believe this interdisciplinary program, combining business, health, and sport curriculum, will provide students with a valuable and versatile foundation for careers in the sports and recreation industry.

As an organization committed to fostering professional growth in our community, we are particularly enthusiastic about the program's emphasis on fieldwork and internships. The Huskies have a long history of offering hands-on experiences for students interested in areas such as event operations, marketing, ticket sales, fan engagement, community outreach, Webcasting and more. We see tremendous value in connecting students with real-world projects that develop both their skills and their professional networks.

We would welcome the opportunity to partner with the University to provide meaningful internship experiences for Sports and Recreation Management students. We believe such collaboration will benefit both the students and our organization, while also strengthening the region's sports and recreation sector as a whole.

We commend the University for creating a program that bridges multiple disciplines and prepares students for diverse opportunities in this exciting field. The Duluth Huskies are proud to lend our support to this initiative and look forward to the potential of working with future students/graduates!

Respectfully,

Taylor Terfehr

Assistant General Manager

Duluth Huskies Baseball Club

WISCONSIN INTERCOLLEGIATE ATHLETIC CONFERENCE

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin- Superior
Old Main 201
Belknap St. & Catlin Ave.
Superior, WI 54880

Dr. Cuzzo,
On behalf of the Wisconsin Intercollegiate Athletic Conference (WIAC), we are honored to support the University of Wisconsin-Superior in its development of a Sport and Recreation Management degree within the Health & Human Performance Department. UW-Superior has been a long-standing and valued member of the WIAC, and we are excited to see this next step in the university's commitment to advancing academic opportunities that align with the evolving demands of the sport and recreation industries.

The introduction of this program addresses a clear and growing need for qualified professionals in areas such as athletics administration, event and facility management, community recreation, and sport marketing. With the continued expansion of sport and recreation programs across the region and nation, there is a significant demand for graduates equipped with both theoretical knowledge and practical experience. This degree will provide students with a direct pathway into the industry, enhancing their readiness for careers within athletic departments, parks and recreation systems, nonprofit organizations, and private sport enterprises.

From a conference perspective, we also see this as an opportunity to deepen partnerships between WIAC institutions and students in the program—through internships, applied research, and experiential learning. This initiative not only benefits students, but also strengthens the workforce pipeline and creates space for innovation and collaboration in sport and recreation management across the state.

We commend UW-Superior for its foresight in proposing this program and are thrilled to support it. The WIAC remains committed to assisting in any way we can to ensure this program contributes meaningfully to both student success and the future of sport and recreation in Wisconsin and beyond.

Respectfully,

Danielle Harris
Commissioner

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

August 19, 2025

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin- Superior
Old Main 201
Belknap St. & Catlin Ave.
Superior, WI 54880

Dr. Cuzzo,

On behalf of the Superior Douglas County Family YMCA, we are pleased to express our full support for the University of Wisconsin-Superior's efforts to establish a Sport and Recreation Management degree within the Health & Human Performance Department. As a community-based organization deeply committed to youth development, healthy living, and social responsibility, we see this program as a valuable asset to the Twin Ports region and beyond.

The YMCA has long partnered with UW-Superior through student employment, internships, service learning, and shared programming. We have consistently seen the positive impact UW-Superior students make in the lives of those we serve, and we believe a dedicated degree in sport and recreation management will further enhance the quality and preparedness of future professionals entering this field.

This program will not only provide a clear pathway into careers in community recreation, nonprofit leadership, health and wellness, and facility management, but will also strengthen the local workforce and open new opportunities for collaboration between the YMCA and the university. We are particularly excited about the potential to create deeper internship pipelines, contribute to applied learning experiences, and mentor students interested in serving diverse populations through sport and recreation.

We commend UW-Superior for recognizing this regional need and responding with a forward-thinking academic offering. The Superior YMCA is proud to support this initiative and stands ready to assist in ensuring the program succeeds for both students and the broader community.

Respectfully,

Shawn Pagnucci
Senior Program Director
shawnp@superiorymca.org
715-392-5611 ext 102

P.O. Box 16234 | Duluth, Minnesota 55816
GrandmasMarathon.com

Phone: 218-727-0947
Email: grandmas@grandmasmarathon.com

August 18, 2025

Dr. Maria Stalzer Wyant Cuzzo, Provost
University of Wisconsin-Superior

Dr. Cuzzo,

On behalf of Grandma's Marathon, it is a privilege to offer our support for the development of a Sport and Recreation Management degree within the Health & Human Performance Department at the University of Wisconsin-Superior. As a long-standing community partner, we have appreciated our collaborative relationship with UW-Superior over the years and are excited about this forward-looking academic initiative.

Grandma's Marathon has grown into one of the premier running events in the nation, and with that growth comes increasing demand for professionals who are trained in event management, sponsorship, marketing, logistics, and community engagement—all critical aspects of sport and recreation management. A degree program dedicated to this field will prepare students with the knowledge and practical skills needed to contribute meaningfully to the success of large-scale events like ours and to the broader sports and recreation industry.

We see clear mutual benefit in this program—from potential internship and volunteer pipelines to opportunities for applied learning, research, and collaborative projects. Regionally, the workforce need for individuals with specialized training in sport and recreation is growing, and UW-Superior is uniquely positioned to help meet that demand through this new program.

We fully support UW-Superior's vision to enhance academic offerings aligned with community and industry needs. Grandma's Marathon looks forward to partnering further in this endeavor and helping ensure students have access to hands-on, real-world experiences that will prepare them for leadership in sport and recreation.

Respectfully,

Zach Schneider
Marketing & Public Relations Director
Grandma's Marathon

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE, UNIVERSITY OF WISCONSIN–WHITEWATER

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Science in Artificial Intelligence at the University of Wisconsin–Whitewater.

Resolution C.7. That, upon the recommendation of the Chancellor of the University of Wisconsin–Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Artificial Intelligence at the University of Wisconsin–Whitewater.

SUMMARY

The University of Wisconsin (UW)–Whitewater proposes to establish a Bachelor of Science (B.S.) program in Artificial Intelligence. This interdisciplinary program builds on UW-Whitewater's strengths in computer science and collaboration with departments in mathematics, psychology, and philosophy to offer a comprehensive curriculum that integrates technical foundations, ethical considerations, and hands-on applications of Artificial Intelligence (AI). This program will replace an existing Artificial Intelligence emphasis within the B.A./B.S. in Computer Science major. The proposed program addresses the growing demands for a skilled workforce in computer and information technology fields, with applications in manufacturing, healthcare, gaming, and engineering. Graduates will be prepared for high-demand careers such as AI engineers and machine learning specialists, as job postings in AI-related fields have surged 119% in recent years, with an average of 356,700 annual openings projected in related computer and information technology roles. The 120-credit degree, with 51 credits in the major, can be completed in four years and requires no specialized tuition structure. It leverages existing courses and faculty expertise, with new courses developed to support its launch. The development of this program is supported through funding provided to UW-Whitewater through the UW 2023-2025 Workforce Development Plan biennial budget allocation.

Presenters

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised 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/).

Information on recent academic program changes is available on the program monitoring dashboard at https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/.

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 ARTIFICIAL INTELLIGENCE AT UNIVERSITY OF WISCONSIN–WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin (UW)–Whitewater proposes to establish a Bachelor of Science (B.S.) program in Artificial Intelligence. This interdisciplinary program builds on UW-Whitewater's strengths in computer science and collaboration with departments in mathematics, psychology, and philosophy to offer a comprehensive curriculum that integrates technical foundations, ethical considerations, and hands-on applications of Artificial Intelligence (AI). This program will replace an existing Artificial Intelligence emphasis within the B.A./B.S. in Computer Science major. The proposed program addresses growing workforce demands in computer and information technology fields with applications in manufacturing, healthcare, gaming, and engineering. Graduates will be prepared for high-demand careers such as AI engineers and machine learning specialists, as job postings in AI-related fields have surged 119% in recent years, with an average of 356,700 annual openings projected in related computer and information technology roles. The 120-credit degree, with 51 credits in the major, can be completed in four years, requires no specialized tuition structure, and leverages existing courses and faculty expertise, with new courses developed to support its launch. The development of this program is supported through funding provided to UW-Whitewater through the UW 2023-2025 Workforce Development Plan biennial budget allocation.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin–Whitewater

Title of Proposed Academic Program
Artificial Intelligence

Degree Designation
Bachelor of Science (B.S.)

Suggested Classification of Instructional Program (CIP) Code
11.0102 Artificial Intelligence and Robotics

Mode of Delivery
Single institution, In-person

Department or Functional Equivalent
Department of Computer Science

College, School, or Functional Equivalent
College of Letters and Sciences

Proposed Date of Implementation
Fall 2026

PROGRAM INFORMATION

Overview of the Program

The B.S. in Artificial Intelligence program at the University of Wisconsin (UW)–Whitewater aims to address the growing workforce demands in rapidly evolving industries such as manufacturing, healthcare, gaming, and engineering, where artificial intelligence (AI) technologies are increasingly integral. Students will complete 120 credits, including general education requirements, degree and prerequisite course requirements, a substantial portion of which are attributable to mathematics. Major requirements comprise 51 credits of coursework in programming, general computer science, core AI concepts and techniques, and ethical and responsible use of AI. Upper-level courses within the program incorporate collaborative assignments and projects. The program requires students to complete a capstone course. Internships are not required, but credit earned for an internship related to AI can be used to satisfy requirements for the major. This program will replace an existing Artificial Intelligence emphasis within the B.A./B.S. in Computer Science major, which launched in Fall 2025.

Projected Enrollments and Graduates by Year Five

Projected student enrollment is based on actual enrollment in UW-Whitewater's B.S. in Cybersecurity program over its first three years. The cybersecurity program began with 44 students enrolled in its first year (2022-23). Enrollments grew quickly to 83 students in 2023-24 and 126 students in 2024-25. Due to the rigorous mathematics required in the B.S. in Artificial Intelligence program, enrollment is projected to be approximately 50% of that in Cybersecurity, with modest growth expected after Year 3. The student retention rate is based on the current average university rate of 78%. By the end of year five, it is expected that 165 students will have enrolled in the program, and 43 will have graduated with a B.S. in Artificial Intelligence from UW-Whitewater.

The introduction of the B.S. in Cybersecurity program had little impact on enrollments in the B.A./B.S. in Computer Science program, which enrolled 305 students in 2022-23 and 296 students in 2024-25. While it is anticipated that all students in the Computer Science AI emphasis and a few students from other emphases will move into the B.S. in Artificial Intelligence program, the impact on enrollment in other programs at UW-Whitewater is expected to be small, given the technical focus and mathematical rigor of the B.S. in Artificial Intelligence.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	25	35	40	40
Continuing Students	13	20	36	52	58
Total Enrollment	25	45	71	92	98
Graduating Students	0	0	5	18	20

Tuition Structure

For students enrolled in the B.S. in Artificial Intelligence program, standard undergraduate tuition and fee rates will apply. Tuition rates for the 2025-2026 academic year are $311.44 per credit for Wisconsin residents and $732.30 for non-resident students. Fees include $55.99 per credit for segregated fees and $9.52 per credit for textbook rental. Full-time UW-Whitewater undergraduate students who enroll for 12 to 18 credits during a given semester are charged a flat rate of $4,523.29 per semester for residents and $9,573.61 for non-residents, inclusive of all fees. While all program courses will be delivered in person, students may choose to enroll in prerequisite or general education courses online, for which a distance education fee of $50.00 per credit applies.

Student Learning Outcomes and Program Objectives

Upon completing the B.S. in Artificial Intelligence, students will have achieved the program-specific learning outcomes outlined below.

1. Formulate real-world problems as computational challenges suitable for AI solutions, identifying appropriate AI techniques for diverse application domains.
2. Design, implement, and critically evaluate AI datasets, models, and algorithms to solve complex problems, comparing their effectiveness against established baselines.
3. Apply appropriate mathematical foundations (linear algebra, calculus, statistics, logic) to understand, develop, and optimize AI algorithms and systems.
4. Analyze and interpret the outputs of AI systems using statistical methods, visualization techniques, and performance metrics to derive meaningful insights and justify conclusions.
5. Evaluate the ethical, social, and legal implications of AI systems, including considerations of fairness, bias, privacy, and potential societal impacts.

6. Demonstrate adaptability by independently acquiring knowledge of emerging AI technologies, techniques, and frameworks, connecting new concepts to foundational principles.

Graduates of the program will possess the expertise to analyze large datasets and translate them into actionable insights, the skills to design, implement, and maintain AI systems, and the ability to navigate complex challenges and drive innovation in the ever-evolving AI landscape. This preparation will open doors to careers in rapidly evolving industries or to the creation of startup companies based on innovative AI-driven products.

Program Requirements and Curriculum

Table 2 illustrates the B.S. in Artificial Intelligence's general education and degree requirements. The curriculum will feature seven new undergraduate courses in machine learning, deep learning, natural language processing, and computer vision, alongside robust coursework in mathematics, computer science, and related disciplines such as psychology, philosophy, and linguistics. Internships are not required, but credit earned for an internship related to AI can be used to satisfy major requirements. The B.S. in Artificial Intelligence comprises 120 credits, including 51 credits for the major, 20 credits of program prerequisites or support courses, 12 credits for B.S. degree requirements, and 35 credits for general education requirements. The remaining 120 credit requirements may be satisfied with general electives. The general education requirements are currently under review and will be based on the core general education requirements associated with adopted UW Board of Regents policies.

Table 2: Bachelor of Science in Artificial Intelligence Program Curriculum

General education courses required for graduation:		**35 credits**
B.S. degree requirements:[1]		**12 credits**
MATH 253[2]	Calculus and Analytic Geometry I	5 credits
PSYCH 211[2]	Introductory Psychology	3 credits
	Laboratory Science	4 credits
Program prerequisites or support courses:		**20 credits**
ENGLISH 370 or PWP 332 or PWP 372	Advanced Composition or Writing for the Web or Technical and Professional Writing	3 credits
MATH 254	Calculus and Analytic Geometry II	4 credits
MATH 255	Calculus and Analytic Geometry III	4 credits
MATH 280 or COMPSCI 215	Discrete Mathematics or Discrete Structures	3 credits
MATH 355	Matrices and Linear Algebra	3 credits
STAT 342	Applied Statistics	3 credits

Academic degree program or major course requirements:		**51 credits**
COMPSCI 170[3]	Introduction to Python Programming	
or ITSCM 180	Introduction to Programming for Business Applications	3 credits
COMPSCI 182[4]	Generative AI Applications	3 credits
COMPSCI 218[4]	Intermediate Programming in Python	3 credits
COMPSCI 223	Data Structures	3 credits
COMPSCI 332	Introduction to Artificial Intelligence	3 credits
COMPSCI 364	Cloud Software Development	3 credits
COMPSCI 366	Database Management Systems	3 credits
COMPSCI 432	Introduction to Machine Learning	3 credits
COMPSCI 434	Theory of Computation	
or COMPSCI 433	or Theory of Algorithms	3 credits
COMPSCI 437	Natural Language Processing and Large Language Modeling	3 credits
COMPSCI 468[4]	Introduction to Deep Learning	3 credits
COMPSCI 469[4]	Machine Learning Operations	3 credits
PHILSPHY 303[4]	Ethics of Artificial Intelligence	3 credits
PSYCH 303	Learning and Conditioning	
or PSYCH 351	or Cognitive Psychology	3 credits
	Artificial Intelligence major electives	9 credits
Electives		**2 credits**
Total Credits		**120 credits**

[1]B.S. degree requirements may also satisfy general education requirements.
[2]MATH 253 and PSYCH 211 are also unique requirements in the major.
[3]COMPSCI 170 may also be used to satisfy general education requirements.
[4]Newly developed course.
[5]Includes newly developed courses in reinforcement learning and distributive machine learning.

Collaborative Nature of the Program

This program is interdisciplinary by design, requiring students to develop a deep mathematical understanding of the theory underpinning machine learning and other AI technologies, preparing them to work closely with data scientists and other professionals who have similarly deep mathematical training. Through collaboration with the philosophy and psychology departments, the students will take courses in learning from a psychological perspective and a course in ethics, broadening their understanding of the human elements of AI.

Projected Time to Degree

The proposed program can be completed in four years of full-time enrollment.

Accreditation

No specialized accreditation is required in this discipline. As a baccalaureate degree program, the proposed program will be covered under UW-Whitewater's institutional accreditation by the Higher Learning Commission.

JUSTIFICATION

Rationale

The use of AI and automation tools, especially generative AI, is rapidly expanding in most industries. Correspondingly, there are greater needs for AI designers and developers. According to a recent report by Microsoft and LinkedIn,[1] hiring for technical AI talent increased by 323% over the past eight years. This highlights the need for programs that cultivate AI technical talents to address the regional and national demand for skilled workers who can enhance the development and application of AI systems and automated solutions.

The proposed new program aligns with UW-Whitewater's strategic plan,[2] specifically, to (1) "Enhance the value of a UW-Whitewater education" by providing a new educational area built on the technical expertise of the Department of Computer Science faculty and to (2) "Deepen a culture of collaboration" via partnerships with other departments like Mathematics, Psychology, Philosophy and Religious Studies, and Literature, Writing, and Film. The new AI degree intentionally integrates perspectives from disciplines beyond Computer Science to enrich how knowledge is developed, communicated, and applied. Inclusion of fields such as mathematics, psychology, and ethics enhances theoretical understanding, expands problem-solving approaches, and reinforces ethical considerations. This interdisciplinary framework enhances teaching, expands research opportunities, and promotes creative service initiatives, ultimately preparing graduates to navigate complex challenges and drive innovation in the ever-evolving AI landscape.

UW-Whitewater and Universities of Wisconsin Program Array

The proposed program will be offered by the Department of Computer Science, which offers undergraduate programs in computer science and cybersecurity under the CIP Codes of 11.0101 (Computer and Information Sciences, General) and 11.1003 (Computer and Information Systems Security), respectively. The department also offers a graduate program at the master's level with CIP Code 11.0701 (Computer Science). This program will add a complementary program under a new CIP Code 11.0102 (Artificial Intelligence). It will serve as the foundational, technical artificial intelligence program at UW-Whitewater, supporting UW-Whitewater's emphases that focus on AI applications in digital marketing and business analytics degree programs.

Across the Universities of Wisconsin, UW-Stevens Point offers a B.S. in Artificial Intelligence and is the only other UW university with an undergraduate or graduate degree

---

[1] Microsoft and LinkedIn, 2024 Work Trend Index Annual Report: AI at Work is Here. Now Comes the Hard Part. Retrieved at https://www.microsoft.com/en-us/worklab/work-trend-index/ai-at-work-is-here-now-comes-the-hard-part (2024)

[2] University of Wisconsin - Whitewater, Strategic Plan. Retrieved at https://www.uww.edu/strategic-plan (2023)

program classified under the CIP Code of 11.0102. As a related program, but under the 30.3101 (Human Computer Interaction) CIP Code, UW-Eau Claire offers a B.A./B.S. in Artificial Intelligence that includes applications in areas such as healthcare and media. UW-Stout offers a concentration in artificial intelligence under its B.S. in Applied Math and Computer Science.

In addition to UW-Whitewater, eight (8) UW universities offer computer science and related programs at the baccalaureate level under the CIP Code: 11.0101 (Computer and Information Sciences, General). These include Computer Science(s) at: UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-Platteville, UW-Superior, and UW-Stevens Point. UW-River Falls also offers a Computer and Information Systems baccalaureate program under the 11.0101 CIP Code.

Need as Suggested by Student Demand

Course enrollment data and student feedback collected through advising indicate a strong interest in an artificial intelligence major among students. COMPSCI 332 - Introduction to Artificial Intelligence has been a course offered as part of the computer science major for some time. In recent years, it has become one of the most popular elective courses for both computer science and media/game development majors, often filling. For 4+1 undergraduates enrolling in graduate-level courses, COMPSCI 732 (Machine Learning) and COMPSCI 736 (Image Processing and Computer Vision) have seen significant increases in interest. However, the foundational knowledge required for these advanced offerings limits the pool of eligible students. A dedicated AI major that features new undergraduate courses in Machine Learning, Deep Learning, Natural Language Processing, and Computer Vision, alongside robust coursework in mathematics, computer science, and related disciplines such as psychology, philosophy, and linguistics, will provide a more accessible pathway for these learners and address their evolving academic needs.

The Department of Computer Science at UW-Whitewater offers a B.A./B.S. in Computer Science program. The program has had a stable enrollment of approximately 300 students since 2017. The department has also offered a B.S. in Cybersecurity program since 2022, and enrollment has grown to over 120 students. While some students may shift from these popular majors to the proposed program, experience with these two existing programs suggests that new degrees in high-demand fields can attract additional enrollment for the university.

Need as Suggested by Market Demand

Most careers in artificial intelligence are related to computer and information technology. Job categories include AI engineers, machine learning engineers, computer vision engineers, software developers, data scientists, AI consultants, AI product managers, and business development managers with an AI focus. According to LinkedIn, job postings

for AI roles have surged by 119% over the past two years.[3] In October of 2025, on Indeed.com, there were nearly 200 distinct postings within a 50-mile radius of Milwaukee for AI and machine learning engineers.

While the Bureau of Labor Statistics (BLS) does not yet include explicit job categories for AI, the overall employment in computer and information technology occupations[4] is projected to grow much faster than the average for all occupations from 2024 to 2034. For example, computer information and research scientists are predicted to grow by 20%, software developers, quality assurance analysts, and testers by 15%, and computer system analysts by 9%. An estimated average of 356,700 job openings is anticipated annually within these occupations. The median annual wage for this group was $125,383 in May 2024, which was significantly higher than the median annual wage for all occupations of $49,500.

The establishment of the B.S. in Artificial Intelligence will increase the number of Wisconsin graduates who are prepared to fill high-demand occupations. According to Wisconsin labor demand and supply data, a significant labor supply deficit is projected in computer information and technology occupations. For example, within the occupational categories of Software Developers and Quality Assurance Analysts/Testers, the labor supply deficit in Wisconsin is anticipated to be about 250 positions per year, indicating that there will not be sufficient professionals trained to meet occupational demand.[5]

Moreover, as noted in the 2024 *Advisory Action Plan of the Wisconsin Governor's Task Force on Workforce and Artificial Intelligence,*[6] AI-related job postings increasingly demand high-level cognitive, social, and managerial skills; however, the construction and implementation of AI models require deep technical expertise in computer programming, statistics, data engineering, and IT operations, along with specialized knowledge of AI tools and methods. This underscores the importance of preparing graduates with both broad and specialized competencies to meet evolving workforce needs. By establishing a B.S. in Artificial Intelligence, UW-Whitewater will equip students with the interdisciplinary knowledge and technical expertise necessary to meet the growing regional and national demand for AI professionals, thereby contributing to innovation across industries and strengthening Wisconsin's leadership in emerging technologies.

---

[3] Global Institute of Artificial Intelligence, The Rising Demand for AI and Data Engineers in the Job Market. Retrieved at https://www.linkedin.com/pulse/rising-demand-ai-data-engineers-job-market-giofai-6rayf (September 2024)

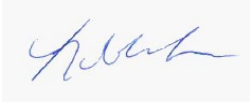
[4] U.S. Bureau of Labor Statistics, Occupational Outlook Handbook - Computer and Information Technology Occupations. Retrieved at https://www.bls.gov/ooh/computer-and-information-technology/ (August 2025)

[5] JobsEQ, Wisconsin Labor Supply and Demand Projections 2025-2035 (October 2025)

[6] State of Wisconsin Department of Workforce Development, *Governor's Task Force on Workforce and Artificial Intelligence Advisory Action Plan*. Retrieved at https://dwd.wisconsin.gov/ai-taskforce/pdf/ai-advisory-action-plan.pdf (July 2024)

University of Wisconsin - Whitewater Cost and Revenue Projections - B.S. in Artificial Intelligence						
	Items	**Projections**				
		2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
I	**Enrollment (New Student) Headcount**	12	25	35	40	40
	Enrollment (Continuing Student) Headcount	13	20	36	52	58
	Enrollment (New Student) FTE	12	25	35	40	40
	Enrollment (Continuing Student) FTE	13	20	36	52	58
II	**Total New Credit Hours**	72	330	720	870	1110
	Continuing Credit Hours	195	120	30		
III	**FTE of New Faculty/Instructional Staff**	0	0.5	1	1.25	1.25
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.15	0.15	0.15	0.15	0.15
IV	**Revenues**					
	Tuition	$22,423	$102,775	$224,236	$270,952	$345,698
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total Revenue	**$22,423**	**$102,775**	**$224,236**	**$270,952**	**$345,698**
V	**Expenses**					
	Salaries plus Fringes					
	Faculty Salary	$0	$34,500	$69,000	$86,250	$86,250
	Instuctional Academic Staff					
	Administrative and Student Support Staff	$6,708	$6,708	$6,708	$6,708	$6,708
	Other Staff	$0	$500	$750	$1,000	$1,000
	Fringe Faculty and Academic Staff	$0	$12,903	$25,806	$32,258	$32,258
	Fringe University Staff	$3,213	$3,213	$3,213	$3,213	$3,213
	Fringe Other Staff	$0	$10	$15	$20	$20
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment				$60,000	
	Operations					
	Other Expenses					
	Technology: cloud computing resources	$6,250	$11,250	$17,750	$23,000	$24,500
	Other (please list)					
	Total Expenses	**$16,171**	**$69,084**	**$123,242**	**$212,449**	**$153,949**
	Net Revenue	**$6,252**	**$33,691**	**$100,994**	**$58,503**	**$191,749**

Provost's Signature: **Date:**



11/3/2025

Chief Business Officer's Signature: **Date:**

11/3/2025

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–WHITEWATER
BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Whitewater proposes to establish a Bachelor of Science (B.S.) in Artificial Intelligence. This interdisciplinary program builds on UW-Whitewater's strengths in computer science and collaboration with departments in mathematics, psychology, and philosophy to offer a comprehensive curriculum that integrates technical foundations, ethical considerations, and hands-on applications of Artificial Intelligence (AI). Labor market data indicates a 119% increase in Artificial Intelligence (AI)-related job postings and a projected 356,700 annual openings in relevant technology fields. This program addresses the growing workforce demands in industries such as manufacturing, healthcare, gaming, and engineering, preparing graduates for careers in occupations such as AI engineers and machine learning specialists. The development of this program is supported through funding provided to UW-Whitewater through the UW 2023-2025 Workforce Development Plan biennial budget allocation. Standard undergraduate tuition and fee rates will apply.

COST REVENUE NARRATIVE

Section I – Enrollment

Section I of the cost and revenue table provides enrollment and graduation projections for students entering the program over the next five years. These projections are based on the rapid enrollment growth experienced by the recently implemented B.S. in Cybersecurity program. UW-Whitewater's B.S. in Cybersecurity program began with 44 students enrolled in its first year (2022-23). Enrollments grew quickly to 83 students in 2023-24 and 126 students in 2024-25. This growth did not come at the expense of the existing B.A./B.S. in Computer Science program; enrollments in that program remained nearly steady during the same three years, with 305 students in 2022-23 and 296 students in 2024-25.

The projected enrollments are about 50% of the actual enrollments in the B.S. in Cybersecurity during its first three years. This reflects the fact that the B.S. in Artificial Intelligence program is more mathematically demanding than the B.S. Cybersecurity program, which may limit the number of students interested in pursuing it. However, the increasing employer demand for new graduates with advanced knowledge and skills in AI may overcome prospective students' hesitation about choosing such a demanding major;

in fact, it will likely attract high-achieving prospective students who desire a challenge at the cutting edge of technology.

Continuing students are computed as 78% of the previous year's new and continuing students, less graduating students. This reflects UW-Whitewater's current average retention rate of 78%. It is anticipated that a modest number of Year 1 continuing students will graduate in Year 3. The expected number of graduating students is consistent with UW-Whitewater's historical graduation rates.

Section II – Credit Hours

The B.S. in Artificial Intelligence comprises 120 credits, including major, degree, prerequisite, and general education requirements. Credit hours are those generated by declared B.S. in Artificial Intelligence majors enrolled in courses that satisfy requirements for the major. New credit hours reflect those attributable to students not previously enrolled at UW-Whitewater. Continuing credit hours reflect students currently enrolled at UW-Whitewater who are expected to transition to the proposed B.S. in Artificial Intelligence upon its implementation. Calculations are based on expectations that new students will enroll in six credits in the major and continuing students will enroll in fifteen credits in the major each year. It is anticipated that essentially all students in this program will be enrolled full-time (average 30 credits per year).

Section III – Faculty and Staff Appointments

Calculations for faculty and instructional staff are based on new and continuing student numbers and new credit hours from Section II of the cost and revenue table. The inclusion of 0.15 FTE of current administrative staff acknowledges the time and resources necessary for the department assistant to support this program, including additional course scheduling, assignments of students to faculty advisors, technology purchasing assistance, event planning, and other program-support activities hosted by the department. New instructional staff will be added in Year 2. Additionally, one new faculty line will be established over the first five years of the program.

Section IV – Program Revenues

<u>Tuition</u>

Tuition estimates for the B.S. in Artificial Intelligence program are based on the UW-Whitewater undergraduate resident tuition rate of $311.44 per credit for the 2025-26 academic year. Full-time UW-Whitewater undergraduate students who enroll for 12 to 18 credits during a given semester are charged a flat rate of $3,737.28 per semester. Current UW-Whitewater students who transition to the proposed program from another major in Year 1 are not included in the tuition revenue estimates.

Fees

Fees for full-time students include $55.99 per credit for segregated fees and $9.52 per credit for textbook rental. While all program courses will be delivered in-person, students may enroll in prerequisite courses online, for which a distance education fee of $50.00 per credit applies. These fees are not included as revenue in the cost and revenue projections because these revenues are directed to other university units.

Program Revenues and GPR

No other anticipated program revenue streams or GPR are expected for this program.

Section V – Program Expenses

Salary and Fringe

Salary and fringe expenses for the proposed program include one new faculty line, department administrative support, and additional student workers. The faculty salary is based on the College of Letters and Science's average Assistant Professor salary of $69,000 per year. The administrative staff salary is based on the annual compensation for the department assistant. Additional budget for student workers is included in the "Other Staff" category and increases as the program grows. Fringe is computed using UW-Whitewater's current standard fringe rates for faculty, university staff, and student employees.

Facilities and Capital Equipment

UW-Whitewater recently invested in a Graphics Processing Unit (GPU) server to support AI course offerings and research across the university. This server will be used for course assignments and projects by students in many of the 400-level courses within this program. It is anticipated that this server will need to be replaced in Year 4 (2029-30) when it reaches the end of its five-year lifespan, at an estimated one-time cost of $60,000. This figure includes likely increases in equipment costs.

Other Expenses

Various courses in the program will require access to third-party cloud computing resources provided by vendors such as Amazon Web Services (AWS), Google (Google Cloud Platform), or Microsoft (Azure). To avoid unexpected costs for students, the university will provide each student in certain courses with a limited budget for cloud computing for the course. The estimated annual cost is $250 per program student for cloud computing resources. As growth in this program continues, additional IT infrastructure will be expected to be incorporated into future building replacement projects.

Section VI – Net Revenue

Positive net revenue is projected for Year 1 and thereafter. Net revenues will be invested in support of program and faculty development, as well as general support for the College of Letters and Sciences and the University of Wisconsin-Whitewater. The support

includes course delivery, instructional design, program marketing, and other items captured in the budget. Additionally, net revenues may be used to invest in other new programs, offer scholarships, and further market the program.

University of Wisconsin Whitewater | Academic Affairs

October 15, 2025

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

Dear President Rothman,

Please accept UW-Whitewater's Letter of Commitment for University of Wisconsin-Whitewater's proposed Bachelor of Science (B.S.) in Artificial Intelligence. This program builds on UW-Whitewater's strengths in computer science and integrates expertise from mathematics, psychology, and philosophy to offer a comprehensive curriculum that addresses both the technical and ethical dimensions of artificial intelligence. Developed in response to significant labor market demand, this program is designed to prepare students for careers in high-growth fields such as manufacturing, healthcare, gaming, and engineering.

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

1. The Bachelor of Science in Artificial Intelligence has been carefully crafted to meet UW-Whitewater's academic standards and contributes to our institutional mission, overall academic plan, and academic degree program array. It was developed in direct response to both student interest and labor market needs.
2. The program has received strong support across the university throughout each step of the governance process. It has been approved by the Computer Science Department, the College of Letters and Sciences, the Dean of the College of Letters and Sciences, the University Curriculum Committee, and the UW-Whitewater Faculty Senate. All required campus approvals have been obtained with enthusiastic endorsement.
3. UW-Whitewater has committed to the financial, capital, and human resources necessary to launch and sustain the program. Planning for these resources has been thorough at both the departmental and college levels. A financial plan is in place to support the program.

The proposal for the Bachelor of Science in Artificial Intelligence was developed through a thoughtful and well-structured process. The university has secured or clearly planned the resources needed to support the program, and I am confident it will be successful. This program will enhance UW-Whitewater's academic offerings, appeal to prospective students, and

contribute to workforce development in Wisconsin and the surrounding region. I am pleased to recommend this program for your approval and for consideration by the Board of Regents. I believe it represents a timely and valuable addition to the University of Wisconsin System's program array.

Sincerely,

Robin Fox
Interim Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Vice President of Academic Affairs and Student Affairs
Corey King, Chancellor
Kristin Plessel, Associate Provost
Jason Janke, Dean, College of Letters and Sciences

Education Committee **Item C.8.**

December 4, 2025

APPROVAL OF UW-STOUT FACULTY POLICY AND PROCEDURES RELATING TO POST-TENURE REVIEW

REQUESTED ACTION

Adoption of Resolution C.8.

Resolution C.8. That, upon the recommendation of the Chancellor of University of Wisconsin–Stout and the President of the University of Wisconsin System, the UW System Board of Regents approves the revised University of Wisconsin-Stout Faculty Policy and Procedures relating to Post-Tenure Review.

SUMMARY

The UW System Board of Regents is asked to re-approve the attached proposed revisions (Attachment C) to UW-Stout's Post-Tenure Review policy and procedures in UW-Stout's Faculty, Academic Staff, and Limited Appointees Handbook (FASLAH). These changes are intended to align policy with practice, ensure UW-Stout's policy and practice are in alignment with current Regent policy, and communicate clear processes to the faculty.

The proposed Post-Tenure Review policy revisions were developed in consultation with and approved by the UW-Stout Faculty Senate in April 2024 and by Chancellor Katherine Frank in May 2024. These revisions were previously approved by the Board in June 2024. However, in February 2025, UW-Stout submitted holistic revisions to the faculty personnel rules in the FASLAH that failed to include the Post-Tenure Review policy revisions previously approved in June 2024. UW-Stout is respectfully resubmitting the proposed revisions to correct this error to align policy with their current practices. The Universities of Wisconsin Administration Office of General Counsel, Office of Academic Affairs, Office of Human Resources, and Office of Government Relations have also reviewed the proposed revisions. There are no concerns related to the revisions.

Presenters

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

BACKGROUND

Section UWS 2.02, Wis. Admin. Code ("Faculty Rules: Coverage and Delegation"), states: "Rules and procedures developed pursuant to UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents."

Regent Policy Document (RPD) 20-29, "Periodic Post-Tenure Review in Support of Tenured Faculty Development," requires that "[e]ach institution, through its normal governance process, shall develop and implement a policy for periodic, post-tenure review of tenured faculty members," that aligns with the minimum requirements outlined in RPD 20-29 related to definitions, timelines, review criteria, roles and responsibilities, reporting, and remediation plans.

ATTACHMENTS

A) Chancellor's Letter of Support
B) UW Administration Memo Regarding Revisions to UW-Stout Post-Tenure Review Policy
C) Proposed Redlined UW-Stout Faculty, Academic Staff, and Limited Appointees Handbook Section 4.8, "UW-Stout Post-Tenure Review Policy"

University of Wisconsin-Stout

TO: Jay O. Rothman
President, Universities of Wisconsin

FROM: Katherine P. Frank
Chancellor

DATE: October 15, 2025

SUBJECT: UW-Stout Faculty, Academic Staff, & Limited Appointee Handbook (FASLAH) Proposed Revision

UW-Stout embarked on a major review of FASLAH sections, which included sections that warranted Board of Regents approval. We separately submitted post-tenure review policy revisions in June 2024 that were approved and accurately reflect our current practice.

Here are those board materials:
https://www.wisconsin.edu/regents/download/meeting_materials/2024_meeting_materials/Meeting-Book---Special-Board-of-Regents-Meeting-(June-26,-2024)-v-06.24.24.pdf
p.57-64 of the PDF packet

However, in February 2025, we unintentionally made the error of keeping the 'older version' (pre-June 2024) of our post-tenure review policy when submitting the full FASLAH documents for approval.

Here are those board materials:
https://www.wisconsin.edu/regents/download/meeting_materials/2025_meeting_materials/Meeting-Book---Education-Committee-(February-6,-2025).pdf
pg. 148 of the PDF packet (p. 21-26 of 88)

With this memo and attachments, we seek Board of Regents re-approval of the June 2024 post-tenure review policy. Thank you for your assistance advancing these documents to the next step in the process.

attachments

OFFICE OF THE CHANCELLOR
325 Administration Building
712 South Broadway, Menomonie, WI
54751

UNIVERSITIES OF WISCONSIN

Academic and Student Affairs
1700 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706
www.wisconsin.edu
608-262-3826

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

FROM: Johannes Britz, Senior Vice President for Academic and Student Affairs, Universities of Wisconsin

DATE: November 11, 2025

RE: Revisions to Section 4.8, UW-Stout Post-Tenure Review Policy in the UW-Stout Faculty, Administrative Staff, Limited Appointees Handbook

Pursuant to Wis. Admin. Code s. UWS 2.02, UW-Stout is requesting to submit the attached revisions to Section 4.8, Post-Tenure Review Policy within their UW-Stout Faculty, Administrative Staff, Limited Appointees Handbook (FASLAH) for re-approval at the December 4, 2025, Board of Regents meeting. Wis. Admin. Code s. UWS 2.02 states: "rules and procedures developed pursuant to chapters UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect."

The proposed Post-Tenure Review policy revisions were developed in consultation with and approved by the UW-Stout Faculty Senate in April 2024 and by Chancellor Katherine Frank in May 2024. These revisions were previously approved by the Board in June 2024. However, in February 2025, UW-Stout submitted holistic revisions to the faculty personnel rules in the FASLAH that failed to include the Post-Tenure Review policy revisions previously approved in June 2024. UW-Stout is respectfully resubmitting the proposed revisions to correct this error to align policy with their current practices. The Universities of Wisconsin Administration Office of General Counsel, Office of Academic Affairs, Office of Human Resources, and Office of Government Relations have also reviewed the proposed revisions. There are no concerns related to the revisions.

Attachments:
- Chancellor's Letter of Support
- Proposed Redlined Section 4.8, "UW-Stout Post-Tenure Review Policy"

cc: Megan Wasley, Executive Director and Corporate Secretary, UW System Board of Regents
Quinn Williams, General Counsel, Universities of Wisconsin Administration
Jason Beier, Associate Vice President of Human Resources, Universities of Wisconsin Administration

Final submission received: October 16, 2025

4.8 UW-Stout Post-Tenure Review Policy

4.8.1 Scope

This policy applies to tenured faculty members at UW-Stout.

4.8.2 Definitions~~:~~

~~FASLAH: UW Stout Faculty, Staff, Limited Appointment Handbook.~~

FASLAH: UW~~-~~Stout Faculty, Staff, Limited Appointment Handbook.

In this document, the definitions of teaching, research and service are to be interpreted consistently with FASLAH, ~~Chapter IIIA: "Personnel Rules for All Unclassified Personnel."~~ Section 4: Faculty Policies and Procedures.

4.8.3 Purpose

UW-Stout is committed to providing support for the professional development of all faculty members at any time in their careers.

The purposes of the review of tenured faculty are:

1) to recognize and reward achievement;
2) to help identify and remedy, from a developmental point of view, any deficiencies and to provide opportunities for mentoring and professional development.

Tenured faculty are evaluated on an annual basis through the use of a university-developed and faculty approved annual performance evaluation process as described in FASLAH.

The process of post-tenure review is the periodic comprehensive assessment of each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FASLAH, and Regent Policy Document 20-9. The review is to be appropriately linked to the merit process. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty members shall be subject to dismissal only for just cause. Departments, schools, colleges, and the university may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

4.8.4 Board of Regents Policy Statement (Regent Policy Document 20-9)

Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching, and service met the highest standards and are congruent with the needs of the university.

It is the policy of the Board of Regents that a periodic, post-tenure review of tenured faculty members is essential to promoting faculty development, including recognizing innovation and creativity; enhancing the educational environment for students; and identifying and

redressing deficiencies in overall performance of duties through a supportive and developmental remediation process.

Nothing in this policy shall be interpreted to alter or to infringe upon existing tenure rights, as set forth in UW System Board of Regents or UW System policies, nor shall this policy diminish the important guarantees of academic freedom. Specifically, this policy does not supersede administrative rules providing for termination for cause set forth in Chapter UWS 4 of the Wisconsin Administrative Code.

4.8.5 UW-Stout Post-Tenure Review Process

The post-tenure review period begins in the academic year following the granting of tenure. In the case of a faculty member being promoted to full professor during a post-tenure review cycle, the five-year period will reset at the time of promotion. The review may be deferred, only with the approval of the provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment. In such cases, the provost will specify the new review cycle that applies to the faculty member. The periodic, post-tenure review will substitute for the subsequential annual review within the same calendar year unless the faculty member under review requests otherwise. The non-substitution request is initiated by the faculty member after receipt of the Chancellor's final decision on post-tenure review.

4.8.6 Criteria

The basic standard for review shall be whether the faculty member under review performs conscientiously and with professional competence the duties appropriately associated with the faculty member's position. These duties encompass teaching, scholarly activity, and service.

Each department shall develop criteria to measure progress in scholarly activity as appropriate to the field(s) and these criteria must be included in the department bylaws. The criteria shall be periodically reviewed by the personnel committee of each department. Each department must make these criteria available to each faculty member being reviewed, and the criteria document must be included with the written summary of the post-tenure review, filed by the reviewers. Likewise, university-wide standards about the content and length of post-tenure review packets shall be listed on the Faculty Senate intranet site.

The criteria for review should reflect the overall mission of the department, college, and institution, be sufficiently flexible to accommodate faculty members with differing responsibilities and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. The criteria must take into account that UW-Stout is an institution primarily oriented toward teaching, and the research/scholarship/service expectations must be appropriately scaled to reflect the teaching load of UW-Stout faculty. The faculty member's performance shall be considered holistically, with Faculty Senate developed and recommended university-wide guidelines regarding how to review levels of activity. Recognizing that responsibilities and accomplishments vary based on discipline, department-level criteria shall complement and be consistent with the university-wide guidelines and be applicable upon approval by the dean

and inclusion in the department bylaws. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty members is appropriately evaluated.

The personnel committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry, or innovative methods of teaching, and recognize that scholarly projects take varying amounts of time to come to fruition. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by applicable state or federal law, such as race, color, religion, creed, marital status, sex, sexual orientation, ethnicity, age, and disability.

4.8.7 ~~Procedures~~ Performing the Review

1) Annually, the specific dates that align with the timeline for each step of the post-tenure review process will be published by the Faculty Senate.
2) Reviews shall occur once every five years or earlier if requested by the faculty member reviewed. These post-tenure reviews may be incorporated into the annual merit review. The periodic, post-tenure review will substitute for the subsequential annual review within the same calendar year unless the faculty member under review requests otherwise. The non-substitution request is initiated by the faculty member after receipt of the Chancellor's final decision on post-tenure review.
3) Notice of the intent to review should be provided at least three months before the review is conducted. However, failure to meet this notice deadline does not obviate the requirement to conduct and participate in the review.
4) Each review, as determined by each department's personnel committee, shall be carried out by three or more tenured faculty members at the same rank or above as the faculty reviewed.~~,~~ The committee members ~~who~~ may be drawn from outside the department if there are not sufficient members in the department to serve on the committee. There must be an odd number, not an even number, of reviewers. If the faculty member under review formally objects to one reviewer, the chair, in consultation with the ~~relevant~~ appropriate dean, shall identify another appropriate reviewer. Such formal objections should be kept confidential to the extent permissible by law. In the case of a faculty member with appointments in more than one department, the tenured faculty members of the departments shall jointly conduct the review.
5) Each review must be conducted in accordance with the criteria developed by the department, as required by the section "Criteria" above. Review procedures shall include:
    ~~i.~~a) A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vita, annual activity reports, teaching evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review. The faculty member should provide the reviewers with a brief summary of ~~career plans for the future~~ proposed performance objectives for the next post-tenure review. Letters from outside the university would not ordinarily be a part of the review process. The faculty member under review, however, may submit

appropriate letters if they so choose. The reviewers shall examine materials to the degree needed to accomplish the purposes of this review.

~~ii. Discussion with the faculty member about her or his contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.~~

~~iii.~~b) ~~Appropriate consideration~~ Recognition of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration, if submitted as part of the materials.

~~iv. Other steps the reviewers consider useful in making a fair and informed judgment, including, but not limited to consultation with individuals who have knowledge of faculty member's work.~~

6) The reviewers will identify one of the following categories reflecting the overall results of the review. In determining the category, the review will consider whether the faculty member under review has conscientiously and with professional competence performed the duties appropriately associated with the faculty member's position~~, as stated in the job description and the faculty member's post-tenure professional development plan~~. A rating of does not meet expectations is to be given only if a majority of the committee members find the faculty member to have not met ~~her/his~~ their expectations.

Meets Expectations. This category is ~~awarded~~ assigned to those tenured faculty members whose performance reflects the expected level of accomplishment.

Does not meet expectations. This category is ~~awarded~~ assigned to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below.

7) The reviewers shall provide the faculty member with a written summary of the review by the last business day in January. The faculty member shall have the right to prepare a written response to the summary within ~~30~~ 20 business days after receipt. This written response will be retained in the departmental post-tenure review file and archived personnel records. After the 20 business days window for the faculty to respond has passed, the reviewers must forward the post-tenure review file (including any written response from the faculty member) to the appropriate dean within five business days.

8) In the event the initial review by the faculty committee leads to a rating of "does not meet expectations," the d~~D~~ean shall review the committee's report. ~~As required by Regent Policy Document 20-9, t~~The deficiencies at issue must be described in writing (as required by Regent Policy Document 20-9) and in detail (as part of the report) whenever a "does not meet expectations" ~~result~~rating is given. ~~The faculty member may provide a written statement to accompany the Dean's review.~~ In the course of ~~her or his~~their review, the d~~D~~ean should consult and seek input from tenured faculty members in the c~~C~~ollege or another c~~C~~ollege of UW--Stout if there is a cognate discipline. Within 20 business days of receiving the departmental report, the dean must complete their review and send it to the faculty member. The faculty member will have 10 business days to provide a written response to accompany the dean's review, before the report is forwarded to the Chancellor. ~~The Dean's review will be followed by the chancellor's~~

~~review, no sooner than 30 days after the Dean's review.~~ The Chancellor will have 20 business days to complete their review. ~~The faculty member may provide a written statement to accompany the Chancellor's review.~~ In the course of ~~her or his~~their review, the Chancellor may consult and seek input from ~~tenured faculty~~the department chair, the dean, and the provost. Following the C~~c~~hancellor's review, the faculty member shall be informed by the C~~c~~hancellor that the faculty member has received either a ~~result~~rating of "meets expectations" or ~~that~~ a rating of "does not meet expectations." If a rating of "does not meet expectations" was ~~assigned~~received, ~~and~~ a remediation plan will be developed. Following receipt of the Chancellor's review, the faculty member will have 20 business days to provide a written response to accompany the Chancellor's review. This written response will be retained in the departmental post-tenure review file and archived personnel files.

9) In the event a departmental review leads to a rating of "meets expectations," the ~~Chancellor shall review the report.~~ Appropriate dean will be afforded 10 business days to attach written commentary pertaining to the content of the report before it is forwarded to the provost. The provost will be afforded 10 business days to attach written commentary pertaining to the content of the report before it is forwarded to the Chancellor. Upon reviewing the report and the accompanying commentaries, if the Chancellor has concerns about the department-level review, the Chancellor shall meet with the chair of the department's post-tenure review committee. In ~~the course of the review~~ addition, the Chancellor may consult with and seek input from the faculty reviewers, the dean, the provost, and any other tenured faculty as appropriate. Within 20 business days after the Chancellor receives the report and the accompanying commentaries, ~~Following the Chancellor's review,~~ the faculty member shall be informed by the Chancellor that the faculty member has received a ~~result~~ rating of "meets expectations" or "does not meet expectations."

10) If the Chancellor assigns a "does not meet expectations rating", the Chancellor must provide a carefully considered written explanation of why such a rating was assigned, including specific evidence of deficiencies in the areas of teaching, scholarly activity, or service. ~~As required by Regent Policy Document 20-9, t~~ The deficiencies at issue must be described in writing (as required by Regent Policy Document 20-9), and in detail (as part of the summary) whenever a "does not meet expectations" ~~result~~ rating is given. If a "does not meet expectations" rating is assigned by the Chancellor, the faculty member, in consultation with the appropriate dean, if desired by the faculty member, shall have the right to prepare a written response to the summary within 20 business days after receipt. This written response will be retained in the departmental post-tenure review file and archived personnel records. Within 15 business days after receiving the written response from the faculty member, the Chancellor shall review and carefully consider the response and inform the faculty member that they have received a final rating of "meets expectations" or "does not meet expectations." If a "does not meet expectations" rating is assigned by the Chancellor after the review and careful consideration of the faculty response, a remediation plan will be developed. The Chancellor's response shall be provided to the faculty member, the department chair, the appropriate dean, and the provost.

11) In the event the Chancellor assigns a rating of "meets expectations," within 20 business days after the Chancellor informs the faculty member, a copy of the summary and any

written response to it shall be given to the department chair, the dean, ~~as applicable,~~ and the ~~P~~provost and shall be placed in the departmental personnel file of the faculty member. ~~The department shall also preserve in the faculty member's personnel file all documents that played a substantative role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty member, or as otherwise required by law.~~

12) For faculty members who receive a final post-tenure review in the category of "meets expectations," ~~should be considered for additional base compensation~~ every effort should be made by the university to offer tangible recognition, including but not limited to increases in base pay, nomination for awards, and other benefits~~,~~ subject to the availability of resources and in accordance with university processes.

~~In the event the initial review by the faculty committee leads to a rating of "does not meet expectations," the Dean shall review the committee's report. As required by Regent Policy Document 20-9, the deficiencies at issue must be described in writing and in detail (as part of the report) whenever a "does not meet expectations" result is given. The faculty member may provide a written statement to accompany the Dean's review. In the course of her or his review, the Dean should consult and seek input from tenured faculty members in the College or another College of UW Stout if there is a cognate discipline. The Dean's review will be followed by the chancellor's review, no sooner than 30 days after the Dean's review. The faculty member may provide a written statement to accompany the Chancellor's review. In the course of her or his review, the Chancellor may consult and seek input from tenured faculty. Following the chancellor's review, the faculty member shall be informed by the chancellor that the faculty member has received a result of "meets expectations" or that a "does not meet expectations" rating was assigned and a remediation plan will be developed.~~

4.8.8 Formulating Remediation Plans

1) For faculty members needing to develop a remediation plan, support from institutional resources for professional development shall be proffered. The department chair and the faculty member, ~~in consultation with the dean,~~ shall develop a written plan for mentoring and professional development to address all the deficiencies identified in the review. This plan shall be the product of mutual ~~discussion~~ negotiation between the faculty member and ~~,~~ the department chair(s), ~~and dean(s),~~ shall respect academic freedom and professional self-direction, and shall be flexible enough to allow for multiple paths for success. Such a plan requires dean approval and could include review and adjustment of the faculty member's responsibilities, development of a new program for scholarly activity/research engagement, or teaching strategy, referral to campus resources, assignment of a mentoring committee, institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements. The faculty member shall have the right to provide a written response regarding the manner in which any written development plan is formulated, the plan's content, and any resulting evaluation, including metrics to be used. The written response will accompany the plan as

a permanent appendix. Review and final approval of the plan will be provided by the Chancellor or Chancellor designee, within 10 business days of receipt of the plan.

2) The remediation plan should clearly indicate a deadline (not to exceed three academic semesters starting the Fall subsequent to the development of remediation plan) by which time all elements of the plan must be satisfied. The plan shall include a description of what constitutes satisfactory completion of each element.

3) In those few remediation plans related to a performance shortfall in research where more than three academic semesters may be necessary to correct identified deficiencies, the reviewee may request an extension of one academic semester. This extension shall be permitted only with the approval of the Chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.

4) The remediation plan should indicate that 1) a progress meeting will be scheduled with the ~~D~~dean, the chair and the faculty member approximately one semester into the plan to help determine progress and identify additional improvement resources that may aid the faculty member; and 2) that a final remediation follow-up meeting will occur between the ~~D~~dean, the chair, and the faculty member after the deadline, but before the start of the next academic semester, and not to exceed ~~30 calendar~~ 20 business days past the deadline (e.g., if three semesters, limited to 18 months in total are provided, within ~~30 calendar~~ 20 business days of the close of the 3rd semester). At the meeting, the ~~D~~dean will consult with the chair and the faculty member about the evidence indicating that the faculty member has met or not met the obligations of the remediation plan. The ~~D~~dean may request evidence from the department, the faculty member, and/or other sources prior to the meeting.

5) The remediation plan should indicate the actions to be taken for failing to satisfy the remediation plan by the deadline. Consequences can range from informal actions such as workload assignments, to disciplinary measures. In extremely egregious situations, dismissal for cause under the category of “non-performance of duties” shall be a possible sanction, provided that the policies in FASLAH are followed, including the procedures of the termination of employment committee.

6) Meeting the expectations of the remediation plan is defined as satisfying all the elements of the remediation plan. The dean, in consultation with the C~~c~~hancellor and the faculty member, makes the determination whether the elements of the plan have been successfully completed. The remediation follow-up meeting will result in a letter from the d~~D~~ean to the faculty member and the Chancellor (with a copy to the department c~~C~~hair, the p~~P~~rovost, and HR) indicating that the faculty member has either:

~~1.~~a) Met the conditions of the remediation plan, with a statement stating that the next formal post-tenure review by the department will occur five~~5~~ years from the date of the review that triggered the remediation plan.

OR

~~2.~~b) Not met the conditions of the remediation plan. If the remediation plan has not been met, the letter will include information regarding the potential sanctions or disciplinary procedures.

4.8.9 ~~Accountability~~ Potential Dismissal

The standard for dismissal remains that of just cause as outlined in FASLAH. The fact of successive negative reviews does not diminish the obligation of the institution to show such cause in a separate forum, following the procedures outlined in FASLAH. Records from post-tenure review ~~may be relied upon and~~ are admissible, but are rebuttable as to accuracy. The administration bears the ultimate burden of proof on the issue of just cause for dismissal.

The faculty member retains all protections guaranteed in FASLAH, including, but not limited to, the rights to appeal specified above and the right to appeal disciplinary and dismissal action to the Positive Action Committee as described in FASLAH.

4.8.10 Accountability

1) Copies of the departmental criteria and procedures for reviews of tenured faculty shall be ~~filed with~~ distributed to the appropriate dean, the provost, and the secretary of the ~~f~~Faculty Senate.
2) At the beginning of each academic year, the department chair and the department personnel committee chair shall identify faculty to be reviewed by the end of that year. In consultation with the Faculty Senate, the Provost's Office will develop a yearly timeline for the review and plan development (if needed).
3) Departments shall maintain a record of reviews completed, including the names of all reviewers.
4) If a department fails to conduct requisite reviews by the specified deadline, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.
5) The periodic review of each department, in which the department's mission, personnel, and development are now evaluation, shall include review of the process for review of tenured faculty in the department.
6) A full, written record is to be created containing the results of a faculty member's periodic, post-~~-~~tenure review and any ensuing actions, as described above. The written record is to be provided to the dean and ~~c~~Chancellor. Information and documentation relating to the review shall be maintained by the appropriate department, college or school, or university personnel or bodies, and disclosed otherwise only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.
7) Department chairs are required to report annually to the dean and ~~c~~Chancellor that all periodic, post-~~-~~tenure reviews for tenured faculty in that annual cycle have been completed and a record of the reviews will be maintained by Human Resources. The C~~c~~hancellor has responsibility for ensuring the reviews are completed on schedule.

4.8.11 Appeals

The reviews conducted and remediation plans developed in accordance with this policy are not subject to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

Education Committee **Item D.**
December 4, 2025

APPROVAL OF UW-MADISON NEW COLLEGE OF COMPUTING AND ARTIFICIAL INTELLIGENCE

REQUESTED ACTION

Adoption of Resolution D., approving the establishment of the College of Computing and Artificial Intelligence at the University of Wisconsin–Madison.

Resolution D. 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 establish the College of Computing and Artificial Intelligence at the University of Wisconsin–Madison.

SUMMARY

The University of Wisconsin (UW)–Madison seeks approval to restructure its existing School of Computer, Data, & Information Sciences (CDIS) into the College of Computing and Artificial Intelligence. In 2019, CDIS was established as a subdivision of the College of Letters and Science. Since then, enrollment in degree programs housed in CDIS has doubled. Three units within CDIS and the College of Letters and Science will be reorganized to create the College of Computing and Artificial Intelligence. These include the Department of Computer Science, the Information School, and the Department of Statistics.

This realignment will build on the success of CDIS and position the university as a national leader, fostering cutting-edge research, interdisciplinary collaborations, and workforce development. The realignment does not affect the program array offered by UW-Madison, nor does it impact the accreditation status of programs involved in the realignment.

The College of Computing and Artificial Intelligence will be led by a dean who reports to the provost and who will serve on the Dean's Council. The administration of the division will be managed by a team of associate deans, including those for academic affairs, faculty affairs, advancement and communications, research, and finance and administration. Approximately $36,000,000 in general program operations funding would move from the College of Letters and Science to the College of Computing and Artificial Intelligence. Philanthropic support will be sought, building on the success of previous fundraising efforts.

The official effective date for all proposed realignment actions is July 1, 2026.

Presenter

- John Zumbrunnen, Interim Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

The establishment of the College of Computing and Artificial Intelligence is being created through the reclassification of existing positions and the restructuring of existing organizational entities within the School of Computer, Data, and Information Science in the College of Letters and Science at UW-Madison. The restructuring aligns with Wisconsin Statute § 36.09(1)(gm)3, which states the legislative authorization requirements noted under Wisconsin Statute § 36.09(1)(gm), "does not apply to the redesignation or reorganization of existing colleges or schools if accomplished through the reclassification of existing positions or the restructuring of existing organizational entities."

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) UW-Madison Unit Realignment Proposal with Timeline and Organization Chart
B) Provost's Letter

PROPOSAL TO REORGANIZE THE COLLEGE OF LETTERS & SCIENCE TO CREATE THE COLLEGE OF COMPUTING AND ARTIFICIAL INTELLIGENCE AT THE UNIVERSITY OF WISCONSIN–MADISON

a. The rationale for establishing the college or school, including a definition of the school or college

As one of the world's leading research institutions, the University of Wisconsin–Madison is poised to build on its strength in computer, data, and information sciences. UW-Madison has made significant progress in these areas and must continue advancing its position as a national leader, fostering cutting-edge research, interdisciplinary collaboration, and workforce development. Building on the successes of the formation of a School of Computer, Data & Information Sciences (CDIS) in the College of Letters & Science, including a new building that opened in summer 2025, a 2023 working group of experts recommended formalizing CDIS and seeking approval to establish a new College of Computing and Artificial Intelligence. The proposed college will be created through a reorganization of units within the College of Letters & Science and will initially draw primarily on resources transferred from the College of Letters & Science.

Establishing a division-level unit that focuses on artificial intelligence, computing, data, and information sciences will allow the university to elevate the visibility of what is already being done in these areas as well as create new partnerships with other academic divisions and industry.

b. The administrative structure of the college or school, including an organization chart

Figure 1 illustrates the organizational structure of the proposed College of Computing and Artificial Intelligence. The college will be led by a dean who reports to the provost and, with the deans of the other academic divisions of the university, will serve on the Dean's Council. Administration of the division will be managed by associate deans for: academic affairs, faculty affairs, advancement and communications, research and finance, and administration. Each department will be led by a tenured faculty member selected by the department's executive committee to serve as chairperson. The department chairperson will also report to the dean. Each of the associate deans will manage an office with academic and university staff according to the needs of the area of responsibility.

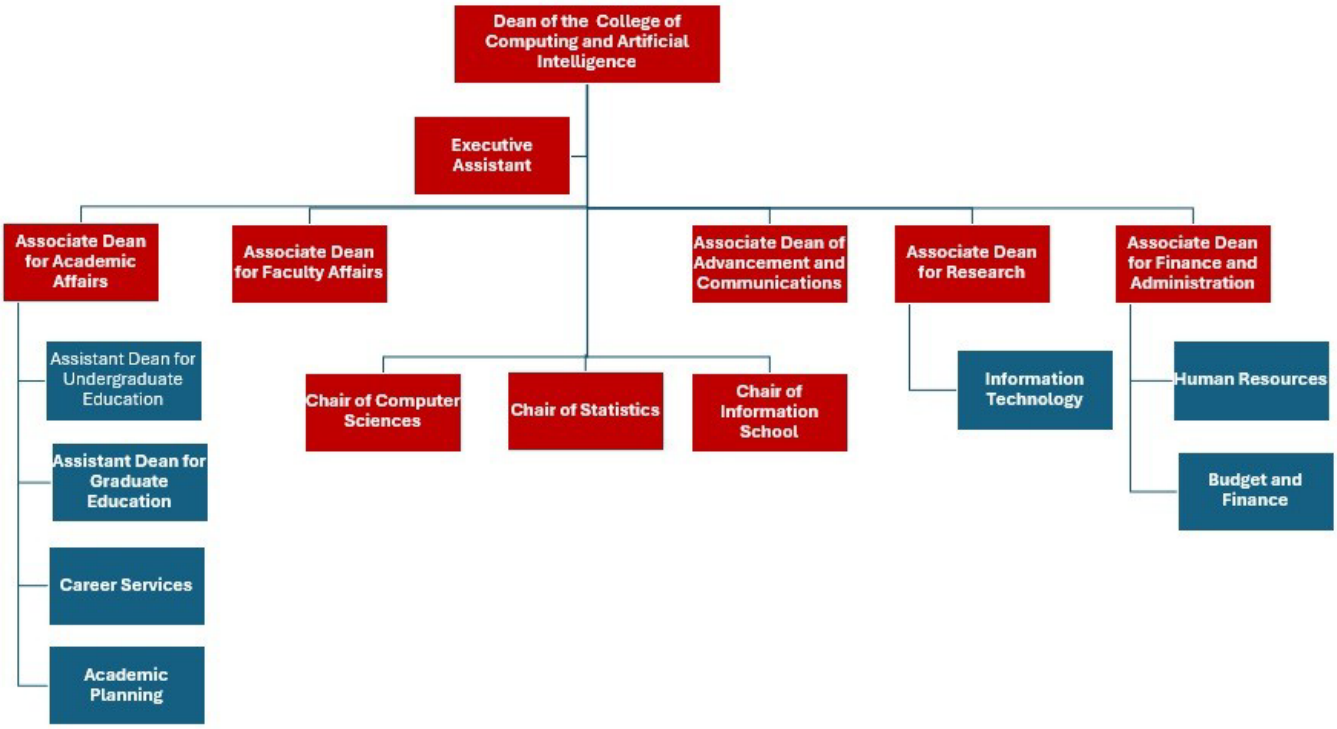


Figure 1. Organizational Structure of the College of Computing and Artificial Intelligence

c. The redirection of university resources to establish the college or school

The School of Computer, Data and Information Sciences (CDIS) was established as a subdivision of the College of Letters & Science in 2019. Since 2019, enrollment in the degree programs housed in CDIS departments has doubled. The College of Letters & Science is the largest college at UW-Madison with a budget of $500 million. The departments of Computer Sciences, the Information School, and Statistics within the College of Letters & Science will be reorganized to create the College of Computing and Artificial Intelligence as a standalone academic division. Continued growth in the disciplines within the College of Computing and Artificial Intelligence will likely lead to further expansion of the division over time.

A memo of understanding between the College of Letters & Science and the new division has been drafted to facilitate the process and timeline for redirecting resources to the new division.

d. The financial implications of establishing the college or school

Approximately $36,000,000 in general program operations funding would be moved from the College of Letters & Science to the College of Computing and Artificial Intelligence. The overall budget for the College of Computing and Artificial Intelligence is anticipated to be approximately $85,000,000.

Building on the success of fundraising efforts for Morgridge Hall, philanthropic support is being sought to provide additional financial resources to support faculty hiring, research initiatives, and student programs. Preliminary commitments suggest a strong likelihood of significant philanthropic support from private donations upon the establishment of the new College of Computing and Artificial Intelligence.

e. The definitions of the leadership structure of the new college or school and an organization chart

Upon approval of the College of Computing and Artificial Intelligence, the dean will coordinate the formation of an academic planning council (APC) in accordance with chapter 3 of UW-Madison Faculty Policies and Procedures. APC membership will be drawn from eligible faculty members and academic staff as determined by the bylaws of the APC.

The council will advise the dean on long-range and strategic planning; proposals related to program and curricular planning. Each academic department will, in accordance with chapter 5 of UW-Madison's Faculty Policies and Procedures, form an executive committee to review and make recommendations concerning faculty appointments. The department faculty will hold regular meetings and have jurisdiction over all department interests, including authority to determine all departmental questions not vested in the departmental executive committee.

f. Confirmation that the appropriate university governance body(ies) have completed their review process(es)

Leaders from the College of Letters & Science and the School of Computer, Data and Information Sciences have met with the following stakeholders:

- Dean's Council (10 September 2025 by Dean Eric Wilcots)
- College of Letters & Science Academic Planning Council (7 October 2025 by Dean Eric Wilcots)
- University Committee (22 September 2025 by Interim Provost John Zumbrunnen / Professor Remzi Arpaci-Dusseau) Faculty Senate (6 October 2025 by Interim Provost John Zumbrunnen)
- University Academic Planning Council (16 October 2025 by Interim Provost Zumbrunnen / Dean Eric Wilcots) Academic Staff Executive Committee (2
- October 2025 by Interim Provost John Zumbrunnen)
- Academic Staff Assembly (13 October 2025 by Interim Provost John Zumbrunnen)
- Board of Regents Education Committee (4 December 2025 Interim Provost Zumbrunnen)

g. The desired effective date

The start of fiscal year 2027, July 1, 2026, is the targeted start date to begin the reorganization.

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

October 21, 2025

Johannes Britz
Senior Vice President for Academic & Student Affairs
Division of Academic & Student Affairs
Universities of Wisconsin

Dear Johannes,

I am sending UW-Madison's proposal to realign academic units from the College of Letters and Science to form the College of Computing and Artificial Intelligence. This is a reorganization of existing units that will raise the stature of existing cutting-edge research and education in computer, data and information sciences and help the university continue to attract the top faculty and students in these disciplines. The new college will house the departments and research groups of this fast-growing field and will help the university organize its efforts in this area in a way that will streamline its efforts to teach, research, and innovate.

The plan we have developed is the result of many months of discussion both within the university and with industry experts. We are discussing our intent across the institution, including with our campus governance bodies (University Committee, Faculty Senate, University Academic Planning Council, Dean's Council and Academic Staff Executive Committee).

Thank you for considering this request,

Jennifer L. Mnookin
Chancellor
Morgridge Friends Distinguished Chair in Leadership

John Zumbrunnen
Interim Provost and Vice Chancellor for Academic Affairs

Office of the Chancellor
161 Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, WI 53706
Voice/Relay 711: 608-262-9946 Fax: 608-262-8333

UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC HEALTH: THE WISCONSIN PARTNERSHIP PROGRAM FISCAL YEAR 2025 ANNUAL REPORT

REQUESTED ACTION

For information and discussion.

SUMMARY

The Wisconsin Partnership Program presents its Fiscal Year 2025 Annual Report, covering program activities and expenditures from July 1, 2024 through June 30, 2025 to the UW System Board of Regents.

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

The annual report highlights the progress and achievements of the Wisconsin Partnership Program and its many grant partners over the past year. A supplemental report provides a comprehensive listing of the grants that were awarded, active or concluded during the fiscal year.

Presenters

- Nita Ahuja, M.D., M.B.A., Dean, Robert Turell Distinguished Chair in Medical Leadership; Dean, School of Medicine and Public Health; Vice Chancellor for Medical Affairs; University of Wisconsin–Madison
- Amy J.H. Kind, M.D., Ph.D., Associate Dean for Social Health Sciences and Programs, UW School of Medicine and Public Health; Executive Director, Wisconsin Partnership Program
- Sue Smith, R.N., M.S.N., C.P.M., Director and Health Officer, Wood County Health Department; Public Member, Wisconsin Partnership Program Oversight and Advisory Committee

BACKGROUND

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

A true embodiment of the Wisconsin Idea, WPP has awarded 692 grants totaling $322 million that propel medical research, enhance health education and workforce development and support community health partnerships. The work of WPP and its grantees touches all corners of the state, across a wide range of health challenges, communities, populations and geographic areas.

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

In compliance with the Order, the Board of Regents created the Oversight and Advisory Committee (OAC) comprising four public members representing different community health categories and four SMPH representatives appointed by the Regents upon recommendation of the Dean of the SMPH, and one member appointed by the Wisconsin Office of the Commissioner of Insurance. The OAC is responsible for directing and approving available funds for community-engaged public health initiatives and public health education and training. The SMPH created the Partnership Education and Research Committee (PERC), comprising a cross-section of SMPH faculty and leadership and includes representatives from the OAC, to direct and approve available funds for faculty-led education and research initiatives to improve health and advance health equity. Through WPP's annual reports, the OAC fulfills the obligations in the Order to report on the expenditure, use and evaluation of the full portfolio of WPP's funded programs and projects.

Since March 2004, WPP's governance committees have solicited proposals and made awards to community organizations and faculty in accordance with the Order, the Grant Agreement that transferred the funds resulting from the BCBS conversion, and WPP's five-year plans. The current Five-Year Plan (2024-2029) was presented to and approved by the Board of Regents in December 2023.

In compliance with the Order and WPP's non-supplanting policy, WPP submits to the Board of Regents each year non-supplanting attestations from the UW-Madison Vice Chancellor for Finance and Administration, the Dean of the SMPH and the Chief Financial Officer (CFO) of the SMPH. A monitoring system is in place to ensure that WPP funds are not used to replace existing funds.

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

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

In accordance with the Order, the WPP obtains a program and financial audit every five years. The latest audit engagements covering the period July 1, 2018 through June 30, 2023 were conducted by independent accounting firm Baker Tilly, US, LLP. The audit standards, specifications and selection of Baker Tilly, US, LLP were all approved by the Wisconsin Commissioner of Insurance. The SMPH was pleased with the results. There were no findings, recommendations or exceptions noted. The program (Agreed Upon Procedures) and financial statement audit reports were shared with the UW System Board of Regents in February 2025.

The Fiscal Year 2025 Annual Report details WPP's activities and expenditures over the past year and highlights how WPP is advancing its mission to improve health and advance health equity across Wisconsin through a strong portfolio of grant programs that propel medical research, enhance health education and workforce development, and support community partnerships. The report also highlights selected examples of WPP grant recipients who are leading community partnerships and research and education initiatives to positively impact health for the people of Wisconsin.

Fiscal Year 2025 Annual Report

During fiscal year 2025, WPP awarded 56 new grants totaling $20.4 million and supported an additional 48 active and 32 concluding projects. As part of WPP's 20th anniversary celebration, WPP released two new funding opportunities in fiscal year 2025: the 20th Anniversary Postdoctoral Research Grant Program and Community Capacity Grant Program. As a result of the successful launch and strong response to these grant programs, WPP plans to offer them on an annual basis.

Throughout the fiscal year, grant recipients advanced WPP's mission through a wide range of projects and initiatives. Their work is improving health and well-being by addressing health challenges facing patients, communities, and populations across the state. The

following are a few selected examples of the outstanding work led by WPP grantees across WPP's pillars of community partnerships, education, and research.

Improving Health through Community Partnerships: The WPP's community engagement extends throughout the state through broad partnerships with Wisconsin non-profits, technical colleges, tribal colleges, public health organizations, and across the University of Wisconsin System, creating strong partnerships and community-led initiatives to address Wisconsin's diverse health care needs. Following are a few selected grant highlights:

- **Building the Public Safety Workforce**: The Madison Fire Department, in collaboration with academic partner, Michael Spigner, MD, assistant professor, UW–Madison Berbee Walsh Department of Emergency Medicine, is creating a new career development pathway for students interested in fire service. This pathway creates a two-year, fulltime, paid internship with structured mentorship and support to complete an associate degree program at Madison College.

- **Improving Health and Education Outcomes through Family Coaching and Engagement**: Lutheran Social Services, in collaboration with academic partner, Joshua Mersky, PhD, UW–Milwaukee, is addressing the mental health crisis facing youth from Milwaukee County's under-resourced neighborhoods. By implementing family coaching services and community engagement strategies, the team is working to address the social factors contributing to poor health and educational outcomes.

- **Promoting Health in Tribal Communities**: With a WPP grant, Ukwakhwa, Inc. (Oneida for 'Our Foods') is promoting health in their community by providing nutritious, culturally appropriate food, offering courses on traditional meal preparation, and more. The project aims to promote nutrition and cultural knowledge, with the ultimate goal of improving health and building a sustainable framework for traditional, health-promoting food practices.

- **Supporting Youth Aging Out of Foster Care**: Workforce Resource Inc., in partnership with academic partner Tamara Kincaid, PhD, associate professor, Department of Social Work, UW-River Falls, is developing a care model and crisis intervention services to support young people as they age out of foster care. To date, the project has served 200 youth across 27 primarily rural Wisconsin counties and five tribes.

Preparing Wisconsin's Health Care and Public Health Workforce: The WPP's support has been foundational to the UW Medical School's transformation to the UW School of Medicine and Public Health. WPP continues to build on this legacy through education investments that advance innovation in medical education and create training pathways to

recruit and prepare the next generation of physicians and public health leaders. Following are a few selected grant highlights:

- **Addressing Wisconsin's Rural Health Care Needs**: WPP provided essential start-up funding for SMPH's Wisconsin Academy of Rural Medicine (WARM), which now boasts 327 graduates. More recently, WPP funding supported an accelerated rural training track at the SMPH that reduces the training time for doctors interested in practicing medicine in rural parts of the state, with the first student graduating this year.

- **Increasing Wisconsin's Medical Workforce**: WPP education investments support efforts to address Wisconsin's health workforce needs through programs and pathways that enhance recruitment and retention strategies for students interested in medical school and the health sciences professions. For example, with WPP funding, the SMPH Native American Center for Health Professions created pre-college and college pathway programs in collaboration with Wisconsin's two tribal colleges.

- **Strengthening the Public Health Workforce**: The Wisconsin Population Health Service Fellowship Program is building a highly skilled public health workforce. This two-year service and training program places fellows in sites across Wisconsin to help address pressing community health needs. Since 2004, 121 fellows have served in over 50 state agencies, local and tribal health departments, health systems, and community-based organizations, with 85 percent of graduates staying in Wisconsin public health.

Driving Innovation and Scientific Discovery: WPP's research grant programs support innovative approaches to understand and solve complex health challenges in Wisconsin. Grant programs help early-career SMPH faculty advance their research, enabling them to obtain data and insight necessary to pursue additional external funding. Other WPP funding mechanisms support interdisciplinary team science to examine new ways to solve intractable health challenges; establish research infrastructures; or develop highly responsive, time-critical projects to address pressing health needs. Following are a few selected grant highlights:

- **Diagnosing Rare Genetic Disorders**: Funding from WPP and its sister endowment, Advancing a Healthier Wisconsin (AHW), at the Medical College of Wisconsin, support two projects to improve the health of critically ill newborns. The *Baby Badger Network*, funded by AHW, is working to increase access to genomic testing across the state by empowering local providers to provide testing, while the WPP-funded *Piloting BadgerSeq* project is developing new technologies and techniques to

facilitate this testing. Together, these projects will improve and expand access to genomics testing options across the state.

- **Finding Better Cancer Treatments**: Marina Sharifi, MD, PhD, assistant professor in the SMPH Department of Medicine, is using a WPP grant to advance her research into an innovative technique that uses blood samples to tailor treatment strategies for patients with breast cancer. This simple blood test - or liquid biopsy - could help personalize cancer treatment and improve health outcomes for patients across Wisconsin and beyond.

- **Improving Lupus Care through Community Collaboration**: Christine Bartels, MD, professor, Department of Medicine, is leading a project with medical and community partners to improve lupus care. Their new co-designed intervention has already reduced the number of patients overdue for care by 90 percent. With a new federal grant, they are improving access to eye testing, to prevent damage potentially caused by a common lupus treatment.

- **Supporting the Next Generation of Researchers**: WPP's new Postdoctoral Grant Program, launched in fiscal year 2025, provided crucial funding to fourteen SMPH postdoctoral trainees, enabling them to advance their research and develop their careers in partnership with a supervising mentor. Projects addressed a wide range of health issues such as sepsis, dementia, diabetes, obesity, barriers to surgery and more.

Convening and Capacity-building: In fiscal year 2025, WPP offered several opportunities for connection and capacity-building across the state, serving more than 450 people.

In October 2024, WPP hosted its 20th anniversary celebration. A grantee showcase highlighted the work and progress of several grant recipients and a reception honored WPP's proud history and impact. Current and former grant recipients and staff, university and community leaders and distinguished members of the public attended the events.

WPP's Community Connections series continued this year with three in-person and one virtual event held in April 2025. These events provided opportunities for both potential applicants and current grantees to learn, network, and familiarize themselves with WPP's grant offerings.

Evaluation and Impact: The WPP's evaluation strategy has two primary focus areas: understanding how WPP support facilitates the work of its grantees; and providing evaluation support for grantees as needed.

The data used for WPP evaluation cross several thematic areas including sustainability measures, dissemination, organizational changes, quality and process improvements, and reach and impact.

WPP's evaluators provide varying levels of evaluation support and consultation to all grantees based upon their specific needs for project evaluation. The WPP evaluation team also provides intensive academic partner-level evaluation support to grantees in WPP's Community Impact Level One grant program. This evaluation is vital in helping grant recipients build their evaluation capacity to expand or sustain their projects.

The Wisconsin Partnership Program provides outcome reports for each concluded project after grantees submit their final reports. The outcome reports include significant achievements and key project outcomes and are published on the Funded Projects section of the WPP website.

ATTACHMENTS

A) Wisconsin Partnership Program Annual Report, July 1, 2024-June 30, 2025
B) Wisconsin Partnership Program Annual Report Supplement: Grantmaking Activity Fiscal Year 2025
C) FY 2025 Determination of Non-Supplanting for OAC
D) FY 2025 Determination of Non-Supplanting for PERC
E) FY 2025 Determination of Non-Supplanting for SMPH
F) FY 2025 Determination of Non-Supplanting for UW System and UW-Madison

MOVING HEALTH FORWARD

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

+ COMMUNITY
+ EDUCATION
+ RESEARCH

ANNUAL REPORT

JULY 1, 2024 – JUNE 30, 2025

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

The Wisconsin Partnership Program expresses its continued gratitude for this gift to benefit the people of Wisconsin.

KEY

NACHP
Native American Center for Health Professions

OAC
Oversight and Advisory Committee

PERC
Partnership Education and Research Committee

SMPH
School of Medicine and Public Health

WFAA
Wisconsin Foundation and Alumni Association

WPP
Wisconsin Partnership Program

Table of Contents

Message to Partners

Dear Partners,

Thank you for your interest in the Fiscal Year 2025 annual report of the University of Wisconsin School of Medicine and Public Health's (SMPH) Wisconsin Partnership Program (WPP). We are pleased to present WPP's grantmaking activities of the past year, highlighting the remarkable work of grant recipients and the positive impact that together we are making to improve the health of the people of Wisconsin.

Guided by the timeless principles of the Wisconsin Idea, WPP's investments in community partnerships, education and research continue to benefit the people of our state regardless of where they live. This work positively impacts the health of patients and populations across rural, urban and tribal communities.

For example, collaborative research teams use Wisconsin Partnership Program funding to harness the power of interdisciplinary research to tackle complex health challenges. Their findings inform treatment and care for a wide range of diseases.

WPP also supports the development of our talented and promising early-career SMPH faculty. Grants to new investigators and postdoctoral trainees enable the pursuit of innovative research and the generation of preliminary data that lay the groundwork for future research and extramural funding.

CONTINUES ON THE NEXT PAGE

WPP continues its strong legacy of creating vital pathways to medical and public health education. These investments are preparing future physicians, strengthening public health leadership capacity and addressing critical health workforce needs.

When our communities are healthier, Wisconsin is healthier. As such, WPP community grant funding reaches broadly across our state's varied geographic regions and communities. Community grant recipients are leading numerous and varied projects focusing on health issues such as nutrition and food security, housing stability, maternal and child health, health care access and more. Their work is improving health outcomes and helping communities thrive.

In alignment with the Universities of Wisconsin, the Wisconsin Partnership Program and the UW School of Medicine and Public Health continue to navigate the evolving landscape as we pursue our vision that everyone in Wisconsin will live healthy and full lives. We are proud to work with you to strengthen our communities, propel research and discovery, and provide innovative medical and public health education.

Thank you for your partnership and for sharing in our bold vision of a healthy Wisconsin for all.

Nita Ahuja
MD, MBA

Robert Turell Distinguished Chair in Medical Leadership
Dean, School of Medicine and Public Health
Vice Chancellor for Medical Affairs
University of Wisconsin–Madison

Amy J.H. Kind
MD, PhD

Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs
University of Wisconsin School of Medicine and Public Health

WPP OVERVIEW

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

Since 2004, the Wisconsin Partnership Program has awarded **692 GRANTS** totaling **$322 MILLION**. These awards have resulted in a remarkable return on investment, with grantees leveraging more than $963 million in additional funding from other sources to sustain the projects.

In fiscal year 2025, WPP celebrated **20 YEARS** of grantmaking by reflecting on our proud history and sharing the achievements and impact of grant partners across Wisconsin.

$963 M

ADDITIONAL FUNDING LEVERAGED BY GRANTEES TO SUSTAIN PROJECTS.

VISIT OUR ANNIVERSARY WEBPAGE TO LEARN MORE ABOUT WPP'S HISTORY AND VISION FOR THE FUTURE.

VISION Everyone in Wisconsin will live healthy and full lives

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

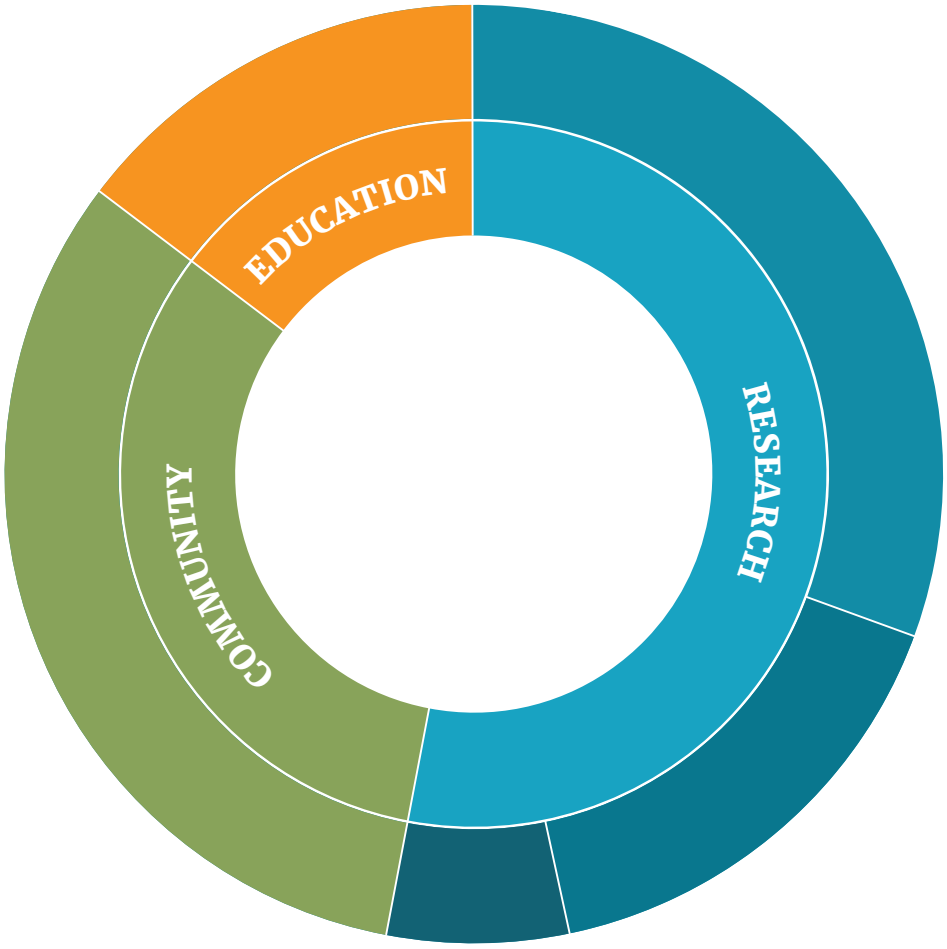
VALUES

- ACADEMIC AND COMMUNITY LEADERSHIP
- CREATIVITY AND FLEXIBILITY
- MULTI-SECTOR PARTNERSHIPS
- SUSTAINABILITY

The Wisconsin Partnership Program operates within a robust governance structure. Two governance committees composed of community members and University of Wisconsin School of Medicine and Public Health faculty guide its work and its processes for reviewing and awarding grants to advance its mission. The Oversight and Advisory Committee (OAC) directs and distributes funds for public health initiatives (community grants). The Partnership Education and Research Committee (PERC) allocates funds for education and research initiatives to improve health and advance health equity.

GRANTS AWARDED
BY TYPE

2004 – June 30, 2025



$171.2 M
RESEARCH

- 100.2 M Clinical & Translational
- 51.0 M Public Health
- 20.0 M Basic Science

$103.6 M
COMMUNITY

$47.1 M
EDUCATION, WORKFORCE DEVELOPMENT

WPP

POINTS OF PRIDE

The Wisconsin Partnership Program (WPP) advances its mission to improve health and advance health equity through a strong portfolio of grant programs that propel medical research, enhance health education and workforce development and support community partnerships. The work of WPP and its grantees touches all corners of the state, across a wide range of health challenges, communities, populations and geographic areas.

JANUARY 1 2004 – JUNE 30 2025

692
TOTAL NUMBER OF GRANTS MADE

$322M
TOTAL DOLLAR AMOUNT AWARDED

GRANTS AWARDED

384
COMMUNITY

255
RESEARCH

53
EDUCATION

$963M
TOTAL DOLLAR AMOUNT LEVERAGED IN FUNDING DERIVED FROM WPP-FUNDED PROJECTS

FISCAL YEAR 2025

56
TOTAL NUMBER OF GRANTS MADE

$20.4M
TOTAL DOLLAR AMOUNT AWARDED

48 TOTAL ONGOING GRANTS

32 GRANTS CONCLUDED

500 NUMBER OF ARTICLES, PRESENTATIONS OR OTHER DISSEMINATION OF FINDINGS OF WPP PROJECTS

458 NUMBER OF ATTENDEES AT WPP-HOSTED LEARNING AND NETWORKING EVENTS

$86M

AMOUNT OF FUNDS LEVERAGED BY WPP GRANTEES FROM FEDERAL AGENCIES OR OTHER ORGANIZATIONS TO SUSTAIN OR EXPAND THEIR WORK

STRENGTHENING
THE HEALTH OF

WISCONSIN COMMUNITIES

The Wisconsin Partnership Program's community engagement extends throughout the state through broad partnerships with Wisconsin non-profits, technical colleges, tribal colleges, public health organizations, and across the Universities of Wisconsin, creating strong partnerships and community-led initiatives to address Wisconsin's diverse health care needs.

Through its community grant programs, WPP tackles root causes of health disparities and strengthens the capacity of local organizations to address the state's most pressing health challenges. Our practices are integrated with the time-honored tradition of the WISCONSIN IDEA, and our shared belief that the university should improve people's lives beyond the boundaries of the classroom, throughout the state of Wisconsin and beyond. Guided by this principle, WPP community grant programs spark and strengthen collaborations between community and university partners to create meaningful, statewide impact.

Wisconsin community-based organizations are using WPP community grant funding to catalyze efforts to solve numerous and diverse health challenges facing our state.

A sampling of current WPP-funded community projects include, but are not limited to, a focus on the following.

- **Addressing rural health care workforce needs**
- **Advancing maternal and child health**
- **Expanding the public health and public safety workforce**
- **Fostering youth well-being and social-emotional development**
- **Improving quality of life for people with Alzheimer's disease**
- **Increasing access to care for individuals with substance abuse disorders in rural Wisconsin**
- **Promoting housing stability to support safety and health**
- **Promoting nutrition and access to healthy food**

VIEW THE SUPPLEMENTAL GRANTMAKING ACTIVITY REPORT FOR A FULL LIST OF COMMUNITY GRANTS

In fiscal year 2025, the Wisconsin Partnership Program awarded **21 NEW GRANTS** and supported an additional **26 ACTIVE GRANTS** through its community grant programs. These grants seek to improve health and reduce health disparities by addressing a broad array of health challenges affecting Wisconsin's rural, tribal and urban communities.

Health needs vary across communities and geographic regions, as do the approaches to solving them. As such, WPP's community grant programs are strategically designed to reach a wide statewide audience and support organizations of various sizes and capacities in their efforts to improve health.

WPP currently offers a number of community grant programs. The Community Impact Grant Program provides two levels of funding to support both large and smaller organizations, and a new community capacity grant program launched as part of WPP's 20th anniversary celebration, supports small or newer organizations in building capacity and addressing infrastructure needs.

Grant applicants undergo a competitive application and review process. Selected proposals demonstrate strong potential for success in achieving goals. As a result, WPP community grantees reflect diverse missions and distinct approaches to improve health and advance health equity across Wisconsin.

WPP PUBLISHES OUTCOME REPORTS FOR CONCLUDED GRANTS. YOU CAN VIEW THESE ON OUR FUNDED PROJECTS PAGE

READ MORE

- Community Impact Grant Awards
- The 20th Anniversary Community Grant Awards
- View the full range of WPP community grants in our Supplemental Grantmaking Activity Report

COMMUNITY PARTNERSHIP HIGHLIGHTS

The following examples were selected from a broad range of initiatives that demonstrate how community grant recipients are leading work to transform the health of their communities. Visit our FUNDED PROJECTS page to view the full range of funded projects and outcome reports.

From Seeds to Table: Celebrating Traditional Culinary Practices in Modern Oneida Life

Members of the Oneida Nation are learning how to integrate traditional food practices into their modern lives thanks to a project led by Ukwakhwa, Inc. (Oneida for 'Our Foods'). Ukwakhwa is using their WPP grant for the project *From Seeds to Table* to promote nutrition, cultural knowledge, and address the health challenges including diabetes and obesity. By hosting maple camps and field planting days; and through providing nutritious, culturally appropriate food and courses on traditional meal preparation, Ukwakhwa is improving health outcomes and building a sustainable framework for traditional health-promoting food practices.

READ THE STORY

Ukwakhwa's WPP-funded project also brings in Indigenous chefs like Ho Chunk chef Elena Terry for monthly food prepping classes, where intergenerational participants learn healthy recipes and go home with several meals for their tables or freezers.

Building a Public Safety Career Pathway

A strong and skilled public safety workforce is vital to community health and safety. The Madison Fire Department (MFD), which responds to **35,000 CALLS** annually, is using a WPP grant to create a new career development pathway for students interested in fire service. MFD, in collaboration with academic partner, Michael Spigner, MD, assistant professor, UW–Madison Berbee Walsh Department of Emergency Medicine, is developing and piloting this community-based, career pathway. This new pathway creates a two-year, full-time, paid internship with structured mentorship and support to complete an associate degree program at Madison College. Upon successful completion of the pathway, participants will be eligible for full-time employment with the fire department.

Promoting Health and Safety for Youth Aging Out of Foster Care

How can we better support young people as they transition out of foster care? This is a challenge that Workforce Resource Inc., is addressing with support from a WPP community grant. In partnership with UW-River Falls, the grant team is developing a care model that includes crisis intervention services for youth participating in their *Independent Living for Youth Aging Out of Foster Care and Anti-Human Trafficking* programs. The project addresses participants' urgent health needs, builds resilience and promotes education opportunities and stable housing for this often-overlooked population. To date the project has served more than **200 YOUTH** across 27 primarily rural Wisconsin counties and five tribes.

READ THE STORY

PROMOTING

EDUCATION INNOVATIONS

AND PATHWAYS

The Wisconsin Partnership Program's education investments at the UW School of Medicine and Public Health are advancing education innovations and developing training pathways to recruit and prepare the next generation of physicians and public health leaders.

WPP's earliest education investments helped catalyze the transformation of the UW Medical School into the UW School of Medicine and Public Health. Today's investments address a wide range of health workforce needs across Wisconsin's diverse geographic regions. Grant recipients are delivering innovative and integrated strategies in medical and public health education and leading programs that strengthen the public health workforce and serve Wisconsin communities. As a result, SMPH graduates and program participants are well prepared to care for patients, tackle population health issues and address the broader health challenges and disparities impacting communities statewide.

The Wisconsin Partnership Program's investments in education initiatives address the health needs of Wisconsin's patients and populations by developing innovative training opportunities, addressing critical health workforce needs and preparing future physicians and public health practitioners.

Some examples include the following:

- **Increasing Wisconsin's medical workforce through scholarships and pathway programs**
- **Master of Public Health Program***
- **Preventive Medicine Residency program**
- **Transforming Medical Education curriculum innovations**
- **Wisconsin Academy for Rural Medicine (WARM)***
- **Wisconsin Academy for Rural Medicine entering Rural Residency Program (WARMeRR)**
- **Wisconsin Population Health Service Fellowship Program**

* indicates past start-up support

Since 2004, the Wisconsin Partnership Program has allocated more than **$47 MILLION** to education and workforce development initiatives at the UW School of Medicine and Public Health.

During fiscal year 2025, WPP supported the progress of four ongoing education initiatives. These investments are building health workforce capacity across our state and creating education and training pathways and opportunities for current and future SMPH students.

WPP-funded education initiatives have helped transform SMPH's medical and public health curriculum, impacting more than **1700 GRADUATES** to date. A current project is reaching tribal communities and those interested in serving tribal communities to help future health professionals explore careers in the health sciences. An accelerated training track in rural medicine supports medical students' goals to serve rural regions of the state; and other initiatives are providing training so medical and public health leaders are better equipped to serve our state's nonprofit organizations, governmental health agencies and health systems.

VIEW THE FULL RANGE OF WPP EDUCATION GRANTS IN OUR SUPPLEMENTAL GRANTMAKING ACTIVITY REPORT

EDUCATION HIGHLIGHTS

The following selected examples demonstrate how WPP's investments in education initiatives are driving innovations in medical and public health education, addressing critical health workforce needs and promoting health for patients and populations.

View our FUNDED PROJECTS to view the full range of WPP funded projects and outcome reports.

Addressing Wisconsin's Rural Health Care Needs

The Wisconsin Partnership Program has a strong track record of supporting solutions to address Wisconsin's critical rural health workforce needs. WPP provided essential start-up funding for SMPH's Wisconsin Academy of Rural Medicine (WARM), which now boasts **327 GRADUATES**. More recently, WPP funding supported an accelerated rural training track at the SMPH that reduces the training time for doctors interested in practicing medicine in rural parts of the state. Thanks to these investments, graduates like Shane Hoffman can pursue their dreams to care for patients in Wisconsin's rural communities.

READ: MEET SHANE HOFFMAN

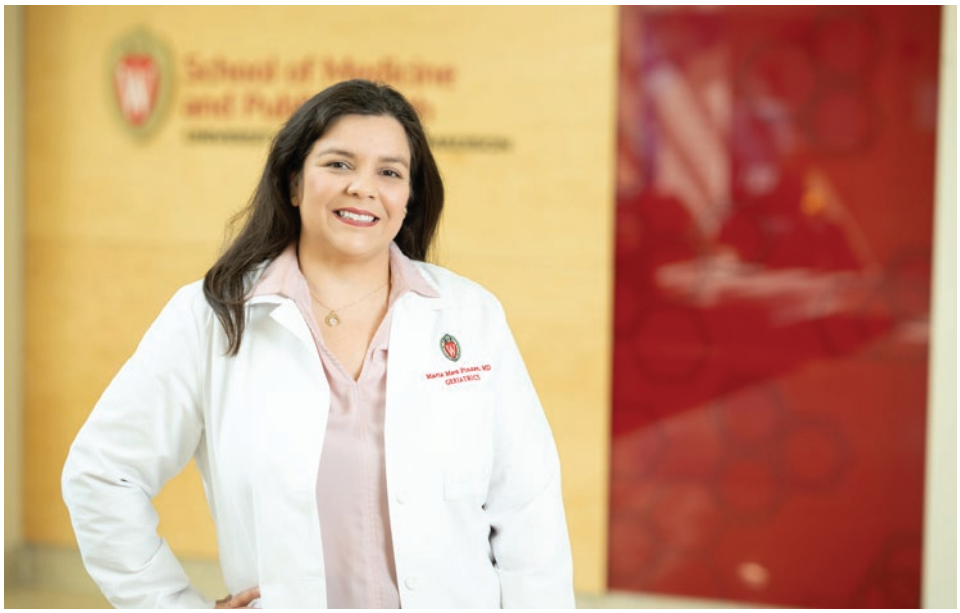
Meeting the Health Needs of Wisconsin's Tribal Communities

The WPP-funded initiative Improving Indigenous Health through Mentorship, Academic EngGagement and Innovation (IIMAGIN) led by SMPH's Native American Center for Health Professions (NACHP) continues its work to expand the recruitment of students interested in the health sciences professions.

As part of its programming, IIMAGIN has developed a Visiting Student Opportunity, which offers rotations for visiting medical students to explore a specialty of interest and learn more about UW–Madison residency programs. Eight UW Health departments host students through this initiative. The program is open to third- and fourth-year medical students who are enrolled with a federally recognized tribe and/or have demonstrated a strong commitment to American Indian/Alaska Native communities.

Medical students and prospective residents like Shelby Snyder (Navajo and Southern Ute), a fourth-year medical student at the University of Washington, have the opportunity to learn more about UW's residency programs and connect with NACHP as a resource for prospective residents. Shelby completed a four-week sub-internship in the UW School of Medicine and Public Health's Department of Obstetrics and Gynecology, reaffirming her desire to pursue an OB-GYN residency.

LEARN MORE ABOUT THE PROJECT



Building Wisconsin's Health Care Leaders

WPP funding supports medical and public health training pathways like the SMPH Preventive Medicine Residency Program. Dr. Maria Mora Pinzon, a 2017 graduate of the Preventive Medicine Residency Program, and assistant professor in the SMPH Department of Medicine, is leveraging her training to advance health services research in dementia care. Dr. Mora Pinzon shares that her training in preventive medicine provides a powerful lens through which she approaches the growing public health challenge of dementia. She currently leads a research team piloting a new elective course at SMPH to support Latino health by providing dementia care.

READ: MEET DR. MARIA MORA PINZON

SCIENTIFIC DISCOVERY & PROPELLING RESEARCH

The Wisconsin Partnership Program invests in research that spans a broad continuum, from fundamental investigations in the basic sciences, to clinical and translational and public health research aimed at bringing laboratory discoveries into clinical and community application.

WPP's research grant programs support innovative approaches to understand and solve complex health challenges. These grant programs help early-career SMPH faculty advance their research, enabling them to obtain data and insight necessary to pursue additional external funding. Other WPP funding mechanisms support interdisciplinary team science to examine new ways to solve intractable health challenges; establish research infrastructures; or develop highly responsive, time-critical projects to address pressing health needs.

WPP-funded research grants support a wide range of projects to address the multitude of health challenges facing Wisconsin's patients and populations.

Examples of some of the current WPP research projects focus on the following issues:

- **Combatting pulmonary fibrosis**
- **Developing cancer therapies**
- **Diagnosing rare genetic disorders**
- **Improving access to health care**
- **Reducing infant mortality**
- **Reducing opioid misuse and abuse**
- **Treating aspiration pneumonia**
- **Treating diabetes and obesity**
- **Understanding Alzheimer's disease**

VIEW THE SUPPLEMENTAL GRANTMAKING ACTIVITY REPORT FOR A FULL LIST OF RESEARCH GRANTS

In fiscal year 2025, WPP awarded **FIVE STRATEGIC GRANTS** to support novel research programs at the School of Medicine and Public Health.

During fiscal year 2025, the Wisconsin Partnership Program awarded **34 NEW GRANTS** and supported an additional **16 GRANTS** through its research grant programs. These grants support scientific research that has the strong potential to advance understanding, generate findings that will inform future studies, and drive the development of new interventions and treatments, with the ultimate goal of improving health outcomes for the people of Wisconsin and beyond.

WPP's current research grant recipients are advancing scientific research and discovery to confront widespread diseases like diabetes and Alzheimer's disease as well as persistent public health challenges like obesity and cancer. Grantees are also tackling complex yet less common conditions that require better diagnostics, interventions and treatments, including pulmonary fibrosis and rare genetic disorders.

WPP offers funding mechanisms that support distinct partnership-aligned approaches to research by SMPH faculty and postdoctoral trainees. Funding has helped expand SMPH's strong research foundation and infrastructure to drive discoveries to improve health and health care in Wisconsin.

Through its Collaborative Health Sciences Program, WPP encourages innovative collaborations among interdisciplinary research teams. These grants support highly innovative projects that bring together different disciplines and new approaches to tackle complex health challenges. **EIGHT AWARDS** were made in fiscal year 2025.

WPP's New Investigator Program has contributed to launching the careers of 91 assistant professors across SMPH through grants totaling $10 million. Researchers have gone on to leverage an additional $56 million in funding to sustain or expand their projects. **SEVEN AWARDS** were made in fiscal year 2025.

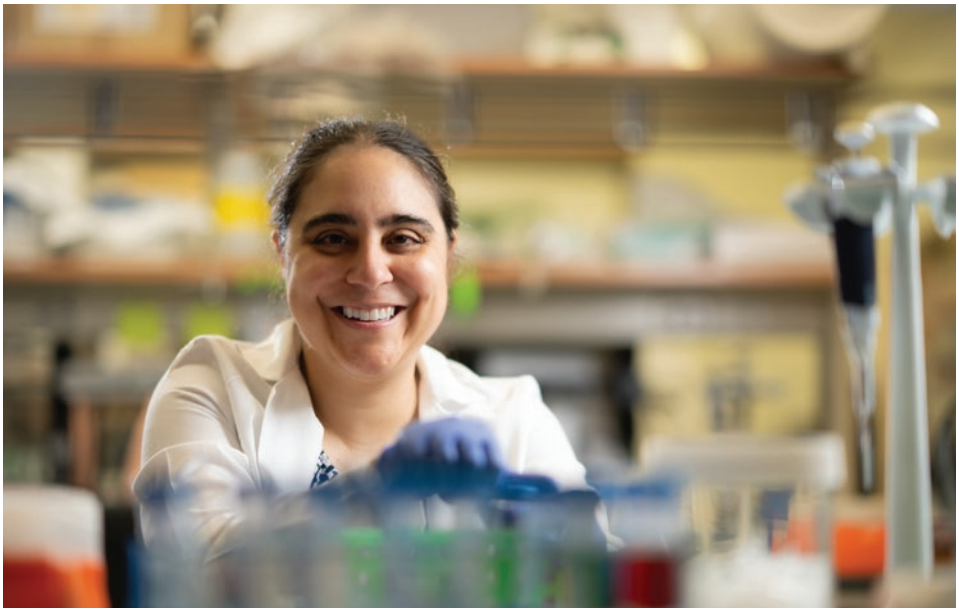
Building on a strong tradition of supporting early-career faculty, WPP was proud to launch the 20th Anniversary Postdoctoral Grant Program in fiscal year 2025. This grant program is designed to foster the professional development of SMPH postdoctoral trainees, a group that has less access to grant funding, yet represents significant workforce potential for Wisconsin. **FOURTEEN GRANTS** were awarded this cycle. Following the tremendous response and early success of the grant program, WPP has established it as an annual funding opportunity.

WPP PUBLISHES OUTCOME REPORTS FOR CONCLUDED GRANTS. YOU CAN VIEW THESE ON OUR FUNDED PROJECTS PAGE

READ MORE

- View the 20th Anniversary Postdoctoral Grant Awards
- View the Fiscal Year 2025 Collaborative Health Sciences Grant Awards
- View the Fiscal Year 2025 New Investigator Grant Awards
- Read More About Research Grant Programs
- View the full range of WPP research grants in our Supplemental Grantmaking Activity Report

RESEARCH IMPACT HIGHLIGHTS



Finding Better Cancer Treatments

Dr. Marina Sharifi is a breast cancer medical oncologist and assistant professor in the Department of Medicine. In her practice, she cares for patients with breast cancer and also sees the need for a better way to determine which treatment plan will work best for each individual patient. With support from a WPP New Investigator Grant, Dr. Sharifi is developing a blood test that can better match the best treatment option to an individual patient, to better predict how their cancer will respond or resist the treatment.

READ WPP'S Q & A WITH DR. SHARIFI

Improving Lupus Care through Community Collaboration

Systemic Lupus Erythematosus is a chronic autoimmune disease that affects 1.5 million people in the United States, including 28,000 in Wisconsin. Living with lupus requires complex care, and many patients experience gaps or disparities in care due to numerous factors. Dr. Christine Bartels, a professor in the Department of Medicine, is using a Collaborative Health Sciences Grant from WPP to work with a team of medical providers and community partners, including Miss Mary Wells, co-founder, Lupus Support Group for Women of Color, to improve care for lupus patients. Together they are gathering feedback and piloting ideas to address facilitators and barriers to care. A new intervention they co-created has already reduced the number of patients overdue for care by 90 percent. They are expanding their work with a new federal grant that focuses on access to eye testing, to prevent damage potentially caused by a common lupus treatment.

READ WPP'S Q & A WITH DR. BARTELS AND MISS WELLS

Supporting the Next Generation of Researchers

A new Wisconsin Partnership Program (WPP) postdoctoral grant program, launched in fiscal year 2025, is designed to provide crucial funding to support the work and career development of postdoctoral trainees, postdoctoral fellows, clinical fellows and research associates at the UW School of Medicine and Public Health.

In collaboration with the supervising mentor who nominated them, grant recipients like Jea Woo Kang, PhD, are using their awards to conduct research projects or pursue professional development opportunities to advance their careers.

Dr. Kang, a research associate working in the lab of Barbara Bendlin, PhD, professor, Department of Medicine, is using a WPP Postdoctoral Grant to advance his research in exploring how the gut microbiome may be linked to Alzheimer's disease. If successful, this study could help identify new and potentially targetable gut microbes linking the gut microbiome composition to biomarkers related to Alzheimer's disease, potentially informing future treatments.

READ WPP'S Q & A WITH DR. KANG

EVALUATION AND IMPACT

The Wisconsin Partnership Program's evaluation strategy has two primary focus areas:

- Understanding how WPP support facilitates the work of our grantees; and
- Providing evaluation support for grantees as needed.

How We Evaluate

Evaluation is a key component of WPP's work and draws on data from multiple sources. Several key data sources help us better understand the impact of WPP funding on the health and well-being of people across the state of Wisconsin while also enabling review and improvement of internal processes and procedures to best support applicants, grantees and others.

The data used for WPP evaluation cross several thematic areas. Examples include:

- Sustainability measures: leveraged funding from external funders; organizational changes that enable the work to be sustained
- Knowledge-sharing measures: dissemination of information about the work through academic publications and other media
- Reach and impact measures: number of people served; populations served; counties of impact
- Quality and process improvement measures: grantee feedback on events and grant programming

Evaluation Support

A strong evaluation program is critical for tracking the progress and outcomes of WPP-funded projects, and data collected helps demonstrate a project's proof-of-concept for future funding and sustainability. WPP's evaluators provide varying levels of evaluation support to all grantees based upon their specific needs for project evaluation. This evaluation is vital in helping grant recipients build their evaluation capacity to expand or sustain their projects.

Grantees funded through WPP's Community Impact Grant Level One Program receive intensive academic partner-level evaluation support. This includes consultations on survey tools, assistance with evaluation and report writing, training opportunities and research assistance. All other grantees are able to consult with WPP evaluation staff as needed.

WPP Evaluation support helped us immediately get our project off to a great data start! Through the access to high quality academic support, we were able to find the right data points to help begin our project data collection. Strong evaluation is key to seeing what works in creating an innovative program to transform the early childhood field. We hope to add our findings to raise the level of understanding of what works and what is a good public investment.

Barb Tengesdal ▪ PhD

Executive Director, First 5 Fox Valley;
WPP-funded project: Advancing the Help Me Grow Model with Family-engaged Developmental Modeling

LEARN MORE ABOUT THE PROJECT

Convening and Capacity-Building

In fiscal year 2025, WPP offered several opportunities for connection and capacity-building across the state.

In October 2025, WPP hosted its 20th anniversary celebration. A grantee showcase highlighted the work and progress of several grant recipients and a reception honored WPP's proud history and impact. Over **190 PEOPLE**, including current and former grant recipients and staff, university and community leaders and distinguished members of the public attended the events.

WPP's Community Connections series continued this year with three in-person and one virtual event held in April 2025. These events provided opportunities for both future and current grantees to learn, network and familiarize themselves with WPP's grant offerings.

WPP GRANT WRITING STRATEGIES AND TACTICS:

This statewide virtual learning event focused on strategies and tools for effectively developing grant applications. Amy Washbush,PhD, associate director, Center for Community and Nonprofit Studies at UW–Madison's School of Human Ecology led this session and **173 PEOPLE** representing nearly 100 Wisconsin-based organizations attended.

COMMUNITY CONNECTIONS IN-PERSON EVENTS:

This year WPP traveled to La Crosse, Green Bay and Kenosha to host in-person information sessions. Each session promoted upcoming WPP community grant funding opportunities and featured a presentation by a local WPP grant recipient. Attendees heard firsthand about the experience of working on a WPP-funded project and learned how WPP projects are positively impacting their respective communities. In total, **89 PEOPLE** attended across the three locations.

Sharing Outcomes and Impact

The Wisconsin Partnership Program provides outcome reports for each concluded project after grantees submit their final reports. The outcome reports include significant achievements of each project as well as key outcomes and are published on the FUNDED PROJECTS section of the WPP website.

FINANCIAL
OVERVIEW

The financial resources that support the Wisconsin Partnership Program grants were provided by the conversion of Blue Cross Blue Shield United of Wisconsin and also include funds generated from investment earnings.

All funds are in the custody of and managed by the Wisconsin Foundation and Alumni Association (WFAA). Every month, funds are transferred to the UW School of Medicine and Public Health to reimburse expenditures in accordance with the Order of the Office of the Commissioner of Insurance and the five-year expenditure plans.

INVESTMENTS

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

FINANCIAL
OVERVIEW

WFAA INSTITUTIONAL ADVANCEMENT FEE

WFAA assesses an Institutional Advancement Fee (IAF) on all funds participating in the EIP, including Wisconsin Partnership Program funds, as a primary source of revenue for WFAA operations. This assessment, and its usage, is determined by the WFAA board of directors, and is not controlled by the Wisconsin Partnership Program. Effective July 1, 2024, WFAA lowered the IAF from 1.0% to 0.9%. The IAF for fiscal year 2025 and 2024 was $3,879,977 and $3,914,948, respectively, and is shown under expenses on the Statement of Revenues, Expenses and Changes in Net Assets on page 48.

WFAA decreases the Institutional Advancement Fee by 30 basis points on cumulative fund amounts above $250 million per qualified relationship. Partnership Program funds exceed the established level, and savings from this fee reduction are fully allocated to the Oversight and Advisory Committee for public health initiatives. These savings were $543,326 and $424,484 for fiscal years ending June 30, 2025 and 2024, respectively.

FINANCIAL
OVERVIEW

GRANTS PAYABLE

Grants payable amounts are recorded as of the date of approval by the Oversight and Advisory Committee or Partnership Education and Research Committee.
The liability reflects the total amount of the grant award, less any payments or adjustments made on or before June 30, 2025. Any subsequent modifications to grant awards are recorded as adjustments of grant expenses in the year the adjustment occurs.

NET ASSETS

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

Permanently Restricted: The portion of the gift proceeds originally allocated to permanently endow the Wisconsin Partnership Program. These funds have been invested in the EIP of the Foundation and the corpus is not available to support program expenditures.

FINANCIAL
OVERVIEW

OAC REVIEW AND ASSESSMENT OF THE ALLOCATED PERCENTAGE OF FUNDS

As outlined in its founding documents, the Oversight and Advisory Committee (OAC) annually reviews and assesses the allocation percentage for public health initiatives and for education and research initiatives. The OAC took up this matter on October 23, 2024. It was moved to retain the allocation of 35 percent for public health initiatives and 65 percent for education and research initiatives, and the motion was unanimously passed.

SUPPLANTING POLICY

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

FINANCIAL STATEMENTS

The following financial reports consolidate activities of the Wisconsin Foundation and Alumni Association and the UW School of Medicine and Public Health for the fiscal years ending June 2025 and June 2024.

FINANCIAL
OVERVIEW

STATEMENT OF NET ASSETS

	June 30, 2025	June 30, 2024
ASSETS		
UW SMPH Cash	$ (1,711,857)	$ (1,296,427)
Current Investments	16,221,532	19,130,816
Noncurrent Investments	464,115,604	414,655,660
Total Assets	**478,625,279**	**432,490,049**
LIABILITIES		
OAC Grants Payable	11,503,861	15,022,424
PERC Grants Payable	20,847,974	11,768,814
Total Liabilities	**32,351,835**	**26,791,238**
NET ASSETS		
Temporarily Restricted	162,657,177	122,082,544
Permanently Restricted	283,616,267	283,616,267
Total Net Assets	**446,273,444**	**405,698,811**
TOTAL LIABILITIES AND NET ASSETS	**$ 478,625,279**	**$ 432,490,049**

FINANCIAL
OVERVIEW

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

	Year Ended June 30, 2025	Year Ended June 30, 2024
REVENUES		
Interest Income	$ 408,942	$ 392,190
Change in Fair Value of Endowed Funds	64,312,752	51,440,406
Total Revenues	**64,721,694**	**51,832,596**
EXPENSES		
WFAA Institutional Advancement Fee	3,879,977	3,914,948
Less: WFAA IAF Rebate	(543,326)	(424,484)
OAC Initiatives		
Administrative Expenses	650,008	613,155
Grant Expenses	2,432,143	3,075,683
PERC Initiatives		
Administrative Expenses	1,207,157	1,138,715
Grant Expenses	16,521,102	4,938,082
Total Expenses	**24,147,061**	**13,256,099**
Increase/(Decrease) in Net Assets	40,574,633	38,576,497
Net Assets - Beginning of year	405,698,811	367,122,314
NET ASSETS - END OF YEAR	**$ 446,273,444**	**$ 405,698,811**

FINANCIAL
OVERVIEW

GRANT AWARD COMMITMENTS FOR THE FISCAL YEAR ENDED JUNE 30, 2025

	Net Grant Awards*	Inception to date Disbursements	Outstanding Grant Commitments
PUBLIC HEALTH INITIATIVES			
Grants awarded from Inception to FY2024	$ 105,678,603	$ 97,716,943	$ 7,961,660
FY2025 Awards	3,648,094	105,893	3,542,201
Subtotal	**109,326,697**	**97,822,836**	**11,503,861**
MEDICAL EDUCATION AND RESEARCH INITIATIVES			
Grants awarded from Inception to FY2024	$ 183,760,469	$ 178,582,217	$ 5,178,252
FY2025 Awards	16,785,402	1,115,680	15,669,722
Subtotal	**200,545,871**	**179,697,897**	**20,847,974**
TOTAL	**$ 309,872,568**	**$ 277,520,733**	**$ 32,351,835**

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

FINANCIAL
OVERVIEW

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS (UW SCHOOL OF MEDICINE AND PUBLIC HEALTH)

	FY2025	FY2024
BALANCE, JULY 1	$ (1,296,427)	$ (1,474,833)
CASH RECEIPTS		
Payments received from the UW Foundation	14,834,383	16,178,151
Total Assets	**14,834,383**	**16,178,151**
CASH DISBURSEMENTS		
Public Health Initiatives	5,950,706	6,119,404
Medical Education and Research Initiatives	7,441,942	8,128,471
PROGRAM ADMINISTRATION		
Salaries	1,192,655	1,097,666
Fringe Benefits	419,216	388,725
Travel	15,936	29,008
Supplies and Services	89,016	72,977
Consultants and Contracts	123,754	131,311
Other Disbursements	16,588	32,183
Total Program Administration	**1,857,165**	**1,751,870**
TOTAL DISBURSEMENTS	**15,249,813**	**15,999,745**
Increase (Decrease) In Balance	**(415,430)**	**178,406**
BALANCE, JUNE 30	**$ (1,711,857)**	**$ (1,296,427)**

POLICIES
AND PROCEDURES

The Wisconsin Partnership Program and its Oversight and Advisory Committee (OAC) and Partnership Education and Research Committee (PERC) conduct their operations, grantmaking processes and stewardship responsibility in accordance with program requirements and the Insurance Commissioner's Order and Grant Agreement as well as federal, state and local laws and UW System and UW–Madison policies.

OAC and PERC follow standard Request for Proposal guidelines, requirements, multistep review processes and selection criteria throughout the grantmaking process. In addition, the Wisconsin Partnership Program evaluates the progress and outcomes of funded grants using annual and final reports, financial reports, presentations and site visits.

A commitment to social impact and belonging is integral to the Wisconsin Partnership Program's mission to serve the public health needs of Wisconsin and to reduce health disparities and advance health equity through community partnerships, education and research. This commitment ensures that broad perspectives are represented within WPP's goals, strategies and processes as the program advances this mission in communities across Wisconsin.

The Wisconsin Partnership Program requires grant recipients to comply with relevant non-discrimination laws and statutes through applicant attestations and their memorandums of understanding.

POLICIES AND PROCEDURES

OPEN MEETINGS AND PUBLIC RECORDS

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

WPP PROGRAM AND FINANCIAL AUDITS

In accordance with the Order of the Commissioner of Insurance, the Wisconsin Partnership Program obtains a program and financial audit every five years.

The latest audit engagements covering the period July 1, 2018 through June 30, 2023 were conducted by independent accounting firm Baker Tilly, US, LLP. The audit standards, specifications and selection of Baker Tilly, US, LLP were all approved by the Commissioner of Insurance. The UW School of Medicine and Public Health was pleased with the results. There were no findings, recommendations or exceptions noted. The program (Agreed Upon Procedures) and financial statement audit reports were shared with the UW System Board of Regents in February 2025.

VIEW THE RESOURCES AND POLICIES WEBPAGE

WPP LEADERSHIP

Two committees govern the Wisconsin Partnership Program: the Oversight and Advisory Committee (OAC) and the Partnership Education and Research Committee (PERC).

Oversight And Advisory Committee

The University of Wisconsin (UW) System Board of Regents appoints four representatives from the UW School of Medicine and Public Health (SMPH) and four community health advocates representing different health categories to the nine-member Oversight and Advisory Committee.

The Wisconsin Office of the Commissioner of Insurance appoints one OAC member. Members serve four-year terms. One member of the Board of Regents and a representative of the UW–Madison Office of the Chancellor also serve as liaisons to OAC.

The primary responsibilities of OAC are to:

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

WPP LEADERSHIP
OAC

COMMUNITY HEALTH ADVOCATE APPOINTEES

Cedric Johnson*
Manager, Advocacy and Alliances
Exact Sciences

Kirstie Yu
Program Training Specialist
Wisconsin Primary Health Care Association

Gregory Nycz
CEO, Family Health Center of Marshfield, Inc.

Aaron Perry
OAC Secretary, Founder and President
Rebalanced-Life Wellness Association

Sue Smith ▪ RN, MSN, CPM
OAC Vice Chair, Director/Health Officer
Wood County Health Department

INSURANCE COMMISSIONER'S APPOINTEE

Jennifer Stegall*
Executive Senior Policy Advisor
Wisconsin Office of Commissioner of Insurance

Coral Manning
Senior Policy Advisor
Wisconsin Office of Commissioner of Insurance

UW SCHOOL OF MEDICINE AND PUBLIC HEALTH APPOINTEES

Manish Shah ▪ MD, MPH
OAC Chair
The Azita G. Hamedani Distinguished Chair
of Emergency Medicine; Professor, Berbee Walsh
Department of Emergency Medicine

Jon Audhya ▪ PhD
Senior Associate Dean for Basic Research,
Biotechnology and Graduate Studies

Elizabeth Felton ▪ MD, PhD
Assistant Professor
Department of Neurology

Amy Kind ▪ MD, PhD
Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs

* Term ended during Fiscal Year 2025

Partnership Education And Research Committee

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

The primary responsibilities of PERC are to:

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

WPP LEADERSHIP
PERC

SMPH LEADERSHIP

Jon Audhya ▪ PhD
PERC Chair
Senior Associate Dean for Basic Research,
Biotechnology and Graduate Studies

Amy Kind ▪ MD, PhD
Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs

Elizabeth Petty ▪ MD
Senior Associate Dean
Academic Affairs and Professor,
Department of Pediatrics

DEPARTMENT CHAIRS

Beth Drolet ▪ MD
Professor and Chair, Department of Dermatology

Richard C. Keller ▪ PhD
Robert Turell Professor and Chair
Department of Medical History and Bioethics

FACULTY REPRESENTATIVES

Ryan Coller ▪ MD, MPH
Associate Professor, Pediatrics
Division Chief, Hospital Medicine and Complex Care

Amy Fowler* ▪ MD, PhD
Associate Professor, Department of Radiology

Thomas Grist ▪ MD
Professor, Department of Radiology

Christina Hull ▪ PhD
Professor, Departments of Biomolecular Chemistry
and Medical Microbiology and Immunology

Yao Liu ▪ MD, MS
Associate Professor and William and Phyllis Huffman
Research Professor, Department of Ophthalmology
and Visual Sciences

Shigeki Miyamoto ▪ PhD
Professor, Department of Oncology

Ann Sheehy* ▪ MD, MS
Associate Professor, Department of Medicine

* Term ended during Fiscal Year 2025

WPP LEADERSHIP
PERC

OVERSIGHT AND ADVISORY COMMITTEE APPOINTEES

Gregory Nycz
OAC Community Health Advocate
CEO, Family Health Center of Marshfield, Inc.

Manish Shah ▪ MD, MPH
OAC Chair
The Azita G. Hamedani Distinguished Chair of Emergency Medicine; Professor, Berbee Walsh Department of Emergency Medicine

WPP COMMITTEE LIAISONS

UW–MADISON OFFICE OF THE CHANCELLOR

Ken Mount

UW SYSTEM BOARD OF REGENTS

Joan Prince ▪ PhD
Member, University of Wisconsin System Board of Regents

WPP Leadership and Staff

WPP staff work in partnership with the Oversight and Advisory Committee and Partnership Education and Research Committee to support WPP applicants and grantees across the award cycle by providing administrative and programmatic support and capacity building and learning opportunities.

WPP LEADERSHIP AND STAFF

WPP LEADERSHIP

Amy Kind ▪ MD, PhD
Executive Director, Wisconsin Partnership Program
Associate Dean for Social Health Sciences and Programs

Megan Miller ▪ MPA
Administrative Executive Director
Wisconsin Partnership Program
Chief Administrative Officer, Office of Social Health Sciences and Programs

Justin Hajny ▪ MBA
Operations Associate Director

Tonya Mathison
Administrative Director

Jonathan Thomas
Finance Associate Director
Wisconsin Partnership Program

WPP STAFF

Lindsay Barone ▪ PhD
Director of Grantmaking
Evaluation and Learning, Office of Social Health Sciences and Programs

Ashley Benitez
Communications Project Assistant

Aimee Haese ▪ MPH
Program Officer

Amy Strang Hermann
Project Coordinator

Kattia Jimenez
Program Officer

Nathan Kersten
Financial Specialist

Ryan King
Undergraduate Student Intern

Carli Kollross
Operations Project Assistant

Anne Pankratz
Communications Manager

Haley Powell
Administrative Assistant

Jaimee Prado ▪ MPH
Program Officer

Veronica Rueckert
Chief Communications Officer
Office of Social Health Sciences and Programs

Stacie Vik
Executive Assistant

Olivia Voge
Internal Evaluator

Rob Warren
Post-Award Accountant III

Debbie Wu
Financial Manager

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

wpp.med.wisc.edu

+ COMMUNITY
+ EDUCATION
+ RESEARCH

SUPPLEMENT: GRANTMAKING ACTIVITY

FISCAL YEAR
2025
JULY 1, 2024 – JUNE 30, 2025

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

Wisconsin Partnership Program Fiscal Year 2025 Grantmaking Activity

SUPPLEMENT TO WPP FISCAL YEAR 2025 ANNUAL REPORT

The Wisconsin Partnership Program (WPP) is a grantmaking program within the UW School of Medicine and Public Health (SMPH). WPP grant recipients are conducting vital research, training future physicians and health leaders and improving the health of people across Wisconsin communities.

This supplement to the Wisconsin Partnership Program (WPP) Fiscal Year 2025 Annual Report provides a comprehensive listing of the grants that were awarded, active or concluded during the fiscal year.

56 Awarded Grants

32 Concluded Grants

48 Active Grants

AWARDED GRANTS

COMMUNITY GRANTS

The Oversight and Advisory Committee directs and approves funds for public health initiatives. The community grant programs each provide a unique approach to improving health and advancing health equity in diverse populations and geographic areas across Wisconsin. WPP community grant programs support, evidence-based, community-academic partnerships; build capacity within Wisconsin nonprofits and strengthen community health.

Community Impact Level One Grants

The Community Impact Level One Grants support evidence-informed community-partnership initiatives in collaboration with an academic partner or extensive evaluation support from WPP, and are designed for small to medium-sized organizations. Grants are up to $250,000 for up to three years.

Name of Project	Community Lead Organization	Academic Partner (optional)
Advancing the Help Me Grow Model with Family-engaged Developmental Monitoring	First 5 Fox Valley	
Empowering Families and Individuals Experiencing Housing Insecurity to Succeed through Tenancy Support Peer Mentorship	Home for Good of Eau Claire, Inc.	**Briana Rockler, PhD, MPH** *assistant professor, Department of Public Health and Environmental Studies, UW–Eau Claire*
From Seeds to Table: Indigenous Culinary Partnership and Education	Ukwakhwa, Inc.	
Going to the People: Community Health Workers Advancing Hmong and Hispanic Health Equity through Case Management in Community-based Settings	Hola, Inc.	**Eric Giordano, PhD** *associate professor, Department of Political Science, UW–Stevens Point at Wausau*
Mentoring Positives: The Positive Path through Madison's Darbo Neighborhood	Mentoring Positives	

SUPPLEMENT: AWARDED GRANTS

Community Impact Level Two Grants

The Community Impact Level Two grants support evidence-informed community-partnership initiatives in collaboration with an academic partner and are designed for larger organizations. Grants are up to $500,000 for up to three years.

Name of Project	Community Lead Organization	Academic Partner
Community Powered Tribal Health Initiative	Wisconsin Humanities	**Arijit Sen, PhD** *UW–Milwaukee*
Crisis Intervention to Facilitate Successful Transition to Adulthood	Workforce Resource, Inc.	**Tamara Kincaid, PhD, MPA, MSW** *associate professor and chair, Department of Social Work, UW-River Falls*
Enhancing Access to Culturally Appropriate Mental Health Services for Immigrants and Refugees	Catholic Multicultural Center	**Matthew Wolfgram, PhD** *associate researcher and principal investigator, School of Education, UW–Madison*
Investigating Strategies to Remove Barriers that Exclude Indigenous Populations from Early Diagnosis and Intervention of Autism Spectrum	Forest County Potawatomi Community	**Liliana Wagner, PhD** *clinical adjunct assistant professor, UW–Madison, LEND Program, Waisman Center*
Restoring Health and Health Equity in Central Wisconsin Housing	CAP Services, Inc.	**Katie Livernash** *community development educator, Extension Portage County, UW–Madison*

SUPPLEMENT: AWARDED GRANTS

20th Anniversary Community Grant Program

The 20th Anniversary Community Grant Program provides capacity-building support for smaller and/or newer Wisconsin community organizations. Grants are up to $20,000 for up to one year.

Name of Project	Community Lead Organization
6:8, Inc. Donor and Volunteer Management Software Upgrade	6:8, Inc.
DaneMAC Marketing Plan	Dane County Multi Agency Center (DaneMAC)
Enhancing AHEC Learner Engagement and Community Partnerships Using a CRM	Wisconsin Northern Highland Area Health Education Center (AHEC)
Enhancing Communication to Comprehensively Support Youth Substance Use Prevention	Community Action for Healthy Living
Fresh Harvest Pantry - Refrigeration/Freezer Project	Hudson Area Backpack and Food Program
Growing Our Own	Scenic Rivers Area Health Education Center (AHEC)
Managing Rapid Growth: Enhancing Infrastructure and Sustainable Donor Strategies	Moms Mental Health Initiative
Project Phoenix - Website, Marketing and Community Resource Enhancement	Dairyland Sports Corporation
Promoting Access via Outreach, Education and Program Development	The Auxilia Initiative, Inc.
Strategic Planning to Build Organizational Capacity, Assess Community Needs and Explore Program and Funding Opportunities	Brain Center of Green Bay, Inc.
Sustainable Institutional Advancement Strategy Planning and Support	Nia Imani Family, Inc.

SUPPLEMENT: AWARDED GRANTS

EDUCATION AND RESEARCH GRANTS

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

New Investigator Grants

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

Name of Project	Principal Investigator
Bridging Cultures: Redefining Registries for Latino Communities Affected by Alzheimer's Disease and Related Dementia	**Maria Mora Pinzon, MD, MS, FACPM** *assistant professor, Department of Medicine*
Defining New Paradigms for Epithelial – Immune Interactions in Dysbiosis by Understanding the Response of Tuft Cells to Commensal Microbes	**Claire O'Leary, PhD** *assistant professor, Department of Pediatrics*
Defining Vulvar Cancer Subtypes and Implications for Clinical Outcomes	**Huy Dinh, PhD** *assistant professor, Department of Biostatistics and Medical Informatics*
Identification of Novel Biomarkers and Pathogenesis of Kidney Transplant Rejection Using Cell-Free DNA Fragmentation and DNA Methylation Patterns	**Benjamin Spector, MD** *assistant professor, Department of Pediatrics*
Novel Approaches to Discovering Rheumatoid Arthritis Susceptibility Genes	**Steven Schrodi, MD** *assistant professor, Department of Medical Genetics*
Per- and Polyfluoroalkyl Substances (PFAS) and Kidney Health	**Matthew Blum, MD, MHS** *assistant professor, Department of Medicine*
Supercharging the Impact of Sleeve Gastrectomy on Post-operative Metabolism	**David Harris, MD** *assistant professor, Department of Surgery*

SUPPLEMENT: AWARDED GRANTS

Collaborative Health Sciences Grant Program

The Collaborative Health Sciences Grant Program supports interdisciplinary team science, led by SMPH faculty, to advance novel research or education approaches to target complex health problems while advancing health care and health equity in Wisconsin and beyond. Grants are up to $600,000 for up to three years.

Name of Project	Principal Investigator	Co-principal Investigator(s)
A Pan-cancer AI-driven Cell-free DNA Sequencing Platform for Reducing Disparities in Early Diagnosis, Molecular Characterization and Surveillance of Multiple Cancer Types	**Joshua Lang, MD, MS** *professor, Department of Medicine*	**Earlise Ward, PhD** *professor, Department of Family Medicine and Community Health* **Shuang (George) Zhao, MD** *assistant professor, Department of Human Oncology*
Assessing Adult Brain and Cardiovascular Health During Gender-affirming Hormone Therapy	**Vivek Prabhakaran, MD, PhD** *professor, Departments of Radiology and Medical Physics*	**William Schrage, PhD** *professor, Department of Kinesiology* **Jana Jones, PhD** *associate professor, Department of Neurology*
Investigating the Efficacy of Protoporphyrin-based Photodynamic Therapy in Burn Wound Healing in Porcine Models	**Angela Gibson, MD, PhD** *associate professor, Department of Surgery*	**Brian Pogue, PhD** *professor and chair, Department of Medical Physics*
Piloting Badger-seq: A Revolutionary Paradigm for the Genomic Diagnosis of Critically Ill Newborns	**Stephen Meyn, MD, PhD** *professor, Department of Pediatrics*	**Ryan McAdams, MD** *professor, Department of Pediatrics* **Donald Basel, MD** *professor and section chief, Department of Pediatrics (Genetics), Medical College of Wisconsin*
Preclinical Evaluation of a Novel Theranostic MET Directed Variable New Antigen Receptor (VNAR) Single-domain Antibody in MET Altered Lung Cancer	**Andrew Baschnagel, MD** *associate professor (CHS), Department of Human Oncology*	**Aaron LeBeau, PhD** *associate professor, Department of Pathology and Laboratory Medicine* **Reinier Hernandez, PhD** *assistant professor, Departments of Medical Physics and Radiology*

SUPPLEMENT: AWARDED GRANTS

Name of Project	Principal Investigator	Co-principal Investigator(s)
Proteomic Exploration of Lung Matrisome in Pulmonary Fibrosis: Role of MRC2	**Lynn Schnapp, MD** *professor and chair, Department of Medicine*	**Ying Ge, PhD** *professor, Department of Cell and Regenerative Biology*
Radiopharmaceutical Therapy for Leptomeningeal Metastatic Disease	**Zachary Morris, MD, PhD** *associate professor and chair, Department of Human Oncology*	**Mahua Dey, MD** *associate professor, Department of Neurological Surgery*
Synergizing OXPHOS-inhibitors and Innate T cell-DC Cellular Immunotherapy to Treat Ovarian Cancer	**Jenny Gumperz, PhD** *professor, Department of Medical Microbiology and Immunology*	**Lisa Barroilhet, MD** *associate professor, Department of Obstetrics and Gynecology*

20th Anniversary Postdoctoral Grant Program

The Postdoctoral Grant Program supports the professional development of postdoctoral trainees, postdoctoral fellows, clinical fellows and research associates at the UW School of Medicine and Public Health as they conduct a project or pursue a professional development opportunity. Grants are up to $20,000 for up to one year. Award recipients collaborate with their supervising mentors, who nominated them and who serve as the projects' principal investigators.

Name of Project	Award Recipient
Fabp7 Silencing as a Strategy to Treat Mutant GFAP-induced Neuroinflammation in Alexander's Disease	**Mariana Bresque Toledo, PhD, MSc** *research associate, Department of Neurology*
Improve Diagnosis of Sepsis through Analysis of Fragmentation Patterns in Plasma Cell-free DNA	**Haikun Zhang, PhD** *research associate, Department of Surgery, Division of Surgical Oncology*
Investigating Associations between Neighborhood-Level Disadvantage and Microstructural Neurodegeneration Across the Alzheimer's Disease Continuum	**Jason Moody, PhD, MS** *postdoctoral trainee and research associate, Department of Medicine, Division of Geriatrics and Gerontology*
Learning and Implementation of Advanced Techniques for Cardiac Live Slices Preparation and Simultaneous Optical Calcium and Voltage Imaging	**Vladislav Leonov, PhD, MS** *research associate, Department of Medicine, Division of Cardiovascular Medicine*

SUPPLEMENT: AWARDED GRANTS

Name of Project	Award Recipient
Longitudinal Changes in Gut Microbiome Composition is Associated with Biofluid Markers of Alzheimer's Disease	**Jea Woo Kang, PhD, MS** *research associate, Department of Medicine, Division of Geriatrics and Gerontology*
Patient Barriers to Surgical Referral for Primary Hyperparathyroidism	**Elizabeth Cooper, MD** *clinical fellow, Department of Surgery, Division of Endocrine Surgery*
POISE Wisconsin: Primary and Oncology Integration for Survivorship Equity in Wisconsin	**Elizabeth Ver Hoeve, PhD** *postdoctoral trainee, Department of Family Medicine and Community Health*
Preconception Weight Loss Strategy Impact on Gestational Glycemia, Milk Lipids and Offspring Islet Health	**Molly Mulcahy, PhD, RD** *postdoctoral trainee, Department of Pediatrics, Division of Endocrinology*
Promoting Physical Activity (PA) Programs for Latine/Hispanic People with Parkinson's Disease and their Care Partners	**Laura Prieto, PhD** *postdoctoral trainee, Department of Family Medicine and Community Health*
Quantifying Patellar Tendon Loads During Rehabilitation Exercises in Patients with Patellar Tendon Injuries	**Naoaki Ito, DPT, PhD** *research associate, Department of Orthopedics and Rehabilitation*
Role of Injury in Vocal Fold Disease Caused by Papillomavirus Infection in Immunocompetent Individuals	**Renee King, PhD, CCC-SLP** *research associate, Department of Oncology*
Role of the EnvCT in SIVmac Viral Fitness	**Ryan Behrens, PhD** *research associate, Department of Pathology and Laboratory Medicine*
SDH Inhibition Promotes Cardiac Regeneration in Myocardial Infarction by Reprogramming Myofibroblast Metabolism	**Yi Fan, MD, PhD** *research associate, Department of Cell and Regenerative Biology*
Signal Transducers Regulating Dietary and Pharmacological BCAA Restriction in Obesity and Type II Diabetes: The Role of Mitochondrial BCAA Carrier Slc25a44	**Ryan Marshall, PhD, MSc** *research associate, Department of Medicine, Division of Endocrinology, Diabetes and Metabolism*

SUPPLEMENT: AWARDED GRANTS

Strategic Research Grants

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

Name of Project	Principal Investigator	Amount
University of Wisconsin Institute for Clinical and Translational Research (ICTR): Administration, Leadership and Evaluation Module	**Allan Brasier, MD** *senior associate dean for clinical and translational research, UW School of Medicine and Public Health and executive director, UW Institute for Clinical and Translational Research*	$390,000
University of Wisconsin Institute for Clinical and Translational Research (ICTR): Pilot Awards Program Module	**Allan Brasier, MD** *senior associate dean for clinical and translational research, UW School of Medicine and Public Health and executive director, UW Institute for Clinical and Translational Research*	$2,310,000
University of Wisconsin Institute for Clinical and Translational Research (ICTR): Mentoring and Professional Development Module	**Elizabeth Burnside, MD, MPH, FACR** *associate dean for team science and interdisciplinary research, UW School of Medicine and Public Health and deputy executive director, UW Institute for Clinical and Translational Research*	$1,499,505
Diversifying Biorepositories to Promote Clinical and Translational Research	**Joshua Lang, MD** *professor, Department of Medicine*	$3,000,000
Data Science to Promote Precision Medicine	**Jomol Mathew, PhD** *associate dean for informatics and information technology and chief of biomedical informatics, UW School of Medicine and Public Health*	$2,999,586

SUPPLEMENT: AWARDED GRANTS

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

The Wisconsin Partnership Program provides a strategic research grant to the UW Institute for Clinical and Translational Research (ICTR) for the Pilot Awards Program Module. Pilot projects focus on clinical, community and patient-centered outcomes and dissemination and implementation of evidence-based, community-driven interventions. Wisconsin Partnership Program funding supports the following ICTR pilot projects awarded in fiscal year 2025.

Name of Project	Principal Investigator	Amount	Type
Assessing Community Readiness and Building Partnerships for Dysphagia and Dementia Research in the Latinx and African Immigrant Communities	**Nicole Rogus-Pulia, PhD, CCC-SLP** *assistant professor, Department of Medicine*	$99,981	PEPR
Breast Cancer Awareness and Risk Education for Asian Americans (CARE): Program Development	**Jingxi Sheng, PhD, RN** *assistant professor, School of Nursing*	$74,847	CHER
Community Definitions of Safety during Mental Health Crisis Response	**Rachel Odes, PhD, RN** *assistant professor, School of Nursing*	$99,580	PEPR
Equity in Hearing Healthcare: Dissemination of a Pilot Study on the Hmong Recognition Test with AI-automated Scoring Intervention	**Maichou Lor, PhD, RN** *assistant professor, School of Nursing*	$147,455	D&I
Establishing the Groundwork for Vocational Rehabilitation Interventions for Cancer Survivors	**Kristin Litzelman, PhD** *associate professor, UW School of Human Ecology*	$15,000	CHER
Healing Tiny Minds: Rural Recovery through Virtual and Lived Experience Care	**Melisa Carrasco McCaul, MD, PhD** *assistant professor, Department of Neurology*	$73,706	CHER
Ready for Change? Wisconsin Asian Communities' Experience in Addressing Mental Illness	**Sang Qin, PhD** *assistant professor, UW School of Education*	$75,000	CHER

SUPPLEMENT: AWARDED GRANTS

Name of Project	Principal Investigator	Amount	Type
Shifting Paradigms: Applying Strategic Action Field Theory to Align Law Enforcement and Harm Reduction Efforts for People Who Use Drugs	**Rachel Gicquelais, PhD, MPH** *assistant professor, Population Health Sciences*	$15,600	CHER
Using Implementation Mapping to Develop a Toolkit Supporting Implementation of an Autism Screening and Care Navigation Protocol for Children in Foster Care	**Liliana Wagner, PhD, BCBA** *clinical associate professor, Waisman Center*	$149,765	D&I
Understanding the Sexual and Reproductive Health of Adults Living with Sickle Cell Disease	**Claire Wendland, MD, PhD** *professor, UW College of Letters and Sciences and School of Medicine and Public Health*	$15,000	CHER

KEY: CHER: Collaborative Health Equity Research; D&I: Dissemination and Implementation Research; PEPR: Patient Engaged Partnership Research

Strategic Education Grant

Name of Project	Principal Investigator	Amount
Wisconsin Partnership Program Scholarship	**Jonathan Temte, MD, PhD** *associate dean for public health and community engagement*	$480,000

CONCLUDED GRANTS

The Wisconsin Partnership Program publishes outcome reports for concluded projects after grantees submit their final reports. The following grants concluded during fiscal year 2025. View the outcome reports on the **WPP Funded Projects webpage.**

COMMUNITY GRANTS

Community Collaboration Grants

Increasing Capacity for MACH OneHealth to Improve Health Access, Equity and Outcomes for Individuals Experiencing Homelessness and Housing Insecurity
Grantee: Madison Street Medicine (formerly Mach OneHealth)

Community Impact Grants

Community-Campus Partnership to Create Mental Health Support for the Latino Community
Grantee: Centro Hispano

Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)
Grantee: Menominee Nation

Fresh Harvest Pantry - refrigeration/freezer project

Healthy Communities through WEESSN-Milwaukee: Supporting Quality Early Learning and Family Well-Being
Grantee: Wisconsin Early Childhood Association

Preventing Early Expulsion to Promote Child Health
Grantee: Thriving Wisconsin (formerly Supporting Families Together Association)

Reducing Health Inequity through Promotion of Social Connectedness
Grantee: Nehemiah Community Development Corporation

Reentry Rising MKE
Grantee: Employ Milwaukee

Social Service Redesign
Grantee: Sixteenth Street Community Health Centers

COVID-19 Response Grants

A Call to Action: Compassion Resilience Training for Parents and Family Caregivers
Grantee: National Alliance on Mental Illness (NAMI) Southeast Wisconsin

Restorative Justice in Schools and Communities: Facilitating Healing, Support and Cultural Identity Affirmation for Young People
Grantee: YWCA Madison, Inc

SUPPLEMENT: CONCLUDED GRANTS

COVID-19 Response Grants (continued)

Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups
Grantee: Sixteenth Street Community Health Centers

Maternal and Infant Health Grants

Bridging Community Supports to Achieve Healthy Births for Black Mothers
Grantee: Foundation for Black Women's Wellness

Development of an OB Nurse Navigator Program in a Rural Critical Access Hospital
Grantee: St. Croix Regional Medical Center

Improving Health Outcomes for Families: Evidence-Based Home Visiting
Grantee: Wood County Health Department

Improving Maternal Child Health for the Somali Community in Barron County
Grantee: Barron County

Marathon County Right Start
Grantee: Children's Service Society of Wisconsin

Milwaukee Right Start
Grantee: Children's Service Society of Wisconsin

Support for Mothers and Infants from the Amish and Mennonite (Plain) Communities
Grantee: Center for Special Children, Vernon Memorial Healthcare La Farge Clinic

Supporting Healthy Babies through Strengthening Families
Grantee: Next Door Foundation

RESEARCH GRANTS

Collaborative Health Sciences Grants

Advancing Health Equity for Lupus Patients in Wisconsin: How a Care Continuum and Community Stakeholders Can Inform Interventions to Close Disparities Gaps
Principal Investigator: Christie Bartels, MD, MS, associate professor, Department of Medicine
Co-principal Investigator: Felix Elwert, PhD, professor, Departments of Sociology and Biostatistics

Prevention of HPV-associated Anogenital Cancers Using HIV Protease Inhibitors
Principal Investigator: Nathan Sherer, PhD, professor, Department of Oncology
Co-principal Investigator: Evie Carchman, MD, FACS, associate professor, Department of Surgery

SUPPLEMENT: CONCLUDED GRANTS

COVID-19 Response Grants

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

Principal Investigator: Karla Ausderau, PhD, assistant professor, UW–Madison School of Education, Department of Kinesiology

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

Principal Investigator: Rachel Gicquelais, PhD, assistant professor, UW–Madison School of Nursing
Co-principal Investigator: Ryan Westergaard, MD, PhD, MPH, associate professor, Department of Medicine

Widespread Protective Immunity Screening Against COVID-19 Using a Point-of-Care Serology-Profiling Biosensor

Principal Investigator: Filiz Yesilkoy, PhD, assistant professor, UW–Madison College of Engineering, Department of Biomedical Engineering
Co-principal Investigators: Irene Ong, PhD, assistant professor, Department of Obstetrics and Gynecology and Miriam Shelef, MD, PhD, associate professor, Department of Medicine

New Investigator Grants

Defining Stromal Mechanisms of ER+ Breast Cancer Dissemination, Dormancy and Metastatic Recurrence

Principal Investigator: Suzanne Ponik, PhD, assistant professor, Department of Cell and Regenerative Biology

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

Principal Investigator: Tiffany Green, PhD, associate professor, Departments of Population Health Sciences and Obstetrics & Gynecology

Modulating Adipose Tissue Heme Biosynthesis to Promote Energy Expenditure in Obesity

Principal Investigator: Andrea Galmozzi, PhD, assistant professor, Department of Medicine

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

Principal Investigator: Kinjal Majumder, PhD, assistant professor, Department of Oncology

Postdoctoral Grants

Role of Injury in Vocal Fold Disease Caused by Papillomavirus Infection in Immunocompetent Individuals

Grantee: Renee King, PhD, CCC-SLP, research associate, Department of Oncology

SDH Inhibition Promotes Cardiac Regeneration in Myocardial Infarction by Reprogramming Myofibroblast Metabolism

Grantee: Yi Fan, MD, PhD, research associate, Department of Cell and Regenerative Biology

SUPPLEMENT: CONCLUDED GRANTS

Strategic Research Grants

UW-Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module
Principal Investigator: Allan Brasier, MD, senior associate dean for clinical and translational research, UW School of Medicine and Public Health and executive director, UW Institute for Clinical and Translational Research

UW-Institute for Clinical and Translational Research (ICTR) - Pilot Awards Program Module
Principal Investigator: Allan Brasier, MD, senior associate dean for clinical and translational research, UW School of Medicine and Public Health and executive director, UW Institute for Clinical and Translational Research

UW-Institute for Clinical and Translational Research (ICTR) - Biostatistics, Informatics and Research Design Support
Principal Investigator: Bernadette Gillick, PhD, MSPT, PT, professor, Department of Pediatrics

UW-Institute for Clinical and Translational Research (ICTR) - Mentoring and Professional Development Module
Principal Investigator: Elizabeth Burnside, MD, MPH, FACR, associate dean for team science and interdisciplinary research, UW School of Medicine and Public Health and deputy executive director, UW Institute for Clinical and Translational Research

UW Institute for Clinical and Translational Research (ICTR) Pilot Grants

Approach for Cognitive Rehabilitation of Infants Living in Rural Communities
Principal Investigator: Melisa Carrasco McCaul, MD, PhD, assistant professor, Department of Neurology

Clarifying Misbeliefs About Hydroxychloroquine (HCQ): Developing an Individualized Decision Aid for Diverse Patients with Lupus (HCQ-IDEAL)
Principal Investigator: Shivani Garg, MD, associate professor, Department of Medicine

Co-developing a Communication-training Intervention to Improve Decision Making
Principal Investigator: Kristin Pecanac, PhD, RN, assistant professor, School of Nursing

Cognitive Rehabilitation for Long COVID Patients with Brain Fog – The First Step
Principal Investigator: Aurora Pop-Vicas, MD, MPH, associate professor (CHS), Department of Medicine

Community-engaged Adaptation of a Well-being Intervention to Support Successful Reentry Following Incarceration
Principal Investigator: Daniel Grupe, PhD, associate scientist, Center for Healthy Minds

Culturally Tailoring the Delivery of an Evidence-Based Diabetes Self-management Program for Black Adults to Enhance its Reach, Adoption and Implementation
Principal Investigator: Olayinka Shiyanbola, PhD, associate professor, School of Pharmacy

Developing the RAMADAN Instrument: Recognizing Access and Management Associated Diabetes Adversities in Nationwide Muslims in the US (RAMADAN)
Principal Investigator: Betty Chewning, PhD, professor, School of Pharmacy

SUPPLEMENT: CONCLUDED GRANTS

UW Institute for Clinical and Translational Research (ICTR) Pilot Grants (continued)

Disseminating and Implementing an Evidence-Based Culturally Adapted Depression Intervention for African Americans with Clinical Depression: Oh Happy Day Class (OHDC)
Principal Investigator: Earlise Ward, PhD, professor, Department of Family Medicine and Community Health

Engaging Patients with Dementia and their Care Partners
Principal Investigator: KJ Hansmann, PhD, assistant professor, Department of Family Medicine and Community Health

Feasibility and Acceptability of Congenital Heart Disease Survivor Transition Readiness
Principal Investigator: Krisjon Olson, PhD, assistant professor, Department of Pediatrics

Healthcare Coverage in Nontraditional Families in Wisconsin: An Assessment of Needs
Principal Investigator: Lawrence Berger, PhD, professor, Institute for Research on Poverty

Identifying Mechanisms Underlying Neighborhood Disadvantage-associated Disparities in Outcomes After Complex Cancer Surgery
Principal Investigator: Syed Nabeel Zafar, MD, MPH, assistant professor, Department of Surgery

Improving Medication Use Among Veteran Patients with Inflammatory Conditions
Principal Investigator: Amanda Margolis, PharmD, MS, associate professor, School of Pharmacy

Improving Mental and Physical Well Being of Children and Adults of African Descent
Principal Investigator: Olufunmilola Abraham, PhD, associate professor, School of Pharmacy

Linking On-farm Occupational Exposures to Shifts in Antimicrobial Resistance and the Microbiome of Underserved Farm Workers
Principal Investigator: Jessica Hite, PhD, assistant professor, School of Veterinary Medicine

MAT-CHW: A Co-designed Intervention with WI Refugees to Improve Maternal Child Health
Principal Investigator: Zoua Vang, PhD, professor, School of Human Ecology

Multigenerational Medical Record Data Linkages for an Analysis of the Healthcare Use and Health Outcomes of Siblings of Stillborn Babies: A Comparative Design, Wisconsin and Utah
Principal Investigator: Kristen Sharp, MD, professor (CHS), Department of Obstetrics and Gynecology

Optimizing Medication Management by Older Adults through the MedWise Rx Community-based Program
Principal Investigator: Beth Martin, PhD, professor (CHS), School of Pharmacy

Peer-led Trauma Therapy for Re-entry
Principal Investigator: Michael Koenigs, PhD, professor (CHS), Department of Psychiatry

Racial and Geographic Disparities of Prenatal Care Coordination in Wisconsin
Principal Investigator: Lawrence Berger, PhD, professor, Institute for Research on Poverty

Reducing Racial Disparities in Smoking: The Milwaukee Collaboration
Principal Investigator: Megan Piper, PhD, professor, Center for Tobacco Research and Intervention

Staphylococcus Aureus Bacteremia Electronic Reminder Adapted for Rural Settings: The Saberus Project
Principal Investigator: Julie Keating, PhD, scientist, Department of Medicine

SUPPLEMENT: ACTIVE GRANTS

UW Institute for Clinical and Translational Research (ICTR) Pilot Grants (continued)

The Digital Living Well with Atrial Fibrillation
Principal Investigator: Matthew Kalscheur, MD, electrophysiologist, Department of Medicine

Tribal Institutional Review Boards: A Model for Indigenous Health Equity
Principal Investigator: Carey Gleason, PhD, professor, Department of Medicine

Strategic Education Grants

Wisconsin Partnership Program Scholarship
Principal Investigator: Jonathan Temte, MD, PhD, associate dean for public health and community engagement

ACTIVE GRANTS

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

COMMUNITY GRANTS

Community Impact Grants

Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health

Advancing Health Equity through Legal Interventions for Low-income Wisconsinites

Advocates in Medicine Pathway 2.0: Promoting Inclusion of Rural and Underrepresented Students in the Physician Workforce

Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery Community"

Black Men's Mental Health and Well-being

Building Bridges to Health Equity in the Amani Neighborhood: Improving Healthcare Access and Quality

Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens

City of Madison Firefighter/EMT Development Program

SUPPLEMENT: ACTIVE GRANTS

Community Impact Grants (continued)

Empowering African Immigrant Women's Health and Well-being: A Virtual Center for Women's Health and Mental Health in Wisconsin

Engaging Communities to Change Health Outcomes (ECCHO)

Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives

Feeding the Whole Child, Whole Family and Whole Community through Civic Engagement

Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health

Health Equity for Criminal Justice-Impacted Women through Access to Housing

Improving Birth Outcomes for Black Families through Community-clinic Collaborations

Improving Social Determinants of Health Factors through Utilization of a Family Coach

Leveraging Community Organizations to Support Better Overall Health Among LGBTQ+ Youth by Bridging Educators and Families

Medical Legal Partnership

Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System

Riding in the Moment: A Community-Based Program Using Equine-assisted Services to Improve the Health and Quality of Life of People Living with Alzheimer's Disease and Related Dementias and their Families

Supporting Social Emotional Health in K-12 African American Students

The Latino Dementia Health Regional Consortium

Wisconsin Rural Health and Substance Use Clinical Support (RheSUS) Program

Maternal and Child Health Program Grants

Door County Welcome Baby Continuum Project

Gerald L. Ignace Indian Health Center: Little Seedlings Program

Improving Maternal and Child Health Outcomes through Great Rivers HUB and Community Health Worker/ Doula Workforce Expansion

Jardin de Espacios (Garden of Spaces): Designing Well-Being During the Perinatal Journey

SUPPLEMENT: ACTIVE GRANTS

RESEARCH AND EDUCATION GRANTS

Collaborative Health Sciences Grant Program

Effects of Puberty Blockade on Behavior, Brain and Reproductive Physiology in an Animal Model

Engineering a Healthier Calorie: A Cross-Disciplinary Collaboration

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

Non-invasive Ultrasound Urodynamics to Improve Medical Care for Men with Lower Urinary Tract Symptoms in Rural Areas

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

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

Screening in Trauma for Opioid Misuse Prevention: Adaptive Intervention (STOMP-AI) Study

New Investigator Grant Program

Defining a Neuron-pericyte Axis via the Neuropeptide Receptor PAC1 in Melanoma Development and Progression

Determining the Mechanisms by which Common Genetic Variation Affects Molecular and Cellular Traits in Macrocephalic Autism

Engineering CAR T Cells to Overcome Variable Antigen Density in Acute Myeloid Leukemia

Functional and Genomic Comparison of Ovarian Cancer Cells in Ascites to Primary Tumor and Associated Cell-free DNA

Improving ICU Care for Older Adults Near the End of Life through Time-limited Trials

Leveraging Haplotype Diversity to Study Coronary Artery Disease Risk

Liquid Biopsy Biomarkers of Targeted Therapy Resistance in Metastatic ER+ Breast Cancer

Meaningful Clinical Trial Endpoints in Gliomas: A Novel Multi-modal Approach to Patients with Incurable Brain Tumors

Use of a Translational Lung on a Chip Model to Catalyze Diagnostic and Therapeutic Advances for Aspiration Pneumonia

SUPPLEMENT: ACTIVE GRANTS

STRATEGIC EDUCATION GRANTS

Strategic Education Grants
Improving Indigenous Health thorugh Mentorship, Academic EnGagement and InNovation (IIMAGIN)
Transforming Medical Education (TME) 2023-2026: Building a Community for Innovation, Scholarship and Research in Undergraduate Medical Education CISR-UME
University of Wisconsin Preventive Medicine Residency and Public Health Integration (PMR-PHI) Program
Wisconsin Population Health Service Fellowship Program

Sharing Outcomes and Impact

The Wisconsin Partnership Program provides outcome reports for each concluded project after grantees submit their final reports. The outcome reports include significant achievements of each project as well as key outcomes and are published on the Funded Projects section of the **WPP website**.

School of Medicine and Public Health
UNIVERSITY OF WISCONSIN–MADISON

Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2025
For
Public Health Initiatives and Public Health Education and Training Initiatives
Recommended for Approval by the
Oversight and Advisory Committee

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

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

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

This determination shall be filed with the Oversight and Advisory Committee this 15th day of October, 2025.

Community Collaboration

Fiscal Year 2020
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for Individuals Experiencing Homelessness and Housing Insecurity

Community Impact

Fiscal Year 2019
Reentry Rising MKE
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

Fiscal Year 2020
Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Healthy Communities through WEESSN-Milwaukee: Supporting Quality Early Learning and Family Well-Being

Fiscal Year 2021
Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Supporting Social Emotional Health in K-12 African American Students

Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Fiscal Year 2022
Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health
The Latino Dementia Health Regional Consortium
Wisconsin Rural Health & Substance Use clinical Support (RHeSUS) Program
Health equity for criminal justice-impacted women through access to housing

Fiscal Year 2023
Making Milwaukee a Lead Safe City
Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery Community"

Fiscal Year 2024
Advocates in Medicine Pathway 2.0: Promoting Inclusion of Rural and Underrepresented Students in the Physician Workforce
Riding in the Moment: A Community-Based Program Using Equine-Assisted Services to Improve the Health and Quality of Life of People Living with Alzheimer's Disease and Related Dementias and their Families.
Empowering African Immigrant Women's Health and Well-being: A Virtual Center for Women's Health and Mental Health in Wisconsin
Leveraging Community Organizations to Support Better Overall Health Among LGBTQ+ Youth by Bridging Educators and Families
Medical Legal Partnership
City of Madison Firefighter/EMT Development Program
Improving Social Determinants of Health Factors Through Utilization of a Family Coach
Feeding the Whole Child, Whole Family, and Whole Community through Civic Engagement
Engaging Communities to Change Health Outcomes (ECCHO)
Building Bridges to Health Equity in the Amani Neighborhood: Improving Healthcare Access and Quality

Fiscal Year 2025
Empowering Families & Individuals Experiencing Housing Insecurity to Succeed through Tenancy Support Peer Mentorship
Advancing the Help Me Grow Model with Family-Engaged Developmental Monitoring
Mentoring Positives: The Positive Path through Madison's Darbo Neighborhood
From Seeds to Table: Indigenous Culinary Partnership and Education
Going to the People: Community Health Workers Advancing Hmong and Hispanic Health Equity through Case Management in Community-Based Settings
Empowering Families and Individuals Experiencing Housing Insecurity
Advancing the Help Me Grow Model with Family Engaged Developmental Monitoring
Mentoring Positives: The Positive Path through Madison's Darbo Neighborhood
From Seeds to Table: Indigenous Culinary Partnership and Education
Going to the People: Community Health

COVID-19 Response Grant Program

Fiscal Year 2022
Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups

Restorative Justice in Schools and Communities: Facilitating Healing, Support, and Cultural Identity Affirmation for Young People
A Call to Action: Compassion Resilience Training for Parents and Family Caregivers

Maternal and Infant Health Program

Fiscal Year 2022
Supporting Healthy Babies through Strengthening Families
Bridging Community Supports to Achieve Healthy Births for Black Mothers

Fiscal Year 2023
Marathon County Start Right
Milwaukee Start Right
Jardin de Espacios (Garden of Spaces): Designing Well-Being During the Perinatal Journey
Gerald L. Ignace Indian Health Center: Little Seedlings Program
Improving Maternal Child Health for the Somali Community in Barron County
Support for Mothers and Infants from the Amish and Mennonite (Plain) Communities
Improving Health Outcomes for Families: Evidence-Based Home Visiting
Development of a OB Nurse Navigator Program in a Rural Critical Access Hospital
Improving Maternal & Child Health Outcomes through Great Rivers HUB & Community Health Worker/Doula Workforce Expansion
Door County Welcome Baby Continuum Project

Strategic

Fiscal Year 2023
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

20th Anniversary Community Grant Program
Fiscal Year 2025
Fresh Harvest Pantry--refrigeration/freezer project
Managing Rapid Growth: Enhancing Infrastructure and Sustainable Donor Strategies
Sustainable Institutional Advancement Strategy Planning and Support
Growing Our Own
Promoting access via outreach, education, and program development
Enhancing AHEC Learner Engagement and Community Partnerships Using A CRM
6:8, Inc. Donor and Volunteer Management Software Upgrade
Enhancing Communication to Comprehensively Support Youth Substance Use Prevention
DaneMAC Marketing Plan
Project Phoenix - Website, Marketing, & Community Resource Enhancement
Strategic Planning to Build Organizational Capacity, Assess Community Needs and Explore Program and Funding Opportunities

Wisconsin Partnership Program
Determination of Non-Supplanting Fiscal Year 2025

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

Date: 10/15/25

As accepted by the Oversight and Advisory Committee on October 15, 2025.

Wisconsin Partnership Program
Fiscal Year 2025 Determination of Non-Supplanting
For
Education and Research Initiatives
Recommended for Approval by the
Partnership Education and Research Committee

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

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

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

This determination shall be filed with the Partnership Education and Research Committee this 13th day of October 2025.

Collaborative Health Sciences Program

Fiscal Year 2020
Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates

Fiscal Year 2021
Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community stakeholders can inform interventions to close disparities gaps
Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

Fiscal Year 2022
Evaluating a Novel Follow-up Intervention to Improve the Delivery of Follow-up Care for Low-Risk Breast Cancer Survivors in Wisconsin
Rediscovering Rheumatoid Factor as a Unique Antiviral Agent in COVID-19

Fiscal Year 2024
Engineering a healthier calorie: a cross-disciplinary collaboration
Non-Invasive Ultrasound Urodynamics to Improve Medical Care for Men with Lower Urinary Tract Symptoms in Rural Areas
Screening in trauma for opioid misuse prevention: Adaptive intervention (STOMP-AI) study
Effects of puberty blockade on behavior, brain and reproductive physiology in an animal model

Fiscal Year 2025
A pan-cancer AI-driven cell-free DNA sequencing platform for reducing disparities in early diagnosis, molecular characterization, and surveillance of multiple cancer types.
Investigating the Efficacy of Protoporphyrin-based Photodynamic Therapy in Burn Wound Healing in Porcine Models
Optimizing Brain Health in Transgender Patients using Gender Affirming Hormone Therapy
Piloting Badger-Seq: A revolutionary paradigm for the genomic diagnosis of critically ill newborns

Preclinical evaluation of a novel theranostic MET directed variable new antigen receptor (VNAR) single-domain antibody in MET altered lung cancer
Proteomic Exploration of Lung Matrisome in Pulmonary Fibrosis: Role of MRC2
Radiopharmaceutical Therapy for Leptomeningeal Metastatic Disease
"Synergizing OXPHOS-inhibitors and Innate T cell-DC Cellular Immunotherapy to Treat Ovarian Cancer"

COVID-19 Response Grants

Fiscal Year 2022
Widespread protective immunity screening against COVID-19 using a point-of-care serology-profiling biosensor
Responding to dual epidemics of COVID-19 and overdose among people who inject drugs in Wisconsin
Implications of COVID-19 on service delivery, health, and well-being for people with intellectual and developmental disabilities

New Investigator Program

Fiscal Year 2022
Evaluating the Impacts of Wisconsin's Birth Cost Recovery Policy on the Health and Wellbeing of Low-Income Black Birthing Parents: A Community-Centered Approach
Targeting Gene Therapy Vectors to Nuclear Sites to Improve Precision Medicine and Oncolytic Virotherapies

Fiscal Year 2023
Defining stromal mechanisms of ER+ breast cancer dissemination, dormancy, and metastatic recurrence
Improving ICU care for older adults near the end of life through time-limited trials
Modulating adipose tissue heme biosynthesis to promote energy expenditure in obesity

Fiscal Year 2024
Functional and genomic comparison of ovarian cancer cells in ascites to primary tumor and associated cell-free DNA
Defining a neuron-pericyte axis via the neuropeptide receptor PAC1 in melanoma development and progression
Determining the mechanisms by which common genetic variation affects molecular and cellular traits in macrocephalic autism
Engineering CAR T cells to overcome variable antigen density in acute myeloid leukemia
Use of a Translational Lung on a Chip Model to Catalyze Diagnostic and Therapeutic Advances for Aspiration Pneumonia
Leveraging Haplotype Diversity to Study Coronary Atery Disease Risk
Meaningful Clinical Trial Endpoints in Gliomas: A Novel Multi-modal Approach to Patients with Incurable Brain Tumors
Liquid biopsy biomarkers of targeted therapy resistance in metastatic ER+ breast cancer

Fiscal Year 2025
Bridging Cultures: Redefining Registries for Latino Communities Affected by Alzheimer's Disease and Related Dementia
Defining new paradigms for epithelial – immune interactions in dysbiosis by understanding the response of tuft cells to commensal microbes
Defining vulvar cancer subtypes and implications for clinical outcomes

Identification of novel biomarkers and pathogenesis of kidney transplant rejection using cell-free DNA fragmentation and DNA methylation patterns
Novel Approaches to Discovering Rheumatoid Arthritis Susceptibility Genes
Per- and Polyfluoroalkyl Substances (PFAS) and Kidney Health
Supercharging the impact of sleeve gastrectomy on post-operative metabolism

20th Anniversary Postdoctoral Grant Program

Analysis of fragmentation patterns in plasma cell-free DNA to improve diagnosis of sepsis
Fabp7 silencing as a strategy to treat mutant GFAP-induced neuroinflammation in Alexander's disease.
Investigating Associations between Neighborhood-Level Disadvantage and Microstructural Neurodegeneration Across the Alzheimer's Disease Continuum
Learning and Implementation of Advanced Techniques for Cardiac Live Slices Preparation and Simultanious Optical Calcium and Voltage Imaging
Longitudinal Changes in Gut Microbiome Composition is Associated with Biofluid Markers of Alzheimer's Disease
Patient Barriers to Surgical Referral for Primary Hyperparathyroidism
POISE Wisconsin: Primary and Oncology Integration for Survivorship Equity in Wisconsin
Preconception weight loss strategy impact on gestational glycemia, milk lipids, and offspring islet health
Promoting Physical Activity (PA) Programs for Latine/Hispanic people with Parkinson disease (PwP) and their Care Partners (CPs)
Quantifying patellar tendon loads during rehabilitation exercises in patients with patellar tendon injuries.
Role of injury in vocal fold disease caused by papillomavirus infection in immunocompetent individuals
Role of the EnvCT in SIVmac viral fitness
SDH Inhibition Promotes Cardiac Regeneration in Myocardial Infarction by Reprogramming Myofibroblast Metabolism
Signal Transducers Regulating Dietary and Pharmacological BCAA Restriction in Obesity and Type II Diabetes: The Role of Mitochondrial BCAA Carrier Slc25a44

Strategic Program

Fiscal Year 2020
Wisconsin Partnership Program Scholarship

Fiscal Year 2021
Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships

Fiscal Year 2022
UW Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module
UW Institute for Clinical and Translational Research (ICTR) – Biostatistics, Informatics and Research Design Support Module
UW Institute for Clinical and Translational Research (ICTR) -Mentoring and Professional Development Module
UW Institute for Clinical and Translational Research (ICTR) -Pilot Awards Program Module

Fiscal Year 2023
Increasing Indigenous Representation in Medicine through Academics EnGagement and INnovation (IIMAGIN)

Wisconsin Partnership Program
Fiscal Year 2025 Determination of Non-Supplanting

TME 2023-2026: Building a Community for Innovation, Scholarship and Research in Undergraduate Medical Education CISR-UME
Wisconsin Population Health Service Fellowship Program

Fiscal Year 2024
University of Wisconsin Preventive Medicine Residency and Public Health Integration (PMR-PHI) Program

Fiscal Year 2025
Wisconsin Partnership Program Scholarship
Data Science to Promote Precision Medicine
Diversifying Biorepositories to Promote Clinical and Translational Research
UW Institute for Clinical and Translational Research (ICTR) Administration, Leadership and Evaluation Module
UW Institute for Clinical and Translational Research (ICTR) Mentoring and Professional Development Module
UW Institute for Clinical and Translational Research (ICTR) Pilot Awards Program Module

By: Heidi J Conrad

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

Date: 10/13/25

As accepted by the Partnership Education and Research Committee on October 13, 2025.

Wisconsin Partnership Program
Fiscal Year 2025 Determination of Non-Supplanting

University of Wisconsin School of Medicine and Public Health

The Dean of the UW School of Medicine and Public Health, Nita Ahuja, MD, MBA hereby attests that:

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

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2025 Annual Report, which covers the period July 1, 2024-June 30, 2025.

PARTNERSHIP EDUCATION AND RESEARCH COMMITTEE:

Collaborative Health Sciences Program

Fiscal Year 2020
Post-Traumatic Stress Disorder (PTSD) Therapy for Wisconsin Prison Inmates

Fiscal Year 2021
Advancing Health Equity for Lupus Patients in Wisconsin: how a Care Continuum and community stakeholders can inform interventions to close disparities gaps
Prevention of HPV-Associated Anogenital Cancers Using HIV Protease Inhibitors

Fiscal Year 2022
Evaluating a Novel Follow-up Intervention to Improve the Delivery of Follow-up Care for Low-Risk Breast Cancer Survivors in Wisconsin
Rediscovering Rheumatoid Factor as a Unique Antiviral Agent in COVID-19

Fiscal Year 2024
Engineering a healthier calorie: a cross-disciplinary collaboration
Non-Invasive Ultrasound Urodynamics to Improve Medical Care for Men with Lower Urinary Tract Symptoms in Rural Areas
Screening in trauma for opioid misuse prevention: Adaptive intervention (STOMP-AI) study
Effects of puberty blockade on behavior, brain and reproductive physiology in an animal model

Fiscal Year 2025
A pan-cancer AI-driven cell-free DNA sequencing platform for reducing disparities in early diagnosis, molecular characterization, and surveillance of multiple cancer types.
Investigating the Efficacy of Protoporphyrin-based Photodynamic Therapy in Burn Wound Healing in Porcine Models
Optimizing Brain Health in Transgender Patients using Gender Affirming Hormone Therapy
Piloting Badger-Seq: A revolutionary paradigm for the genomic diagnosis of critically ill newborns
Preclinical evaluation of a novel theranostic MET directed variable new antigen receptor (VNAR) single-domain antibody in MET altered lung cancer
Proteomic Exploration of Lung Matrisome in Pulmonary Fibrosis: Role of MRC2

Radiopharmaceutical Therapy for Leptomeningeal Metastatic Disease
"Synergizing OXPHOS-inhibitors and Innate T cell-DC Cellular Immunotherapy to Treat Ovarian Cancer"

COVID-19 Response Grants

Fiscal Year 2022
Widespread protective immunity screening against COVID-19 using a point-of-care serology-profiling biosensor
Responding to dual epidemics of COVID-19 and overdose among people who inject drugs in Wisconsin
Implications of COVID-19 on service delivery, health, and well-being for people with intellectual and developmental disabilities

New Investigator Program

Fiscal Year 2022
Evaluating the Impacts of Wisconsin's Birth Cost Recovery Policy on the Health and Wellbeing of Low-Income Black Birthing Parents: A Community-Centered Approach
Targeting Gene Therapy Vectors to Nuclear Sites to Improve Precision Medicine and Oncolytic Virotherapies

Fiscal Year 2023
Defining stromal mechanisms of ER+ breast cancer dissemination, dormancy, and metastatic recurrence
Improving ICU care for older adults near the end of life through time-limited trials
Modulating adipose tissue heme biosynthesis to promote energy expenditure in obesity

Fiscal Year 2024
Functional and genomic comparison of ovarian cancer cells in ascites to primary tumor and associated cell-free DNA
Defining a neuron-pericyte axis via the neuropeptide receptor PAC1 in melanoma development and progression
Determining the mechanisms by which common genetic variation affects molecular and cellular traits in macrocephalic autism
Engineering CAR T cells to overcome variable antigen density in acute myeloid leukemia
Use of a Translational Lung on a Chip Model to Catalyze Diagnostic and Therapeutic Advances for Aspiration Pneumonia
Leveraging Haplotype Diversity to Study Coronary Atery Disease Risk
Meaningful Clinical Trial Endpoints in Gliomas: A Novel Multi-modal Approach to Patients with Incurable Brain Tumors
Liquid biopsy biomarkers of targeted therapy resistance in metastatic ER+ breast cancer

Fiscal Year 2025
Bridging Cultures: Redefining Registries for Latino Communities Affected by Alzheimer's Disease and Related Dementia
Defining new paradigms for epithelial – immune interactions in dysbiosis by understanding the response of tuft cells to commensal microbes
Defining vulvar cancer subtypes and implications for clinical outcomes
Identification of novel biomarkers and pathogenesis of kidney transplant rejection using cell-free DNA fragmentation and DNA methylation patterns
Novel Approaches to Discovering Rheumatoid Arthritis Susceptibility Genes
Per- and Polyfluoroalkyl Substances (PFAS) and Kidney Health
Supercharging the impact of sleeve gastrectomy on post-operative metabolism

20th Anniversary Postdoctoral Grant Program

Analysis of fragmentation patterns in plasma cell-free DNA to improve diagnosis of sepsis
Fabp7 silencing as a strategy to treat mutant GFAP-induced neuroinflammation in Alexander's disease.
Investigating Associations between Neighborhood-Level Disadvantage and Microstructural Neurodegeneration Across the Alzheimer's Disease Continuum
Learning and Implementation of Advanced Techniques for Cardiac Live Slices Preparation and Simultanious Optical Calcium and Voltage Imaging
Longitudinal Changes in Gut Microbiome Composition is Associated with Biofluid Markers of Alzheimer's Disease
Patient Barriers to Surgical Referral for Primary Hyperparathyroidism
POISE Wisconsin: Primary and Oncology Integration for Survivorship Equity in Wisconsin
Preconception weight loss strategy impact on gestational glycemia, milk lipids, and offspring islet health
Promoting Physical Activity (PA) Programs for Latine/Hispanic people with Parkinson disease (PwP) and their Care Partners (CPs)
Quantifying patellar tendon loads during rehabilitation exercises in patients with patellar tendon injuries.
Role of injury in vocal fold disease caused by papillomavirus infection in immunocompetent individuals
Role of the EnvCT in SIVmac viral fitness
SDH Inhibition Promotes Cardiac Regeneration in Myocardial Infarction by Reprogramming Myofibroblast Metabolism
Signal Transducers Regulating Dietary and Pharmacological BCAA Restriction in Obesity and Type II Diabetes: The Role of Mitochondrial BCAA Carrier Slc25a44

Strategic Program

Fiscal Year 2020
Wisconsin Partnership Program Scholarship

Fiscal Year 2021
Understanding and Addressing Health Disparities in Wisconsin through Statewide Partnerships

Fiscal Year 2022
UW Institute for Clinical and Translational Research (ICTR) - Administration, Leadership and Evaluation Module
UW Institute for Clinical and Translational Research (ICTR) – Biostatistics, Informatics and Research Design Support Module
UW Institute for Clinical and Translational Research (ICTR) -Mentoring and Professional Development Module
UW Institute for Clinical and Translational Research (ICTR) -Pilot Awards Program Module

Fiscal Year 2023
Increasing Indigenous Representation in Medicine through Academics EnGagement and INnovation (IIMAGIN)
TME 2023-2026: Building a Community for Innovation, Scholarship and Research in Undergraduate Medical Education CISR-UME
Wisconsin Population Health Service Fellowship Program

Fiscal Year 2024
University of Wisconsin Preventive Medicine Residency and Public Health Integration (PMR-PHI) Program

Fiscal Year 2025
Wisconsin Partnership Program Scholarship

Data Science to Promote Precision Medicine
Diversifying Biorepositories to Promote Clinical and Translational Research
UW Institute for Clinical and Translational Research (ICTR) Administration, Leadership and Evaluation Module
UW Institute for Clinical and Translational Research (ICTR) Mentoring and Professional Development Module
UW Institute for Clinical and Translational Research (ICTR) Pilot Awards Program Module

OVERSIGHT AND ADVISORY COMMITTEE

Community Collaboration

Fiscal Year 2020
Increasing Capacity for MACH OneHealth to Improve Health Access, Equity, and Outcomes for Individuals Experiencing Homelessness and Housing Insecurity

Community Impact

Fiscal Year 2019
Reentry Rising MKE
Preventing Early Expulsion to Promote Child Health
Reducing Health Inequity through Promotion of Social Connectedness
Social Service Redesign

Fiscal Year 2020
Community-Campus Partnership to Create Mental Health Support for the Latino Community
Evaluating the Effectiveness of One City Schools: Preparing Children for School Success and Healthy Lives
Improving Birth Outcomes for Black Families through Community-Clinic Collaborations
Creating a Renewed and Culturally Vibrant Healthy Food System for Kaeyas Mamaceqtawak (The Ancient Movers)
Parenting Support Is Public Health: Reducing Health Disparities in the Child Welfare System
Healthy Communities through WEESSN-Milwaukee: Supporting Quality Early Learning and Family Well-Being

Fiscal Year 2021
Addressing Stressors, Preventing Farmer Suicide: Social Connectedness and Health
Building Tech Skills, Opportunities, Health and Wellness for Returning Citizens
Advancing Health Equity Through Legal Interventions for Low-Income Wisconsinites
Black Men's Mental Health and Well-Being
Supporting Social Emotional Health in K-12 African American Students
Accelerating Health Equity for Black Women in Wisconsin - Well Black Woman Institute

Fiscal Year 2022
Food Sovereignty in the Oneida Nation: A Comprehensive Approach to Health
The Latino Dementia Health Regional Consortium
Wisconsin Rural Health & Substance Use clinical Support (RHeSUS) Program
Health equity for criminal justice-impacted women through access to housing

Fiscal Year 2023
Making Milwaukee a Lead Safe City
Biehl Bridges to Recovery "Advancing Health Equity through Economic Stabilization within the Recovery

Community"

Fiscal Year 2024

Advocates in Medicine Pathway 2.0: Promoting Inclusion of Rural and Underrepresented Students in the Physician Workforce
Riding in the Moment: A Community-Based Program Using Equine-Assisted Services to Improve the Health and Quality of Life of People Living with Alzheimer's Disease and Related Dementias and their Families.
Empowering African Immigrant Women's Health and Well-being: A Virtual Center for Women's Health and Mental Health in Wisconsin
Leveraging Community Organizations to Support Better Overall Health Among LGBTQ+ Youth by Bridging Educators and Families
Medical Legal Partnership
City of Madison Firefighter/EMT Development Program
Improving Social Determinants of Health Factors Through Utilization of a Family Coach
Feeding the Whole Child, Whole Family, and Whole Community through Civic Engagement
Engaging Communities to Change Health Outcomes (ECCHO)
Building Bridges to Health Equity in the Amani Neighborhood: Improving Healthcare Access and Quality

Fiscal Year 2025

Empowering Families & Individuals Experiencing Housing Insecurity to Succeed through Tenancy Support Peer Mentorship
Advancing the Help Me Grow Model with Family-Engaged Developmental Monitoring
Mentoring Positives: The Positive Path through Madison's Darbo Neighborhood
From Seeds to Table: Indigenous Culinary Partnership and Education
Going to the People: Community Health Workers Advancing Hmong and Hispanic Health Equity through Case Management in Community-Based Settings
Empowering Families and Individuals Experiencing Housing Insecurity
Advancing the Help Me Grow Model with Family Engaged Developmental Monitoring
Mentoring Positives: The Positive Path through Madison's Darbo Neighborhood
From Seeds to Table: Indigenous Culinary Partnership and Education
Going to the People: Community Health

COVID-19 Response Grant Program

Fiscal Year 2022

Testing and Scaling Virtual and In-person Youth Group Therapy and Guardian Support Groups
Restorative Justice in Schools and Communities: Facilitating Healing, Support, and Cultural Identity Affirmation for Young People
A Call to Action: Compassion Resilience Training for Parents and Family Caregivers

Maternal and Infant Health Program

Fiscal Year 2022

Supporting Healthy Babies through Strengthening Families
Bridging Community Supports to Achieve Healthy Births for Black Mothers

Fiscal Year 2023

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

Strategic

Fiscal Year 2023
Wisconsin Population Health Service Fellowship Program: Improving Health and Health Equity through Service and Training – OAC

20th Anniversary Community Grant Program
Fiscal Year 2025
Fresh Harvest Pantry--refrigeration/freezer project
Managing Rapid Growth: Enhancing Infrastructure and Sustainable Donor Strategies
Sustainable Institutional Advancement Strategy Planning and Support
Growing Our Own
Promoting access via outreach, education, and program development
Enhancing AHEC Learner Engagement and Community Partnerships Using A CRM
6:8, Inc. Donor and Volunteer Management Software Upgrade
Enhancing Communication to Comprehensively Support Youth Substance Use Prevention
DaneMAC Marketing Plan
Project Phoenix - Website, Marketing, & Community Resource Enhancement
Strategic Planning to Build Organizational Capacity, Assess Community Needs and Explore Program and Funding Opportunities

By: _____

Nita Ahuja, MD, MBA
Dean, UW School of Medicine and Public Health
Date: 10/10/2024

Wisconsin Partnership Program
Fiscal Year 2025 Determination of Non-supplanting
University of Wisconsin System and University of Wisconsin-Madison

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

This attestation shall be filed with the Wisconsin Partnership Program's Fiscal Year 2025 Annual Report for the period July 1, 2024 - June 30, 2025.

By: Signed by: Robert Cramer FB20B033B67B4AB... _____

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

Date: 10/20/2025 | 14:11:17 CDT

Education Committee **Item F.**
December 4, 2025

PROGRAM ELIMINATION TASKFORCE RECOMMENDATIONS

REQUESTED ACTION

For information and discussion.

SUMMARY

The panel will provide an overview of the process and recommendations of the Program Elimination Task Force. The purpose of this presentation is to provide the Education Committee with the analysis and recommendations of the taskforce. Further, it will provide an opportunity for the presenters to describe ongoing university processes for assessing underperforming or low-enrolling academic degree programs prior to involvement in the UW Administration-led annual program monitoring process.

Presenters

- Dr. Betsy Morgan, Provost and Vice Chancellor of Academic Affairs, UW-La Crosse
- Dr. Nelu Ghenciu, Faculty Senate Chair and Professor of Mathematics, UW-Stout
- Dr. Jonah Ralston, Faculty Representative and Professor of Politics, Government, and Law, UW-Whitewater

BACKGROUND

Wisconsin Statute § 36.09(1)(c) grants the UW System Board of Regents authority over educational programming, including the discontinuation of programs as necessary. Regent Policy Document 4-12, "Academic Program Planning, Review, and Approval in the University of Wisconsin System," defines the Board's oversight of UW System Administration and UW universities in the development and maintenance of academic programs. Under this policy, UW System Administration is responsible, in part, for consulting with UW universities in planning new academic programs and "monitoring and analyzing the current program array." UW System Administrative Policy 102 (SYS 102) outlines the policy and practices for program array management, including guidance for evaluating program elimination. Each

UW university implements and operationalizes these guidelines through its own shared governance policies.

At the December 5, 2024, Board of Regents meeting, Deloitte Consulting presented a financial assessment and opportunities for UW Administration. In response to Deloitte's review, UWs' President Jay Rothman charged a taskforce to examine the role and responsibility of the UW Administration and Board of Regents in supporting universities in enrollment forecasting and management. The taskforce, co-chaired by Provost Morgan and Professor Ghenciu, was charged with providing recommendations to the sponsors, Senior Vice President Johannes Britz and Board of Regents Education Committee Chair Joan Prince, on the following issues and questions:

1. Catalog and review each UW university's undergraduate program review and elimination policies and practices.
2. Recommend key metrics to be used in undergraduate program review, with emphasis on underperforming or low-enrolled programs including a definition for when a program is underperforming/low enrolled. These metrics should take into consideration the role of programs to the respective institution's mission, ecosystem, academic/industry partner commitments, and workforce needs. Metrics may include and are not limited to course section enrollments, minimum program majors/graduate thresholds over a defined time period (e.g., five years), five-year enrollment trends, market/workforce demand, etc.
3. Recommend a structure and processes for data reporting to universities using the defined metrics, perhaps considering a stoplight approach for undergraduate programs falling into different threshold categories.
4. Recommend a framework for UW universities responding to and being held accountable for underperforming/low-enrolled undergraduate programs. Identify when program suspension or elimination is indicated and options for universities to reenergize or consider alternate options (e.g., joining similar programs at multiple universities into a collaborative program).
5. Recommend an accountability process for UW Administration reporting to the Board of Regents. Recommend a process by which the Board of Regents will review and take actions based upon program array reports.
6. Recommend strategies and models for program collaboration, faculty sharing, and possible common governance processes that will address program duplication and/or mitigate program suspension or elimination.

To facilitate discussions and drafting of the recommendations, the taskforce was initially divided into three subcommittees. The Metrics Subcommittee focused on identifying a quantitative metric to be used in the UW Administration annual monitoring process. This subcommittee additionally modeled the implications of changing the monitoring metric relative to the number of academic programs that would be captured and identified as low-enrolled. The Program Policy Subcommittee examined the current annual program

monitoring process as outlined in SYS 102 and individual UW university program monitoring policies. At the time of this presentation, only six of the 13 UW universities have a policy and process that describes the assessment of underperforming or low-enrolling academic programs. The Program and Course Sharing Subcommittee focused on the academic collaboration among the UW universities by considering program sharing and course sharing opportunities. The analysis of this subcommittee identified motivations and barriers for efficient and effective academic collaboration.

Through the work of its three subcommittees, the taskforce outlined five recommendations:

1. A new metric for flagging low enrolled undergraduate programs (enrollment ≤ 15 students per year of declared junior and senior undergraduates, in a three-year rolling average),
2. The inclusion of standardized components to university-based low enrollment policies,
3. Increased reporting to the Board of Regents on program enrollment trends,
4. Standard academic term start dates across the system for fall and spring, and
5. An accelerated investigation into better ways for UWs to share courses and/or programs.

Upon finalization of the taskforce report, revisions to SYS 102 are anticipated to incorporate the first three recommendations. Two new taskforces will be formed to address the fourth and fifth recommendations.

Related Policies and Applicable Laws

- Section Ch. 36.09(1)(c) Wis. Stats., "Responsibilities: The Board of Regents."
- Regent Policy Document 4-12, "Academic Program Planning, Review, and Approval in the University of Wisconsin System."

See also

- UW System Administrative Policy 102, "Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting"
- UW System Administrative Policy 165, "The Academic Calendar"

ATTACHMENT

A) Program Elimination Taskforce Report

2025 Program Elimination Taskforce Recommendations

Executive Summary

The taskforce makes the following recommendations:

- a new metric for flagging low enrolled undergraduate programs (enrollment ≤ 15 students per year of declared junior and senior undergraduates, in a three-year rolling average),
- the inclusion of standardized components to university-based low enrollment policies,
- increased reporting to the BOR on program enrollment trends,
- a more standard academic term calendar for Fall and Spring, and
- an accelerated investigation into better ways for UWs to share courses and/or programs.

Terminology

- The term "program" is used throughout this report to refer to the type of academic program that will conclude with the conferral of a degree at the bachelor's degree level (traditionally a major) that is authorized by the Board of Regents.
- The focus of the taskforce was on undergraduate programs. However, universities are expected to also monitor enrollments in graduate programs.
- UWSA policy (SYS 102) has two pathways when a program will no longer be offered. Universities can suspend admissions where no students will be accepted into the program for up to five years or they can eliminate (more immediate). The benefit of suspension is that a campus can reinstate a suspended program without having to initiate a new program authorization through the traditional process. When a program is suspended, processes for attending to any students in the pipeline are enacted (traditionally referred to as a "teach-out"). The taskforce was charged with looking at "discontinuation" and focused on the processes by which UW universities are alerted to concerns (metrics) and the policies and procedures on UW universities and in the Office of Academic Affairs (OAA).
    - The term "program discontinuation" is in reference to the elimination of programs associated with faculty layoffs[1]. Consequently, the term elimination will be the preferred term for this document.

Prologue

On October 30, 2024, a Universities of Wisconsin Academic Program Suspension and Elimination Review Taskforce was charged with providing recommendations related to the roles and responsibilities of the Regents, UW Administration, and UW universities around

[1] See Regent Policy Document 20-24: Procedures Relating to Financial Emergency or Program Discontinuation Requiring Faculty Layoff and Termination. https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/

undergraduate (UG) program array management. The taskforce was charged with providing recommendations on the following issues and questions:

1. Catalog and review each UW university's UG program review and elimination policies and practices.
2. Recommend key metrics to be used in UG program review, with emphasis on underperforming or low enrolled programs including a definition for when a program is underperforming/low enrolled. These metrics should take into consideration the role of programs to the respective institution's mission, ecosystem, academic/industry partner commitments, and workforce needs. Metrics may include and are not limited to course section enrollments, minimum program majors/graduate thresholds over a defined time period (e.g., five years), five-year enrollment trends, market/workforce demand, etc.
3. Recommend a structure and processes for data reporting to universities using the defined metrics, perhaps considering a stoplight approach for UG programs falling into different threshold categories.
4. Recommend a framework for UW universities responding to and being held accountable for underperforming/low enrolled UG programs. Identify when program suspension or elimination is indicated and options for universities to reenergize or consider alternate options (e.g., joining similar programs at multiple universities into a collaborative program).
5. Recommend an accountability process for UW Administration reporting to the Board of Regents. Recommend a process by which the Board of Regents will review and take actions based upon program array reports.

To facilitate discussions and drafting of the recommendations, the taskforce was initially divided into three subcommittees, each tasked with a subset of the issues and questions.

The **metrics subcommittee** consisted of Edwin Martini, Provost of UW-Oshkosh, Laura Reynolds, Provost of UW-Platteville, Ben Passmore, Associate Vice President for the Office of Policy Analysis and Research at UWSA, and Nelu Ghenciu, Professor of Mathematics at UW-Stout. The **program policy subcommittee** consisted of Maria Cuzzo, Provost of UW-Superior, Tracy Davidson, Associate Vice President for the Office of Academic Affairs at UWSA, Jonah Ralston, Associate Professor in the Politics, Government, and Law Department at UW-Whitewater, and Shanna Nifoussi, Program Planner in the Office of Academic Affairs at UWSA. The **program and course sharing subcommittee** consisted of Betsy Morgan, Provost of UW-La Crosse, Matt Cecil, Interim Provost of UW-Parkside, Robin van Harpen, Chief Business Officer UW-Milwaukee, and Pratima Ghandi, Chief Business Officer UW-Stevens Point.

Background

The purpose of an academic program is multifaceted, expanding beyond the enrollment and graduation of students to include contributing to the general education course array, collaborating with other programs to fulfill interdisciplinary curricular requirements, contributing to the vibrancy of the greater community, and working to meet regional workforce needs. A university does not consist of the sum of its programs, but rather is a collaborative network (ecosystem), in which faculty and curriculum from each program add value, expertise,

and depth to both the campus and community at large. While there is merit in evaluating the performance of a program based on quantitative metrics, such as the number of majors or number of graduates in a certain time frame, the value of a program is also reflected in its qualitative contributions. Both measures should be included in a thorough and fair monitoring process that looks at the totality of contribution of an academic program. These values are further reflected on in the Program Elimination Taskforce Assumptions document in Appendix A.

Metrics Subcommittee

The focus of the metrics subcommittee was to recommend a quantitative metric(s) to be used during the UWSA led annual monitoring process. Similarly sized university systems were examined and were found to use a combination of quantitative and qualitative reasons for maintaining programs. Very few systems have public-facing quantitative guidelines or thresholds and those that do were similar to UWSA's current metric. Consequently, the metrics subcommittee focused more exclusively on modeling the implications of changing the monitoring metric relative to the number of UWSA programs that would be captured and identified as low-enrolled.

Currently, the annual monitoring process identifies academic programs that confer less than 25 degrees over five years and flags them for further consideration. Utilizing this current metric, over the past three years, between 41 and 54 academic programs have been flagged, of which 3-8 programs were anticipated by the university to be reviewed for suspension or elimination. While the current metric has been useful in determining an academic program's performance based on the conference of degrees, it represents a lagging indicator. In addition, by focusing on graduated students rather than enrolled, the current metric does not fully represent the instructional workload associated with providing curriculum for a program.

This subcommittee is recommending a metric that looks at enrollment numbers of declared juniors and seniors, in a three-year rolling average, as a more timely assessment that better addresses resource allocation and provides a snapshot of program efficiencies.

- The recommendation to focus on juniors and seniors (rather than all enrolled students) sufficiently accounts for large variations across UW universities in processes associated with how students declare programs, and, therefore, provides a better direct comparison across programs.
- The recommended metric of ≤ 15 students per year is anticipated to identify approximately 10% of the current UW undergraduate program array (~65), a substantive number of programs for review by UWs. Identifying a larger number of programs by setting the enrollment threshold lower or by utilizing additional quantitative metrics, creates unnecessary workload with no appreciable benefit to the process of program monitoring or enrollment management for the UW university, UWSA Office of Academic Affairs, or the Board of Regents.

Flagging a program as being low-enrolled, will allow universities to be more responsive to enrollment fluctuations, addressing potential changes in student demand for degrees in a more nimble and agile way.

Program Policy Subcommittee

In accordance with SYS 102, "each UW university will establish a monitoring process and will annually monitor all of its academic degree programs. Monitoring involves looking at the number of graduates over a specified period, whereas a full program review involves a more comprehensive review process based on multiple criteria and governance processes completed at intervals of five years or longer."

Guided by Regent Policy Document (RPD) 4-12, Academic Program Planning, Review, and Approval in the UW System, UW System Administration Office of Academic Affairs and the Office of Policy Analysis and Research, create reports to assist each individual UW university in monitoring academic degree program productivity. Each university is asked to respond and provide rationale regarding every academic degree program that is flagged as low enrolling. The outcome of the annual academic degree program monitoring is provided in a written report to the Board of Regents (figure 1).

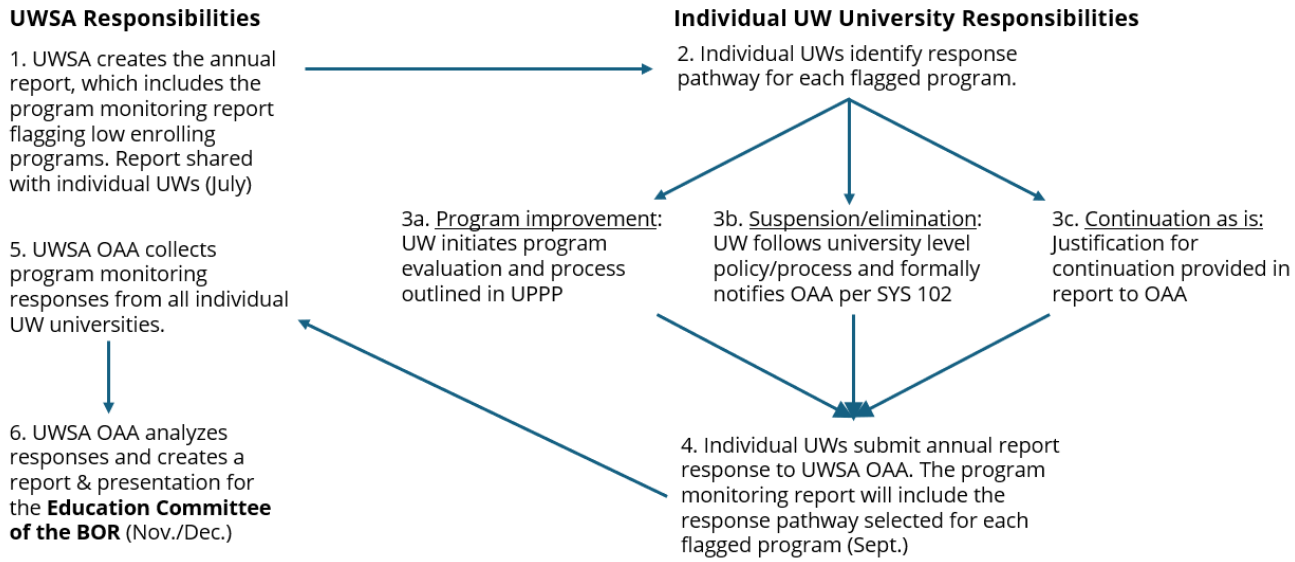


Figure 1: Diagram of the Annual program monitoring process, including the responsibilities of UWSA and individual UW universities.

Currently, each UW university has a policy related to the recurring academic program review which occurs on a three to ten year cycle, depending on the university. However, only five of the 13 UWs have a program monitoring policy distinct from the regular academic program review process. Of the current program monitoring policies, four specifically mention both quantitative and qualitative metrics used to assess underperforming/low-enrolled programs, while the fifth indicates metrics are considered, but doesn't provide specificity. Three of the program monitoring policies outline a specific process and timeline for program improvement. Only two of the program monitoring policies include a multi-tiered approach for identifying both underperforming/low-enrolled programs and programs that are trending towards underperforming/low-enrolled.

Based on the above understanding, the review of current program monitoring metrics and policies, and to fulfill the requirements outlined in SYS 102, the program policy subcommittee proposes the following recommendations:

1. Each UW university is responsible for the comprehensive review of all academic degree programs. In addition to the regular review UW universities are responsible for monitoring and assessing low enrolling programs that are flagged through the UWSA annual academic program monitoring process (figure 1, step 1). To meet this responsibility, each UW university must develop and implement an Underperforming Program Policy and Process (UPPP) that is separate from the regular academic program review process.
    a. It is recommended that the Underperforming Program Policy and Process should include the following components.
        i. The policy and process should utilize a multi-tiered approach for categorization of program performance (e.g., red, yellow, green) to capture both programs of concern and "at risk" programs.
        ii. Implementation of the policy and process should utilize both quantitative and qualitative metrics for evaluation of program performance.
            1. Utilizing the enrollment metric of ≤15 junior/senior students per year across a 3-year rolling average establishes consistency across all UWs in the initial identification of low enrolling programs. Individual UW universities should use this quantitative metric as a baseline for establishing threshold values defining the performance tiers.
            2. UW universities should specify additional quantitative and qualitative metrics that will aid in the evaluation of the flagged programs.
        iii. The policy and process should identify multiple administratively supported response pathways that can be selected by the department and/or administration for responding to the flagged programs.
            1. These should include a pathway by which a program can be improved, suspended/eliminated, or continued as is with annual monitoring.
            2. Guidance should be provided on the process, benchmarks, and resources for program improvement. It should articulate a clear progression and timeline between steps of the process. It is recommended that the timeline for improvement should be up to three years for a program to show increased enrollment.
            3. Guidance should be provided on the process and timeline for program suspension and elimination.
            4. Not all flagged programs can continue as is without a plan for improvement or suspension/elimination. Guidance should be provided on the continuation of a flagged program as is, with

continued annual monitoring. Justifications for a program to continue as is may include:

a. The program is designated by campus leadership as "institutionally distinctive". For example, the First Nations Studies program at UW-Green Bay has been identified as important to the mission of the university and for its connections to the greater Northeastern Wisconsin community.
b. The program is part of a department or academic unit that supports critical service function at the University. For example, across the UWs, programs in curricular areas of mathematics, visual and performing arts, world languages, and philosophy, often have low graduation rates, but high course enrollments in many of their courses due to the courses being required in other programs or the General Education curricula. Therefore, the program can be offered at marginal costs.
c. The program is offered at no or marginal cost to the University because it draws on existing curriculum from multiple departments. For example, the International Studies program at UW-Parkside has no dedicated faculty and therefore limited costs, as coursework taught by faculty in other academic units are applied to requirements for multiple majors.

iv. The policy and process should include shared governance involvement and consideration.

b. Academic undergraduate programs that are flagged through the annual program monitoring process facilitated by the Office of Academic Affairs (OAA), will be evaluated through the identified UW university campus process.
c. Each UW university should monitor graduate program enrollment. It is recommended that university policy should reference potential administratively supported pathways for responding to graduate programs with low enrollment.

2. Recommended changes to the existing role and responsibilities of the UWSA OAA in Monitoring Program Array.
    a. The quantitative metric proposed for the purposes of program monitoring is enrollment ≤ 15 students per year in a three-year rolling average.
        i. Enrollment includes junior and senior students who have declared the major.
        ii. The review period for new programs will begin six years after the program's implementation.
        iii. Collaborative programs that involve two or more UW universities will not be included in this annual monitoring process. A separate process is used to evaluate collaborative programs.

b. The annual program monitoring process should include verification of the complete program array – including the number of authorized programs, concentrations, minors, and certificates for the purpose of providing curricular context for each UW university.
c. The process should provide categorization of the quantitative and qualitative justifications for continuation of a low enrolling program.
    i. Often rationale for program continuation is categorized by OAA based on the brief rationale provided by universities during the annual program monitoring process. Providing categorization of justifications in advance, in addition to written justifications, will help delineate program importance when presenting information to the Board of Regents.
    ii. Categorizations may include:
        1. Program is critical to campus mission or a distinct program offering ("institutionally distinct").
        2. Courses within program contribute to General Education curriculum (critical service function).
        3. Program provides supportive coursework to other programs (critical service function).
        4. Program is externally funded (offered at no or marginal cost).
        5. Program is resource neutral (offered at no or marginal cost).
d. UW universities should provide information regarding the inclusion of the identified program in the pipeline of the UW specific Underperforming Program Policy and Process.
    i. Pathway options for low-enrolled programs include program improvement, program suspension/elimination, and program continuation as is.
e. Information should be provided regarding the process, timeline, and (as applicable) resources, for the selected response pathway. UW universities should monitor progress in low enrollment programs who have indicated a plan for improved enrollment. Updates on program progress should be provided to UWSA OAA during the annual reporting period. If a program has not shown an enrollment increase in 3-years, the campus will be asked to provide additional justification or an indication of suspension.

3. The development of a more robust annual report and presentation to the Board of Regents regarding the campus monitoring process that includes the following components.
    a. A glossary of terms related to policies and processes regarding program monitoring.
    b. A complete program array summary for each campus, including the number of programs flagged through the UWSA OAA annual program monitoring process.
    c. A summary of the justification(s) used for continuing underperforming/low-enrolled programs, the response pathway selected for the program, and the administrative support for the program.

Program & Course Sharing Subcommittee

As campuses utilize the resources at their disposal to aid in the turnaround of an underperforming/low-enrolled program, one area for consideration is collaboration among the UW universities. However, as UWSA and individual UW universities continue to explore efficient ways to provide access to a wide variety of programs and courses in a changing higher education landscape, it has become apparent that the Universities of Wisconsin are not optimally aligned to fully collaborate.

Program sharing is the concept that a student could complete some or all of their program (e.g., major) requirements at a UW university other than their home campus. Course sharing is the concept that a student could complete a course at another UW university during a regular term without additional costs. Program sharing requires course sharing.

The following summarizes the motivations and barriers for sharing and concludes with recommendations. Although the primary focus is on the potential for two or more campuses to collaborate in offering a program (e.g., major), the ability to share courses underlies program collaboration and both are explored as options. UWSA utilizes the terms "collaboratives" largely to identify self-supporting programs developed among universities and in conjunction with the Universities of Wisconsin Office of Online and Professional Learning Resources (OPLR). In contrast, this report focuses on the needs associated with collaborations that would exist within current traditional tuition structures that would allow a student enrolled at one UW university to complete one or more courses at another campus seamlessly in terms of the cost, LMS, etc., and that would allow for in-load teaching by faculty. Consequently, the issues around program and course sharing are largely infrastructure issues, where program sharing would require more intensive infrastructure needs. Course transferability and equivalency processes are already well established.

The program and course sharing subcommittee brings forward two primary recommendations:

1. UWSA should establish a committee to make recommendations for a standard calendar for UW comprehensives and its polytechnic starting in the 2028-2029 academic year. The process will require collaboration with governance at each campus.
    a. UW universities should establish the same start dates for Fall and Spring semesters.
        i. The UWs are interested in legislative change that would allow start dates before September 1.
        ii. Preferably, the length of the semester should also be standard as should semester breaks (e.g., fall break and spring break); however, start date is the most crucial component.
        iii. Due to the logistical challenges of classroom scheduling, standardizing course times are not recommended. However, campuses within close proximity to one another should be encouraged to develop parallel class times. Additionally, campuses that share synchronous online courses

should identify parallel course times to maximize the ability to course share.

2. UWSA should explore vendor or system-developed options for program and course sharing using the NASH resources and the models of systems such as Southern Illinois University System, Texas State University System, University of Hawaii System and Montana state.
    a. Evaluation and subsequent recommendations should include costs, UWSA investment, the financial impact on individual UW universities, and data collection and utilization.

Education Committee **Item G.**

December 4, 2025

UW-WHITEWATER HOST CAMPUS PRESENTATION: DEEPENING A CULTURE OF COLLABORATION TO FUEL STUDENT SUCCESS

REQUESTED ACTION

For information and discussion.

SUMMARY

This session will outline UW-Whitewater's work to fuel student success through cross-campus collaboration and innovation. Highlights include the launch of the Medical Sciences Hub at Rock County, the creation of the Institute of Early Childhood Excellence, and the efforts of the Student Success Committee. The presentation will emphasize how divisions across campus, including the executive leadership tier, are working together to strengthen student outcomes and integrate emerging opportunities such as artificial intelligence.

Presenters

- Robin Fox, Interim Provost and Vice Chancellor for Academic Affairs, UW-Whitewater
- Kristin Fillhouer, Vice Chancellor for Student Affairs, UW-Whitewater
- Anna Lindell, Associate Professor, Psychology, UW-Whitewater
- Tricia Clasen, Assistant Vice Chancellor and Dean of the College of Integrated Studies, UW-Whitewater
- Andrea Ednie, Associate Dean of the College of Education and Professional Studies, UW-Whitewater

ONGOING ACADEMIC AND STUDENT AFFAIRS UPDATES: INSTRUCTIONAL EMPLOYEE WORKLOAD & CORE GENERAL EDUCATION CREDIT TRANSFER

REQUESTED ACTION

For information and discussion.

SUMMARY

On July 3, 2025, the Wisconsin State Legislature approved 2025 Wisconsin Act 15. This update is focused on the Teaching Workload and Core General Education transfer policies.

Since July, the Instructional Employee Teaching Workload workgroup worked to revise RPD 20-25, "Teaching Workload Policy," to comply with Wis. Stat. § 36.115(10) under 2025 Wisconsin Act 15. On November 19, 2025, Resolution 12407 was adopted by the Board of Regents, approving the revised RPD 20-25 and authorizing its submission to the Joint Committee for Employment Relations (JCOER), with implementation directed no later than September 1, 2026. Upon approval of the revised RPD 20-25 by JCOER, a new UW System Administrative Policy to operationalize RPD 20-25 will be developed, and UW universities will revise or create UW university-level faculty and instructional academic staff teaching workload policies. RPD 20-25 was submitted to JCOER on November 24, 2025. Key dates include anticipated JCOER approval by January 31, 2026, and implementation of revised workload policies across the UWs by September 1, 2026.

The Transfer Policy Work Group developed policy to implement Act 15's requirement that Core General Education Requirements (CGER) be transferable across UW universities. On November 19, 2025, Resolution 12408 was adopted by the Board of Regents, approving RPD 4-23, "Core General Education Requirements", establishing six curricular categories totaling 30-36 credits and defining how Core General Education courses will transfer and apply to degree requirements across the Universities of Wisconsin. RPD 4-23 was submitted to JCOER on November 24, 2025. Key milestones include full transferability of CGER between UW universities by September 1, 2026. To operationalize CGER implementation, two new work groups – Academic Affairs and Operational – have been formed to supplement the Transfer Policy Work Group and will collaboratively address

technical, procedural, and communications needs, develop a new system policy, and revise related policies through shared governance consultation.

Presenter

- Johannes Britz, Senior Vice President for Academic and Student Affairs, Universities of Wisconsin

BACKGROUND

2025 Wisconsin Act 15 Section 137
Section 36.115 (10) of the statutes establishes new requirements for instructional workloads across the Universities of Wisconsin, effective September 1, 2026. The statute defines faculty teaching responsibilities in terms of credit hours and mandates that full-time faculty and instructional academic staff teach a minimum number of courses each academic year, with different standards for universities classified as Research 1. It also provides for limited workload reductions for department chairs and employees with approved administrative duties, subject to oversight by the Joint Committee on Employment Relations. Additionally, the statute requires the development of a buyout plan, annual reporting on instructional workloads, and evaluation by the Legislative Audit Bureau to ensure compliance. As a result, the Universities of Wisconsin must update policies, procedures, and reporting mechanisms to align with these statutory requirements while balancing instructional, administrative, and research responsibilities.

2025 Wisconsin Act 15 Section 134
Recent amendments to Wisconsin Statute §36.11(3)(b) require the Universities of Wisconsin to update and align transfer credit policies to ensure consistency and equity across the system. Specifically, the statute mandates that by September 1, 2026, all credits for core general education courses must be fully transferable between universities within the system and apply toward general education requirements at the receiving university. In addition, the statute requires the Board to submit a proposal to the Joint Committee on Employment Relations by December 31, 2025, detailing the system's transfer policies. These changes are intended to streamline student progress toward degrees, improve transparency for transfer students, and strengthen accountability in how credits are recognized across the system.

Resources

- Act 15 Section 134 Wis. Stat. § 36.11 (3)(b) General Education Course Transfer
- Act 15 Section 137 Wis. Stat. § 36.115 (10) Teaching Hours
- Act 15 Instructional Employee Teaching Workload Group

Related Policies

- Regent Policy Document 4-23, “Core General Education Requirements”
- Regent Policy Document 20-25, “Teaching Workload Policy”