

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via Zoom Videoconference

Thursday, July 10, 2025

10:00-10:30 a.m.

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the June 5, 2025, Meeting Minutes of the Education Committee
 - 2. Approval of the UW-Madison Bachelor of Arts and Bachelor of Science in Public Policy
 - 3. Approval of the UW-Madison Master of Science in Business: Financial Management and Accounting
 - 4. Approval of the UW-Madison Master of Science in Quantum Computing
 - 5. Approval of the UW-River Falls Master of Science in Healthcare Analytics
 - 6. Approval of the UW-Stevens Point Doctor of Education in Language and Literacy
 - 7. Approval of the UW-Superior Master of Social Work
 - 8. Approval of Appointment to the University of Wisconsin School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program.
- D. Approval of UW-Oshkosh Revised Faculty Handbook
- E. Approval of the Corrected 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS/SCIENCE IN
PUBLIC POLICY AT
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Arts/Bachelor of Science in Public Policy 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 Bachelor of Arts/Bachelor of Science in Public Policy program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Public Policy. The proposed program was developed in response to student demand, evidenced by enrollment in certificate programs currently offered by the UW-Madison La Follette School of Public Affairs and at competitor institutions nationwide. Graduates will be prepared with marketable skills for diverse professional careers across multiple sectors, domestically and internationally, while offering the academic rigor to compete for slots in graduate programs in various disciplines. The proposed B.A./B.S. in Public Policy will include core courses on data-driven analysis, institutions and processes, civility, and communication. The program comprises 120 credits, including 30 credits of major course requirements. The B.A./B.S. in Public Policy will prepare students to enter the public, private, and nonprofit workforce. Its primary goal is to prepare students for work in public service at a time of significant demand. Standard tuition will apply.

Presenter

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

BACKGROUND

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

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 ARTS/SCIENCE IN PUBLIC POLICY
AT THE UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Public Policy. The proposed program was developed in response to student demand, evidenced by enrollment in certificate programs currently offered by the UW-Madison La Follette School of Public Affairs and at competitor institutions nationwide. Graduates will be prepared with marketable skills for diverse professional careers across multiple sectors, domestically and internationally, while offering the academic rigor to compete for slots in graduate programs in various disciplines. The proposed B.A./B.S. in Public Policy will include core courses on data-driven analysis, institutions and processes, civility, and communication. The program comprises 120 credits, including 30 credits of major course requirements. The B.A./B.S. in Public Policy will prepare students to enter the public, private, and nonprofit workforce. Its primary goal is to prepare students for work in public service at a time of significant demand. Standard tuition will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Program

Public Policy

Degree Designations

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)

Proposed Classification of Instructional Program (CIP) Code

44.0501 Public Policy Analysis

Mode of Delivery

Single institution, In person

Department or Functional Equivalent

La Follette School of Public Affairs

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

Public policy is one of the fastest-growing programs of study at peer competitor institutions across the United States. In response to demand, the UW-Madison La Follette School of Public Affairs, which is the department within the university's College of Letters & Science that will serve as the new program's academic home, launched an undergraduate certificate in public policy in fall 2019 and an undergraduate certificate in health policy in spring 2022. Since these certificate programs were introduced, the number of students enrolled has grown sixfold. The Certificate in Public Policy alone enrolled 52 certificate students in 2019-20 and 360 for 2022-23; it is one of the fastest-growing programs on the UW-Madison campus. That demand motivated the La Follette School to explore creating an undergraduate degree/major in public policy. The undergraduate degree program would build upon the courses currently taught by La Follette School faculty for the certificate programs.

The proposed B.A./B.S. in Public Policy will feature interdisciplinary coursework to help students understand and address complex social problems through critical thinking, analysis, and civil discourse across competing values and interests. Graduates will be equipped with the knowledge and skills to effectively engage with policy across a wide range of fields and sectors. It will meet demand for a degree program that offers students marketable skills, domestically and internationally. Its academic rigor will enable graduates to compete for slots in graduate programs in various disciplines.

Like most other undergraduate degree programs in the College of Letters & Science, the B.A./B.S. in Public Policy features 30 credits of major/core credits to be completed along with college-level degree requirements for the Bachelor of Arts/Science. All UW-Madison undergraduates must complete 27-30 university-wide General Education Requirements credits. In addition, students must complete the College of Letters & Science (L&S) B.A. or B.S. degree requirements and must successfully complete a minimum of 120 credits to earn a degree. It is designed to be a four-year program of study.

Projected Enrollments and Graduates by Year Five

Table 1 shows enrollment and graduation projections for students entering the program over the next five years. In Year 1, the initial enrollment is projected to be 110 students. This number reflects the 75 new incoming freshmen expected to start in the

program and the 35 continuing UW-Madison students projected to transfer into the program either as their primary area of study or as an additional/double major. The program is projecting a 10 percent attrition rate from the previous year's enrollment, coupled with a steady growth in demand. The enrollment projections include the anticipation of 25 percent of the 110 new students enrolled in Year 1 graduating at the end of Year 2.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	75	86	118	143	157
Continuing Students	35	99	142	192	243
Total Enrollment	110	185	260	335	400
Graduating Students	0	28	46	65	84

Tuition Structure

Standard tuition and fee rates will apply for students enrolled in the B.A./B.S. in Public Policy. For the 2024-25 academic year, residential tuition and segregated fees total \$5,801.35 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$5,003.04 is attributable to tuition and \$798.31 is attributable to segregated fees. Nonresident tuition and segregated fees total \$21,051.07 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$20,252.76 is attributable to tuition and \$798.31 is attributable to segregated fees. In addition, students will pay for textbooks and course materials. No other fees are anticipated.

Student Learning Outcomes and Program Objectives

The proposed B.A./B.S. in Public Policy will feature interdisciplinary coursework to help students understand and address complex social problems through critical thinking, analysis, and civil discourse across competing values and interests. The learning and program outcomes equip students with the knowledge and skills to effectively engage with policy across a wide range of fields and sectors. Upon completion, students will be able to:

1. Apply theoretical and empirical frameworks from economics, political science, sociology, public administration, public management, and organizational behavior to analyze public policy issues, using evidence to inform recommendations and policy decisions.
2. Identify interests and roles of governmental and non-governmental institutions and other actors in the policy making process.
3. Practice key principles of policy analysis, public administration, public management, and organizational behavior in addressing complex problems in the public interest.
4. Critically evaluate quantitative and qualitative research, identify its strengths and limitations, and highlight its implications for public policy.
5. Write and communicate clearly and effectively about public policy problems and solutions, using evidence-based strategies to address diverse stakeholders.

6. Work and learn collaboratively across disciplines, effectively anticipating, learning from, and navigating issues where opinions, values, and perspectives often differ or conflict.
7. Serve as skilled leaders across sectors, focused on improving and infusing evidence into decisions regarding public policy.

Students completing the major will be able to effectively identify, produce, evaluate, and communicate evidence-based public policy approaches, anticipating their potential tradeoffs. They will build skills in applied research, quantitative analysis, and communication through case studies, simulations, policy writing, and classroom discussion. La Follette plans to provide academic advising along with career services advising directly related to careers in public policy.

Program Requirements and Curriculum

The proposed B.A./B.S. in Public Policy will be an undergraduate-level major that could be pursued independently or combined with other programs. Like all other undergraduate liberal arts majors in the College of Letters & Science, the proposed program would be available as an "additional major" to students completing baccalaureate programs in other schools and colleges.

An admissions process will be established to enroll students. Students are required to complete one of the core public policy courses prior to being admitted to this program. Two 200-level foundational courses are open to all students on campus and are the recommended entry point for this program. Students may enroll as first-year students or transfer students or may declare at any point prior to completing 86 credits of undergraduate study (i.e., senior status).

Table 2 illustrates the proposed B.A./B.S. in Public Policy program curriculum. All UW-Madison undergraduates must complete 22-30 university-wide General Education Requirements credits. In addition, students must complete 55-68 credits as part of the College of Letters & Science (L&S) B.A. or B.S. degree requirements. This includes an introductory statistics or calculus course. Students must successfully complete a minimum of 120 credits to earn a degree.

The B.A./B.S. in Public Policy major requirements comprise 30 credits. The core curriculum includes five foundational public policy courses (15 credits) taught by La Follette School of Public Affairs faculty. In the core courses, students apply policy through case studies and real-world policy issues to think critically and analyze current policy, anticipate outcomes, and compare a variety of evidence-informed solutions. Courses will also train students in adaptive and collaborative leadership skills, including strategies to promote civil discourse in political and policy negotiations, especially in settings characterized by difference and disagreement over core values, priorities, and norms that guide the use of evidence.

Table 2: B.A./B.S. in Public Policy Program Curriculum

UNIVERSITY GENERAL EDUCATION REQUIREMENTS (GER)	22-30 credits
Humanities/Literature/Arts, 6 cr.	
Natural Science, 4-6 cr.	
Social Studies, 3 cr.	
Communication Part A & Part B, 3-6 cr.	
Ethnic Studies, 3 cr.	
Quantitative Reasoning Part A & Part B, 3-6 cr.	
L&S B.A./B.S. BREADTH AND DEGREE REQUIREMENTS	55-68 credits
MATHEMATICS: Met either by GER QRA and QRB (BA) or by two additional 3+ credits of intermediate/advanced level MATH, COMP SCI, or STAT coursework (BS)	
WORLD LANGUAGE: Met by completion of the 4 th unit of a foreign language OR by completion of the 3 rd unit of a foreign language and the 2 nd unit of an additional foreign language (for BA); OR by completion of the 3 rd unit of a foreign language (BS)	
MAJOR REQUIREMENTS	30 credits
Public Policy Core Courses	15 credits
PUB AFFR 200 Contemporary Issues in Public Policy	3 credits
PUB AFFR 230 Advancing Public Policy in a Divided America	3 credits
PUB AFFR 335 Policy Actors, Institutions, and the Policy Process	3 credits
PUB AFFR 340 Intermediate Evidence-Based Policy Making and Communication, or	3 credits
PUB AFFR 240 Evidence-Based Policy Making	
PUB AFFR: 380 Analytical Tools for Public Policy	3 credits
Public Policy Applied Experience Courses (choose from)	3 credits
PUB AFFR 327 Administrative or Legislative Internship, or	3 credits
PUB AFFR 360 Workshop in Health Policy, or	3 credits
PUB AFFR 369 Workshop in Public Policy, or	3 credits
INTER-LS 260 Internship in the Liberal Arts and Sciences	3 credits
INTL ST 523 International Internship	3 credits
POLI SCI 315 Legislative Internship, or	3 credits
POLI SCI 402 Wisconsin in Washington	3 credits
PUBLIC POLICY MAJOR ELECTIVE COURSES	12 credits
Any intermediate or advanced-level elective to include student-selected focus area(s)	12 credits
Additional Credit Sufficient to Meet the 120-credit Requirement	Varies
DEGREE TOTAL	120 credits

As part of the major requirements, students will complete 12 credits of public policy elective courses that will add interdisciplinary content and depth to the core public policy curricula. The program will allow students to self-select an elective focus or choose a

concentration from multiple focus areas. The current areas of focus include public management, environmental policy, international policy, information science, social policy, economics, education policy, data science, health policy, and family policy.

A 3-credit applied experience requirement can be met through a variety of options that are well-established, refined, and flexible to meet student needs. Students will complete this required high-impact learning experience through an internship, workshop course, or applied research, choosing among options depending on their career interests. Course discussion and assignments support students as they apply lessons from coursework in professional settings, exploring the broader policy context of their host organizations, conducting informational interviews, and helping them build personal and professional self-awareness through reflective practice. The workshop courses provide students with an option for in-class project-based learning during which they analyze a current policy issue.

Students access volunteer opportunities in non-profit organizations, as well as career, internship, and mentorship opportunities via the La Follette alumni network and through connections to national and local public service networks, such as the Volcker Alliance. An internal list of more than 180 internships links La Follette students to opportunities from the alumni network, along with additional government, research, legislative, non-profit, administrative, and private sector partners.

Collaborative Nature of the Program

The La Follette School of Public Affairs will offer this program. Although faculty in this department frequently work with others across the UW-Madison campus, there are no plans to collaborate with other UW universities.

Projected Time to Degree

The B.A./B.S. in Public Policy is designed to be completed within four or fewer years of full-time undergraduate study. Courses required for the program will be offered regularly, and enrollment priority will be given to declared majors as needed. The B.A./B.S. in Public Policy will have an example four-year plan published in the UW-Madison Guide (i.e., official catalog) demonstrating how a student could complete the degree within four years. Students who choose to attend UW-Madison part-time, who enter the major later in their undergraduate career, or who wish to graduate in less than four years will work with their advisors on plans for timely completion of the degree that take these considerations into account.

Accreditation

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

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

PROGRAM JUSTIFICATION

Rationale

Public policy training prepares students to critically examine complex social problems, challenge assumptions, explore these problems from multiple perspectives, and evaluate the potential tradeoffs of policy approaches. These foundational concepts and skills prepare students for roles across sectors. As analysts, students will define problems from the perspectives of multiple interest groups, use research findings, and analyze data to inform decision-making around policy approaches. Training in statistical methods and policy analysis techniques opens opportunities for graduates to work and advance as analysts within various federal, state, and local agencies. As future public managers and elected officials, students will become accustomed to investigating the landscape of public and private institutions and actors, helping them recognize the value of collaboration and compromise. Equipped to advance constructive dialog and discussion, students will apply strategies from training in civil discourse to encourage balanced conversations where interests and values differ or conflict. The program will encourage students to seek out diverse perspectives because in that difference lies understanding and innovation.

Graduates of the B.A./B.S. in Public Policy will also find occupational opportunities in the private and nonprofit sectors. Certificate in public policy students have secured jobs in the financial services sector, public sector consulting, domestic and international think tanks, and policy advocacy organizations. Students studying business and legal studies will benefit from the skills and content available in the major. A significant proportion of undergraduate certificate students in public policy aspire to complete law degrees. Because of the applied nature of the assignments, many note the utility of their policy courses in defining this career path more clearly. Business students completing the certificate program report similar experiences.

Policy graduates are prepared to navigate and influence political landscapes and bureaucratic processes through holding or supporting those in public office, such as a deputy mayor, council member, or a lobbyist for industry or public interest organizations. In leadership positions, graduates manage teams and resources and revise outdated rules of governing, while complying with relevant laws and regulations that govern processes, scope of oversight, and judicial considerations.

Institution and Universities of Wisconsin Program Array

While other UW-Madison departments and programs may have curricula that address policy issues, the proposed B.A./B.S. in Public Policy will integrate public policy education with public administration, public management, and organizational behavior, and will develop analytical and evaluation skills. The proposed CIP is 44.0501 Public Policy Analysis. UW-Madison's M.S. in Public Affairs utilizes this CIP, but this is the only other program within UW-Madison featuring this CIP.

There are three institutions within the Universities of Wisconsin that offer bachelor's programs in the curricular area of public administration. UW-Green Bay and UW-La Crosse offer a B.A. and/or B.S. in Public Administration, and UW-Whitewater offers a B.S. in Public Policy and Administration. In addition, UW-Superior offers a bachelor's program in the curricular area of community organization and advocacy, a B.S. in Public Leadership and Innovation. Public administration programs typically focus on the executive functions of government, such as budget, personnel, finance, and management. There is no other program within the Universities of Wisconsin using CIP 44.0501 Public Policy Analysis.

The La Follette School program and the proposed B.A./B.S. in Public Policy is distinctive in several ways. The curriculum offers a unique focus on building skills in civil discourse and valuing different perspectives, as well as an emphasis on communicating policy, data, and evidence. La Follette benefits from the distinct environment of UW-Madison, where students have broad access to a wide variety of disciplines and opportunities to engage with faculty research. The program is structured to complement and add value to students in other majors and programs. The La Follette School has a 40-year history of modeling this experience through its master's programs.

Need as Suggested by Student Demand

The La Follette School launched an undergraduate Certificate in Public Policy in fall 2019, and an undergraduate certificate in health policy in spring 2022. The Certificate in Public Policy has grown to be the sixth-largest certificate at UW-Madison, and enrollment has grown sixfold. The program enrolled 52 certificate students in 2019-20, 360 for 2022-23, and La Follette taught nearly 1,100 undergraduates in these courses last year. It is one of the fastest-growing programs on the UW-Madison campus. That demand is what motivated La Follette to explore the creation of the proposed degree program.

The proposed major's learning outcomes will strongly complement related disciplines such as political science and economics. The La Follette curriculum is distinct in its emphasis on practice and experiential learning. Students from economics and political science report that their coursework in public policy gives them a chance to examine real-world problems using the more theoretical training from their majors.

La Follette faculty provides students with access to an extensive portfolio of research expertise in a variety of public policy issue areas. As noted in the learning

outcomes, the curriculum intertwines critical thinking skills with those necessary to have impact and affect change (e.g., strategic communication, understanding institutions/stakeholders).

Need as Suggested by Market Demand

The B.A./B.S. in Public Policy will prepare students to enter the public, private, and nonprofit workforce. The primary goal is to prepare students for work in public service at a time of significant demand. The U.S. public sector workforce faces an ongoing shortage of qualified candidates,¹ including those from groups traditionally underrepresented in public administration and policy.² In a November 2023 survey of U.S. city, county, and state government human resource managers, nearly 71 percent said their agencies were experiencing staffing shortages, with the majority reporting between 6 and 10 percent of jobs going unfilled.³ A 2024 report of hard-to-fill positions in state and local government projected a 24 percent growth in demand for state government management analysts over the next decade.⁴ The same report projected a 4 percent growth for management analysts at the local level.

Public sector hiring represented the fastest-growing sector for U.S. job growth in the first half of 2024, representing more than 17 percent of jobs added to the labor market,⁵ although many human resource managers report that candidate pools often fail to meet qualifications.⁶ In the federal information technology workforce, there are an estimated 14 times more employees over age 50 than under 30.⁷

An aging public sector workforce, along with increasing waves of retirement, also create demand. More than a quarter of all U.S. public employees and almost a third of

¹ DePillis, Lydia. "Jobs Sit Empty in the Public Sector, So Unions Pitch In to Recruit." *The New York Times*, 27 July 2023. *NYTimes.com*, <https://www.nytimes.com/2023/07/27/business/economy/local-government-jobs-unions.html>.

² "How Do We Attract Diverse Talent to Government Jobs?" *The People Lab*, 29 June 2022, <https://peoplelab.hks.harvard.edu/project/supporting-new-hires-into-state-government/>.

³ NEOGOV. 2024 Report: Top 5 Public Sector HR Trends | NEOGOV. <https://info.neogov.com/resources/2024-trends-report>.

⁴ *Employment Trends in State and Local Government* | MissionSquare Research Institute. <https://research.missionsq.org/posts/workforce/employment-trends-in-state-and-local-government>. Accessed 5 July 2024.

⁵ Epp, Henry. "Governments at All Levels Are Hiring, Boosting the Job Market." *Marketplace*, 17 July 2024, <https://www.marketplace.org/2024/07/17/governments-at-all-levels-hiring-boosting-job-market/>.

⁶ NEOGOV. Webinar - *The Quiet Crisis in 2023: What Government Job Seekers Actually Want*. <https://info.neogov.com/webinars-ty/quiet-crisis-2023-job-seekers>.

⁷ "US Government Needs a Youth Movement. A Shutdown Won't Help." *Bloomberg.Com*, 26 Sept. 2023. <https://www.bloomberg.com/opinion/articles/2023-09-26/us-government-shutdown-will-hurt-efforts-to-replace-aging-workforce>.

federal employees are over 55.⁸ With nearly one-third of U.S. federal employees eligible to retire at the end of 2025 and nearly half eligible by the end of 2030, the impending public sector workforce needs are significant. Across the country, 1 in 5 young adults say they want to work for the government. To meet the growing demand, public policy programs are expanding at universities nationwide.

An equally important trend is that the nature of a large portion of public sector work is rapidly shifting. Employees now entering the government workforce must increasingly use innovative technologies and analyze data to identify what works and what doesn't in policymaking and implementation. Combined, these trends present a tremendous societal opportunity to invigorate the government with a workforce crucial to ensuring economic prosperity and security. As the public sector evolves, so must public policy education. La Follette's curriculum emphasizes coursework to prepare students for these roles.

⁸ "The Generational Shift Needs to Happen in the Federal Workforce." Government Executive, 23 Feb. 2023, <https://www.govexec.com/workforce/2023/02/generational-shift-federal-workforce-fauci-gen-z-hiring/383230/>.

University of Wisconsin-Madison						
Cost and Revenue Projections For B.A./B.S. in Public Policy						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	75	86	118	143	157
	Enrollment (Continuing Student) Headcount	35	99	142	192	243
	Enrollment Total FTE	110	185	260	335	400
II	Total Credit Hours	350	990	1420	1920	2430
III	FTE of Current Faculty	2	2	2	2.5	3.5
	FTE of Current IAS/Lecturers	2.5	2.5	2.5	2.9	3.6
	FTE Current Admin Staff	1	2	2	3	3
IV	Revenues					
	Tuition (based on \$416.92/credit)	\$145,922	\$412,751	\$592,026	\$800,486	\$1,013,116
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$376,578	\$191,599	\$24,411	\$2,317	\$41
	Total Revenue	\$522,500	\$604,350	\$616,437	\$802,803	\$1,013,157
V	Expenses					
	Salaries Including Fringes					
	Faculty	\$240,000	\$244,800	\$249,696	\$318,362	\$454,622
	Instructional Academic Staff/Lecturers	\$212,500	\$216,750	\$221,085	\$261,588	\$331,224
	Administrative and Student Support Staff	\$70,000	\$142,800	\$145,656	\$222,854	\$227,311
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$522,500	\$604,350	\$616,437	\$802,804	\$1,013,157
	Net Revenue	\$0	\$0	\$0	\$0	\$0

Provost's Signature:



5/13/2025

Chief Business Officer's Signature:



5/14/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF ARTS/SCIENCE IN PUBLIC POLICY

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a B.A./B.S. in Public Policy offered by the College of Letters & Science (L&S). This proposed program is intended to meet student demand for relevant content and skills to address society's most pressing problems. It is also designed to address the demand for a public-sector workforce with training that meets the needs of the 21st century. Graduates will be prepared to understand, shape, and implement sound, evidence-based public policy. The degree program will be an addition to other pooled tuition programs offered by the La Follette School of Public Affairs; standard tuition rates will apply.

This 120-credit program parallels the structure of other undergraduate degree programs in the College of Letters & Science. All the required courses are currently offered at UW-Madison, most of which are employed in undergraduate certificate programs. By 2031-32, the fifth year of the program, enrollment in the B.A./B.S. in Public Policy is expected to be approximately 400 full-time students. The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101). All tuition revenues collected from students enrolled in this program will be pooled at the institutional level. Tuition revenues will be allocated from the fund to the College of Letters & Science to support the faculty and staff for instructional, advising, and administration within the regular budget allocation process. As the program grows, L&S will allocate funding from these revenues as appropriate to support this program through the customary budgeting processes. There is no additional cost associated with offering this degree program; no new faculty or staff will be recruited at this time. All courses needed to fulfill the requirements of the program already exist.

COST REVENUE NARRATIVE

Section I – Enrollment

All anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the B.A./B.S. in Public Policy will draw from currently enrolled UW-Madison undergraduates; the program is not expected to draw new and additional students specifically. Undergraduates enrolled at UW-Madison will elect to pursue the proposed B.A./B.S. in Public Policy as a choice among UW-Madison's more than 100 undergraduate programs. For planning purposes, assumptions include the expectation that all students will begin taking core major courses as sophomores and that the 30 core major credits will be taken in the second, third, and fourth years. Projections assume a 90

percent persistence rate from year to year, corresponding to the overall persistence rate at UW-Madison, and a graduation rate of 88 percent, similar to the graduation rate from sophomore status. Plans are for the number of students newly enrolled in the program to be 75 in Year 1, 86 in Year 2, 118 in Year 3, 143 in Year 4, and 157 in Year 5. In addition, the program is projecting that 35 continuing UW-Madison students will transfer into the new program in the first year, either as their primary area of study or as an additional/double major. With this projection, 614 students will have entered the major and 223 students will have graduated over the first 5 years.

In Year 1, some students currently enrolled in other majors are expected to enroll in the proposed major as noted above. Because only major coursework is utilized to project revenues, these students are included in credit hours and revenue projections described in Sections II and IV.

Section II – Credit Hours

The major curriculum consists of core and elective credits offered by the La Follette School of Public Affairs and closely affiliated departments and programs, totaling 30 out of the 120 credits needed for the degree/major. For the purposes of the credit hour estimate, students are assumed to begin taking courses for the major in their second year and complete the required credits in the third and fourth years. Projections make a simplifying assumption that students will enroll in and distribute these credits evenly over their second, third, and fourth years of study. Therefore, the total number of credits attributed specifically to the major, annually, is estimated to be the number of continuing students multiplied by 10 credits per year. By the fifth year of the program, as enrollment grows, the total number of credits attributed specifically to the major is projected at 2,430 student credit hours.

All courses for this major are currently offered at UW-Madison because they are already included in a range of related programs, including the undergraduate certificates in public policy and health policy. In recent years, the La Follette School of Public Affairs has been creating capacity to offer this proposed new degree program through reallocating current resources and faculty growth. Due to these strategies, the program expects to be able to accommodate students in the major with current staffing levels.

Section III – Faculty and Staff Appointments

The delivery of the proposed program will not require new faculty or staff. To implement this program administratively for the first year, expertise and a total of 1.0 FTE of administrative time will be provided by existing staff in the La Follette School of Public Affairs. The academic teaching/research will be provided by 20 percent of 10 current faculty (2 FTE) and 2.5 FTE lecturers in Year 1. As enrollments grow, a modest increase in FTE allocated to the program will be realized.

Section IV – Program Revenues

The B.A./B.S. in Public Policy will draw on the existing pool of UW-Madison undergraduates. No new and additional funding specific to this program will be provided to the department by the College of Letters & Science; the B.A./B.S. will be supported by reallocation and enrollment growth in existing programs. As program enrollment and student credit hours grow, additional funding will become available through the funding formula followed by UW-Madison's academic year budget approach, which is informed by students' primary academic home and major, and the credits attributable to their programs.

Tuition Revenues

The revenue projections include a simple estimate of revenues based on estimated student major credit hours taken annually at a rate of \$416.92 per credit (excluding segregated fees). A segment of the enrollment projections includes students who will transition from another program within the university. These continuing students are included in the tuition revenue projections, given that only credits attributable to the major are included in the revenue projections. Furthermore, the major requirements differ from those in other university programs.

The per-credit tuition estimate was based on the 2024-25 Wisconsin resident undergraduate rate. The estimate does not account for tuition collected for credits taken above the credit plateau, credits taken outside of the major requirements, or tuition based on non-resident tuition rates. Assuming the same tuition rate over the first five years, estimated tuition revenue for credits in the major would be approximately \$145,922 in Year 1 and \$1,013,116 by Year 5.

General Program Revenue (GPR)

The GPR reallocation line illustrates how the program will operate and/or contribute to revenue. These figures do not include credit hours generated by non-majors who enroll in courses offered by the department. The B.A./B.S. in Public Policy would offer UW-Madison undergraduates a new major option without additional expenses beyond the La Follette School of Public Affairs budget.

Section V – Program Expenses

Program expenses will include salary and fringe attributable to the FTE contribution of current faculty and staff, as well as other costs, including annual scholarship funding, marketing, campus and college taxes, etc.

Salary and Fringe

The proposed B.A./B.S. in Public Policy will be staffed by existing program faculty and staff. Instructional and non-instructional expenses, including salary and fringe of faculty, instructional staff, and other administrative staff, are projected to total \$522,500 in Year 1. All salaries are assumed to have a 2 percent inflation rate applied. A fringe rate of

33.33 percent is utilized and incorporated into the expenses illustrated in this section. By Year 5, the total expense for salaries plus fringe will be \$1,013,157.

Facilities and Capital Equipment

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

Other Expenses

Expenditures on supplies, expenses, and undergraduate student help are projected to remain at the program's current level.

Section VI – Net Revenue

The B.A./B.S. in Public Policy is a traditional pooled tuition program. As such, tuition revenues from students in this program will be pooled at the institution level and used to support student instruction and services.



Date: 15 May 2025

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

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

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

Subject: Request for Authorization to Implement: BA/BS-Public Policy

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 BA/BS-Public Policy 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 first enroll students in the fall of 2025. We are requesting that this proposal be scheduled for consideration at the July 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
Elaine Klein, Associate Dean for Academic Planning, College of Letters & Science
Lori Kido Lopez, Associate Dean for Social Sciences, College of Letters & Science
Kim Grocholski, Academic Planner, College of Letters & Science
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
Michelle Young, Institutional Academic Planner; 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

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN
BUSINESS: FINANCIAL MANAGEMENT AND ACCOUNTING AT
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Master of Science in Business: Financial Management and Accounting at the University of Wisconsin-Madison.

Resolution C.3. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Business: Financial Management and Accounting program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Business: Financial Management and Accounting to be offered by the Department of Accounting and Information Systems within the School of Business. This 30-credit program aligns with the UW-Madison strategic initiative to grow educational programming in high-demand fields. The M.S. in Business: Financial Management and Accounting is designed to serve the large and growing group of students pursuing financial analysis, advising, and management careers. The program requirements build upon a finance or related non-accounting undergraduate degree through coursework in advanced accounting, tax, and related areas. Students may tailor coursework to accommodate their finance career paths by choosing one of three elective pathways: accounting analytics, financial advising, or capital management. Students will be qualified to take the uniform Certified Public Accountant exam in Wisconsin. The proposed program's tuition structure will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System, set at \$1,500 per credit.

Presenter

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

BACKGROUND

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

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
BUSINESS: FINANCIAL MANAGEMENT AND ACCOUNTING
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 Business: Financial Management and Accounting to be offered by the Department of Accounting and Information Systems within the School of Business. This 30-credit program aligns with the UW-Madison strategic initiative to grow educational programming in high-demand fields. The M.S. in Business: Financial Management and Accounting is designed to serve the large and growing group of students pursuing financial analysis, advising, and management careers. The program requirements build upon a finance or related non-accounting undergraduate degree through coursework in advanced accounting, tax, and related areas. Students may tailor coursework to accommodate their finance career paths by choosing one of three elective pathways: accounting analytics, financial advising, or capital management. Students will be qualified to take the uniform Certified Public Accountant exam in Wisconsin. The proposed program's tuition structure will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System, set at \$1,500 per credit.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

Title of Proposed Academic Program

Master of Science in Business: Financial Management and Accounting

Degree Designation(s)

Master of Science (M.S.)

Proposed Classification of Instructional Program (CIP) Code

52.0304 Accounting and Finance

Mode of Delivery

Single university, in-person delivery

Department or Functional Equivalent

Department of Accounting and Information Systems

College, School, or Functional Equivalent

School of Business

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION**Overview of the Program**

The M.S. in Business: Financial Management and Accounting is an in-person 30-credit program completed over two academic semesters. It is designed for students who plan to pursue finance or adjacent careers, have earned an undergraduate degree, and have completed coursework that satisfies program requisites. All students will be required to complete 18 credits of core accounting courses that include content in financial reporting, accounting information systems, financial statement analysis, fundamentals of taxation, corporate and advanced taxation, and cost management system.

Students will select one of three elective pathways: accounting analytics, financial advising, or capital management. Each pathway includes four courses in accounting and other fields, totaling 12 credits that complement the core accounting courses. The M.S. in Business: Financial Management and Accounting will also include an experiential learning component to narrow the gap between career and classroom. For example, during orientation, students will participate in activities designed to provide hands-on experience relating to the three career pathways. This immersive experience will allow students to engage with real-world scenarios, helping them develop job-ready skills and gain valuable insights into future career opportunities.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Growth is expected in two phases: an implementation phase in Years 1-3 and a growth phase in Years 4-5. Growth projections are based on an analysis of student outreach, market research, and enrollment data from 2019-2024 for finance and personal finance undergraduate majors at UW-Madison, as these are the two most likely groups of students to pursue the proposed program. The M.S. in Business: Financial Management and Accounting is designed to be completed in one academic year of full-time enrollment with 15 credits in the fall semester, followed by 15 credits in the spring semester. Thus, there will not be continuing students from year to year. By the end of Year 5, it is expected that 108 students will have enrolled in the program and 103 will

have graduated. The average student retention rate is projected to be 95 percent based on the pattern of other M.S. programs in the School of Business.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	18	20	25	30
Continuing Students	0	0	0	0	0
Total Enrollment	15	18	20	25	30
Graduating Students	14	17	19	24	29

Tuition Structure

The tuition structure for the proposed program will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The proposed program is designed to be completed within one year and thus creates flexibility for students who wish to expedite their time to degree and entry into the workforce. It also provides flexibility for individuals who want to change career paths and return to higher education to complete a high-demand credential. Furthermore, the program will use a cohort-based enrollment model. The cohort model and ancillary student support services will support student completion.

A market-based tuition rate of \$1,500 per credit for Wisconsin residents and nonresidents is proposed. Given the 30-credit requirement, the total cost of tuition for the degree is \$45,000, not including segregated fees. The same segregated fee policy applicable across UW-Madison's graduate programs will apply to this program, which is currently \$798.31 per semester. The pricing structure was determined after extensive market research and aims to balance tuition rates at peer institutions with expected program costs and revenue.

Student Learning Outcomes and Program Objectives

The M.S. in Business: Financial Management and Accounting program curriculum will support the following learning outcomes. Students will:

1. Report and communicate financial information according to relevant accounting frameworks.
2. Measure and assess inputs to and outcomes of business or advisory decisions.
3. Integrate understanding of tax principles and frameworks into business or advisory decisions.
4. Apply analytical techniques to identify and inform business or advisory decisions with data-driven insights.

The complexity of accounting and tax regulation continues to increase, and continual changes have important implications for financial analysis, advising, and management. These changes have led national employers seeking to fill financial advising

and corporate management roles to demand entry-level employees with strong finance and accounting backgrounds. The M.S. in Business: Financial Management and Accounting curriculum will prepare graduates for careers in finance in this changing environment. It is believed that this program will be attractive not only to UW-Madison graduates who earned an undergraduate finance or similar degree but also graduates from other Universities of Wisconsin campuses and beyond. Large professional services and wealth management firms consistently demand more graduates with strong backgrounds in finance and accounting than the School of Business currently produces. These employers pay a premium for employees with master's degrees and/or a Certified Public Accountant (CPA) license. Completing the M.S. in Business: Financial Management and Accounting makes students eligible to sit for the uniform CPA Examination in Wisconsin. The course content prepares them to pass the exam by covering the core areas tested on it, namely auditing and attestation, financial accounting and reporting, and taxation and regulation.¹

Program Requirements and Curriculum

The proposed program is designed for students with bachelor's degrees in finance or a related non-accounting major. Table 2 shows the proposed curriculum for the M.S. in Business: Financial Management and Accounting. The program requires 30 credits. All students complete six core accounting courses (18 credits). Students also select one of three career pathways in which they will complete the four courses (12 credits). In each pathway, three courses are prescribed, and students choose a fourth from a set of options. The proposed degree program will also include experiential learning to complement these courses with hands-on experience solving real-world problems.

¹American Institute of Certified Public Accountants (AICPA), *CPA Exam Overview*. Retrieved at <https://www.aicpa-cima.com/resources/toolkit/cpa-exam> (October 2024).

Table 2: M.S. in Business: Financial Management and Accounting Curriculum

Core courses: (all students complete the core courses)	18 credits
ACCT I S 302: Financial Reporting 2 <u>or</u>	
ACCT I S 406: Accounting and Analysis for Reporting Entities	3 credits
ACCT I S 340: Accounting Information Systems	3 credits
ACCT I S 603: Financial Statement Analysis	3 credits
ACCT I S 620: Fundamentals of Taxation	3 credits
ACCT I S 621: Corporate and Advanced Taxation	3 credits
Acct I S 710: Managerial Accounting	3 credits
Career pathways: (students complete four courses from one pathway)	12 credits
Accounting Analytics:	
ACCT I S 630: Foundations of Auditing	3 credits
ACCT I S 640: Foundation in Accounting Analytics	3 credits
ACCT I S 740: Information Risk, Control, and Forensics	3 credits
<u>Choose One:</u>	
ACCT I S 406: Accounting and Analysis for Reporting Entities	3 credits
ACCT I S 722: Analysis of Taxation for Pass-Through Entities	3 credits
GEN BUS 760: Data Technology for Business Analysts	3 credits
Financial Advising:	
ACCT I S 772: Analysis of Taxes & Business Decisions	3 credits
FINANCE 601: Strategic Planning for Estates and Business Transitions	3 credits
FINANCE 602: Wealth Management and Financial Planning	3 credits
<u>Choose One:</u>	
ACCT I S 722: Analysis of Taxation for Pass-Through Entities	3 credits
R M I 660: Risk Analytics and Behavioral Science	3 credits
R M I 700: Principles of Risk Management	3 credits
Capital Management:	
ACCT I S 771: Analysis of Performance Measurement and Control	3 credits
FINANCE 635: Business Valuation	3 credits
FINANCE 650: Mergers and Acquisitions	3 credits
<u>Choose One:</u>	
FINANCE 420: Investment Banking	3 credits
MHR 710: Challenges and Solutions in Business Sustainability	3 credits
OTM 752: Project Management	3 credits
Total Credits	30 credits

Projected Time to Degree

The program is designed to be completed in a one-year (i.e., two semesters) cohort model. Up to 7 credits may be transferred from undergraduate coursework, and up to 15 credits may be transferred from coursework completed in the summer preceding enrollment in the program, for example, as a University Special Student enrolled at UW-Madison. Most students are expected to transfer 6 credits from undergraduate

coursework, such that the M.S. in Business: Financial Management and Accounting year will contain 24 credits.

Accreditation

The Association to Advance Collegiate Schools of Business (AACSB International) will be the accrediting body. All programs in the Department of Accounting and Information Systems are currently accredited, with the last review in 2022. AACSB will review the M.S. in Business: Financial Management and Accounting for accreditation at its next visit in 2026-2027.

PROGRAM JUSTIFICATION

Rationale

The proposed M.S. in Business: Financial Management and Accounting program is designed to provide an education in advanced accounting, tax, and related areas tailored to the needs of finance professionals pursuing financial analysis, advising, and management careers. The program's focus on the accounting skillset needed in finance careers differs from the focus of existing accounting master's programs at UW-Madison and elsewhere, which primarily seek to prepare students for careers in public accounting as audit or tax associates. The M.S. in Business: Financial Management and Accounting is designed to build upon a finance, personal finance, or similar non-accounting undergraduate degree by providing accounting expertise that is not typically part of these degrees. Further, the proposed new degree program qualifies students to sit for the uniform CPA exam in Wisconsin. Finance professionals with advanced accounting expertise and the potential to obtain their CPA license are increasingly in demand by employers and command a salary premium in the labor market.

UW-Madison's strategic priorities include excellence in teaching and educational achievement. The M.S. in Business: Financial Management and Accounting aligns with this broad objective with an integrated curriculum covering accounting and tax principles that will uniquely position graduates to excel as new finance professionals pursuing careers in various finance roles. There is high demand from finance and personal finance students and employers recognizing the benefits of advanced accounting expertise and the CPA license. In addition, offering complementary elective pathways allows students to customize their educational experience and differentiate themselves in the labor market. In sum, the design of the proposed degree program aligns with the UW-Madison strategic initiative of expanding educational programming in areas of high demand. Further, it broadens the base of the university's educational offerings.

The M.S. in Business: Financial Management and Accounting also advances the School of Business' strategic initiative to expand the portfolio of existing master's programs relevant and responsive to changing needs in the business environment. With its tailored curriculum and complementary experiential learning, the program enhances the school's

current portfolio in ways that can extend existing corporate relationships and develop new ones. The M.S. in Business: Financial Management and Accounting program will facilitate the cultivation of these relationships, which in turn inform the school's ability to continue to respond to changing needs in the profession.

Institution and Universities of Wisconsin Program Array

The focus of the proposed M.S. in Business: Financial Management and Accounting differs from the advanced accounting degrees currently offered by the School of Business, namely the Master of Accountancy and the M.S. in Business: Accounting and Business Analysis. Both existing degree programs are designed primarily for students with accounting backgrounds who plan to enter the public accounting profession as audit or tax associates. The M.S. in Business: Accounting and Business Analysis only enrolls accounting majors. The Master of Accountancy primarily enrolls accounting majors but offers a two-year, 54-credit pathway for non-accounting majors.

Students are difficult to attract to the Master of Accountancy program. An average of 5.5 non-accounting students pursue this option per year. Barriers to the Master of Accountancy for non-accounting majors include the two-year timeframe and the focus on public accounting careers in audit or tax. In contrast, the proposed M.S. in Business: Financial Management and Accounting is designed for non-accounting majors with a business background who desire additional accounting expertise tailored to financial analysis, advising, and management careers, and the 30-credit program can be completed in one year. Upon authorization and implementation of the proposed program, admissions to the Master of Accountancy program will be suspended.

The focus of the M.S. in Business: Financial Management and Accounting also differs from the advanced finance degrees offered at UW-Madison. These include the M.S. in Business: Finance, Investment and Banking subplan/named option in Applied Securities Analysis, the M.S. in Financial Economics, and the Master of Business Administration in Finance, Investment and Banking. The M.S. in Business: Finance, Investment and Banking subplan/option in Applied Securities Analysis focuses on valuation, securities analysis, and portfolio management for students interested in careers in asset management and on the sell side of investment banks. The M.S. in Financial Economics, which is jointly offered by the School of Business and the Department of Economics in the College of Letters & Science, focuses on advanced quantitative training and the structure and functioning of financial markets and institutions. It is intended for students interested in careers in highly technical roles in the financial services sector or those planning to pursue research positions or doctoral degrees in financial economics. The Master of Business Administration in Finance, Investment and Banking focuses on corporate and international finance fundamentals for students interested in corporate finance, investment banking, or venture capital careers. These three finance-focused programs include little or no advanced accounting coursework and do not meet the education requirements to sit for

the CPA exam. This sets them apart from the proposed M.S. in Business: Financial Management and Accounting.

The M.S. in Business: Financial Management and Accounting is also unique within the Universities of Wisconsin. It is the only degree program slated to use the Classification of Instructional Programs (CIP) code of 52.0304 (Accounting and Finance). UW-Whitewater offers an M.P.A. in Accounting under the CIP Code of 52.0301 (Accounting) and an M.S. in Finance in the CIP area 52.0801 (Finance).

Need as Suggested by Student Demand

Several indicators suggest strong student demand for the M.S. in Business: Financial Management and Accounting. First, recent and current undergraduate finance students elect to take more advanced accounting courses. Several pathways in the finance undergraduate degree advise students to take one or more upper-level accounting courses. Consistent with this counsel, an average of 66 undergraduate finance majors per semester enroll in one or more upper-level accounting courses as electives, based on enrollments from spring 2022 through fall 2023. Second, student outreach and market research conducted by the School of Business' Marketing and Strategic Communications group indicate that students interested in financial advising, corporate financial management, and other finance careers understand how additional accounting education tailored to their needs can complement their undergraduate education and benefit their careers. Analysis of survey data from 673 UW-Madison juniors and seniors suggests that those interested in finance careers recognize the value of a professional license. However, they are unaware that the CPA is preferred over the Chartered Financial Analyst (CFA) or Certified Financial Planner certification by finance professionals. UW-Madison conferred 569 undergraduate degrees in finance or personal finance in the most recent academic year (i.e., 2023-2024), and these majors have grown 26 and 58 percent, respectively, since 2019-2020.² These figures indicate the large and growing group of students that would be served by the M.S. in Business: Financial Management and Accounting.

Need as Suggested by Market Demand

Several indicators suggest strong market demand for the M.S. in Business: Financial Management and Accounting. Employer outreach and market research conducted by the School of Business' Marketing and Strategic Communications group indicate market demand for the knowledge and skills students will acquire in the proposed new degree program. A master's degree in combination with a CPA license confers a competitive advantage and commands a salary premium in finance careers. Meetings with potential employers to gauge interest in graduates of this program indicate that graduates would be unique in possessing an accounting master's degree relative to other entry-level job applicants in these fields, which would confer an advantage in the recruiting process.

² Office of the Registrar, UW-Madison, *Conferred Degree Reports*. Retrieved at <https://registrar.wisc.edu/conferred-degree-reports/> (March 2024).

Examples of employers with whom the UW-Madison School of Business faculty and staff engage including Deloitte, EY, KPMG, PwC, and RSM in the career path of public accounting and Baird, Dell, Epic, Grant Thornton, Kroll, Plante Moran, Savant, and Uline in the career paths of financial analysis and management.

Furthermore, the number of finance positions requiring or preferring a master's degree is expected to grow in the next ten years, and the CPA is the most common license desired by finance professionals. According to the U.S. Department of Labor, between 2023 and 2033, job growth in accounting and auditing occupations is expected to grow by 6 percent 2023 2033.³ For the same decade, an increase of 21 percent is expected in the occupational area of financial examiners.⁴ Growth projections for these occupations in Wisconsin are similar to the national projections.⁵

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors, at <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm> (visited May 15, 2025)

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Financial Examiners, at <https://www.bls.gov/ooh/business-and-financial/financial-examiners.htm> (visited April 18, 2025)

⁵ U.S. Department of Labor, State Employment Projections, Projections Central, at <https://projectionscentral.org/longterm> (visited May 15, 2025)

University of Wisconsin-Madison						
Cost and Revenue Projections For M.S.-Business: Financial Management and Accounting						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	18	20	25	30
	Enrollment (Continuing Student) Headcount	0	0	0	0	0
	Enrollment (New Student) FTE	15	18	20	25	30
	Enrollment (Continuing Student) FTE	0	0	0	0	0
II	Existing Credit Hours	420	504	560	700	840
III	FTE of Faculty/Instructional Staff					
	Program Director	0.33	0.33	0.33	0.33	0.33
	Faculty Director	0.05	0.05	0.05	0.05	0.05
	Lecturer	0.00	0.00	0.00	0.50	1.00
	FTE of Admin Staff					
	Academic Program Manager	0.05	0.05	0.05	0.05	0.05
	Admissions Staff	0.16	0.16	0.16	0.23	0.23
	Career Placement Staff	0.42	0.42	0.42	0.60	0.60
IV	Revenues					
	Tuition (based on \$1,500/credit)	\$630,000	\$756,000	\$840,000	\$1,050,000	\$1,260,000
	Total New Revenue	\$630,000	\$756,000	\$840,000	\$1,050,000	\$1,260,000
V	Expenses					
	Salaries plus Fringes					
	Program Director (\$120,000)	\$39,600	\$40,392	\$41,200	\$42,024	\$42,864
	Faculty Director (\$290,700)	\$14,535	\$14,826	\$15,122	\$15,425	\$15,733
	Lecturer (\$120,000)	\$0	\$0	\$0	\$63,672	\$129,892
	Academic Program Manager (\$60,000)	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
	Admissions Staff (\$60,000)	\$9,600	\$9,792	\$9,988	\$14,645	\$14,938
	Career Placement Staff (\$60,000)	\$25,200	\$25,704	\$26,218	\$38,203	\$38,968
	Fringe (34.7%)	\$123,836.45	\$126,313.17	\$128,839.44	\$238,624.76	\$330,879.43
	Salaries plus Fringes Subtotal	\$215,771	\$220,087	\$224,489	\$415,778	\$576,521
	Other Expenses					
	Instructional Costs (\$600/credit)	\$ 252,000	\$ 302,400	\$ 336,000	\$ 420,000	\$ 504,000
	Advertising and Recruiting	\$50,000	\$50,000	\$10,000	\$10,200	\$10,404
	Co-Curricular Activities	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
	Classroom Supplies	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082
	Total Expenses	\$548,771	\$604,107	\$602,741	\$878,875	\$1,124,481
	Net Revenue - Reinvestment Margin	\$81,229	\$151,893	\$237,259	\$171,125	\$135,519

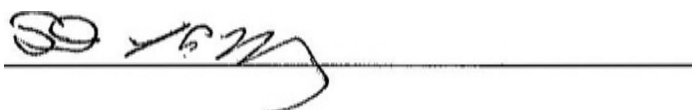
Provost's Signature:

Date: 04/17/25



Chief Business Officer's Signature:

Date: 03/24/25



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

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes establishing a Master of Science (M.S.) in Business: Financial Management and Accounting. This program will provide an education in advanced accounting, tax, and related areas tailored to the needs of finance professionals pursuing financial analysis, advising, management, and other finance careers. The M.S. in Business: Financial Management and Accounting program's focus on the accounting skillset needed in finance careers differs from the focus of existing accounting-related master's programs at UW-Madison and elsewhere, which primarily seek to prepare students for careers in public accounting as audit or tax associates. The program will feature a cohort enrollment model and an accelerated 1-year curriculum. Service-based pricing tuition rate of \$1,500/credit hour following 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**

The first cohort of students in this program will matriculate in fall 2026 with a projected headcount of 15 full-time students. The 30-credit program is designed to be completed over two full-time academic semesters, such that the Full Time Equivalent (FTE) enrollments align with the 15 student headcount. Students will enter and graduate from this one-year program as a cohort, developing strong camaraderie among the group. The School of Business projects a 95 percent completion rate over the course of the two-semester program, with 5 percent of non-completing students enrolling in the 15 credits each semester (i.e., advancing from the first semester to the second semester) but not successfully completing the second-semester coursework. The program is expected to grow in two phases: an implementation phase in Years 1-3 and a growth phase in Years 4-5, with steady enrollment growth thereafter. Enrollment is expected to grow to 20 students by Year 3 and to 30 students by Year 5. It is projected that by the end of the program's fifth year, 108 students would have been enrolled and 103 would have graduated.

Section II – Credit Hours

The M.S. in Business: Financial Management and Accounting requires 30 credits for graduation. For planning purposes, this budget analysis is based on students completing 15 credits in their first semester and 15 in their second semester. Some students will

transfer in undergraduate coursework and/or credits completed as University Special Students the summer prior to enrolling in the degree program. To accommodate these variables, the credit hours in the budget reflect an average of 28 paid credits per student, 14 per semester. An initial estimated enrollment of 15 students leads to 420 student credit hours in Year 1, growing to 840 student credit hours in Year 5.

Section III – Faculty and Staff Appointments

The M.S. in Business: Financial Management and Accounting will be led by a Program Director (annual salary of \$120,000), who will contribute 33 percent of the effort (.33 FTE). The Program Director will advise and support students throughout the program. The program will be further supported by a faculty director (annual salary of \$290,700) who will contribute 5 percent of effort (.05 FTE). Administrative support will be provided by an Academic Program Manager (annual salary of \$60,000) who will contribute 5 percent of effort (.05 FTE). Curriculum management, program assessment, and accreditation will be led by existing faculty committees within the Department of Accounting and Information Systems, which are responsible for these roles for the department's broader set of academic programs.

Admissions and graduation support will be offered by the School of Business' MBA and Master's Program Office. The MBA and Master's Program office will provide support with one admissions staff (annual salary \$60,000) contributing 16 percent of effort (.16 FTE) and one career placement staff (annual salary \$60,000), contributing 42 percent of effort (.42 FTE). As the program enters its growth phase, admissions and career placement support will increase to 23 and 60 percent, respectively, in Year 4 (.83 FTE).

Instruction will be supported by existing faculty and instructional staff in the School of Business. Given existing capacity in several courses and plans to increase section sizes for those with insufficient capacity, no new instructional staffing is anticipated for the program's first three years. Moreover, since the program is designed to leverage existing courses offered by the School of Business, no course development will be needed. The need for one additional lecturer (annual salary of \$120,000) is anticipated during the program's growth phase, contributing 50 percent of effort (0.50 FTE) in Year 4 and 100 percent in Year 5.

Section IV – Program Revenues

The proposed M.S. in Business: Financial Management and Accounting will operate on the tuition revenue generated by the credits taught in the degree program. With current projected tuition revenue and expenses, the program will be sustainable with the planned new and shared resources.

Tuition

The program will be supported through tuition revenue at a proposed rate of \$1,500 per credit. Students will be required to take 30 credits to meet graduation requirements, but for the purposes of this budget, that figure is set at 28 credits to account for some students transferring in prior credits. With a projected initial enrollment of 15 students, the program will produce gross tuition revenue in Year 1 of \$630,000, growing to \$1,260,000 by Year 5 of the program.

Fees

There are no program or course fees.

Program Revenues and GPR

As illustrated in the Cost and Revenue Projections spreadsheet, the program will generate revenue to support itself starting in Year 1.

Section V – Program Expenses

Salary and Fringe

The primary program expenses relate to instructional costs from existing School of Business faculty and instructional staff. These expenses are discussed below. The program is further supported by additional faculty and staff described in Section III. All salaries are assumed to have a 2 percent inflationary rate applied. A fringe benefit rate of 34.7% is applied to all Faculty/Academic Staff and University Staff salaries. Faculty and staff supporting the program will include:

Beginning in Year 1:

- One program director, 0.33 FTE (annual salary \$120,000)
- One faculty director, .05 FTE (annual salary \$290,700)
- One Academic Program Manager, .05 FTE (annual salary \$60,000)
- One MBA and Master's Program admissions staff, .16 FTE (annual salary \$60,000)
- One MBA and Master's Program career placement staff, .42 FTE (annual salary \$60,000)

Beginning in Year 4:

- MBA and Master's Program admissions staff support will increase to .23 FTE (annual salary \$60,000)
- MBA and Master's Program career placement staff support will increase to .60 FTE (annual salary \$60,000)
- One additional instructor, 0.50 FTE (annual salary \$120,000)

Beginning in Year 5:

- Additional instructor support will increase to 1.0 FTE (annual salary \$120,000)

Instructional Costs

The primary program expenses relate to instructional costs from existing School of Business faculty and instructional staff. Instructional expenses are calculated using a default rate of \$600 per credit hour per student, so the total instructional cost for Year 1 is \$270,000 (i.e., 15 students completing 30 credits with an instructional cost of \$600 per credit).

Facilities and Capital Equipment

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

Other Expenses

Additional program expenses include:

- Advertising and recruiting: \$50,000 in Years 1 and 2 of the program, reducing to \$10,000 in Year 3 and increasing by a projected 2 percent inflation rate thereafter.
- Co-curricular activities: \$30,000 in Year 1, increasing by a projected 2 percent inflation rate thereafter. To best support students' overall professional development, the school anticipates providing a strong set of co-curricular activities for them to engage in during their time in the program.
- Classroom supplies: \$1,000 in Year 1, increasing by a projected 2 percent inflation rate thereafter.

Section VI – Net Revenue


The M.S. in Business: Financial Management and Accounting is projected to produce a net profit (operating margin) of \$81,229 in Year 1 of the program and an annual net profit of \$135,519 in Year 5. The School of Business anticipates investing the margin in departmental salaries, growth hiring, program support, and student scholarships.



Date: 17 April 2025

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

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

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

Subject: Request for Authorization to Implement: MS-Business: Financial Management and Accounting

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-Business: Financial Management and Accounting 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 June 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
Vallabh Sambamurthy, Dean, School of Business
Daniel Bauer, Senior Associate Dean for Programs, School of Business
Brigid Patterson, Academic Planner, School of Business
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

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN
QUANTUM COMPUTING AT
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Science in Quantum Computing at the University of Wisconsin-Madison.

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

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Quantum Computing. This proposal elevates the existing M.S. in Physics subplan/named option in Quantum Computing to a stand-alone degree, responding to growing demand. The new degree program will enable the university to meet this demand. The quantum industry has advanced rapidly in recent years, with the number of quantum computing commercial job postings increasing rapidly. With many startups and large corporations engaged, the field of Quantum Information Science and Technology (QIST) will have a transformative impact on many sectors, with implications for the U.S. economy and national security. The need for a skilled workforce with advanced training will also accelerate as technology moves from the lab to industrial applications.

The proposed M.S. in Quantum Computing will provide two pathways: hardware and software. Pathway-focused courses allow students to tailor the program to their academic interests and career goals as they develop marketable skills for the field of QIST. The hardware pathway differs from the software pathway as students develop skills specific to quantum computing hardware platforms. Two of the leading hardware platforms for quantum computing are Atomic Molecular Optical Physics and Solid-State

Physics. Service-based pricing will apply, as it does for the current subplan. Students will pay \$1,700 per credit.

Presenter

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

BACKGROUND

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

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 QUANTUM COMPUTING
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 Quantum Computing. This proposal elevates the existing M.S. in Physics subplan/named option in Quantum Computing to a stand-alone degree, responding to growing demand. The new degree program will enable the university to meet this demand. The quantum industry has advanced rapidly in recent years, with the number of quantum computing commercial job postings increasing rapidly. With many startups and large corporations engaged, the field of Quantum Information Science and Technology (QIST) will have a transformative impact on many sectors, with implications for the U.S. economy and national security. The need for a skilled workforce with advanced training will also accelerate as technology moves from the lab to industrial applications.

The proposed M.S. in Quantum Computing will provide two pathways: hardware and software. Pathway-focused courses allow students to tailor the program to their academic interests and career goals as they develop marketable skills for the field of QIST. In the hardware pathway, students will also develop skills specific to quantum computing hardware platforms. Two of the leading hardware platforms for quantum computing are Atomic Molecular Optical Physics and Solid-State Physics. Service-based pricing will apply, as it does for the current subplan. Students will pay \$1,700 per credit.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Program

Quantum Computing

Degree Designation(s)

Master of Science (M.S.)

Suggested Classification of Instructional Programs (CIP) Code

40.0899 Physics, Other

Mode of Delivery

Single institution; In Person

Department or Functional Equivalent

Department of Physics

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Authorization

June 2025

Proposed Date of Implementation

September 2026

PROGRAM INFORMATION**Overview of the Program**

The growing field of Quantum Information Science and Technology (QIST) will have a transformative impact on many sectors with implications for the U.S. economy and national security. The need for a skilled workforce will also accelerate as technology moves from the lab to industrial applications. The Department of Physics will administer the program. It will collaborate with other departments to train students in QIST and adjacent technologies that support the growing number of industry jobs in that space.

The M.S. in Quantum Computing will require 30 credits and can be completed in one to two years (i.e., 3-6 semesters of enrollment). It is anticipated that most students will complete the program in four semesters. Of the 30 credits, 14 are for core required courses, six (6) are for core elective courses, and 10 are for pathway-focused courses. The program will initially introduce two main pathways: Software and Hardware. The core courses directly address the field of quantum computing, while the core elective courses enhance the foundational knowledge necessary to master concepts in quantum computing (e.g., understanding of quantum physics). The remaining pathway-focused electives allow students to tailor the program to their academic interests and career goals. The majority of the 30 credits are obtained through traditional coursework, including PHYSICS 707 Quantum Computing Laboratory and PHYSICS 799 Independent Study. It is expected that students will enroll in more than one credit of PHYSICS 799, as the research experience gained by joining a research group is highly valued and provides a hands-on experience that improves potential Ph.D. applications.

Projected Enrollments and Graduates by Year Five

The M.S. in Quantum Computing will replace the existing Quantum Computing subplan/option, which enrolled its sixth cohort in 2024. The program has enjoyed consistent growth, and market demand suggests continued growth will be realized in the standalone degree program. The current subplan/option can support up to 35 incoming

students each year. The new degree program will be scaled up to support as many as 50 incoming students each year.

Table 1 shows projections for enrollment and assumes that approximately half of the new students will continue into a second year. This fifty percent rate reflects the number of students who will complete the program in one year, as well as a retention rate of 100 percent, which is similar to the existing subplan/option. The continuing student enrollment projections shown in Year 1 represent students transitioning from the subplan/option to the new degree program, most of whom will graduate in Year 1.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	35	37	40	42	45
Continuing Students	16	17	18	19	21
Total Enrollment	51	54	58	61	66
Graduating Students	34	36	39	40	42

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 practically oriented curriculum is designed to meet workforce demands and training needs of organizations within the technology industry in the United States and internationally. Furthermore, the program design provides students the flexibility to complete the degree in as little as three semesters.

For students enrolled in the M.S. in Quantum Computing, the tuition rate will be \$1,700 per credit for Wisconsin residents and nonresidents. An additional \$798.31 per fall/spring semester and \$390.37 for the summer semester is attributable to segregated fees. The pricing structure was determined after extensive market research and is aimed at balancing tuition rates at peer institutions with expected program costs and revenue. Additional program or course fees are not anticipated. The M.S. in Quantum Computing is a zero-textbook-cost degree program.

Student Learning and Program Outcomes

Graduates of the M.S. in Quantum Computing will be prepared with the advanced conceptual, mathematical, and experimental knowledge and marketable quantum information science and technology skills needed to enter the QIST industry or a doctoral program. The program has the following program learning outcomes:

1. Demonstrate understanding of the physical and mathematical concepts of quantum computing.
2. Articulate theories, experimental techniques, research methods, and technologies of quantum computing.

3. Apply quantum computing principles and techniques to develop and analyze software and hardware.
4. Communicate clearly in ways appropriate to the field of quantum computing.
5. Recognize and apply principles of ethical and professional conduct.

Program Curriculum

Applicants to the M.S. in Quantum Computing must hold a bachelor's degree in a related STEM discipline, have earned an undergraduate GPA of 3.0, and submit evidence of English language proficiency.

TABLE 2: Master of Science in Quantum Computing Program Curriculum

Core Courses		14 credits
PHYSICS 701	Graduate Introductory Seminar	1 credit
PHYSICS 707	Quantum Computing Laboratory	4 credits
PHYSICS 709	Introduction to Quantum Computing	3 credits
PHYSICS 763	Qubit Tune-Up and Programming	3 credits
PHYSICS 779	Advanced Quantum Computing	3 credits
Core Elective Courses (select two courses from the following)		6 credits
PHYSICS 448	Atomic and Quantum Physics	3 credits
PHYSICS 449	Atomic and Quantum Physics	3 credits
PHYSICS 531	Introduction to Quantum Mechanics	3 credits
PHYSICS 545	Introduction to Atomic Structure	3 credits
PHYSICS 551	Solid State Physics	3 credits
PHYSICS 731	Quantum Mechanics	3 credits
PHYSICS 732	Quantum Mechanics	3 credits
Software Pathway Courses (complete the course marked "required" and choose the remaining credits from those marked "elective")		10 credits
PHYSICS 765	Full Stack Quantum Computing - Required	3 credits
CS 412	Intro to Numerical Methods - Elective	3 credits
CS 639	Systems Architecture for Quantum Computing - Elective	3 credits
CS 759	High Performance Computing for Applications in Engineering - Elective	3 credits
PHYSICS 799	Independent Study – Elective	1-3 credit(s)
Hardware Pathway Courses (complete the courses marked "required" and choose the remaining credits from those marked "elective")		10 credits
PHYSICS 623	Electronics Aid to Measurement – Required for all Hardware	4 credits
PHYSICS 625	Applied Optics – Required for AMO	4 credits
PHYSICS 551	Solid State Physics – Required for Solid State	3 credits
ECE 835	Light-matter interactions with quantum materials – Elective for AMO	3 credits
ECE 549	Integrated Circuits Fabrication Lab – Elective for Solid State	4 credits
PHYSICS 799	Independent Study – Elective for all Hardware	1-3 credits
Total Credits		30 credits

Table 2 summarizes the curriculum plan. The program is comprised of 30 credits. The curriculum consists of 14 credits of core required courses, six credits of core elective courses, and 10 credits of pathway-focused courses. Students will complete all the core courses and at least two core elective courses. The core courses address the field of quantum computing directly, while the core elective courses enhance the necessary foundational knowledge to master concepts in quantum computing (e.g., understanding of Quantum Physics). Pathway-focused courses allow students to tailor the program to their academic interests and career goals as they develop marketable skills for the field of QIST. The hardware pathway differs from the software pathway as students will develop skills specific to quantum computing hardware platforms. Two of the main hardware platforms for quantum computing are in the fields of Atomic Molecular Optical Physics and Solid-State Physics. Students who enroll in the hardware pathway will likely participate in research conducted in the various quantum computing groups and use multiple independent study credits toward degree completion.

Projected Time to Degree

The M.S. in Quantum Computing program provides students the flexibility to complete the degree in 3-6 semesters. This is desirable as many students will apply to a Ph.D. program during the fourth semester. It is anticipated that most students will graduate within four semesters. Quantum computing master's programs throughout the United States have a similar 1-2-year completion timeline.

Accreditation

The proposed M.S. in Quantum Computing program will fall under UW-Madison's institutional accreditation by the Higher Learning Commission (HLC) and will be subject to those accreditation standards. Neither advance notice nor additional approvals from HLC will be required. The program will not be subject to specialized accreditation.

JUSTIFICATION

Rationale

The Department of Physics introduced the M.S. in Physics subplan/named option in Quantum Computing in 2019. The program has grown since its inception and will continue to grow as demand for a skilled workforce in QIST increases. The subplan/option completed a successful five-year review in 2024, during which students, faculty, and the greater QIST community were given the opportunity to provide detailed feedback. Identified program strengths included the quality of instruction and faculty expertise. Perceived weaknesses identified included:

- A concern that the words "Quantum Computing" do not appear on the official diploma, as it is just a subplan/option of the M.S. in Physics,

- The perception that an M.S. in Physics is only earned by those who are not successful in their pursuit of a Ph.D. degree, and
- The feeling that the existing program does not provide focused pathways to develop specific skills that Industry needs.

Most students who graduate from the existing Quantum Computing subplan/option seek a doctoral degree, as the Ph.D. is currently necessary for increased opportunities in the QIST industry. The percentage of students who graduate and continue onto a Ph.D. programs vary from 55-65 percent. A few students have accepted positions in the QIST industry directly upon completion of the program.

One of the primary goals of the proposed M.S. in Quantum Computing is to increase the number of graduates who go directly to the QIST industry. This is important since as many as 80 percent of students indicate a career goal of working in industry. The recent addition of faculty members in the Department of Physics has brought new ideas to the program. As mentioned above, new courses are planned, and new hires will continue to keep pace with course offerings and enrollment growth. The new courses will help students develop marketable QIST-related skills and will support this goal.

Institution and Universities of Wisconsin Program Array

The Department of Physics has already established itself as a global leader in quantum computing. Many of its faculty are involved in developing various platforms of quantum computing hardware and algorithms that are necessary to run a quantum computer. The department continues to invest in hiring faculty with this expertise and works closely with other departments, as they are also starting to invest in QIST faculty hires. The M.S. in Quantum Computing will be uniquely positioned to draw from the expertise growing across campus, enhancing student research experiences. The Wisconsin Quantum Institute (WQI) facilitates such interaction, and the current program staff make a concerted effort to coordinate curriculum development activities to serve campuswide QIST education effort better.

While no university within the Universities of Wisconsin currently offers a graduate degree program in the area of quantum computing, some are starting to work towards offering undergraduate concentrations or certificates related to quantum computing and quantum technician programs. Notably, UW-Stout will soon establish a quantum information program. UW-Madison intends to complement state-wide efforts for quantum workforce development as it matures in the next few years.

Need as Suggested by Current Student Demand

The existing Quantum Computing subplan/option will be discontinued once the M.S. in Quantum Computing program is implemented. The subplan/option was launched in 2019 and has experienced continued growth. The incoming cohort in fall 2024 was 36 students. Current program growth is limited by lab resources. The proposed new Software

pathway in the M.S. in Quantum Computing will require fewer lab resources; thus, the design of the proposed program will be able to train as many as 50 new students each academic year.

Need as Suggested by Market Demand

QIST has progressed significantly in the last decade, making the skilled workforce training in direct and adjacent fields even more important. Studies are underway to define the sought-after skills and training pathways clearly. Common emergent skills identified are:

- Knowledge and experience with coding.
- Knowledge of quantum algorithms and computer science.
- Laboratory skills.
- Knowledge and experience with electronics and measurements.
- Knowledge of material properties or other properties for the purpose of designing and building the company's hardware.
- Essential skills such as teamwork, preparing reports, making presentations, and general business acumen.

In fall 2023, the Department of Physics collaborated with the Wisconsin Center for Education Research and analyzed 258 industry job postings in the QIST industry space. This was done to identify sought-after skills in both the quantum-specific and quantum-adjacent context. This analysis, combined with feedback from previous and current students, emphasized that a new program is needed, one that defines clear pathways for students to not only acquire certain skills but to demonstrate that acquisition. One of the main skills sought after is programming and algorithm development proficiency. In the proposed M.S. in Quantum Computing, students will choose either a software or hardware advising pathway after the first semester. Laying the foundation for a more focused training aligns with the concept of a professional program and with what the industry is looking for in graduates. Introducing a software pathway, more specifically, will allow the enrolment numbers to increase without the investment in expensive hardware. Many students have already expressed interest in a software pathway.

The program's enrollment growth in recent years suggests that the new standalone degree program will be well-positioned to remain competitive and to maintain high enrollment numbers. For example:

- On the government side, the QIST Research and Development budget has roughly doubled since 2019.¹

¹ National Strategic Overview for Quantum Information Science, September 2018, https://www.quantum.gov/wp-content/uploads/2020/10/2018_NSTC_National_Strategic_Overview_QIS.pdf

- A 2023 survey of 108 different quantum computing commercial organizations indicated that one-third expected at least a 25 percent increase in revenue in 2024, and none expected a decline.²
- The quantum computing U.S. market has grown at a 22 percent annual rate.³
- The Boston Consulting Group predicts quantum computing will generate \$450-850 billion in net income by 2035.⁴

² National Quantum Initiative Supplement to the President's FY 2024 Budget, December 2023, www.quantum.gov/wp-content/uploads/2023/12/NQI-Annual-Report-FY2024.pdf

³ QED-C Fourth Annual QC Global Market Forecast, December 2023, <https://quantumconsortium.org/4th-annual-qc-global-market-forecast/>

⁴ QED-C Fourth Annual QC Global Market Forecast, December 2023, <https://quantumconsortium.org/4th-annual-qc-global-market-forecast/>

University of Wisconsin-Madison						
Cost and Revenue Projections For M.S. in Quantum Computing						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	35	37	40	42	45
	Enrollment (Continuing Student) Headcount	16	17	18	19	21
	Enrollment (New Student) FTE	35	37	40	42	45
	Enrollment (Continuing Student) FTE	16	17	18	19	21
II	Existing Credit Hours	765	810	870	915	990
III	FTE of Faculty/Instructional Staff	3	3	3.5	3.5	4
	FTE of Admin Staff	1	1.5	2	2	2
IV	Revenues					
	Tuition (based on \$1,700/credit)	\$1,300,500	\$1,377,000	\$1,479,000	\$1,555,500	\$1,683,000
	Total New Revenue	\$1,300,500	\$1,377,000	\$1,479,000	\$1,555,500	\$1,683,000
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary (\$180,000)	\$180,000	\$183,600	\$280,908	\$286,526	\$389,676
	Instuctional Academic Staff (\$115,000)	\$230,000	\$234,600	\$239,292	\$244,078	\$248,960
	Administrative and Student Support Staff (\$70,000)	\$70,000	\$107,100	\$145,656	\$148,568	\$151,540
	Fringe (34.7%)	\$166,560	\$182,279	\$231,052	\$235,673	\$274,191
	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	\$130,050	\$137,700	\$147,900	\$155,550	\$168,300
	L&S Administrative Costs	\$260,100	\$275,400	\$295,800	\$311,100	\$336,600
	Total Expenses	\$1,136,710	\$1,220,679	\$1,440,608	\$1,481,494	\$1,669,267
	Net Revenue - Reinvestment Margin	\$163,790	\$156,321	\$38,392	\$74,006	\$13,733

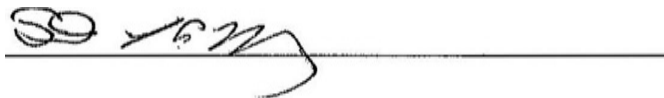
Provost's Signature:

Date: 3/20/2025



Chief Business Officer's Signature:

Date: 3/18/2025



COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN QUANTUM COMPUTING

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Quantum Computing. This proposal seeks to elevate the existing M.S. in Physics subplan/named option in Quantum Computing to a stand-alone degree. The existing subplan/option in Quantum Computing has seen a growing demand. The new degree program aims to address this demand. The M.S. in Quantum Computing will feature distinct pathways to address both hardware and software design in this emerging field. The Department of Physics will administer it and will feature collaborations with other departments across campus to train students in Quantum Information Science and Technology (QIST) and adjacent technologies that support the growing number of industry jobs in that space. The practically oriented curriculum is designed to meet workforce demands and training needs of organizations within the technology industry in the United States and internationally. Furthermore, the flexibility of course offerings will enable students to complete the program in as few as three semesters. Consequently, the program will feature a service-based pricing tuition rate of \$1,700 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

This program is projected to enroll 35 new students in its first year, building to 45 new students admitted in Year 5 of the program. In Year 1, it is also expected that 16 students from the existing M.S. in Physics subplan/named option in Quantum Computing will transition to the new degree program. Enrollment estimates are based on enrollment patterns in the existing subplan/option. For planning purposes, the program projects a retention rate of 100 percent.

Section II – Credit Hours

The M.S. in Quantum Computing program requires 30 credits. The program structure provides students the flexibility to complete the degree in 3-6 semesters; it is anticipated that most students will graduate within four semesters. For planning purposes, this budget analysis is based on students completing nine credits in their first semester, six credits in the second, six in the third, and the final nine elective credits in the fourth semester. This is 15 credit hours per academic year. The program enrollment will generate approximately 765 credit hours in Year 1, growing to 900 credit hours in Year 5. Coursework is drawn largely from existing courses.

Section III – Faculty and Staff Appointments

To implement this program administratively for the first year, expertise and a total of 1.0 FTE of administrative time will be provided by the program manager, academic program director, department administrator, department chair, and master's program director. The academic teaching/research will be provided by a percentage of four current faculty and two lecturers, equating to 3.0 FTE in Year 1. To sustain the M.S. in Quantum Computing program, a new program manager, one full-time faculty member, and a part-time industry expert lecturer will be hired in Years 2-3. The Cost and Revenue Projection shows how the existing and new FTE will be distributed as the M.S. in Quantum Computing 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.

Tuition

Service-based tuition rates will apply for students enrolled in the M.S. in Quantum Computing program. The tuition rate/credit will be \$1,700 for all students enrolled. No other department program costs will be assessed. The program's total cost for each student to earn the degree will be \$51,000. This is calculated by multiplying the number of credits (30) by the rate for each credit (\$1,700). In Year 1, \$1,300,500 in tuition will be generated. At steady state (i.e., Year 5 and beyond), with 45 new students and 21 continuing students per year, annual tuition revenues will yield \$1,683,000.

Program Revenues and GPR

As illustrated in the Cost and Revenue Projections spreadsheet, the program will generate revenue to support itself starting in Year 1.

Section V – Program Expenses

Program expenses will include salary and fringe, as well as other costs, including annual scholarship funding, marketing, campus and college taxes, etc.

Salary and Fringe

Instructional and non-instructional expenses, including the salaries and fringe of faculty, instructional staff, and other administrative staff, are projected to total \$646,560 in Year 1. Salaries are projected to increase at a rate of two percent annually. All fringe benefits are 34.7 percent applied to the total faculty and staff salary. By Year 5, the total expense for salaries plus fringe will be \$1,064,367.

Facilities and Capital Equipment

No new costs are anticipated in this category. The current infrastructure within the Department of Physics 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 takes 20 percent of the gross revenue to cover campus administrative costs, and the UW-Madison campus charges 10 percent of gross revenue to cover university expenses such as maintenance, building expenses, utilities, etc.

Section VI – Net Revenue

The revenue from the M.S. in Quantum Computing program will be reinvested into other academic programs in the Department of Physics and into other programs within the College of Letters & Science. This will include additional funding for Ph.D. program needs, additional support staff, as well as the investment of more money into staff and faculty salaries and professional development.



Date: 15 May 2025

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

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

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

Subject: Request for Authorization to Implement: MS-Quantum Computing

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-Quantum Computing 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 July 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
Elaine Klein, Associate 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

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN
HEALTHCARE ANALYTICS,
UNIVERSITY OF WISCONSIN-RIVER FALLS**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Master of Science in Healthcare Analytics at the University of Wisconsin-River Falls.

Resolution C.5.: That, upon the recommendation of the Chancellor of the University of Wisconsin–River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Healthcare Analytics program at the University of Wisconsin–River Falls.

SUMMARY

The University of Wisconsin–River Falls proposes to establish a Master of Science in Healthcare Analytics (MSHA). The MSHA will be a fully distance education, 30-credit program designed to meet the rising need for data-driven strategies in healthcare decision-making. Graduates of the program will develop advanced competencies in healthcare data management, statistical modeling, predictive analytics, data privacy and security, financial analytics, and compliance with healthcare regulations. By integrating these skills with strategic decision-making in clinical and operational settings, the MSHA aims to empower graduates with the skills and knowledge to improve patient care and optimize organizational efficiency.

Initially supported by the Joint Finance Committee Workforce Development Funds to address Wisconsin’s growing workforce needs, the program will use service-based pricing. The MSHA curriculum builds upon the existing business analytics courses with new healthcare-focused coursework. As healthcare roles increasingly rely on evidence-based insights—reflected in the Bureau of Labor Statistics projected 29% employment growth in healthcare management from 2023 to 2033¹—graduates will be prepared for leadership

¹ See <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

positions at the intersection of analytics, healthcare, and organizational strategy. Through rigorous coursework and a culminating capstone project, students will gain the practical expertise necessary to navigate and shape the future of data-driven healthcare.

Presenter

- Dr. Wes Chapin, 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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN HEALTHCARE ANALYTICS
AT UNIVERSITY OF WISCONSIN–RIVER FALLS
PREPARED BY UW-RIVER FALLS**

ABSTRACT

The University of Wisconsin–River Falls proposes to establish a Master of Science in Healthcare Analytics (MSHA). The MSHA will be a fully distance education, 30-credit program designed to meet the rising need for data-driven strategies in healthcare decision-making. Graduates of the program will develop advanced competencies in healthcare data management, statistical modeling, predictive analytics, data privacy and security, financial analytics, and compliance with healthcare regulations. By integrating these skills with strategic decision-making in clinical and operational settings, the MSHA aims to empower graduates with the skills and knowledge to improve patient care and optimize organizational efficiency.

Initially supported by the Joint Finance Committee Workforce Development Funds to address Wisconsin’s growing workforce needs, the program will use service-based pricing. The MSHA curriculum builds upon the existing business analytics courses with new healthcare-focused coursework. As healthcare roles increasingly rely on evidence-based insights—reflected in the Bureau of Labor Statistics projected 29% employment growth in healthcare management from 2023 to 2033¹—graduates will be prepared for leadership positions at the intersection of analytics, healthcare, and organizational strategy. Through rigorous coursework and a culminating capstone project, students will gain the practical expertise necessary to navigate and shape the future of data-driven healthcare.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-River Falls

Title of Proposed Academic Program

Master of Science in Healthcare Analytics (MSHA)

Degree Designation(s)

Master of Science

¹ See <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

Proposed Classification of Instructional Program (CIP) Code

30.7102 – Business Analytics

Mode of Delivery

Single university; via fully distance education

Department or Functional Equivalent

Department of Economics

College, School, or Functional Equivalent

School of Business and Economics,
College of Education, Business, and Allied Health

Proposed Date of Authorization

July 2025

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

Students who complete the Master of Science in Healthcare Analytics (MSHA) program will be equipped to navigate and address the complexities of the U.S. healthcare system by mastering the use of data to improve healthcare operations and outcomes. The program will consist of 30 graduate credits. For this program, students on the 12-month plan will take 12 credits each semester, which is more than the eight credits/semester that signifies full-time status for graduate students at UW-River Falls. This will be achieved by students taking two 8-week courses in fall semester session A and two 8-week courses in fall semester session B. This course schedule will continue in the spring; and students will take the final six credits in the summer term. Students who do not pursue a 12-month plan to graduate can take advantage of the flexibility of course offerings and have up to seven years to complete the program. For the purposes of this proposal, it is assumed students enrolled in the flexible plan will complete the program in two years.

Graduates will effectively apply data-driven insights to manage financial, operational, and clinical aspects within healthcare organizations. They will utilize advanced data analytics, statistical modeling, and informatics for evidence-based decision-making, program evaluation, and quality improvement.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The projected initial enrollment is eight new students in 2025-26, with an annual growth of four additional new students each year until reaching a projected maximum of 24 new students in 2029-30. By Year 5, it is expected 35 students will be enrolled in the program, with 50 students graduated by the end of Year 5. Projected enrollment is based on the following assumptions:

- **Initial Cohort Size (eight students):** Although the UW-River Falls Business Analytics M.S. (MSBA) enrolled 20 students when the program was implemented in Fall 2023 and the Master of Business Administration (MBA) regularly recruits 20–30 students, an initial cohort of eight is chosen with a conservative growth trajectory of four additional new students per year.
- **Student Mix (25/75):** Experience with the UW-River Falls MBA program suggests that 25% of students will pursue the 12-month plan while 75% of students will pursue the flexible plan. This means that of eight new students in Year 1, two will complete the program in 12 months while six will complete the program in two years. To project enrollment, expenses, and revenue, the students pursuing the flexible degree plan will be assumed to complete the program in two years, consistent with other graduate business programs at UW-River Falls.
- **FTE:** Full-time graduate equivalence at UW-River Falls is defined as eight credit hours per semester (fall/spring) and four credits in the summer term; thus, a full-time student is expected to complete 20 credits per year. For the purposes of this program proposal, a student on the 12-month plan, taking 30 credits per year, will be considered 1.5 FTE ($30 \text{ credits per year} / 20 \text{ credits per year} = 1.5 \text{ FTE}$). Students completing the program using the flexible plan, and assumed to complete coursework in two years, will be considered 0.75 FTE ($15 \text{ credits per year} / 20 \text{ credits per year} = 0.75 \text{ FTE}$).
- **Retention Rate (75%):** The average retention for graduate programs in the UW-River Falls School of Business and Economics is 75%. It is assumed that students pursuing the 12-month plan will complete the program on that timeline and thus retention rate is 100%. Students on the flexible plan are anticipated to be retained at 75%. Headcount is rounded down to the nearest whole number in Table 1.
- **Academic Year:** The UW-River Falls academic year runs fall, spring, summer. This is the assumption used for calculating enrollment, retention, and graduation numbers.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	12	16	20	24
Continuing Students	0	4	6	9	11
Total Enrollment	8	16	22	29	35
Graduating Students	2	7	10	14	17

Tuition Structure

In accordance with SYS 805: Tuition and Fee Policies for Credit Instruction², for students enrolled in the MSHA program, service-based pricing tuition will be \$784 per credit regardless of residency. It is anticipated that students on the 12-month plan will enroll in 12 credits in fall and spring semesters and six credits in the summer term, which equates to \$9,408 per semester, and \$4704 in the summer term. For flexible plan students enrolled in six credits per semester, the tuition would be \$4704 per semester. There are no segregated or online course fees assessed for online graduate programs. Finally, please note that certain courses may require the purchase of a textbook, and there may be additional special course fees that students must pay.

Student Learning Outcomes and Program Objectives

Student learning outcomes and program objectives were developed with guidance from an advisory committee composed of industry professionals, including input from a focus group interview. The objectives were then compared to those of similar University of Wisconsin and regional programs and then revised to align with goals for the UW-River Falls program. Finally, program and student outcomes follow the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirements. Graduates of the Master of Science in Healthcare Analytics program will be able to

1. **Identify and describe the structures and operations of healthcare systems and organizations.**

Graduates will be able to analyze healthcare organizations and their systems, identifying key structural and operational components.

2. **Explain the interrelations between public health systems, population health, and resource allocation to enhance the provision of and access to healthcare services.**

Graduates will be able to examine the connections between public health systems, population health, and resource distribution, ensuring improved healthcare service provision and accessibility.

² See <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>

3. **Apply advanced data analytics techniques in healthcare organizations.**
Graduates will be able to analyze and interpret healthcare data using statistical modeling, data visualization, and predictive analytics to support evidence-based decision-making.
4. **Develop and implement data management solutions in healthcare.**
Graduates will be able to design, manage, and maintain healthcare databases, ensuring data integrity, and accessibility.
5. **Ensure data privacy, security, and regulatory compliance.**
Graduates will be able to assess healthcare data privacy and security risks and implement measures to ensure compliance with legal and ethical standards governing healthcare information.
6. **Integrate financial and clinical analytics in healthcare decision-making.**
Graduates will be able to leverage analytics to assess financial performance, optimize resource allocation, and improve clinical outcomes in healthcare organizations.

Program Requirements and Curriculum

The Master of Science in Healthcare Analytics (MSHA) program consists of 30 credits, including a capstone course titled "Capstone in Healthcare Analytics " (3 credits). The curriculum is designed to ensure a comprehensive educational experience, covering essential topics needed for effective use of data analytics and technological innovation in the healthcare industry. The program includes ten required courses.

Students admitted to the MSHA program will be required to have a bachelor's degree from an accredited institution and a foundational understanding of statistical analysis. Specifically, admission requirements include:

1. Bachelor's degree from an accredited institution.
2. Minimum overall undergraduate GPA of 3.00 (4-point scale) or a minimum GPA for the last 60 credits of 3.00 (4-point scale).
3. Completion of a foundational course in statistics, such as ECON 226 (Intro to Statistics). An introductory statistics course from another department or institution may also satisfy this requirement.

Table 2 illustrates the program curriculum for the proposed MSHA. The program is comprised of 30 credits of required coursework. Students may enter the program in any semester or term as all program courses will be offered every year; courses are designed to be self-contained and have no pre-requisites. Students who lack a background in statistics will be required to take an introductory statistics course (e.g., ECON 226) before starting program courses; the credits associated with this foundational course will not count toward the MSHA degree completion.

For international students from non-English speaking countries, a TOEFL score (minimum 80 internet-based test score) or an IELTS score (minimum 6.5) is required.

Table 2: Master of Science in Healthcare Analytics Program Curriculum

Program prerequisites or support courses:		
	Introductory Statistics or Equivalent	3 credit(s)*
Academic degree program or major course requirements:		
ECON 730	Managerial Statistics	3 credit(s)
ECON 740	Data Visualization	3 credit(s)
ECON 720	Strategic Business Intelligence	3 credit(s)
MNGT 744	Fundamentals of Data for Business	3 credit(s)
MNGT 745	Artificial Intelligence for Business	3 credit(s)
ECON 725	Healthcare Economics (new course)	3 credit(s)
ECON 735	Analytics of Population Health and Epidemiology (new course)	3 credit(s)
ECON 745	Legal and Ethical Issues in Healthcare Data (new course)	3 credit(s)
ECON 755	Healthcare Informatics (new course)	3 credit(s)
ECON 765	Capstone in Healthcare Analytics (new course)	3 credit(s)
Total Credits		30 credit(s)

*credits do not count towards 30 credit total needed for MSHA degree completion.

Collaborative Nature of the Program

As a single university program, the proposed MSHA requires coursework from both the economics and management departments at UW-River Falls.

Projected Time to Degree

It is anticipated that 25% of students will follow the 12-month plan and 75% of students will follow the flexible plan, where it is anticipated that most students will complete the program in two years. UW-River Falls currently offers two 12-month graduate pathways—the MBA and MSBA—that successfully balance time-to-degree with academic rigor. The MSHA will replicate this curricular model.

Accreditation

The proposed program will fall under UW-River Falls' institutional accreditation by the Higher Learning Commission (HLC) and will be subject to those accreditation standards. The program will seek Association to Advance Collegiate Schools of Business (AACSB) accreditation, like other programs within the School of Business and Economics at UW-River Falls.

PROGRAM JUSTIFICATION

Rationale

The Master of Science in Healthcare Analytics (MSHA) program is designed to prepare graduates to master the use of data in healthcare systems and organizations. The curriculum emphasizes the application of advanced data analytics, statistical modeling, and informatics to enhance evidence-based decision-making, program evaluation, and quality improvement.^{3,4} Students will also learn to analyze healthcare operations, financial data, and patient outcomes to drive improvements in healthcare delivery.

The rationale for developing a Master of Science in Healthcare Analytics (MSHA) program in the United States stems from the growing need to address the complexities of healthcare management through data-driven insights. The outlook for healthcare analytics professionals remains strong, driven by emerging trends such as the increasing reliance on data in healthcare decision-making. Employment in the healthcare sector is expected to grow significantly, with the US Bureau of Labor Statistics projecting a 29% increase in Medical and Health Services Managers from 2023 to 2033¹, and as the demand for data analytics in healthcare continues to rise.⁵ This growth is fueled by demographic shifts of an aging population that requires more comprehensive medical services, driving healthcare spending and the need for data-informed operational strategies.⁶

As the number of healthcare organizations increases, MSHA graduates will have expanding opportunities to manage and improve the efficiency of these organizations through analytics. The ongoing shortage of healthcare professionals further underscores the importance of leveraging data analytics for strategic workforce and operational planning—a core competency for MSHA graduates.

The proposed MSHA aligns with the UW-River Falls Academic Plan by providing a sustainable, data-centric talent pipeline to the healthcare industry through online delivery. The MSHA also supports the UW-River Falls Strategic Goal of fostering a “stable and thriving institution” through sub-goal 3: “Increased understanding of workforce needs and opportunities for our students.”⁷

³ See <https://www.businesswire.com/news/home/20211014005289/en/New-Study-Reveals-20-of-Healthcare-Organization-Executives-Fully-Trust-Their-Data>

⁴ See <https://www.soa.org/programs/predictive-analytics/health-care-insights/>

⁵ See <https://www.ibisworld.com/united-states/industry/healthcare-and-social-assistance/1550/#KeyStatistics>

⁶ See <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

⁷ See <https://www.uwrf.edu/about/2023-2027-strategic-plan>

Institution and Universities of Wisconsin Program Array

The proposed Master of Science in Healthcare Analytics (MSHA) program (CIP 30.7102) is designed to meet the growing demand for advanced analytical skills in healthcare management, differentiating itself from other healthcare focused graduate programs in Wisconsin and neighboring states. Unlike other programs, the UW-River Falls MSHA will emphasize healthcare data analytics, equipping graduates with the skills to analyze and interpret healthcare data to drive evidence-based decisions that improve clinical and operational outcomes.

Within the University of Wisconsin system, there are several graduate programs in related curricular fields. UW-Milwaukee offers a Master of Healthcare Administration (M.H.A.) (CIP 30.7102) program and a M.S. in Health Care Informatics (CIP 51.2706) program. UW-Madison offers a M.S. in Clinical and Health Informatics (CIP 51.2706). There are two collaborative graduate programs, the M.S. in Healthcare Administration (CIP 51.0701) program, offered by UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout, and the M.S. in Health and Wellness Management (CIP 51.0001) offered by UW-River Falls, UW-Green Bay, UW-La Crosse, UW-Parkside, and UW-Superior. Additionally, Minnesota State University, Mankato offers a Professional Science Master's (P.S.M.) degree in Healthcare Informatics and Analytics.

In addition to the proposed program, UW-River Falls offers the Master of Business Administration (MBA) (CIP 52.0201) and a Master of Science in Business Analytics (MSBA) (CIP 30.7102). The proposed MSHA will attract aspiring healthcare professionals (e.g., nurses, public health practitioners, hospital administrators), while the MBA attracts applicants from finance, operations, marketing, and general management who want broad leadership and strategy training across industries. While both the proposed MSHA and MSBA involve analytics courses that may overlap, these programs attract distinct student populations (i.e., healthcare professionals or business professionals). The existing MBA and MSBA have shown themselves to be complements rather than substitute programs.

The proposed program is not expected to adversely impact enrollment of other graduate programs at UW-River Falls or within the Universities of Wisconsin.

Need as Suggested by Student Demand

The Master of Science in Healthcare Analytics (MSHA) program is designed for medical professionals—nurses, public-health practitioners, and hospital administrators—seeking to transition into data-driven administrative roles. Industry reports from IBISWorld-Industry Market Research identify healthcare analytics as a high-growth sector.⁸ Recruitment will leverage a mix of traditional strategies—social-media campaigns, targeted advertisements, and alumni outreach—and guerrilla tactics such as on-site information

⁸ See <https://www.ibisworld.com/united-states/industry/healthcare-and-social-assistance/1550/>

sessions at healthcare facilities and partnerships with professional associations to engage potential candidates.

Graduate enrollment in science, engineering, and health (SEH) fields—including healthcare analytics—rose by 2.4% between 2022 and 2023, reaching 818,095 students overall and 329,971 full-time master's enrollees, signaling a growing interest by prospective analytics candidates.⁹ After a 0.9% contraction in 2022, the graduate market rebounded with a 0.7% increase in 2023, reflecting renewed confidence in advanced degree pathways.¹⁰ Historically, SEH enrollment jumped 5.0% from 2021 to 2022, underscoring the sector's multi-year expansion.¹⁰

In 2025, informal surveys of undergraduate business students revealed that, regardless of their initial familiarity with healthcare analytics, they expressed strong interest in pursuing an MSHA. Responses from current MBA and MSBA students mirrored these findings: most reported at least moderate familiarity with healthcare analytics and robust interest in enrolling in the MSHA. This consistent feedback highlights that students view specialized analytics programs and the MBA as complementary elements of their professional development rather than alternatives, reinforcing the value of offering the MSHA at UW–River Falls.

Need as Suggested by Market Demand

Healthcare Analytics is a rapidly emerging field driven by the increased digitization of health records, the integration of big data into clinical decision-making, and the growing emphasis on value-based care. A basic search on Indeed.com for “Healthcare Analytics” (full-time roles, United States) as of May 9, 2025, reveals approximately 5,800 job listings. Among these postings, filter counts on Indeed indicate that roughly 10% are designated entry-level positions, 55% are mid-level, and 15% are senior-level roles. Approximately 30% of the listings require or prefer a graduate degree (master's or higher), and about 45% of those positions advertise starting salaries in excess of \$100,000 per year.¹¹

Furthermore, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook reports that employment of medical and health services managers—which encompasses many senior healthcare analytics and management roles—is projected to grow 29% from 2023 to 2033, much faster than the 4% average for all occupations. Extrapolating linearly, this corresponds to an approximate 14.5% increase over the five-year period from 2025 to 2030. This robust market demand underscores the importance of advanced quantitative

⁹ National Center for Science and Engineering Statistics. *Survey of Graduate Students and Postdoctorates in Science and Engineering: Fall 2023*. Available at <https://nces.nsf.gov/surveys/graduate-students-postdoctorates-s-e/2023>

¹⁰ National Student Clearinghouse via Ruffalo Noel Levitz. “5 Stats That Graduate Enrollment Leaders Need to Know.” Available at <https://www.ruffalonl.com/blog/graduate-online-enrollment/5-stats-that-graduate-enrollment-leaders-need-to-know/>

¹¹ See <https://www.indeed.com/jobs?q=Healthcare%20Analytics&l=United%20States>

and analytical skill development in the healthcare sector. The UW-River Falls Master of Science in Health Analytics (MSHA) program is designed to fill this need by equipping graduates with the expertise required to analyze complex healthcare data, drive evidence-based decision-making, and support the evolving needs of healthcare organizations.¹²



Salaries for healthcare analytics professionals are highly competitive, with median annual wages above the national average. The BLS reports that the median annual wage for medical and health services managers was approximately \$104,280 in 2020¹. The demand for MSHA graduates is strong, reflecting the need for skilled professionals who can interpret complex healthcare data to improve patient outcomes, operational efficiency, and overall healthcare delivery.

The proposed MSHA program is competitive within its field due to its affordability, quick completion time, and efficient credit structure, as shown in Table 3. With a total cost of \$23,520 for 30 credits, the program offers excellent value compared to similar programs. For instance, Iowa State University's program costs \$24,540, and the University of Minnesota's program costs \$50,000. The MSHA program at the University of Wisconsin–River Falls is designed to be completed in as little as one year due to the structuring of two academic sessions in each semester, significantly faster than many competing programs that take between one and a half and three years.

Table 3: Comparison of program cost

University	Total Cost	Credits to Degree	Years to Degree
Minnesota State University, Mankato	\$22,500.00	30	1-2 Years
University of Wisconsin-River Falls	\$23,520.00	30	1 Year
Iowa State University	\$24,540.00	30	1.5 Year
University of Wisconsin-Milwaukee	\$25,860.00	33-36	1-2 Years
Saint Louis University	\$41,100.00	30	2 Years
University of Wisconsin-Madison	\$48,000.00	30	2-3 Years
University of Minnesota	\$50,000.00	31	2 Years

¹² See <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		25-26	26-27	27-28	28-29	29-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	8.00	12.00	16.00	20.00	24.00
	Enrollment (Continuing Student) Headcount	0.00	4.00	6.00	9.00	11.00
	Enrollment (New Student) FTE	7.50	11.30	15.00	18.80	22.50
	Enrollment (Continuing Student) FTE	0.00	3.00	4.50	6.80	8.30
	Total Headcount	8.00	16.00	22.00	29.00	35.00
	Total FTE	7.50	14.30	19.50	25.60	30.80
II	Total New Credit Hours	75	142.5	195	255	307.5
	Existing Credit Hours	75	142.5	195	255	307.5
III	FTE of New Faculty/Instructional Staff	1.0	0.0	0.0	0.0	0.0
	FTE of Current Fac/IAS	0.0	1.0	1.0	1.0	1.0
	FTE of New Admin Staff	0.0	0.0	0.0	0.0	0.0
	FTE Current Admin Staff	0.3	0.3	0.3	0.3	0.3
IV	Revenues					
	<i>From Tuition</i>	117,600.00	223,440.00	305,760.00	399,840.00	482,160.00
	<i>From Fees</i>	0.00	0.00	0.00	0.00	0.00
	<i>Program Revenue (Grants)</i>	0.00	0.00	0.00	0.00	0.00
	<i>Program Revenue - Other</i>	0.00	0.00	0.00	0.00	0.00
	<i>GPR (re)allocation</i>	127,170.00	127,170.00	0.00	0.00	0.00
	Total New Revenue	\$244,770	\$350,610	\$305,760	\$399,840	\$482,160
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	127,170.00	127,170.00	127,170.00	127,170.00	127,170.00
	<i>Summer Stipends</i>	4,384.44	6,576.66	8,768.88	10,961.10	13,153.32
	<i>Other Staff</i>	42,000.00	42,000.00	42,000.00	42,000.00	42,000.00
	Other Expenses					
	<i>Facilities</i>	0.00	0.00	0.00	0.00	0.00
	<i>Equipment</i>	0.00	0.00	0.00	0.00	0.00
	<i>Overhead (15%)</i>	17,640	33,516	45,864	59,976	72,324
	<i>Marketing</i>	45,000	45,000	15,000	15,000	15,000
	Total Expenses	\$236,194	\$254,263	\$238,803	\$255,107	\$269,647
VI	Net Revenue	\$8,576	\$96,347	\$66,957	\$144,733	\$212,513
Provost's Signature:				Date:		
				6/9/2025		
Chief Business Officer's Signature:				Date:		
				6/9/2025		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS MASTER OF SCIENCE IN HEALTHCARE ANALYTICS

PROGRAM INTRODUCTION

The University of Wisconsin–River Falls proposes to establish a Master of Science in Healthcare Analytics (MSHA). The MSHA will be a fully distance education, 30-credit program designed to meet the rising need for data-driven strategies in healthcare decision-making. Graduates of the program will develop advanced competencies in healthcare data management, statistical modeling, predictive analytics, data privacy and security, financial analytics, and compliance with healthcare regulations. By integrating these skills with strategic decision-making in clinical and operational settings, the MSHA aims to empower graduates with the skills and knowledge to improve patient care and optimize organizational efficiency.

Initially supported by the Joint Finance Committee Workforce Development Funds to address Wisconsin's growing workforce needs, the program will use service-based pricing. The MSHA curriculum builds upon the existing business analytics courses with new healthcare-focused coursework. As healthcare roles increasingly rely on evidence-based insights—reflected in the Bureau of Labor Statistics projected 29% employment growth in healthcare management from 2023 to 2033¹—graduates will be prepared for leadership positions at the intersection of analytics, healthcare, and organizational strategy. Through rigorous coursework and a culminating capstone project, students will gain the practical expertise necessary to navigate and shape the future of data-driven healthcare.

COST REVENUE NARRATIVE

Section I – Enrollment

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Projected initial enrollment is eight new students in 2025-26, with annual growth of four additional new students each year until reaching a projected maximum of 24 new students in 2029-30. By Year 5, it is expected 35 students will be enrolled in the program, with 50 students graduated by the end of Year 5. Projected enrollment is based on the following assumptions:

¹ See <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

- **Initial Cohort Size (eight students):** Although the UW-River Falls Business Analytics M.S. (MSBA) enrolled 20 students when the program was implemented in Fall 2023 and the Master of Business Administration (MBA) regularly recruits 20–30 students, an initial cohort of eight is chosen with a conservative growth trajectory of four additional new students per year.
- **Student Mix (25/75):** Experience with the UW-River Falls MBA program suggests that 25% of students will pursue the 12-month plan while 75% of students will pursue the flexible plan. This means that of eight new students in Year 1, two will complete the program in 12 months while six will complete the program within two years using a flexible plan. To project enrollment, expenses, and revenue, the students pursuing a flexible degree plan will be assumed to complete the program in two years, consistent with other graduate business programs at UW-River Falls.
- **FTE:** Full-time graduate equivalence at UW-River Falls is defined as eight credit hours per semester (fall/spring) and four credits in the summer term; thus, a full-time student is expected to complete 20 credits per year. For the purposes of this program proposal, a student on the 12-month plan, taking 30 credits per year, will be considered 1.5 FTE ($30 \text{ credits per year} / 20 \text{ credits per year} = 1.5 \text{ FTE}$). Students completing the program using the flexible plan, and assumed to complete coursework in two years, will be considered 0.75 FTE ($15 \text{ credits per year} / 20 \text{ credits per year} = 0.75 \text{ FTE}$).
- **Retention Rate (75%):** The average retention for graduate programs in the UW-River Falls School of Business and Economics is 75%. It is assumed that students pursuing the 12-month plan will complete the program on that timeline and thus retention rate is 100%. Students on the flexible plan are anticipated to be retained at 75%. Headcount is rounded down to the nearest whole number in Table 1.
- **Academic Year:** The UW-River Falls academic year runs fall, spring, summer. This is the assumption used for calculating enrollment, retention, and graduation numbers.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	12	16	20	24
Continuing Students	0	4	6	9	11
Total Enrollment	8	16	22	29	35
Graduating Students	2	7	10	14	17

Year 1: Eight new students will start the program. 25% (two students) will complete the program on the 12-month plan, graduating at the end of Year 1, with 100% retention assumed. 75% (six students) will complete the program on the flexible plan (2-years). This group will have a 75% retention rate into Year 2 (four and a half students, rounded down to the whole number).

Year 2: 12 new students will start the program. 25% (three students) will complete the program on the 12-month plan, assuming 100% retention and graduating with the four continuing students from Year 1 (total seven graduates). 75% (nine students) will enroll in the flexible plan, completing in two years. This group will have a 75% retention rate into Year 3 (six students).

Year 3: 16 new students will start the program. 25% (four students) will complete the program on the 12-month plan, assuming 100% retention and graduating with the six continuing students from Year 2 (total 10 graduates). 75% (12 students) will enroll in the flexible plan, completing the program in two years. This group will have a 75% retention rate into Year 4 (nine students).

Year 4: 20 new students will start the program. 25% (five students) will complete the program on the 12-month plan, assuming 100% retention and graduating with the nine continuing students from Year 3 (total 14 graduates). 75% (15 students) will enroll in the flexible plan, completing the program in two years. This group will have a 75% retention rate into Year 5 (11 students).

Year 5: 24 new students will start the program. 25% (six students) will complete the program on the 12-month plan, assuming 100% retention and graduating with the 11 continuing students from Year 4 (total 17 graduates). 75% (18 students) will enroll in the flexible plan, completing the program in two years. This group will have a 75% retention rate into Year 6 (13 students).

Section II – Credit Hours

The program requires a total of 30 distance education credits and is designed with flexible course offerings and no course pre-requisites. Students pursuing the 12-month degree plan (25% of students) will take all 30 credit hours in one year - 12 credits in the fall and spring semesters and six credits in the summer term. This is achieved through using two eight-week sessions in each semester. For students pursuing the flexible plan (75% of students) it is anticipated that they will complete the program in two years. There are five newly created courses for the MSHA program, and five existing courses developed for other graduate programs in the School of Business and Economics, which the MSHA students will be required to take. Factoring in graduation and retention rates, the credit hours are shown in Table 2.

Table 2. Total new and existing credit hours generated by 12-month plan and flexible/two-year plan students.

	New Credit Hours	Existing Credit Hours	Total Credit Hours
Year 1	75	75	150
Year 2	142.5	142.5	285
Year 3	195	195	390
Year 4	255	255	510
Year 5	307.5	307.5	615

Section III – Faculty and Staff Appointments

One new faculty line (1.0 FTE) is required to launch the MSHA program, hired in Year 1 to teach seven sections of courses. During Years 1 and 2, the salary for this new position will come from an allocation out of the one-time workforce development funds supplied by the Joint Finance Committee in the amount of \$127,170 per year. In Years 3 and beyond, the faculty position will be funded from the MSHA program revenue funds. No additional new faculty FTE are projected to be hired throughout Year 5, as sustained program delivery can be managed by this single new position with continuing faculty members teaching existing courses. Pending projected fund balances, additional hires will be prioritized for the proposed program and other supporting programs. The program director will be split evenly across three graduate programs in the School of Business and Economics, contributing 0.3 FTE to MSHA administration each year. Summer pay will be in addition to the salary plus fringe expenses shown in the projections. The rate will be determined based on the total number of credits by enrolled students, and assuming a full professor per credit hour rate.

Section IV – Program Revenues

The M.S. in Healthcare Analytics will be supported primarily through program revenue (PR) generated by tuition, supplemented in the short term by a Joint Finance Committee GPR reallocation of workforce development funds. No additional fee revenue or external grants are anticipated at launch. Over the long term, steady-state tuition revenues will fully support program delivery on a cost-recovery basis once annual enrollment stabilizes above 30 students.

Tuition

In accordance with SYS 805: Tuition and Fee Policies for Credit Instruction² for students enrolled in the Master of Science in Healthcare Analytics program, service-based pricing tuition will be \$784 per credit regardless of residency. There are no segregated or online course fees assessed for online graduate programs. Certain courses may require the purchase of a textbook, and there may be additional special course fees that students may pay, however, these fees are not taken into account when calculating tuition revenue. Tuition revenue is calculated by multiplying projected total credit hours (see Table 2) by the per-credit rate of \$784.00. New and continuing students collectively generate tuition revenue proportional to their annual credit-hour enrollment.

Fees

The MSHA program will not assess additional program-specific student fees. Standard campus fees (technology, library, etc.) are covered by general institutional budgets and are not included in this analysis.

² See <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>

Program Revenues and GPR

The Joint Finance Committee provides a one-time GPR reallocation equal to one faculty FTE salary (\$127,170) in Years 1 and 2 to support program start-up costs.

Section V – Program Expenses

MSHA program expenses include salaries and fringes for instructional and administrative staff, overhead costs to the institution at 15% of generated revenue, and program marketing costs. The new faculty hire will have a faculty salary of \$127,170 and the 0.3 FTE administrative staff will have a salary of \$42,000, with fringe benefits included in both salaries at institutional rates of 41.3%. The online program will have no facilities and equipment costs, leveraging existing campus resources. Marketing costs are expected to be \$45,000 in Years 1 and 2 as the program is launched, tapering to \$15,000 in Years 3–5.

Section VI – Net Revenue

Positive net revenues in Years 1 and 2 reflect the Joint Finance Committee's start-up funding. By Year 3, tuition revenues fully cover all program expenses, rendering the MSHA program self-sustaining. Projected positive fund balances will be re-invested into the proposed program or other programs in the School of Business and Economics to hire additional faculty lines, support summer stipends, or hire additional support staff. After Year 5, the total fund balance of \$529,126 is projected, not accounting for ongoing reinvestment throughout the initial five years.

May 16, 2025

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

Dear President Rothman:

The proposed M.S. degree in Healthcare Analytics meets the University of Wisconsin – River Falls’ definition and standards of quality and will make a meaningful contribution to the institution’s select mission, overall academic plan, and academic degree program array. It will be housed in the College of Education, Business and Allied Health. Internal assessment indicates that it is a viable, long-term program and this request is to obtain a specific entitlement for an M.S. in Healthcare Analytics.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the College of Education, Business and Allied Health and by the faculty governance system, including passage by the UW-River Falls Faculty Senate.

The necessary financial and human resources are either in place or have been committed to implement and sustain the program. The Vice Chancellor for Finance and Administration has been consulted and concurs with this assessment. Regular analyses will occur to ensure the financial stability of the program and its academic quality. Specifically, it will be reviewed every three years through the university’s program improvement processes, and every six years through regular program evaluations.

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

Sincerely,



Wes Chapin
Interim Provost and Vice Chancellor for Academic Affairs

Copies: UW System Interim Senior Vice President for Academic and Student Affairs Johannes Britz
Interim Chancellor John Chenoweth
Vice Chancellor for Finance and Administration Dave Ruhland
Dean Muhammad Chishty
Interim Associate Provost Caroline Baker

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF EDUCATION IN
LANGUAGE AND LITERACY,
UNIVERSITY OF WISCONSIN–STEVENS POINT**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Doctor of Education in Language and Literacy at the University of Wisconsin–Stevens Point.

Resolution C.6.: 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 Doctor of Education in Language and Literacy program at the University of Wisconsin–Stevens Point.

SUMMARY

The University of Wisconsin–Stevens Point proposes to establish a Doctor of Education (Ed.D.) in Language and Literacy (L&L). This will be a 54-credit program that includes a dissertation. The creation of the doctorate in L&L at UW-Stevens Point supports the statewide and nationwide vision to increase instructional expertise in literacy. An educator-interest survey (n=36) conducted in 2025 by the School of Education found that 82% of respondents are considering an educational doctorate that focuses on language and literacy skills and techniques utilized by K-12 instructors. The Ed.D. in L&L at UW-Stevens Point would facilitate the application of research-based literacy practices through the lens of sustainable educational systems, bridging the documented gap that exists in K-12 education between research and practice.¹ Students completing the Ed.D. in L&L will be prepared to be leaders in literacy development, instruction, and educational systems, with the program specifically providing educational professionals with expertise in literacy instruction enabling them to implement research-based practices in the classroom. The capacity to launch this program is particularly strong at UW-Stevens Point as this doctoral

¹ Farrell, C. C., Penuel, W. R., Allen, A., Anderson, E. R., Bohannon, A. X., Coburn, C. E., & Brown, S. L. (2022). Learning at the Boundaries of Research and Practice: A Framework for Understanding Research–Practice Partnerships. *Educational Researcher*, 51(3), 197-208.

program will embrace partnerships with faculty from the Communication Sciences and Disorders program, who are experts in language development, and faculty in the Ed.D. in Educational Sustainability program, which is also housed within the School of Education. These partnerships will provide increased and diverse expertise in language, literacy, and sustainable educational systems. This program will follow the same service-based tuition structure as our current Ed.D. in Educational Sustainability.

Presenter

- 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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF EDUCATION IN LANGUAGE AND LITERACY
AT UNIVERSITY OF WISCONSIN–STEVENS POINT
PREPARED BY UW-STEVENS POINT**

ABSTRACT

The University of Wisconsin–Stevens Point proposes to establish a Doctor of Education (Ed.D.) in Language and Literacy (L&L). This will be a 54-credit program that includes a dissertation. The creation of the doctorate in L&L at UW-Stevens Point supports the statewide and nationwide vision to increase instructional expertise in literacy. An educator-interest survey (n=36) conducted in 2025 by the School of Education found that 82% of respondents are considering an educational doctorate that focuses on language and literacy skills and techniques utilized by K-12 instructors. The Ed.D. in L&L at UW-Stevens Point would facilitate the application of research-based literacy practices through the lens of sustainable educational systems, bridging the documented gap that exists in K-12 education between research and practice.¹ Candidates completing the Ed.D. in L&L will be prepared to be leaders in literacy development, instruction, and educational systems, with the program specifically providing educational professionals with expertise in literacy instruction enabling them to implement research-based practices in the classroom. The capacity to launch this program is particularly strong at UW-Stevens Point as this doctoral program will embrace partnerships with faculty from the Communication Sciences and Disorders program, whom are experts in language development, and faculty in the Ed.D. in Educational Sustainability program, which is also housed within the School of Education. These partnerships will provide increased and diverse expertise in language, literacy, and sustainable educational systems. This program will follow the same service-based tuition structure as our current Ed.D. in Educational Sustainability.

PROGRAM IDENTIFICATION**Institution Name**

University of Wisconsin–Stevens Point

Title of Proposed Program

Language and Literacy (L&L)

Degree Designation

Doctor of Education (Ed.D.)

¹ Farrell, C. C., Penuel, W. R., Allen, A., Anderson, E. R., Bohannon, A. X., Coburn, C. E., & Brown, S. L. (2022). Learning at the Boundaries of Research and Practice: A Framework for Understanding Research–Practice Partnerships. *Educational Researcher*, 51(3), 197-208.

Proposed Classification of Instructional Programs (CIP) Code

13.1315 – Reading Teacher Education

Mode of Delivery

Single institution, fully distance education

Department

School of Education

College, School, or Functional Equivalent

College of Professional Studies

Proposed Date of Authorization

July 10, 2025

Proposed Date of Implementation

Summer 2026

PROGRAM INFORMATION**Overview of the Program**

The Doctor of Education (Ed.D.) in Language and Literacy (L&L) aims to prepare and empower individuals to design and build sustainable literacy systems that increase literacy outcomes for diverse learners. The program is 54 credits and may be completed in three years. The program will be delivered via a fully distance education format and will feature an annual educational event designed to build collegiality, showcase scholarship, and provide the opportunity for live dialogue with researcher-presenters. Learning experiences will be designed to bridge the current research-to-practice gap in K-12 educational systems, emphasizing sustainable systems. The Ed.D. in L&L will focus on an in-depth analysis of the three tenets of language, literacy, and sustainable systems and how these tenets contribute to system designs that honor the complexity of literacy processes.

Key Experiences:

1. Participating in educational experiences to become critical consumers of research, identify gaps in the research, and spur implementation of research-based literacy practices.
2. Leading and training educational teams on evidence-based intervention design and implementation.
3. Partnering with K-12 school districts to provide sustainability audits on literacy systems.
4. Engaging in and successfully completing the dissertation writing process.

Candidates will apply their learning through partnerships with K-12 districts. Candidates seeking Wisconsin State Reading Teacher and/or Reading Specialist licensure will also complete formal practicum experiences approved for state licensure.

Projected Enrollments and Graduates by Year Five

Table 1 below provides enrollment and program completion projections for candidates entering the program over the first five years. The proposed Doctor of Education (Ed.D.) in Language and Literacy (L&L) will enroll a target cohort of 15 doctoral candidates in the first year and 22 each academic year thereafter, which is the enrollment goal for each cohort after Year 1. By the end of Year 5, a total of 103 doctoral candidates will have enrolled in the program and 51 will have completed the curriculum for the program.

According to Rigler et al.², (2017), online doctoral programs can see attrition rates of 50-70%. Since the implementation of the program, the Ed.D. in Educational Sustainability has an attrition rate of 10% from enrollment to completion. Intentional programmatic efforts in the Ed.D. in Educational Sustainability program, including the kinships formed by doctoral candidates within their own cohort as well as across cohorts, have strongly supported Ed.D. candidate needs resulting in high completion rates. Therefore, the L&L program assumes a conservative 90% retention rate for doctoral candidates in the first year of the program and a 95% retention rate for second and third years of 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	15	22	22	22	22
Continuing Students	0	14	33	39	39
Total Enrollment	15	36	55	61	61
Graduating Students ³	0	0	13	19	19

Following the success of our current Ed.D. in Educational Sustainability, admitting its ninth cohort this summer, the Ed.D. in Language and Literacy will model candidate support similarly. This includes support through faculty mentorship (e.g., career development, application of research to classroom pedagogy), dissertation support (e.g., study design,

² Rigler, K. L., Bowlin, L. K., Sweat, K., Watts, S., & Throne, R. (2017). Agency, socialization, and support: A critical review of doctoral student attrition. Paper presented at the 3rd International Conference on Doctoral Education, University of Central Florida

³ The Ed.D. L&L program has been developed on a cohort model and doctoral candidates are expected to complete the curriculum, including the dissertation, in three years. Some candidates may take longer to complete the dissertation but are not expected to enroll after completing the required coursework. As such, these candidates are not recorded as continuing candidates in Table 1 as non-enrolled candidates do not affect the cohort budget model.

data collection, analysis, writing), and support from the graduate office in the School of Education (e.g., addressing doctoral student life and institution-level issues). Additionally, support will be provided by the registrar (e.g., batch enrolling of cohorts into required classes), financial aid (e.g., providing specific information on graduate aid), the Bursar's office (e.g., through direct billing of school districts sponsoring candidates), and University Library (e.g., supporting for scholarship and bibliographic research).

Tuition Structure

As a service-based pricing program in accordance with SYS 805: Tuition Fee Policies for Credit Instruction⁴, the Ed.D. in L&L program will charge a tuition of \$775 per credit. Based on this budget model, tuition from core and elective courses are expected to provide revenue for program operation. The tuition of \$775/credit is identical to the Ed.D. in Educational Sustainability program at UW-Stevens Point. As previously approved by the Universities of Wisconsin Administration to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a \$50/credit distance education fee for courses offered in the fully distance education modality. This fee applies to both Wisconsin resident and non-resident candidates. In adherence to institutional policy, as they are enrolled in a fully distance education program, the Ed.D. in L&L candidates will be charged 50% of student segregated fees, equaling \$417.57 per semester. While candidates may occasionally be required to purchase books for a class, there are no textbook rental fees associated with this program. Finally, in accordance with UW System Administrative Policy 825: Special Course Fees⁵, 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 candidates in a course.

Student Learning Outcomes and Program Objectives

The Ed.D. in L&L program learning outcomes have been developed to equip educators and leaders with the skills and knowledge to design and implement research-based sustainable literacy educational experiences. The program learning outcomes are aligned to the International Literacy Association's Standards for Specialized Literacy Professionals⁶. These standards include the content knowledge and dispositional skills to lead literacy initiatives.

Upon completion of the Doctor of Education (Ed.D.) in Language and Literacy program, candidates will be able to:

⁴ See: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>

⁵ See: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/special-course-fees/>

⁶ See: <https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-A.pdf>

1. Clearly articulate and present research within the context of the philosophical and theoretical tenets of sustainable literacy systems.
2. Integrate content knowledge and research skills to design research questions that address real-world sustainable literacy problems.
3. Critically synthesize literature and research from multiple sources, translate research to practice, and attend to the body of evidence-based, culturally sustaining practices.
4. Clearly communicate research findings to peers, experts, and broader target audiences.

The program will empower educational leaders to create and lead sustainable systems that will in turn increase student learning outcomes. Language and literacy are foundational to all learning, so a deep understanding of foundational research will support the design and implementation of educational systems that are efficient and effective. Ultimately, candidates in the Ed.D. in L&L will build the knowledge and skills integral to guiding schools toward excellence in literacy instruction, supporting continuous pedagogical improvement which will lead to increased student learning outcomes. The coursework supports leaders and practitioners to develop an evidence-based vision, ensuring that all students receive the quality literacy education they need to succeed academically and in life.

Program Curriculum

The curriculum for the Ed.D. in L&L is designed to build deep content knowledge around language development and literacy acquisition while providing opportunities for meaningful application in the field. This program incorporates language development content that is usually reserved for professionals in the speech, language, and communication disorders field. Understanding language development and components of language (e.g., phonology, morphology, syntax, semantics and pragmatics) is foundational to designing effective literacy instruction and systems. Additionally, this program recognizes that while understanding and being able to design and deliver research-based literacy instruction and intervention is critical to raising literacy outcomes, it is not sufficient. Key to raising literacy outcomes for all students is developing a sustainable literacy system in which research-based instruction is nested. As is typical in doctoral programs, the curriculum includes a large proportion of research classes to build candidates' understanding of the scope of current research in the fields of language and literacy as well as support students' needs in pursuing their own research through the dissertation writing process.

Applicants to the Ed.D. in L&L will be required to possess a master's degree or show they will have completed a master's degree prior to starting the doctoral program. Applicants will apply through the Universities of Wisconsin electronic application (EApp) as well as complete the UW-Stevens Point School of Education application which includes a letter of intent, writing sample, current resume, and three references. Applicants will also complete an interview with the admissions committee.

As a new program with a specialized curriculum, it will require the development of the 36 credits of core courses. Candidates will have the opportunity to select the remaining 18 credits from a variety of elective courses, including those offered by the Educational Sustainability doctoral program. Flexible elective courses ensure candidates the opportunity to explore relevant topics of diverse educational systems, individualize the course of study to support their career goals, and offer pathways to licensure options through the Wisconsin Department of Public Instruction (DPI). For example, the submission and approval of an Appendix B licensure plan to Wisconsin Department of Public Instruction (WI DPI)⁷ will provide candidates the option to take coursework for eligibility for Wisconsin Reading Teacher and Reading Specialist licensure. Additionally, candidates may complete coursework that would support their endorsement for DPI teacher and administrator licenses. Candidates seeking licensure in a state other than Wisconsin will be required to research the transferability of Wisconsin coursework to the state in which they wish to be licensed. Candidates may also choose to complete non-licensure graduate certificate(s) in Equity and Inclusion and/or Trauma and Resilience that are offered by the School of Education.

Table 2: Ed.D. in Language and Literacy Program Curriculum

EDLL 910	Sustainable Systems for Literacy	3 credit(s)
EDLL 911	Language Development	3 credit(s)
EDLL 912	Phonics and Linguistics	3 credit(s)
EDLL 913	Theoretical Models	3 credit(s)
EDLL 914	Literacy Foundations	3 credit(s)
EDLL 920	Dissertation Writing & Seminar ⁺	3 credit(s)
EDLL 922	Literacy Assessment, Intervention, & Practicum	3 credit(s)
EDLL 924	Language and Literacy Research	3 credit(s)
EDLL 926	Language and Literacy Synthesis	3 credit(s)
EDLL 930	Critical Literacy	3 credit(s)
EDLL 932	Writing Theory, Acquisition, and Assessments	3 credit(s)
EDLL 934	Language and Literacy Research Application	3 credit(s)
EDLL 951	Instructional Coaching (Elective)	3 credit(s)
EDLL 952	Sustainability in Children's Literature (Elective)	3 credit(s)
EDLL 953	Socio-Cultural Lenses for Lang./Lit. (Elective)	3 credit(s)
EDLL 955	Dyslexia and Dysgraphia (Elective)	3 credit(s)
EDLL 957	Policy and Advocacy in Literacy Education (Elective)	3 credit(s)
EDLL 959	Comparative Literacy Systems (Elective)	3 credit(s)
Total Credits		54 credit(s)

⁺ Variable and repeatable for up to 6 credits

⁷ More information on the Wisconsin Department of Public Instruction licensure application process and requirements may be found here: <https://dpi.wi.gov/sites/default/files/imce/education-workforce/pdf/wi-program-approval-handbook.pdf>

Collaborative Nature of the Program

UW-Stevens Point is uniquely positioned to work with our Communication Sciences and Disorders faculty to develop and provide nine credits of coursework specific to the acquisition of language. This internal partnership has been critical in the development of the program model and curriculum. Further, the Ed.D. in L&L will collaborate with the School of Education's current Ed.D. in Educational Sustainability program in the development of application and admissions processes, dissertation handbook development, and administration of the program within the School of Education. No other UW universities are engaged with this program.

Partnerships with external partners are critical to creating opportunities for applied learning. Candidates will have several assignments which will require partnering with an educational organization, such as a K-12 school district, tutoring center, wrap-around childcare clubs, etc. Candidates pursuing Wisconsin state licensure will have practicum experiences under licensed supervisors to meet state licensure requirements.

Projected Time to Degree

The 54-credit curriculum is designed to be delivered in a cohort model over three years (nine academic terms - summer, fall, spring). Any candidate choosing to enroll in fewer than 18 credits per year will take longer to complete the program coursework. Additionally, some candidates may take longer to complete the dissertation depending upon the type of research conducted, the complexity of data analysis associated with the research, and potential life experiences that may influence their timeline to completion.

Accreditation

The outcomes and focus on research-based pedagogies of the Ed.D. in L&L have been informed by the standards and best practices promoted by the International Literacy Association (ILA)⁸. While not a formal accrediting body, the ILA does confer ILA National Recognition for programs in the U.S. that prepare literacy professionals, and the Ed.D. in L&L will pursue this recognition status.

JUSTIFICATION

Rationale

Recent legislation in Wisconsin (i.e., Act 20⁹) and across the nation has highlighted topics of literacy rates and literacy instructional practices in elementary grades while also mandating training to increase literacy instructional expertise. A shortage of teachers with

⁸ See: <https://www.literacyworldwide.org/about-us>

⁹ See: <https://dpi.wi.gov/wi-reads/act-20-faq>

reading credentials exists at both the state¹⁰ and national levels. The Ed.D. in L&L program will provide an avenue for completion of coursework for eligibility for the Wisconsin Department of Public Instruction Reading Teacher and Reading Specialist certification. This program will support teachers that already have a master's degree in another area of emphasis, such as educational technology, to have a pathway to continue to grow their literacy expertise and earn a terminal degree (as opposed to a second master's degree).

Candidates completing the Ed.D. in L&L will be prepared to be leaders in literacy development, instruction, and educational systems. In-service 4K-Grade 12 teachers may seek to increase their expertise to move into positions as a curriculum coordinator, literacy coordinator, assessment coordinator, or director of equity for a school district. In-service teachers may be attracted to the program to increase their expertise in literacy instruction through implementation of research-based practices in the classroom. Additionally, speech and language teachers and communication disorders professionals may be attracted to the program to study the application of language development in literacy instruction. This program will increase the marketability of primary and secondary school principals, instructional coaches, curriculum specialists, charter school directors, and education consultants. The program could also serve as a pathway for preparation of higher education professionals, education policymakers, and lobbyists.

The Ed.D. in L&L will build upon the success and excellence of the Ed.D. in Educational Sustainability which began in 2017. The proposed Ed.D. in L&L will be the fourth professional doctorate offered at UW-Stevens Point – adding to the Ed.D. in Educational Sustainability, the Doctor of Physical Therapy (DPT), and the Doctor of Audiology (Au.D). These professional doctorates are all offered in fulfillment of the UW-Stevens Point Select Mission¹¹ to offer “professional doctoral programs in select areas of strength at the master's level.”

The proposed Ed.D. in L&L will be offered under the same staffing and support model as the successful Ed.D. in Educational Sustainability. Several faculty in the School of Education whom already teach in the Educational Sustainability program will also support the L&L program. The program will be operated under a cost-recovery model with service-based pricing tuition that ensures both competitive tuition and revenues at levels sufficient to support high-quality graduate faculty and staff who administer the program. The program expenses and revenues are segregated from undergraduate (General Purpose Revenue) curriculum and will not divert resources from the undergraduate curriculum in the School of Education.

¹⁰ See 2022 WI DPI Educator Preparation Program and Workforce Analysis Report here: <https://dpi.wi.gov/sites/default/files/imce/education-workforce/pdf/2022-wi-epp-workforce-annual-report.pdf>

¹¹ See: <https://www3.uwsp.edu/about/Pages/missionStatement.aspx>

Institution and Universities of Wisconsin Program Array

The proposed Ed.D. in L&L will be offered under the CIP code: 13.1315: Reading Teacher Education. Four UW universities currently offer a Master of Education degree program in the same curricular area. UW-La Crosse offers a M.S.Ed. in Reading, UW-Oshkosh offers a M.S.E. in Language and Literacy, UW-River Falls offers a M.S.E. in Reading, and UW-Whitewater offers a M.S.E. in Reading Instruction Dyslexia Intervention. There are no UW universities that currently offer a Doctor in Education (Ed.D.) in the same CIP code, nor curricular area as the proposed program. There are four UW universities that offer doctoral programs in the curricular area of Educational Administration and Supervision (CIP 13.04) - UW-Madison offers a Ph.D. in Educational Leadership and Policy Analysis, UW-Oshkosh offers an Ed.D. in Educational Leadership and Policy, UW-La Crosse offers an Ed.D. in Student Affairs Administration and Leadership, and UW-Stout offers an Ed.D. in Career and Technical Education Leadership.

At the state level, since there is no other doctoral program in language and literacy, it is not anticipated that the program will draw enrollment from other established programs within the Universities of Wisconsin. Additionally, it is not anticipated that authorization of the Ed.D. in L&L will negatively impact UW-Stevens Point's current Educational Sustainability doctoral program (CIP code 13.9999) since both programs appeal to unique audiences. Approval of the Ed.D. in L&L will likely attract more master's degree-seeking students to the M.S.E. in Education (CIP code 13.0101) or the M.S.T. in Teaching (CIP code 13.1399) who may also wish to continue on to a doctoral degree.

Need as Suggested by Current Student Demand

Several assessments were conducted to determine interest in a doctoral degree in language and literacy. These include:

- A market assessment conducted in 2023;
- a Wisconsin School District Needs Assessment conducted in 2024; and
- an educator-interest survey conducted in 2025

A needs assessment was implemented to assess the need and student demand for a program in language and literacy at the graduate level. Two respondent pools were sent the assessment:

1. District administrative personnel in the state of Wisconsin in school districts in Cooperative Educational Service Agency (CESA) regions 5, 6, 7, 9, and 11, that had not previously been surveyed by our institution.
2. University of Wisconsin-Stevens Point alumni who had graduated with a degree from the School of Education.

Of the 25 responding individuals, 52% indicated they were interested in additional literacy training while another 24% responded that they were potentially interested in additional literacy training. Proportionally, there was a slightly higher level of interest in

earning a doctoral degree in language and literacy among UW-Stevens Point graduates at 66%, compared to 54% from the entire sample. Eight of the 25 respondents earned either an undergraduate or graduate degree from UW-Stevens Point, indicating there is potential for recruiting alumni for this doctoral program.

Of the 25 respondents, 24 (96%) reported already possessing a master's degree, suggesting that teachers who have already completed a master's degree continue to explore avenues to grow their expertise. When asked to rate their level of interest in earning a doctoral degree, 12% responded at the highest level, indicating they intend to enroll in a doctoral degree. Another 24% rated their likelihood of enrolling in a doctoral program as a level 6, 7, or 8 (on a Likert scale of 10). When asked which doctoral degree interests them most, 56% of respondents selected "Language and Literacy" while another 28% selected "Educational Leadership" as their top choice. Cumulatively, these responses reflect significant interest in a program designed to serve teachers seeking to increase literacy outcomes for K-12 students.

The educator-interest survey (n=36) found that 82% of respondents considered earning an educational doctorate. Relative to the existing institutional Ed.D. in Educational Sustainability (which focuses on sustainability of systems through education), the focus of the new proposed Ed.D. in Language and Literacy is on language and literacy skills and techniques utilized in the K-12 and afterschool environments. Therefore, it is not anticipated that the L&L program will draw any enrollment from the current Ed.D. program.

Need as Suggested by Market Demand

Nationally, a recent study identified significant deficiencies in preparing elementary teachers to teach reading using instructional techniques informed by the science of reading¹². Moreover, teachers with specialization in language and literacy are in high demand in the state of Wisconsin. According to the Wisconsin Department of Public Instruction (DPI), recent state legislation (Act 20⁹) requires that by July 1, 2025, all individuals employed as a teacher or reading teacher (including special education teachers and teachers of multilingual learners) for 5K through Grade 3 shall have initiated work in a reading training program that fulfills the Science of Reading criteria.

A market assessment was completed by UW-Stevens Point's Insights Team in collaboration with the UW-Stevens Point School of Education in 2023. The Insights team utilized sources that included Lightcast software, peer institution websites, and the Wisconsin DPI. Peer institutions were identified based on known programs both in Wisconsin and across the United States. All national programs (n=10) included in this evaluation demonstrated growth in enrollment over the previous five years. Two

¹² See: New Data Finds Major Gaps in Science of Reading Education for Future Elementary Teachers here: <https://www.nctq.org/press/new-data-finds-major-gaps-in-science-of-reading-education-for-future-elementary->

institutions witnessed particularly notable increases - Concordia University (Chicago, IL) experienced an increase in degree conferrals of 125% while the increase at St. John's University (Queens, NY) was 420%. Since the closing of Cardinal Stritch University (Milwaukee, WI), there are no competing L&L doctoral programs in Wisconsin – including among the Universities of Wisconsin institutions.

The Ed.D. in L&L responds to the state and national needs to develop research-based literacy teaching practices to improve student literacy outcomes. Adding a second Ed.D. program in the UW-Stevens Point School of Education will complement and fortify the dissertation research strand for both the proposed Ed.D. in L&L and the existing Ed.D. in Educational Sustainability. The proposed program will also fill a void that resulted with the closing of Cardinal Stritch University that had historically been a regional provider of a Ph.D. in Language and Literacy. Moreover, the UW-Stevens Point Ed.D. in L&L is designed to recruit students from across the country as the program will be delivered online.

University of Wisconsin - Stevens Point						
Cost and Revenue Projections For Newly Proposed Ed.D. in Language and Literacy						
	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	15	22	22	22	22
	Enrollment (Continuing Student) Headcount	0	14	33	39	39
	Enrollment (New Student) FTE	15	22	22	22	22
	Enrollment (Continuing Student) FTE	0	14	33	39	39
II	Total New Credit Hours	270	648	990	1098	1098
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	1.00	1.75	2.50	2.25	2.25
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.875	1.225	1.375	1.375	1.375
IV	Revenues					
	Tuition	\$204,600	\$492,900	\$748,650	\$818,400	\$818,400
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR allocation					
	Total Revenue	\$204,600	\$492,900	\$748,650	\$818,400	\$818,400
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$79,000	\$142,398	\$209,528	\$194,232	\$200,059
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$0	\$4,173	\$10,745	\$11,067	\$11,399
	Other Staff	\$60,201	\$76,211	\$110,324	\$130,025	\$150,808
	Fringe Faculty and Academic Staff	\$34,444	\$62,085	\$91,354	\$84,685	\$87,226
	Fringe University Staff	\$0	\$2,249	\$5,791	\$5,965	\$6,144
	Fringe Other Staff	\$26,247	\$33,228	\$48,101	\$56,691	\$65,752
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Other - Supplies, communication, marketing	\$31,295	\$37,371	\$44,309	\$45,357	\$46,555
	Other - Institutional overhead	\$40,920	\$98,580	\$164,703	\$180,048	\$180,048
	Total Expenses	\$272,107	\$456,295	\$684,855	\$708,070	\$747,991
	Net Revenue	-\$67,507	\$36,605	\$63,795	\$110,330	\$70,409

Provost's Signature:

Date:



5/16/2025

Chief Business Officer's Signature:

Date:



5/16/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STEVENSON POINT DOCTOR OF EDUCATION IN LANGUAGE AND LITERACY

PROGRAM INTRODUCTION

The University of Wisconsin–Stevens Point proposes to establish a Doctor of Education (Ed.D.) in Language and Literacy (L&L). This will be a 54-credit program that includes a dissertation. The creation of the doctorate in L&L at UW-Stevens Point supports the statewide and nationwide vision to increase instructional expertise in literacy. The Ed.D. in L&L at UW-Stevens Point would facilitate the application of research-based literacy practices through the lens of sustainable educational systems, bridging the research to practice gap that is documented to exist in K-12 education¹. The capacity to launch this program is particularly strong at UW-Stevens Point as this doctoral program will embrace partnerships with faculty from the Communication Sciences and Disorders program faculty, whom are experts in language development, and faculty in the Ed.D. in Educational Sustainability, which is also housed within the School of Education. These partnerships will provide increased and diverse expertise in language, literacy, and sustainable educational systems. This program will follow the same service-based tuition structure as our current Ed.D. in Educational Sustainability.

Section I – Enrollment

Table 1 below provides enrollment and program completion projections for candidates entering the program over the first five years of the program. The proposed Doctor of Education (Ed.D.) in Language and Literacy (L&L) will enroll a target cohort of 15 doctoral candidates in the first year and 22 each academic year thereafter. The retention rate is calculated as 90% for first-year doctoral candidates and 95% for second year and all other years for doctoral candidates in the program. These retention percentages are based upon the Ed.D. in Educational Sustainability that enrolled its initial cohort in 2017. At the conclusion of Year 3, 39% of continuing candidates (13 candidates) are expected to have completed the 54-credit curriculum and graduate. The percentage completing the program increases to approximately 49% of continuing candidates in Year 4 and all years thereafter.

¹ Farrell, C. C., Penuel, W. R., Allen, A., Anderson, E. R., Bohannon, A. X., Coburn, C. E., & Brown, S. L. (2022). Learning at the Boundaries of Research and Practice: A Framework for Understanding Research–Practice Partnerships. *Educational Researcher*, 51(3), 197-208.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	15	22	22	22	22
Enrollment (Continuing Student) Headcount	0	14	33	39	39
Total Enrollment	15	36	55	61	61
Enrollment (New Student) FTE	15	22	22	22	22
Completing Curriculum/ Graduating ²	0	0	13	19	19
Attrition	0	1	3	3	3

Section II – Credit Hours

Table 2 below represents credit hour projections for the next five years. The projections are based on credit hours for new courses developed for the proposed program. Credits are calculated using the UW-Stevens Point credit hour policy. One credit hour is 50 minutes of face-to-face instruction and a minimum of two additional hours of independent work time per credit per week. A single credit course represents no less than 48 hours of total work effort per semester. This same calculation (a minimum of 48 hours of work/credit) also applies to online instruction whether delivered in a synchronous or asynchronous format.

Credit hour values in Years 1 through 5 reflect annual sequential budgeted inclusion of credit hours for courses required for the Ed.D. in L&L. For credit-hour generation and budget projections, candidates are generally assumed to enroll in 18 credits per year with courses offered in the fall, spring, and summer terms. While there will be options for candidates to enroll in additional coursework to fulfill Reading Teacher and Reading Specialist certifications through the Wisconsin Department of Public Instruction (DPI), for budgeting this program, candidates are assumed to complete the program in three years.

² As noted in the narrative and Table 1 above, the program has been developed on a cohort model and candidates are expected to complete the curriculum – including the dissertation – in three years. Some candidates may take longer to complete the dissertation but are not expected to enroll after completing the required coursework. As such, these candidates are not recorded as continuing candidates in the table above because as non-enrolled candidates they do not affect the cohort budget model.

The projected credit hour production in Table 2 is determined by multiplying the total enrollment by 18 credits per student per year.

Table 2: Five-Year Credit Hours

Credit Hours	Year 1	Year 2	Year 3	Year 4	Year 5
Total New Credit Hours (# new sections x credits per section)	270	648	990	1098	1098
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 Ed.D. in L&L for the first five years of the program. The projections in Years 1 through 5 reflect faculty and staff teaching loads necessary to support course development and instruction for the proposed program. The program will require the hiring of a new graduate faculty member (1.0 FTE) to develop and offer courses for the new program. Also, included in the faculty FTE calculation for Years 1 through 3 is 0.25 FTE per year dedicated to new course development. All new courses required for the program will be developed by the end of Year 3, therefore the 0.25 FTE per year for course development will end after Year 3. Total FTE for program instruction modestly declines by 0.25 FTE between Year 3 and 4 to remain at 2.25 FTE in Years 4 and 5. Administrative staff support duties will be shared among the proposed Ed.D. in L&L and two other graduate programs in the School of Education and will require the addition of 0.875 FTE in Year 1, increasing to 1.225 FTE in Year 2, and 1.375 in Year 3 and thereafter.

Table 3: Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of New Faculty/Instructional Staff	1.00	1.75	2.50	2.25	2.25
FTE Current Admin Staff	0.875	1.225	1.375	1.375	1.375

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed Ed.D. in L&L for the first five years of the program. The projection in Year 1 reflects only the contribution of tuition revenue of new students and the projections for Years 2 through 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	\$204,600	\$492,900	\$748,650	\$818,400	\$818,400
Total Revenue	\$204,600	\$492,900	\$748,650	\$818,400	\$818,400

Tuition

The Ed.D. in L&L program will operate on service-based pricing under a cost recovery model providing revenues for program operation. As a service-based program, tuition will be \$775 per credit. No per-credit tuition increases are planned or budgeted for the first five years of the program. The \$775 per-credit tuition is the same for both resident and non-resident candidates and is identical to the Ed.D. in Educational Sustainability.

Tuition revenue projection calculations for the Ed.D. in L&L multiply the \$775 per-credit tuition by the predicted student credit hour (SCH) generation for each year. However, our internal enrollment calculations include fine-scale predicted course-by-course enrollments for each year. Therefore, the projected tuition revenue listed in Table 4 is modestly adjusted (downward) for expected course-by-course enrollment variances between fall and spring terms. Therefore, the calculated tuition revenue in Table 4 is very slightly lower than the calculation would be by simply multiplying the SCH in Table 2 by \$775. In Year 1, for example, while 270 total SCH are nominally expected (Table 2), 264 SCH (predicted from Year-1 course-by-course enrollments) is the conservative target used and multiplied by \$775 to yield \$204,600 as predicted tuition revenue. Calculations are completed in analogous fashion for Years 2 through 5. Due to annual increases in enrolled students and SCH generation, after Year 1 the projected tuition revenue continues to increase in Years 2 (\$492,900) and 3 (\$748,650) before plateauing at \$818,400 in Years 4 and 5.

Fees

The courses for this program will be delivered in the fully distance education modality. As previously approved by UW Administration to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a \$50/credit distance education fee for courses offered in the fully distance education 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.

Program Revenues and GPR

While potential external grants may be pursued to support unique components of the program that support student learning and cutting-edge research, no grant revenue is included in the program budget. Similarly, no GPR is budgeted to support this service-based pricing program.

Section V – Program Expenses

Table 5 below details the budgeted expenses relevant to the proposed Ed.D. in L&L for the first five years of the program. The projections in Year 1 reflect the new costs in creating and staffing new courses for the program as well as marketing, supplies,

communication, professional development, and institutional overhead (more below) associated with the program. The primary expenses in the budget are those directly associated with instruction and course creation. Instructional and support staff salaries are budgeted with increases due to possible pay-plan increases (at 3% per year) as well as the associated 3% per annum increase in the personnel fringe rate. Additional budgeted costs include miscellaneous program supplies, communication, travel, marketing and professional development. As a service-based pricing cost-recovery program, the institution assesses an overhead support charge on tuition revenue collected by the program. This overhead assessment is 20% in Years 1 and 2 and increases to 22% for Year 3 and thereafter.

Table 5: Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries plus Fringes					
Faculty/Instructional Staff	\$113,444	\$204,483	\$300,882	\$278,917	\$287,285
Other Staff	\$86,448	\$115,860	\$174,962	\$203,748	\$234,104
Other Expenses					
Supplies, communication, marketing, travel	\$31,295	\$37,371	\$44,309	\$45,357	\$46,555
Other: Institutional overhead	\$40,920	\$98,580	\$164,703	\$180,048	\$180,048
Total Expenses	\$272,107	\$456,295	\$684,855	\$708,070	\$747,991

Section VI – Net Revenue

Table 6 below shows net revenues derived from the proposed Ed.D. in L&L for the first five years of the program. The College of Professional Studies is providing \$86,000 of start-up funding for this program. Additionally, Year 1 is projected to end with a deficit of \$67,000. Therefore, while net annual positive revenues are projected for Years 2 through 5, considering the planned repayment of college-provided start-up expenses, and the Year-1 net loss, the first year the program will achieve cumulative net positive revenues is Year 4. For Year 4 and beyond positive net revenues will be invested by the college into new program development and/or operations of the college.

Table 6: Net Revenue

Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	-\$67,507	\$36,605	\$63,795	\$110,330	\$70,409

**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: Ed.D. in Language and Literacy
Date: May 30, 2025

A handwritten signature in cursive script, likely belonging to La Vonne J. Cornell-Swanson.

I am pleased to express the firm commitment of the University of Wisconsin-Stevens Point to the proposed Doctor of Education (Ed.D.) in Language and Literacy, for which we are currently seeking authorization. This program is designed to meet the urgent need for highly qualified literacy specialists, aligning with recent legislative mandates and strengthening the foundation of research-based literacy instruction in K-12 education. The Ed.D. in Language and Literacy directly supports UW-Stevens Point's strategic mission to expand educational programming that addresses workforce demands and advances professional development in the field of literacy education.

The proposed program will be fully online, making it accessible to educators throughout Wisconsin and beyond. Structured as a 54-credit doctoral program, it integrates interdisciplinary expertise by collaborating with faculty from Communication Sciences and Disorders, as well as the existing Ed.D. in Educational Sustainability. Through coursework in language development, literacy instruction, assessment, and intervention, students will become literacy leaders equipped to design sustainable literacy systems that support improved student learning outcomes. Graduates will be prepared to serve as curriculum and literacy coordinators, assessment specialists, education consultants, and faculty members, ensuring that the program contributes meaningfully to the future of literacy education.

The demand for this program is indicated through assessments conducted in collaboration with UW-Stevens Point's Insights Team, which surveyed district administrators and alumni from the School of Education. Results indicate strong interest, particularly among educators seeking to deepen their expertise and leadership in literacy instruction. Furthermore, market studies demonstrate significant national growth in doctoral program enrollments, reinforcing the need for expanding literacy-focused academic pathways.

Following the successful service-based tuition structure of our existing Ed.D. in Educational Sustainability, the Ed.D. in Language and Literacy will offer students affordable access to high-quality doctoral education. Additionally, coursework in the program will provide optional pathways for educators pursuing Wisconsin Department of Public Instruction (DPI) Reading Teacher and Reading Specialist licensure.

Please let me know if further information is needed. We look forward to receiving authorization from the Board of Regents for this essential doctoral program, which will reinforce UW-Stevens Point's leadership in literacy education for teachers of K-12 learners.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SOCIAL WORK,
UNIVERSITY OF WISCONSIN–SUPERIOR**

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Master of Social Work at the University of Wisconsin–Superior.

Resolution C.7. 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 Master of Social Work program at the University of Wisconsin–Superior.

SUMMARY

The University of Wisconsin–Superior proposes to establish a Master of Social Work (M.S.W.) program that emphasizes personal, professional, and systemic well-being. The proposed M.S.W. program builds on a long-standing, continuously accredited bachelor's degree program in social work at UW-Superior. The program is in response to a critical workforce shortage in Northern Wisconsin, where agencies are struggling to recruit and retain M.S.W.-level staff, particularly in clinical fields. As 50% of the graduates from UW-Superior's B.S. in Social Work immediately seek their M.S.W. at other universities, offering an M.S.W. program at UW-Superior creates an opportunity for these students to seamlessly complete their education and training within a single university. The program is also designed to meet the needs of students who earned bachelor's degrees in related fields.

The program will be accredited by the Council on Social Work Education (CSWE) and will have two pathways: 1) a one-year pathway for students who have a bachelor's degree from an accredited social work program, requiring 36 credits (Advanced Standing pathway), and 2) a two-year pathway for students who have a bachelor's degree in a related field, requiring 63 credits (Foundational pathway). Students who enter through the Foundational pathway will automatically transition to the Advanced Standing pathway upon completion of the 27 credits required of the Foundational pathway. The M.S.W. will integrate three high impact practices (internships, community-based academic service learning, and research) into the curriculum to promote application of the knowledge gained. The proposed

program will focus recruitment on prospective students located in Northern Wisconsin and Northern Minnesota, both of which have mental health and substance use treatment shortages. Designed as a low-residency model, the program will use service-based tuition pricing for online graduate programs at UW-Superior, with the addition of a \$100 per semester fee during the Advanced Standing year to support three on-site weekend workshops. Students who earn their M.S.W. at UW-Superior will be prepared to work in a variety of settings, including clinical therapy and counseling, substance use programs, community and behavioral health programs, and rural health care clinics. According to the Bureau of Labor Statistics, between 2023-2033, the expected growth of social work as a profession nationally is 7%, and the expected growth of mental health and substance abuse counselors is 12%.¹ Finally, in Wisconsin, the Education and Health Services industries are expected to have the second largest growth in employment through 2030, adding a projected 42,803 jobs.² Of this employment field, the Health Care and Social Assistance subfield, which includes the social work profession, is expected to add the most jobs.³

Presenter

- Dr. Maria Cuzzo, 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

¹ Bureau of Labor Statistics, *Occupational Outlook Handbook*, Social Work. Retrieved at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (April 2025)

² Wisconsin Projections 2020 – 2030, State of Wisconsin Department of Workforce Development. Retrieved at [Understanding-WI-Job-Outlook-LTIP2020-2030.pdf](https://www.wisconsin.gov/understanding-wi-job-outlook-ltip2020-2030.pdf) (April 2025)

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SOCIAL WORK
AT UNIVERSITY OF WISCONSIN–SUPERIOR
PREPARED BY UW-SUPERIOR**

ABSTRACT

The University of Wisconsin–Superior proposes to establish a Master of Social Work (M.S.W.) program that emphasizes personal, professional, and systemic well-being. The proposed M.S.W. program builds on a long-standing, continuously accredited bachelor's degree program in social work at UW-Superior. The program is in response to a critical workforce shortage in Northern Wisconsin, where agencies are struggling to recruit and retain M.S.W.-level staff, particularly in clinical fields. As 50% of the graduates from UW-Superior's B.S. in Social Work immediately seek their M.S.W. at other universities, offering an M.S.W. program at UW-Superior creates an opportunity for these students to seamlessly complete their education and training within a single university. The program is also designed to meet the needs of students who earned bachelor's degrees in related fields.

The program will be accredited by the Council on Social Work Education (CSWE) and will have two pathways: 1) a one-year pathway for students who have a bachelor's degree from an accredited social work program, requiring 36 credits (Advanced Standing pathway), and 2) a two-year pathway for students who have a bachelor's degree in a related field, requiring 63 credits (Foundational pathway). Students who enter through the Foundational pathway will automatically transition to the Advanced Standing pathway upon completion of the 27 credits required of the Foundational pathway. The M.S.W. will integrate three high impact practices (internships, community-based academic service learning, and research) into the curriculum to promote application of the knowledge gained. The proposed program will focus recruitment on prospective students located in Northern Wisconsin and Northern Minnesota, both of which have mental health and substance use treatment shortages. Designed as a low-residency model, the program will use service-based tuition pricing for online graduate programs at UW-Superior, with the addition of a \$100 per semester fee during the Advanced Standing year to support three on-site weekend workshops. Students who earn their M.S.W. at UW-Superior will be prepared to work in a variety of settings, including clinical therapy and counseling, substance use programs, community and behavioral health programs, and rural health care clinics. According to the Bureau of Labor Statistics, between 2023-2033, the expected growth of social work as a profession nationally is 7%, and the expected growth of mental health and substance abuse counselors is 12%. ¹ Finally, in Wisconsin, the Education and Health Services

¹ Bureau of Labor Statistics, *Occupational Outlook Handbook*, Social Work. Retrieved at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (April 2025)

industries are expected to have the second largest growth in employment through 2030, adding a projected 42,803 jobs.² Of this employment field, the Health Care and Social Assistance subfield, which includes the social work profession, is expected to add the most jobs.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Superior

Title of Proposed Academic Program

Master of Social Work

Degree Designation(s)

M.S.W.

Proposed Classification of Instructional Program (CIP) Code

44.0701 – Social Work

Mode of Delivery

Single university; mixed modality delivery

Department or Functional Equivalent

Human Behavior, Justice and Diversity Department

College, School, or Functional Equivalent

Not applicable

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION

Overview of the Program

The University of Wisconsin–Superior proposes to establish an M.S.W. generalist degree with a clinical concentration emphasizing personal, professional, and systemic well-being. The program will be accredited by the Council of Social Work Education (CSWE) and

² Wisconsin Projections 2020 – 2030, State of Wisconsin Department of Workforce Development. Retrieved at [Understanding-WI-Job-Outlook-LTIP2020-2030.pdf](#) (April 2025)

will have two pathways for completion: 1) a one-year Advanced Standing pathway for students who have a bachelor's from an accredited social work program requiring 36 credits, and 2) a two-year Foundational pathway for students who have a bachelor's degree in a related field requiring 63 credits. The Foundational pathway coursework provides generalist social work curriculum and a foundation practicum with an approved partner agency; the Advanced Standing pathway coursework provides advanced generalist social work curriculum, an advanced practicum with an approved partner agency, and specialty elective courses. Students who enter through the Foundational pathway will automatically transition to the Advanced Standing pathway upon completion of the 27 credits required of the Foundational pathway. This low-residency program will be delivered primarily through online asynchronous modality, paired with occasional live virtual meetings. During each semester of the Advanced Standing year, students will be required to attend three in-person weekend workshops that focus on skills practice and assessment. The program will prioritize courses and instruction that address the mental health challenges in UW-Superior's rural region and prepares students for interventions focused on building resilience before crisis occurs.

The M.S.W. will integrate three high impact practices: internships, community-based academic service learning, and research. Internships and engaging in research are a requirement of the CSWE and will be embedded into the curriculum in meaningful ways. The M.S.W. will also integrate community-based academic service-learning projects in courses related to policy, organizational change, or research to connect students with regional leaders and community needs.

Recruitment for the proposed program will focus on prospective students located in Northern Wisconsin and Northern Minnesota, both of which have mental and behavioral health and substance use treatment shortages with high levels of professional burnout.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The development of the proposed M.S.W. program represents an opportunity to build on a long-standing B.S. in Social Work program at UW-Superior, attracting students who wish to enroll in both B.S. and M.S.W. programs with a seamless transition, and attracting students with a bachelor's degree in a related field who wish to become licensed social workers in Wisconsin. The projected enrollments for the M.S.W. were determined by analyzing enrollment trends at UW-Superior, regional competitors, and national projections. The proposed program is designed to enroll Foundational pathway students in Year 1; starting in Year 2, both Foundational and Advanced Standing pathway students will be admitted as new students. It is expected that, starting in Year 2, 44% of incoming students will enroll in the Foundational pathway and 56% of incoming students will enroll in the Advanced Standing pathway. For all enrollment projections, these pathways are limited by the 12:1 instructor staff FTE-to-student ratio required by the CSWE accreditation standards.

A retention rate of 80% was used to calculate the continuing student enrollment (students who initially enroll in the Foundational pathway and then transition to the Advanced Standing pathway upon completing the first year of coursework) and the rate of students completing the Advanced Standing pathway in one year. This retention rate is consistent with the retention rate in master's programs in education and counseling at UW-Superior. Recent trends in retention rates for these graduate programs indicate this is a conservative estimate (many programs now have retention rates exceeding 90%).

By the end of Year 5, it is projected that 126 new students will have matriculated into the program and 81 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	8	22	28	32	36
Continuing Students	0	6	8	10	12
Total Enrollment	8	28	26	42	48
Graduating Students	0	14	19	22	26

Tuition Structure

For students enrolled in the M.S.W. program, service-based pricing for online graduate programs and fee rates will apply (all tuition and fees are based on the 2024-25 academic year rates).

Online graduate tuition is currently \$590 per credit. This tuition rate will apply to all students, regardless of residency status. Students in the M.S.W. program will be assessed three fees. First, there is a graduate activity fee of \$66 per credit enrolled; this fee supports student support services (e.g., online tutoring, online mental health counseling, etc.). Second, there is a Distance Learning Online fee of \$60 per course enrolled. Finally, when students enter the Advanced Standing year of coursework, they will pay \$100 per semester for the weekend residency requirement; this will be a special fee associated with one course per semester.

Student Learning Outcomes and Program Objectives

The M.S.W.'s learning outcomes will align with the most recent Council on Social Work Education's nine social work competencies.³

³ Council on Social Work Education 2022 Educational Policy and Accreditation Standards. Retrieved at [https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf) (March 2025)

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic and environmental justice.
3. Engage anti-racism, diversity, equity and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

Students will also be assessed by the UW-Superior Graduate Student Learning Goals which are also reflected in the CSWE competencies above:

1. Mastery of content
2. Ethical leadership and social responsibility
3. Communication
4. Scholarly inquiry and application

Students who earn their M.S.W. at UW-Superior will be prepared to work in various settings and fields, including clinical therapy and counseling, substance use programs, hospitals, integrated mental health centers, health-focused non-profit organizations, health-related policy organizations, county social services, rural health care, community mental and behavioral health, and skilled nursing facilities.

Upon completion, graduates will be eligible to take the national graduate licensing exam, facilitated by the Association of Social Work Boards (ASWB) and apply for certification or licensure in the state in which they live. In Wisconsin, this is facilitated by the Department of Safety and Professional Services and by the Board of Social Work in Minnesota. Students who are interested in working as clinical social workers upon graduation will be advised to complete the required clinical coursework while in the program to be eligible for supervised practice upon graduation and licensure. Once their supervised hours are completed, they will take a second exam to practice as a licensed independent clinical social worker, helping to address a critical professional need in Northern Wisconsin and Minnesota.

Program Requirements and Curriculum

The M.S.W. will have two pathways for completion: 1) a one-year pathway for students who have earned a bachelor's degree from an accredited social work program (Advanced Standing), and 2) a two-year pathway for students who possess a bachelor's degree in a related field (Foundational). The program will require either 36 credits for Advanced Standing students or 63 credits for Foundational students. The Foundational pathway coursework provides generalist social work curriculum and a foundation practicum with an approved partner agency; the Advanced Standing pathway coursework provides advanced generalist social work curriculum, an advanced practicum with an

approved partner agency, and specialty elective courses. Students who enter through the Foundational pathway will automatically transition to the Advanced Standing pathway upon completion of the 27 credits required of the Foundational pathway.

In each of the three terms of the Advanced Standing year of coursework, students will complete in-person weekend workshops. The workshops are intended to be a time to practice and demonstrate competence of the social work skills (like assessment) and mindfulness and well-being. The M.S.W. faculty will support students and assess their skills during these workshops. These are integral to the focus of the proposed M.S.W. degree program, given its emphasis on individual and professional use of mindfulness and well-being.

The M.S.W. will integrate three high impact practices: internships, community-based academic service learning, and research. Internships and engaging in research are a requirement of the CSWE and will be embedded into the curriculum in meaningful ways. The M.S.W. will also integrate community-based academic service-learning projects in courses related to policy, organizational change, or research to connect students with regional leaders and community needs.

The curriculum for the proposed M.S.W. degree program is listed in Table 2.

Table 2: Master of Social Work Program Curriculum

Foundational /for students without a B.S.W. – first year (27 credits)		
SoW XXX	Human Behavior and the Social Environment	3 credits
SoW XXX	Social Work with Individuals	3 credits
SoW XXX	Social Work with Groups and Families	3 credits
SoW XXX	Social Welfare Policy and Advocacy	3 credits
SoW XXX	Preparation for Field	0 credits
SoW XXX	Social Work Research Methods	3 credits
SoW XXX	Community and Organizational Change	3 credits
SoW XXX	Field Placement (450 hour)	3 credits
SoW XXX	Field Placement Seminar	3 credits
SoW XXX	Social Work elective	3 credits
Advanced Standing / second year for Foundational students (36 credits)		
SoW XXX	Science of Mindfulness and Wellbeing	3 credits
SoW XXX	Adv. Trauma-Informed Practice w Individuals & Families	3 credits
SoW XXX	Health Equity and Policy Advocacy	3 credits
SoW XXX	Adv. Practice with Groups	3 credits
SoW XXX	Strengths-Based Assessment and Diagnosis	3 credits
SoW XXX	Elective (clinical or non-clinical)	3 credits
SoW XXX	Child Welfare System and Family Supports	3 credits

SoW XXX	Organizational Change for Health and Wellbeing	3 credits
SoW XXX	Advanced Research and Evaluation	3 credits
SoW XXX	Elective (clinical or non-clinical)	3 credits
SoW XXX	Prep for Field	0 credits
SoW XXX	Field Placement (450 hours spring or spring/summer)	3 credits
SoW XXX	Field Placement Seminar	3 credits
Total Credits		
Advanced Standing Students		36
Foundational Students		63

Collaborative Nature of the Program

The program will partner with innovative university resources to offer students immersive experiences in real-world problem solving and to maximize UW-Superior's unique strengths and expertise. These resources include: 1) Pruitt Center for Mindfulness and Well-Being, 2) UW-Superior Well-Being Innovation Lab, and 3) Center for Research and Evaluation Services. The social work faculty are very engaged with all three university initiatives and are poised to build on this work. The Innovation Lab is a new initiative at UW-Superior starting in fall 2025 which will work with students across disciplines to learn and practice skills of changemaking to address complex challenges to well-being at UW-Superior and in the region. The Center for Research and Evaluation services is a program at the university that utilizes the expertise of faculty and staff to support regional businesses, non-profits and communities to achieve their outcomes. The M.S.W. program will prioritize courses and instruction that addresses rural mental health challenges and prepares students for interventions focused on building resilience before crisis occurs, capitalizing on the existing work of the Pruitt Center which promotes the science and practice of mindfulness and well-being through events, classes, and workshops for our greater community and across the UW-Superior campus. All three resources are logical collaborators for an M.S.W. program.

The program will also partner with community and regional organizations, such as non-profits, county government, and Tribal organizations throughout the coursework, but particularly during the internship. The undergraduate social work program currently coordinates with over 100 organizations in Northern Wisconsin and Minnesota to support the B.S. in Social Work field placement requirements. Thus, M.S.W. students will have the same benefit of connection to an extensive array of regional community partners, including non-profits, government, and tribal organizations for successful service-learning, field placements, and internships.

These extensive on-campus and community partnerships will allow for an innovative response to community needs through a curricular lens of prevention, direct response, and multi-systemic intervention to improve health and well-being outcomes.

Projected Time to Degree

The program is designed for students to be enrolled full-time. The time to degree will be 12 months for full-time students entering the M.S.W. with Advanced Standing and 21 months for Foundational M.S.W. students.

Accreditation

The M.S.W. will be accredited by the Council on Social Work Education. Additional approvals will be required by the Higher Learning Commission (HLC).

PROGRAM JUSTIFICATION

Rationale

The rationale for proposing an M.S.W. at UW-Superior is three-pronged. First, the proposed M.S.W. will build on the strengths of UW-Superior's existing resources, particularly the well-established B.S. in Social Work program, which has been continuously accredited since 1978 by the CSWE. The existing B.S. in Social Work program also has a strong reputation and longstanding partnerships with regional human services agencies, private practices, and governmental agencies, and it is supported by highly respected faculty.

Second, the new program will enhance recruitment and retention. Currently, 50% of graduates from UW-Superior's B.S. in Social Work program pursue an M.S.W. elsewhere upon graduation. Offering a graduate program at UW-Superior will provide these graduates and graduates with degrees from related fields a new opportunity to enroll in a graduate social work program at UW-Superior. In addition, it is anticipated that the proposed M.S.W. will appeal to undergraduates seeking a seamless transition from a B.S. to an M.S.W. within the same university. Additionally, the program provides a cost-effective option for students in the Northern Wisconsin region, where the nearest programs available are in Minnesota at higher tuition rates.

Third, the M.S.W. program addresses a critical workforce shortage in Northern Wisconsin, where agencies are struggling to recruit and retain M.S.W.-level staff, particularly in clinical fields.⁴ The curriculum for the M.S.W. will be designed to address urgent regional needs – supporting mental health, behavioral health, and substance use services – while promoting the creation of sustainable workplace wellbeing and preventing burnout. This will strengthen services to the community, as well as prepare graduates for impactful careers.

⁴ Lockwood, M. December 2022. *Trio of initiatives aim to improve mental health in Douglas County*. Retrieved at: <https://www.superiortelegram.com/news/local/trio-of-initiatives-aim-to-improve-mental-health-in-douglas-county> (March 2025)

Institution and Universities of Wisconsin Program Array

At UW-Superior, the M.S.W. will complement and offer additional opportunities to graduates with a B.A. or a B.S. in Social Work and other undergraduate degrees in related fields such as psychology. The proposed program does not conflict with any existing programs at UW-Superior. The only comparable graduate program at UW-Superior is a master's program in counseling, which is delivered exclusively in the online asynchronous modality, and it serves a different professional need in the region.

Across the Universities of Wisconsin, six UW universities (UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, and UW-Whitewater), offer an M.S.W. degree, with four of the programs (UW-Green Bay, UW-Milwaukee, UW-Stevens Point, and UW-Whitewater) being offered in a fully asynchronous online format. The UW-Superior low-residency M.S.W. will create capacity in Wisconsin to train needed M.S.W.-level licensed social workers in the region and will be a complement to the existing programs across the UWs.

The proposed M.S.W. program is distinct from the online programs, as it will recruit regional graduates and residents with a goal of preparing them to become licensed social workers who can address local needs. The recruitment strategy will focus on individuals seeking a place-based educational experience, with field placements, internships, and eventual employment specifically located in the Northern Wisconsin region. It is not anticipated that this program will compete with or interfere with other Universities of Wisconsin online programs' enrollments. According to OPAR data displayed in Table 3 below, only four enrollees out of a combined 488 (less than 1% of enrollment) in the three online programs originated from the UW-Superior six-county region of Ashland, Bayfield, Douglas, Iron, Sawyer, and Washburn counties in the most recent enrollment cycle, fall 2024.⁵

Table 3: Master of Social Work Academic Program Enrollment Fall 2024

	UW-Milwaukee	UW-Green Bay	UW-Whitewater
ASHLAND	1	1	
BAYFIELD	1		
DOUGLAS			1
IRON			
SAWYER			
WASHBURN			
ALL OTHER COUNTIES	333	83	68

⁵ UWSA, Office of Policy Analysis and Research, Five Years Enrollment by County (2020 – 2024), March 7, 2025

OPAR data also suggest that this program will serve an unmet educational need in the Northern Wisconsin region. In the past five years, a total of only 22 enrollees attended any M.S.W. program within the Universities of Wisconsin. This constitutes 0.6% of the 3,393 M.S.W.-enrolled students from every county in Wisconsin between 2020-24.⁶ As such, this program is projected to increase capacity and expand licensed practicing M.S.W-level services where it is needed in the rural region of Northern Wisconsin.

Table 4: Master of Social Work Academic Program Enrollment by County, Fall 2020-Fall 2024

County	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ASHLAND	2	2	2	1	2
BAYFIELD	1	1	1		1
DOUGLAS					1
IRON					
SAWYER			2	2	
WASHBURN	1	2	1		
ALL OTHER COUNTIES	733	696	642	631	669

Need as Suggested by Student Demand

Student demand for an M.S.W. program was assessed using three primary data sources: 1) the number of current B.S. in Social Work graduates likely to remain at UW-Superior to pursue an M.S.W.; 2) the number of prospective B.S. in Social Work students who opt for universities that offer both B.S. and M.S.W. programs; and 3) the number of B.S. in Psychology graduates at UW-Superior expressing interest in becoming a therapist.

Currently, approximately 50% of B.S. in Social Work graduates immediately enroll in an M.S.W. program in Minnesota. Additionally, an estimated four to five (4-5) potential B.S. in Social Work students each year opt for Minnesota universities that permit them to complete their B.S. and M.S.W. at the same university. Based on these trends, a student demand of 10-12 students is projected annually from B.S. in Social Work graduates from Northern Wisconsin and neighboring Minnesota communities. This projection supports the enrollment projections outlined in Table 1.

In addition, approximately 25% of UW-Superior's B.S. in Psychology graduates over the past five years have communicated intentions to pursue advanced education to work in human services or to become a therapist. For many of those students, enrolling in an M.S.W. as a Foundational student would align well with their career goals. If only 10% of

⁶ Bridge to Health Survey for NE MN & NW WI, 2020 & 2021. Retrieved at <https://bridgetohealthsurvey.com/data/reports/> (March 2025)

2025's 32 graduating seniors were to enroll in the proposed program, this would yield an estimated three additional students from this population.

Need as Suggested by Market Demand

There are three primary trends that reflect market demand for the proposed M.S.W. program: 1) the need for M.S.W.-level interventions due to unprecedented mental health and behavioral health needs in the region; 2) current gaps in workforce recruitment, especially for M.S.W. and clinical social workers; and 3) the need for improved workforce retention, especially in M.S.W. and clinical social work positions.

Unprecedented Mental Health and Behavioral Health Needs

The state of mental and behavioral health in Northwest Wisconsin and Northeast Minnesota have been described as an epidemic-level crisis. Some key statistics underscore the urgency of the needs:

- 25% of Bridge to Health Survey respondents in Douglas County, WI and Northeast, MN report a significant mental health condition such as anxiety, depression, PTSD, and others; but only 48% reported ever receiving a mental health screening;⁷
- 17% of Bridge to Health Survey respondents reported delaying or not seeking help for mental health conditions; 17% of those cited a lack of access to providers and appointments as a primary reason;⁸
- Suicide rates in Douglas County, WI and surrounding counties are, on average, up to two times the state average: 17-38 per 100,000 vs 15 per 100,000;⁹
- Suicide Rates in Northeast Minnesota are up to two times that of state averages: 14-30 per 100,000 versus 14 per 100,000.¹⁰

These are the realities that will inform the curriculum and the field experiences of students. They will be well-equipped as professionals with M.S.W. degrees and clinical licenses to engage with youths, families, schools, and other health care agencies to reduce this mental health crisis.

Current Gaps in Workforce Recruitment

The entirety of Northern Wisconsin is experiencing a workforce shortage in mental health providers and core services to address wellbeing, especially the counties in UW-Superior's primary region (Douglas, Bayfield, Ashland, Iron, Sawyer, Washburn, and St.

⁷ Bridge to Health Survey for NE MN & NW WI, 2020 & 2021. Retrieved at <https://bridgetohealthsurvey.com/data/reports/> (March 2025)

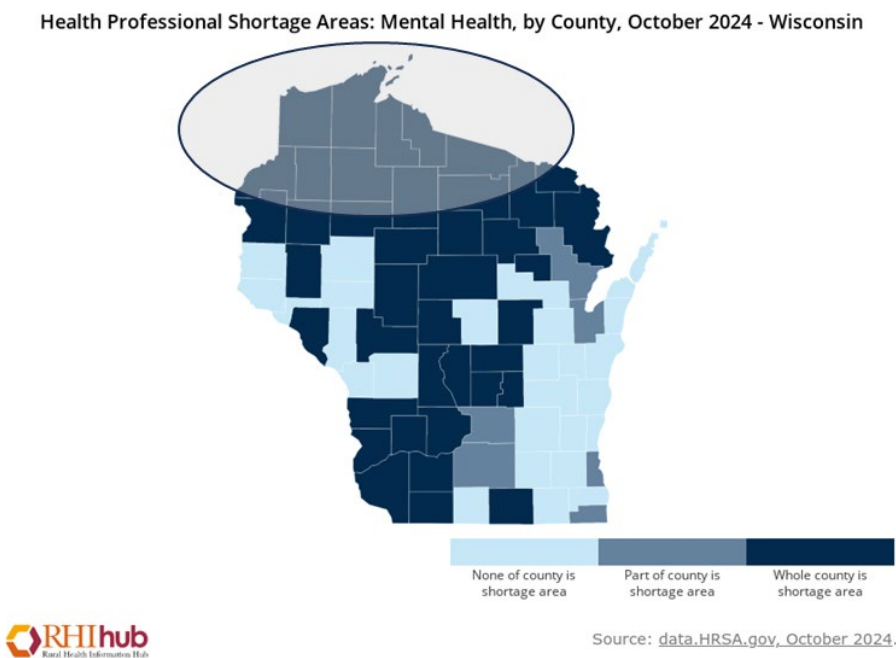
⁸ Ibid

⁹ University of Wisconsin Population Health Institute. County Health Rankings & Roadmaps 2024. Retrieved at www.countyhealthrankings.org (March 2025)

¹⁰ Ibid

Louis County Minnesota), as evidenced by the Wisconsin Governor’s Task Force on the Health Care Workforce Report, 2024 and illustrated in Figure 1 below.¹¹

Figure 1: Health Professional Shortage Areas: Mental Health, by County. October 2024 - Wisconsin



In addition to the regional emphasis of developing critically needed professionals in human services, this program responds to national workforce projection needs. According to the Bureau of Labor Statistics, between 2023-2033, the expected growth of social work as a profession is 7%, and the expected growth of mental health and substance abuse counselors is 12%.¹² In Wisconsin, the Education and Health Services industries are expected to have the second largest growth in employment through 2030, adding a projected 42,803 jobs.¹³ Of this employment field, the Health Care and Social Assistance subfield, which includes the social work profession, is expected to add the most jobs (35,019).¹⁴

¹¹ Wisconsin Governor’s Task Force on the Health Care Workforce Report, 2024. Retrieved at <https://www.dhs.wisconsin.gov/hc-workforce/gov-taskforce-hcwf-report-2024.pdf> (March 2025)

¹² Bureau of Labor Statistics, *Occupational Outlook Handbook*, Social Work. Retrieved at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (April 2025)

¹³ Wisconsin Projections 2020 – 2030, State of Wisconsin Department of Workforce Development. Retrieved at [Understanding-WI-Job-Outlook-LTIP2020-2030.pdf](https://www.dwd.wisconsin.gov/understanding-wi-job-outlook-ltip2020-2030.pdf) (April 2025)

¹⁴ Ibid

Finally, a key result in UW-Superior's own Behavioral Health Needs Assessment, conducted by the Center for Research and Evaluation Services, was to identify new educational opportunities as a primary recommendation from the *2024 Behavioral Health Needs Assessment*.¹⁵

Need for Improved Workforce Retention

Matching the unprecedented level of community mental and behavioral health needs and tremendous opportunity for recruitment, there is an equally pervasive and staggering need for workforce retention. According to the Governor's 2024 Taskforce report, Wisconsin's behavioral healthcare workforce has one of the highest exit rates when compared nationally. In addition, without well-equipped practitioners, more than 60% of professionals leave the field due to burnout.¹⁶

Simultaneously, UW-Superior's home county, Douglas County, has identified recruitment and retention of M.S.W.s and clinical practitioners as a primary strategy for the *Reimagining Mental Health & Well-Being in Douglas County* project.¹⁷

¹⁵ UW-Superior Center for Research and Evaluative Services. *Region 3 Behavioral Health Needs Assessment*, 2024

¹⁶ Wisconsin Governor's Task Force on the Health Care Workforce Report, 2024. Retrieved at <https://www.dhs.wisconsin.gov/hc-workforce/gov-taskforce-hcwf-report-2024.pdf> (March 2025)

¹⁷ Lockwood, M. December 2022. *Trio of initiatives aim to improve mental health in Douglas County*. Retrieved at: <https://www.superiortelegram.com/news/local/trio-of-initiatives-aim-to-improve-mental-health-in-douglas-county> (March 2025)

University of Wisconsin-Superior						
Cost and Revenue Projections For a Master of Social Work						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	8	22	28	32	36
	Enrollment (Continuing Student) Headcount	0	6	8	10	12
	Enrollment (New Student) FTE	8	22	28	32	36
	Enrollment (Continuing Student) FTE	0	6	8	10	12
II	Total New Credit Hours	216	702	900	1026	1152
	Existing Credit Hours	0	216	288	360	432
III	FTE of New Faculty/Instructional Staff	2	2	0	0	0
	FTE of Current Fac/IAS	0	2	4	4	4
	FTE of New Admin Staff	0.5	0	0	0	0
	FTE Current Admin Staff	0	0.5	0.5	0.5	0.5
IV	Revenues					
	Tuition (\$590 per credit)	\$127,440	\$541,620	\$700,920	\$817,740	\$934,560
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$175,000	\$175,000	\$175,000	\$175,000	\$175,000
	Total Revenue	\$302,440	\$716,620	\$875,920	\$992,740	\$1,109,560
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$80,000	\$160,000	\$160,000	\$160,000	\$160,000
	Instructional Academic Staff	\$70,000	\$140,000	\$140,000	\$140,000	\$140,000
	Administrative and Student Support Staff	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$69,375	\$138,750	\$138,750	\$138,750	\$138,750
	Fringe University Staff	\$8,600	\$8,600	\$8,600	\$8,600	\$8,600
	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					
	CSWE Accreditation Application Fee (includes 2 visit fees)	\$26,500	\$0	\$0	\$0	\$0
	CSWE Accreditation Initial Fee	\$7,000	\$0	\$0	\$0	\$0
	CSWE Accreditation Annual Fee	\$0	\$3,985	\$3,985	\$4,698	\$4,698
	HLC: Substantive Change Fee	\$1,025	\$0	\$0	\$0	\$0
	Computers, Travel Costs, S&E	\$6,100	\$6,200	\$4,200	\$4,200	\$4,200
	Marketing	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Total Expenses	\$303,600	\$492,535	\$490,535	\$491,248	\$491,248
	Net Revenue	-\$1,160	\$224,085	\$385,385	\$501,492	\$618,312

Provost's Signature:

Date: 03/17/2025



Chief Business Officer's Signature:

Date: 03/17/2025



COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-SUPERIOR MASTER OF SOCIAL WORK

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Superior proposes to establish a Master of Social Work (M.S.W.) program, which will have two pathways for completion: 1) a one-year pathway for students who have a bachelor's degree from an accredited social work program requiring 36 credits (Advanced Standing) and 2) a two-year pathway for students who have a Bachelor's degree in a related field requiring 63 credits (Foundational). The projected enrollment, credit hour calculation, and tuition calculations reflect enrollment of these two types of enrollees and the different credit requirements for the Foundational pathway and the Advanced Standing pathway, explained below. Service-based pricing for online graduate programs will apply. A total of 4.5 FTE new faculty/instructional academic staff and administrative staff are required for this program. Due to the judicious staffing plan, the projected enrollment and credit production, and the GPR (re)allocation from Workforce Development Funding, the proposed program will be revenue generating within two years of implementation. By Year 3, projections predict that the proposed program will contribute significantly to the university's general fund.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment projections account for two completion pathways: students in the Foundational pathway who are entering with a bachelor's degree in a discipline other than social work and students in the Advanced Standing pathway who are entering with a bachelor's degree in social work from an accredited program. For all enrollment projections, these pathways are limited by the 12:1 instructional staff FTE-to-student ratio required by the Council on Social Work Education (CSWE) accreditation standards. In Year 1, instructional staffing will be 2.0 FTE; this will increase to 4.0 FTE in Year 2. Therefore, total enrollment will not exceed 48 students starting in Year 2. For all projections, an 80% retention rate was used for Foundational students transitioning to Advanced Standing from their first to second year as well as for students in the Advanced Standing pathway to complete their 3 semesters; this is a conservative estimate as retention rates for graduate students enrolled in licensure programs at UW-Superior are well above 80%.

In Year 1, the program will enroll only students in the Foundational pathway. Beginning in Year 2, the program will enroll incoming students in both the Foundational and the Advanced Standing pathways. Students who enroll in Advanced Standing will be

able to complete their degree in 12 months; therefore, only students who enroll as Foundational students are included in the calculation for continuing students. The program is designed for students to be enrolled full-time, and all enrollment projections are calculated based on full-time enrollment. It is expected that, starting in Year 2, 44% of incoming students will enroll in the Foundational pathway and 56% of incoming students will enroll in the Advanced Standing pathway. Credit and tuition projections are calculated based on this proportional estimate.

Year 1 will begin with a modest enrollment of eight (8) new Foundational students for whom strong retention rates are predicted based on retention rates within other master's programs at UW-Superior. Enrollment increases in Year 2 with the introduction of Advanced Standing students to bring total enrollment in Year 2 to 28 students. This represents a combination of returning Foundational-to-Advanced Standing Students, first-year Foundational enrollees, and first-year Advanced Standing enrollees. Increases in new student enrollment in Years 3 and 4 should lead to maximum student enrollment of 48 students by Year 5, in accordance with CSWE student-to-faculty ratio guidelines.

Section II – Credit Hours

The M.S.W. program will require either 36 credits for Advanced Standing students or 63 credits for Foundational students; Foundational students are required to complete 27 credits of general social work coursework and practicum credits, in preparation for the Advanced Standing curriculum. Students who complete the 27 credits of Foundational coursework will be automatically transitioned to the Advanced Standing pathway. In the projections, New Credit Hours corresponds to new enrollee students (at either the Foundational or Advanced Standing level; calculations are built to reflect the 27 and 36 credits required in each of those levels, respectively, per year) and Existing Credit Hours corresponds to the credits generated by students who are continuing students (i.e., enrolled as Foundational in their first year in the program and were retained to their Advanced Standing year); the continuing student credit calculation is based on 36 credits.

Section III – Faculty and Staff Appointments

The proposed M.S.W. program will require a total of 4.5 FTE in new positions to support the program. In Year 1, 2.5 FTE will be added, and an additional 2.0 FTE will be added in Year 2.

- Program Director/Faculty Member (1.0 FTE) – this will be a faculty position to serve as the program lead and complete all administrative, assessment and accreditation responsibilities and oversight duties, in addition to teaching and advising within the M.S.W. program.
- Faculty/Instructional Academic Staff (1.0 FTE) – this will be a faculty position to serve in the program in the areas of teaching, research, and service, as well as perform

advising, and serve as the lead course designer working with the educational technology team in Canvas.

- Faculty/Instructional Academic Staff (1.0 FTE) – this will be a faculty position to serve as the internship coordinator and complete all field administrative and oversight duties, in addition to teaching, research, and service primarily as liaison to internship and employment partners.
- Faculty/Instructional Academic Staff (1.0 FTE) – this position will serve in the program in the areas of teaching, research, and service, as well as perform advising.
- Administrative support (0.5 FTE) – this position will provide administrative support including program budget and records management, course scheduling duties, course evaluations, etc.

Section IV – Program Revenues

The primary revenues for the proposed M.S.W. program include tuition and a GPR (re)allocation of the Joint Finance Committee's supplemental biennial funding for workforce development programs. As explained below, the proposed program is expected to be revenue generating in the second year of implementation.

Tuition

Students enrolled in the M.S.W. program will pay service-based pricing for online graduate programs at UW-Superior, which is currently \$590 per credit (2024-25 rate).

Fees

Students enrolled in the M.S.W. program will be assessed three fees (2024-25 rate). First, there is a graduate activity fee of \$66 per credit enrolled (to support student support services provided to graduate students). Second, there is a Distance Learning Online fee of \$60 per course enrolled. Finally, students in the Advanced Standing year of the program will pay \$100 per semester for the Weekend Residency requirement; this will be a special fee associated with one course per semester.

Program Revenues and GPR

Funding for this program will come from UW-Superior's recent successful proposal, "Meeting the Workforce Needs of the North," funded by the WI State Legislature. This funding will support 70% of the staffing expenses incurred in Year 1 and 37% of the staffing expenses incurred in subsequent years. This allocation is accounted for on the spreadsheet as [GPR (re)allocation].

Section V – Program Expenses

The primary expenses for the proposed M.S.W. program will be the salary and fringe benefits for the 4.5 FTE staffing. The program plans to phase the hiring process (to match the phased enrollment plan) so that 2.5 FTE will be in place for Year 1 and a total of 4.5 FTE will be in place starting in Year 2. This judicious planning allows the program to only incur expenses as it becomes necessary.

Salary and Fringe

The proposed M.S.W. program will eventually consist of 4.5 FTE positions; these positions are supported in part by the Workforce Development funds. For the Program Director/Faculty member (1.0 FTE), a starting salary of \$80,000 is projected, and for the additional Instructional Academic Staff member (1.0 FTE) a starting salary of \$70,000 is planned. An additional salary of \$20,000 is included for administrative support personnel (0.5 FTE). In Year 2, a second faculty position (1.0 FTE) and a second Instructional Academic Staff position (1.0 FTE) will be staffed. Fringe benefits are calculated at a rate of 46.25% for all faculty and instructional academic staff salary projections and 43% for other staff.

Facilities and Capital Equipment

There are no planned facilities or capital equipment expenses.

Other Expenses

Expenses for staff computers (\$2,000 at startup), annual travel (\$2,000), and S&E costs (\$1,050 per instructional FTE per year) have been included in Year 1 for the initial two instructional FTE to be hired. In Year 2, an additional two instructional FTE will be hired, so staff computers (\$2,000) and standard S&E costs (\$4,200, based on 4.0 FTE) are included. Starting in Year 3, the program will be supported with the standard S&E formula, applied to all academic departments at UW-Superior.

Additional expenses include program accreditation, which includes three fees in Year 1: \$26,500 to CSWE for the application fee (includes the eligibility fee and fees associated with 2 site visits), \$7,000 to CSWE for the initial accreditation fee, and \$1,025 to HLC for the substantive change fee. The annual fee to CSWE for Years 2 through 5 reflects the student enrollment-based fee structure used by CSWE.

Finally, \$15,000 has been allocated per year to support marketing efforts for this program.

Section VI – Net Revenue

The program will incur a trivial deficit in Year 1 (-\$1,160); the institution has sufficient university funds available to cover this deficit. The program will be financially self-sufficient within Year 2 of implementation, due to the minimal 4.5 FTE required to support the program relative to the high level of credit generated and the support provided by the Joint Finance Committee's supplemental biennial funding for workforce development

programs. It is estimated that revenues generated will be sufficient to cover all the program expenses as well as to positively contribute to the university's general fund relatively quickly.



April 17, 2025

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

Re: Provost Letter of Support for UW-Superior Master of Social Work

Dear President Rothman:

Please accept this letter of commitment in support of the proposed Master of Social Work at UW-Superior. This new program will be offered in a unique hybrid delivery mode, 70% in-person, and 30% online, a distinct offering within the Universities of Wisconsin and in our Northern service area, where the closest educational opportunities to pursue an M.S.W. are in Minnesota.

This degree will meet the standards of curriculum and quality as set forth by our UW-Superior Graduate Council and will be accredited by the Council of Social Work Education (CSWE). We are proud to claim CSWE accreditation of our undergraduate bachelor's degree in social work since 1978. This new degree expands Social Work education in the northern region of Wisconsin and offers two pathways for completion: a one-year degree program for graduates holding the Bachelor of Social Work, and a two-year degree program for graduates holding degrees in related fields, such as Psychology. Depending on a student's status, the program is expected to be 36-51 credits. Working in concert with our many existing regional employment partners in the area of Human Services, students in this program will be required to experience 900 accumulated hours in field placements preparing them for employment as per accreditation requirements.

The regional employment demand for mental health and counseling professionals in Human Services agencies is quite dire and has been described as an epidemic-level crisis. As shared in the Authorization document, the entirety of Northern Wisconsin is experiencing a workforce shortage in mental health providers and core services to address wellbeing. The positionality of UW-Superior as the "Anchor of the North," provides an important regional opportunity to meaningfully address regional and national workforce needs, as our letters of support from our major regional workforce partner's attest. According to the Bureau of Labor Statistics, between 2023-2033, the expected growth of social work as a profession is 7%, and the expected growth of mental health and substance abuse counselors is 12%. Licensed counseling requires master's-level strategies and expertise.



The gap in services provides a major educational opportunity; OPAR data shows that in the past five years within our closest service counties (Ashland, Bayfield, Douglas, and Iron), only 13 enrollees attended an MA program in Social Work at any campus in the Universities of Wisconsin. Looking further out to Sawyer and Washburn counties adds an additional 8 enrollees who have sought a master's degree in social work at any University of Wisconsin in the past five years. UW-Superior's Social Work program, as the pipeline to employment within Human Services, is primed to deliver this educational opportunity.

There is university-wide support for this program, as evidenced by approvals from the Department of Human Behavior, Justice, and Diversity (the home department), and numerous governance layers of review and assurance including the Graduate Council, Planning and Budgetary Council, and the Joint Instructional Senate. The program has also been vetted and approved by the Chancellor, Provost, and Dean of Academic Affairs & Graduate Studies. All these councils are public bodies, so the campus has had the opportunity to learn of this new degree proposal. This is also one of the Workforce Development Plan programs for the Joint Finance Committee in the legislature.

The necessary financial resources are in place to plan, staff, and implement this program thanks to the workforce development funds returned by the state legislature. Sufficient S&E and marketing support will be provided by the university to ensure a successful build and launch of the program. There will be appropriate staffing, advising, and student support as per Council of Social Work Education accreditation standards. The budget preparation and enrollment tables project that the program will be cost-neutral in Year 1 and will create revenue in Year 2 and beyond. The program will be held accountable long-term through our campus Continuous Program Monitoring Policy, which assesses metrics of performance for the programs annually.

The campus is well-positioned to offer this new degree, and the Social Work program will provide a pathway for students to further their education and employability in Human Services in Northern Wisconsin, thus contributing to the state-wide workforce development efforts sorely needed in mental health and counseling.

Thank you for your consideration of the master's in social work (Hybrid Delivery) at UW-Superior.

Sincerely,

A handwritten signature in black ink, appearing to read "Maria Stalzer Wyant Cuzzo". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

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

July 10, 2025

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

REQUESTED ACTION

Adoption of Resolution C.8., approving an appointment to the Oversight and Advisory Committee of the Wisconsin Partnership Program.

Resolution C.8. That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the appointment of Kirstie Yu to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program to fill a vacant position effective immediately through October 31, 2028.

SUMMARY

The Regents are asked to approve the appointment of Kirstie Yu as one of four public members on the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program. The term for Ms. Yu is effective immediately through October 31, 2028.

Presenter

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

BACKGROUND

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

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

In compliance with the Order, the Board of Regents created the Oversight and Advisory Committee (OAC), consisting of four public members 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, approving, and monitoring the available funds for community-engaged public health initiatives and public health education and training. Through WPP's annual reports, the OAC fulfills the obligations in the Order to report on the expenditure, use and evaluation of the full portfolio of WPP's funded programs and projects.

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

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

In accordance with the Order, the OAC Nominating Committee consisting of the remaining three public members of OAC was responsible for the recruitment to fill the vacant public member position on OAC. The Insurance Commissioner's representative position on OAC, which is also on the Nominating Committee, was vacant during the public member recruitment. A far-reaching public call for nominations went out and the Nominating Committee reviewed the nominations, interviewed finalist candidates and made the recommendation to OAC to nominate Kirstie Yu to fill the vacant public member position. OAC unanimously approved this recommendation, which was presented to Dean Nita Ahuja.

In accordance with the nomination process followed by the SMPH, Nita Ahuja, Dean of the SMPH, recommends the following nominee for appointment by the Board of Regents as a public member:

- Kirstie Yu, Program Training Specialist with the Wisconsin Primary Health Care Association (WPHCA), will serve as a community health advocate concerning "health issues of a particular concern to a minority community" (Order, 2.4.a.). Ms. Yu is dedicated to ensuring that all people and communities attain the highest health potential. Her work with WPHCA focuses on building partnerships to address

community needs and catalyzing statewide learning collaboratives to help health centers strengthen community well-being.

ATTACHMENTS

- A) Kirstie Yu nomination materials and resume

April 8, 2025

Tonya Mathison, Administrative Director
Wisconsin Partnership Program
Health Sciences Learning Center, Room 4230
750 Highland Ave.
Madison, WI 53705-2221



Dear Ms. Mathison:

It is with great enthusiasm that I nominate Kirstie Yu for membership on the Oversight and Advisory Committee (OAC) of the Wisconsin Partnership Program. Kirstie is not only a dedicated public health professional, but has a strong commitment to equity, collaboration, and community empowerment.

Kirstie has built a career centered on advancing health equity and amplifying the voices of those too often left out of the conversation. In her role at the Wisconsin Primary Health Care Association, she has led with purpose and clarity, ensuring that health equity is not just an aspiration, but an active and foundational component of our work with community health centers across the state.

Her leadership in our AmeriCorps program, her partnership-building efforts, and her deep involvement in social drivers of health initiatives reflect a rare blend of strategic thinking and hands-on action. She has helped catalyze a statewide learning collaborative that supports health centers in reimagining how they can strengthen community well-being beyond clinical walls. This work has empowered health centers to innovate and lead in addressing root causes of health disparities—work that mirrors the goals of the Wisconsin Partnership Program.

Kirstie is also an effective steward of public resources. Her oversight of our federal AmeriCorps grant demonstrates not only her skill in managing complex funding streams, but her unwavering commitment to accountability, impact, and sustainability. She understands the delicate balance of managing multiple stakeholder interests while staying grounded in community needs and values.

Perhaps most importantly, Kirstie brings heart and humility to everything she does. She is a trusted thought partner, a strong advocate for underrepresented communities, and someone who leads with both empathy and integrity. Her perspective would bring invaluable insight to the OAC—ensuring that decisions about funding and strategy are guided by lived experience, on-the-ground knowledge, and an unshakable belief in the power of community-led change.

In a time when Wisconsin needs bold, thoughtful leadership to move us closer to health equity, Kirstie Yu is exactly the kind of leader the OAC should have at the table. Her work already reflects the spirit and values of the Wisconsin Partnership Program. I have no doubt that she would make a lasting and meaningful contribution as a member of the Oversight and Advisory Committee.

Thank you for your consideration of this nomination. Please do not hesitate to reach out if you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Stewart", written over a horizontal line.

Scott Stewart
Chief Executive Officer
Wisconsin Primary Health Care Association

My name is Kirstie Yu, and I am writing to express my interest in serving on the Wisconsin Partnership Program's Oversight and Advisory Committee. Regarding my background, I have been employed by the Wisconsin Primary Health Care Association (WPHCA) since June 2019. WPHCA is a nonprofit association for the 19 Community Health Centers (CHCs) in Wisconsin. WPHCA serves as the state's Primary Care Association (PCA) and receives federal funds to support CHCs across the state. WPHCA promotes the delivery of and access to high quality health care services, including medical, dental, and behavioral health care, with a focus on addressing disparities for under-resourced populations.

Our team addresses key CHC priority areas, including quality improvement, policy & advocacy, and social drivers of health (SDOH). Our team is committed to realizing our organizational vision of a future where all individuals and communities in Wisconsin achieve their highest health potential. Much of our work is accomplished through the delivery of training & technical assistance (T/TA) for CHCs across different modalities; facilitation of peer learning networks (PLNs); or the development and sharing of resources. As a statewide association, WPHCA services as a collective voice on behalf of CHC interests across Wisconsin; our association's niche in the healthcare safety net lends our team a unique perspective on systems-level change to advance health equity statewide.

I originally joined WPHCA as the AmeriCorps Program Coordinator for the Wisconsin HealthCorps program, which served the dual purpose of 1) enhancing capacity within healthcare organizations and nonprofits as well as 2) increasing awareness of and exposure to careers in community and public health settings. Since then, I have transitioned to the role of Program Training Specialist, applying my skills to broader organizational initiatives at WPHCA such as the development & implementation of our organizational Racial & Health Equity Action Plan; the development & delivery of T/TA on key workforce development (e.g., an Inclusive Leadership training) or SDOH topics (e.g., a SDOH Learning Collaborative). Additionally, I have co-led the development & implementation of pilot programs, such as a Medical Assistant Apprenticeship program and the 2024 Medical-Legal Partnership (MLP) pilot program.

I am confident that the following skills I have built throughout my time at WPHCA would serve me well should I be selected to serve on the Oversight and Advisory Committee. For example, I have supported program development & implementation, which includes aspects of grants administration & management, creating and improving systems & processes based on program data, and managing relationships with key partners. These skills have been applied most recently to WPHCA's MLP pilot

program, which reached its one-year milestone in February 2025. Furthermore, leadership over WPHCA's RHEAP development & implementation process has given me the opportunity to translate larger strategic goals into tangible actionable steps, instill shared ownership of organizational priorities and initiatives, and communicate progress across different parties (e.g., internal staff, Board members, external partners). Lastly, much of my work at WPHCA has honed my group facilitation & decision-making abilities by convening groups with diverse experiences and perspectives to identify shared ideas and strategies.

I have found my work extremely rewarding as it's afforded me the opportunity to leverage these skills in service to others. While my passion for social justice initially drew me to WPHCA and the broader nonprofit sector, my experiences have significantly increased my understanding of systemic inequities and barriers (both within and beyond healthcare) that prevent people and communities from attaining their highest health potential. As I've learned more about social drivers of health, it's reinforced my belief that systems change work is complex and requires collaboration and collective action. To achieve this, ongoing education and capacity-building are needed for the people, organizations, and communities committed to this work. Further, we must build relationships across interpersonal, organizational, and cross-sector groups given the interconnected nature of root causes impacting health outcomes. Most importantly, the people and communities most impacted by health inequities must be involved in the analysis and interpretation of and the co-creation and realization of solutions.

I feel that my professional qualifications and strong commitment to advancing health equity would align well with the Wisconsin Partnership Program's mission and vision. Serving on the Oversight and Advisory Committee would give me the opportunity to apply my skills and passion to the review of funding initiatives, assessment of grant program impacts, and advancing the Wisconsin Partnership Program's 5-Year Plan. Thank you for your consideration, and I hope to hear from the Committee in future.

PROFESSIONAL EXPERIENCE

Wisconsin Primary Health Care Association – Madison, WI, USA

Program Training Specialist, from 02/2022 to present

- Co-lead racial equity and anti-racism initiatives in partnership with consultant, nINA Collective (plan/lead staff development, facilitate core & strategy teams, monitor and communicate team progress)
- Facilitate and coordinate monthly Lunch & Learns on topics related to anti-racism to educate staff, build facilitation skills, and create shared learning community
- Lead development and implementation of Racial & Health Equity Action Plan (manage Core team, facilitate staff workgroups, communicate and celebrate team progress, create multiple feedback channels for staff and Board members)
- Support social drivers of health (SDOH) team to plan, develop, and host training & technical assistance to health center staff on topics such as SDOH data collection and trauma-informed care
- Co-facilitated 2024 highly successful Fall Learning Session conference planning team (co-developed theme “Trauma-Informed Practices to Build Cultural Safety” and related conference tracks, provided onsite support logistics and ensure positive participant experience, received overwhelmingly positive in post-event evaluation survey)
- Co-lead development and implementation of Medical-Legal Partnership (MLP) pilot program in partnership with 3 health centers and 2 legal partners (facilitate meetings and decision-making)
- Support national PCA All People Thriving Committee to enhance PCA staff capacity through ongoing learning opportunities, facilitated monthly learning community, and shared resources
- Consistently received positive feedback on leadership, facilitation, and organizational skills from peers, colleagues, and C-suite leaders

AmeriCorps Program Coordinator, from 06/2019 to 02/2022

- Managed day-to-day operations of Wisconsin HealthCorps program (plan/lead member training, process background checks, monitor compliance, member and host site recruitment)
- Developed positive relationships with AmeriCorps members and host site staff and provided ongoing support (facilitate meetings, provide training and technical assistance, respond to evaluation feedback)
- Coordinated planning, writing, review, and submission of successful AmeriCorps grant applications for 2020 and 2021 fiscal years
- Collaborated with community partners and stakeholders to envision and restructure AmeriCorps program as part of larger workforce development initiative

Schools of Hope AmeriCorps Project – Madison, WI, USA

AmeriCorps Tutor Coordinator, from 08/2015 to 08/2017

- Recruited and placed over 40 volunteer tutors at 2 school sites, provided ongoing support and training
- Collaborated with tutors and school staff to develop volunteer tutor lessons and strategies
- Recorded, organized, and tracked volunteer and student data for grant reporting purposes
- Tutored 30 elementary students of diverse backgrounds in literacy and writing for an average of 15 hours/week

EDUCATION

Masters of Professional French Studies with Distinction

University of Wisconsin-Madison

05/2015

Bachelor of Arts with High Distinction in French

University of Illinois at Urbana-Champaign

05/2013

CERTIFICATIONS

Inclusion Institute Certified Diversity Practitioner Program

The People Company Consulting Group

05/2023

**APPROVAL OF UNIVERSITY OF WISCONSIN-OSHKOSH
REVISED FACULTY HANDBOOK**

REQUESTED ACTION

Adoption of Resolution D.

Resolution D. That, upon the recommendation of the Chancellor of University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the UW System Board of Regents approves the revised University of Wisconsin-Oshkosh Faculty Handbook.

SUMMARY

The UW System Board of Regents is asked to approve the attached proposed revisions to the University of Wisconsin-Oshkosh's Faculty Handbook. These changes are intended to align policies and practices with the new academic structure at UW-Oshkosh, ensure UW-Oshkosh's policies and practices are in alignment with current Regent policy, and communicate clear processes to the faculty. These include updates to the process and criteria for faculty appointments, recruitment, rank determination, annual performance evaluations, renewal, tenure, and promotion decisions, and faculty retention, development, and sabbatical, as well as updates to the policies related to teaching evaluations and improvement of instruction. Specifically, the Faculty Renewal, Tenure, and Promotion Policy (FAC 5) submitted in the revised Faculty Handbook for Board of Regents approval revises and combines three previous Faculty Handbook policies: FAC 4.B - Faculty Renewal, FAC 4.E – Faculty Tenure, and FAC 5 – Faculty Promotion. The final policy included in the revised UW-Oshkosh Faculty Handbook is the result of a lengthy and iterative process that required not only high levels of collaboration between the Faculty Senate and UW-Oshkosh administration, but also a great deal of engagement between the Faculty Senate and their constituents. This work was conducted via forums including Task Force meetings, open forums, faculty-wide communications, and Senate meetings, and resulted in multiple versions of the document throughout the drafting stages. The final proposed document reflects the labor and proposals of the Faculty Senate, considerations from UW-Oshkosh administration, and recommendations and advice from the Universities of Wisconsin Administration.

The proposed UW-Oshkosh Faculty Handbook revisions were led by the UW-Oshkosh Faculty Senate and approved by the appropriate university governance bodies including the Faculty Senate, Provost, and Chancellor.

Presenters

- Edwin Martini, Provost & Vice Chancellor for Academic Affairs, UW-Oshkosh
- Pascale Manning, Associate Professor, English, UW-Oshkosh

BACKGROUND

In August 2024, the Board of Regents approved the UW-Oshkosh's academic realignment, which reorganized the university's existing colleges into three new colleges – each of these new colleges consists of two newly established schools. With the realignment, an updated faculty handbook that clearly articulates the new structure and particularly how it relates to faculty renewal, promotion, and tenure is essential and the rationale for the revisions set forth in these documents.

The revisions align with Section UWS 2.02, Wis. Admin. Code ("Faculty Rules: Coverage and Delegation"), which 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."

These documents are also relevant to Regent Policy Documents 20-2, 20-5, 20-9, and 20-23 related to Student Evaluation of Instruction, Sabbatical Leave Program for Instructional Faculty, Periodic Post-Tenure Review in Support of Tenured Faculty Development, and Faculty Tenure, respectively.

ATTACHMENTS

- A) Chancellor's Letter of Support
- B) UW Administration Memo Regarding UW-Oshkosh Handbook Revisions
- C) Proposed Redlined UW-Oshkosh Faculty Handbook

UNIVERSITY OF WISCONSIN
OSHKOSH

TO: Board of Regents

FROM: Andrew Leavitt, Chancellor

A handwritten signature in black ink, appearing to read "A. Leavitt", is placed over the name "Andrew Leavitt, Chancellor".

DATE: May 13, 2025

RE: Changes to UWO's Faculty Handbook Renewal – Summary

In August 2024, the Board of Regents approved UW Oshkosh's academic realignment, reorganizing the university's four existing colleges into three new colleges each consisting of two newly established schools. This reorganization necessitates revisions to the existing faculty handbook and university-level policies. UWO's Faculty Senate has led this effort and now submits the following sections of the faculty handbook for review and approval. While much of the work involved simply renaming position titles and organizational units to align with the new academic structure, several substantive policy changes were also made.

The work was led by UWO's Faculty Senate under the leadership of President Pascale Manning. At the start of the Fall 2024 semester, Dr. Manning assigned sections of the handbook to standing university committees to revise UWO policies in alignment with the new academic structure. She also charged a dedicated task force to revise the university's renewal, tenure, and promotion policies—the most complex and labor-intensive component of the handbook revision project. Chaired by Dr. David Fuller, the task force included faculty representatives from across UWO and worked closely with the Office of Academic Affairs. Draft revisions were completed and circulated to the faculty for feedback in December 2024.

Throughout the process, the broader faculty community was given opportunities to engage in discussion and provide feedback. The Faculty Senate hosted listening sessions on October 25, 2024, at the outset of the work to gather initial input, and again on January 24, 2025, to invite feedback on the revised renewal, tenure, and promotion policy (FAC 5). The first draft of FAC 5 was submitted to the UW Office of General Counsel on February 5. After receiving feedback and incorporating suggested changes, the revised version was approved by the full Faculty Senate on April 1 and resubmitted to OGC on April 2.

The remaining sections of UWO's handbook were also submitted to OGC for initial review in March, with feedback received mid-April. Changes were made based on OGC's feedback and were submitted for a second review.

The revision of UWO's Faculty Handbook during the 2024–2025 academic year has been a faculty-led effort, guided by shared governance. I want to recognize the time and dedication invested in this work, particularly by President Manning and the Faculty Senate.

OFFICE OF THE CHANCELLOR

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A summary of these changes follows—all of which I endorse.

FAC 2: Faculty Recruitment

Purpose: This policy delineates procedures guiding faculty recruitment, including the initiation of proposals for positions and the announcement of approved positions.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- Removed references to equity and affirmative action.

FAC 3: Faculty Appointment

Purpose: This policy outlines procedures for faculty and adjunct appointments, including tenure clock adjustments, concurrent roles, experience credit, multi-year contracts, appointment letters, graduate faculty status, status changes, and leaves of absence.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- Removed references to equity and affirmative action.
- Added clarifying language to FAC 3.2.B Stopping or Suspending the Tenure Clock.

FAC 4.A: Faculty Retention, Development and Sabbatical

Purpose: This policy provide information on eligibility and procedures for faculty retention, development, and the sabbatical program.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- The document was made more concise by deleting process details and adding references to UW System Administrative Policy 160 (formerly ACPS 3.3).

FAC 5: Faculty Renewal, Tenure, and Promotion

Purpose: This policy delineates faculty renewal, tenure, and promotion procedures and specifies the appropriate committees or administrative positions that will interact with the process of faculty renewal, tenure, and promotion.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- Disciplines: The policy affirms the importance of recognizing faculty by their academic specializations—now termed “disciplines”—especially for personnel reviews and curricular development. Disciplines are defined as fields of expertise that guide faculty teaching and research. They will serve as the first level of review for personnel decisions, unless the discipline lacks enough qualified faculty, or the school uses a single-level review process.

- **Two Levels of Review:** The Faculty Senate establishes a standard of two levels of faculty review for personnel decisions: an initial review by faculty within a disciplinary unit and a secondary review by faculty selected from across the school. The first level provides disciplinary expertise, while the second ensures evaluations consider broader academic and procedural factors.
- **Progression of “No” Decisions:** Currently, negative decisions for renewal and tenure end at the initial level of review, with faculty having the option to request reconsideration. If reconsideration is denied, they may appeal the decision. (For promotion to full professor, candidates who receive a “no” can either submit their materials for reconsideration or send them directly to the next level for review, with the right to “attach reasons to [their nomination form] that he/she feels are reasons why he/she should be nominated,” creating an inconsistency in current policy.) The Faculty Senate recommends standardizing the process so that all personnel decisions—both positive and negative—follow the same progression: Initial Faculty Level → Second Faculty Level → Dean → Provost → Chancellor. Candidates will retain the right to initiate a reconsideration, thus stopping the file progression, after the second level of review. The Faculty Senate argues that this policy change strengthens the faculty review process by standardizing a second level of faculty review as a safeguard to ensure procedural guidelines are properly followed, particularly in cases where a “no” decision is issued at the first level.
- **Clarification of the roles of Associate Deans/School Directors and the AVC for Faculty and Academic Staff Affairs in the review process.**
- **Added an External Process Observer to the initial and school levels of review.** This non-voting member, designated by the office of the Associate Vice Chancellor of Faculty and Academic Staff Affairs, is tasked with ensuring the policies and procedures are followed.

FAC 6.3: Post-Tenure Review

Purpose: This policy outlines how UW Oshkosh complies with the Universities of Wisconsin’s requirements for post-tenure review (Regent Policy Document 20-9).

Revisions:

- The policy language was updated to reflect the UWO’s new academic structure.
- Added additional details from Regent Policy Document 20-9.

FAC 6.4: UW Oshkosh Faculty Teaching Evaluation Policy

Purpose: This policy describes UW Oshkosh policy and procedures for the evaluation of faculty teaching.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- No substantive changes.

FAC 6.5: Improvement of Instruction

Purpose: This policy describes UW Oshkosh policy and procedures for the use of Student Evaluation of Instruction (SEI) data for Improvement of Instruction (IOI) activity, pursuant to Regent Policy Document 20-2 Student Evaluation of Instruction.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- No substantive changes.

FAC 6.6: UW Oshkosh Student Opinion of Instruction Data Collection Policy

Purpose: This document describes UW Oshkosh policy and procedures for a Student Opinion Survey pursuant to current Regent Policy Document 20-2 Student Evaluation of Instruction.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- Clarified roles and responsibilities with respect to public records requests.

FAC 10: Faculty Annual Performance Evaluation Policy

Purpose: This policy establishes guidelines and a process for an annual faculty performance management process consistent with UW System Administrative Policy 1254.

Revisions:

- The policy language was updated to reflect the UWO's new academic structure.
- Removed mention of policies relation to pay plan eligibility and added a reference to SYS 1278.
- Give Faculty Senate the authority to review school-level policies.



Academic and Student Affairs

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TO: Jay Rothman, President, Universities of Wisconsin Administration

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

DATE: June 24, 2025

RE: Revisions to UW-Oshkosh Faculty Handbook

Pursuant to Wis. Admin. Code s. UWS 2.02, UW-Oshkosh is requesting to present the attached revisions to the faculty portions of their Faculty Handbook for approval at the July 10, 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."

Note that the changes to the Faculty Handbook were approved by appropriate governance bodies at the university. In particular, the handbook changes were led by UW-Oshkosh's Faculty Senate. The proposed edits, which are related to Wis. Admin Code ch. UWS 3, 4, 5 and 7 and to Regent Policy Documents 20-2, 20-5, 20-9, and 20-23 related to Student Evaluation of Instruction, Sabbatical Leave Program for Instructional Faculty, Periodic Post-Tenure Review in Support of Tenured Faculty Development, and Faculty Tenure, respectively, have been approved by the UW-Oshkosh Faculty Senate, endorsed by Provost Edwin Martini, and approved by Chancellor Andrew Leavitt.

UW-Oshkosh provided the following rationale for the handbook changes:

This revised handbook changes are intended to align policies and practices with the new academic structure at UW-Oshkosh, ensure UW-Oshkosh's policies and practices are in alignment with current Regent policy, and communicate clear processes to the faculty.

The proposed changes have been reviewed by the Universities of Wisconsin Administration (UWSA) Office of General Council, the UWSA Office of Human Resources, the UWSA Office of University Relations, and the UWSA Division of Academic and Student Affairs. We recommend that the board approve the proposed changes as presented.

Attachments:

Chancellor's Letter of Support

Proposed Redlined UW-Oshkosh Faculty, Academic Staff, and Limited Appointees Handbook

c: Megan Wasley, Executive Director and Corporate Secretary, UW System Board of Regents
 Andrew J. Leavitt, Chancellor, UW-Oshkosh
 Quinn Williams, General Counsel, Universities of Wisconsin Administration
 Kelly Cook, Deputy Chief Human Resources Officer, Universities of Wisconsin Administration

FACULTY RECRUITMENT (FAC 2)

The University of Wisconsin Oshkosh

Policy # **1.207**

Faculty Recruitment (FAC 2)

Original Issuance Date: 01 01 0000

Last Revision Date: 04 05 2025

Next Review Date: Spring 2030

1. PURPOSE

This policy delineates procedures guiding faculty recruitment, including the initiation of proposals for positions and the announcement of approved positions. It further articulates the university's values regarding tenure-track faculty lines, specifying that the university strives to promote tenure density rather than reflexively relying on flexible instructional labor in the form of instructional academic staff (IAS) appointments.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy applies to all ranked faculty recruiting in all Schools.

4. BACKGROUND

Pursuant to the ranked faculty's primary responsibility for the academic curriculum, this policy incorporates the faculty's philosophy regarding the need for trained scholars as well as flexibility to accommodate changing student needs.

5. DEFINITIONS

There are no specific definitions for this policy.

6. POLICY STATEMENT

FAC 2.0: Incorporation of ~~School~~College Personnel Materials.

Please note that substantive requirements relating to faculty appointment, renewal, tenure, promotion, and merit may be found in materials developed at the School level. ~~college or department level. College-specific information has been included as an appendix to this material.~~

~~FAC 2.1. UWS 3.02 {Faculty Appointments} of the Wisconsin Administrative Code, Rules of the Board of Regents.~~

~~View UWS 3.02 of the Wisconsin Administrative Code
[docs.legis.wisconsin.gov/code/admin_code/uws/3/02]~~

FAC 2.12. Announcements-

1. As the smallest academic unit, Schools will initiate position proposals for approval by the appropriate higher-level administration and personnel-related offices. Schools should establish their own policies and procedures by which their faculty will submit requests for positions. These policies should ensure that, where applicable, Disciplines work with School committees, and in consultation with the School Director, to initiate proposals and oversee their submission to the appropriate subsequent offices.
2. Identification of open faculty positions shall be made in accordance with published University policies. When it is determined that a faculty position is open, a position description will be prepared by the originating ~~School~~department or unit (on forms supplied by the Provost and Vice Chancellor's Office) and forwarded via all levels to the Vice Chancellor for approval. The Provost and Vice Chancellor's Office will then obtain all necessary clearances and assist in advertising.
 - a. ~~(1)~~ To help ensure that the position description will reach appropriate professional organizations, ~~minority and~~ groups, ~~and women~~, each ~~School~~ department or unit is expected to advertise independently of the services provided through the Provost and Vice Chancellor's Office. ~~School~~Department or unit advertising must be consistent with university policy, ~~and with a department or unit affirmative action recruitment plan which has been approved by the University's Director of Equity and Affirmative Action.~~
 - ~~(2)~~ The University's Director of Equity and Affirmative Action is available for consultation and to provide additional assistance to ensure that departments and units are in compliance with local, state and federal affirmative action rules and regulations as well as the University's affirmative action plan.
 - b. ~~(3)~~ Each ~~School~~department or unit recruiting for a position will have the responsibility of identifying and interviewing candidates. Appropriate appointment forms shall be completed by the originating ~~academic~~department or unit and forwarded through each supervisor to the Provost and Vice Chancellor's Office for processing. The originating ~~academic~~ department or unit, in consultation with the dean or equivalent, will be responsible for recommending to the Provost and Vice Chancellor the terms of the contract, including type of appointment, salary, rank, and prior years of experience to be credited. This information should be consistent with the position as advertised. Final approval of the contract and terms rests with the Provost and Vice Chancellor.

FAC 2.23. Faculty Staffing Flexibility-

Whenever possible, instruction at the ~~University of~~ Wisconsin Oshkosh will be provided by tenured faculty or tenure-track faculty. While reaffirming our commitment to the policy of awarding tenure without quotas, we also recognize the need to preserve staffing flexibility. This policy expressly recognizes the need for some ~~IAS instructional academic staff~~ appointments and the vital role ~~instructional academic staff~~IAS play at the ~~University of~~

Wisconsin Oshkosh. Schools should have guidelines and/or policies that address the appropriate balance between IAS (including lecturers and teaching assistant professors) and tenure-track positions. Continued IAS appointments should be justified according to these guidelines and/or policies.

~~(1.)~~ Academic units~~departments~~, in consultation with the academic deans and Provost and Vice Chancellor, are responsible for recruiting instructional tenure-track faculty and IAS.

~~(2) Instructional appointments shall generally be made to tenure-track faculty positions.~~

~~2. (3)~~ In recognition of the need to provide staffing flexibility, the Dean and Provost and Vice Chancellor should — if provided with a compelling rationale by an academic unit a department — permit vacancies to be filled by IAS instructional academic staff.

~~(4) Ordinarily, instructional academic staff may not serve more than five consecutive years in a full-time appointment. At the end of five years, the department may recommend to the Dean and Provost and Vice Chancellor a continuing appointment on the following conditions: (a) the individual has demonstrated teaching excellence; (b) an equally qualified tenure-track faculty member cannot be hired to fill the position; (c) there is a demonstrable pedagogical or educational reason for the continuing appointment; and (d) the individual has been considered for conversion to a faculty status, but the conversion is inappropriate based on the individual's credentials or unworkable in light of tenure density.~~

~~3. (5)~~ All personnel processes relating to the performance assessment, evaluation, merit review, or contract renewal for instructional academic staff will take into account that there are different expectations regarding faculty and IAS instructional academic staff performance and duties.

~~(6) Repeated academic staff appointments will not confer tenure or indefinite contract status to individuals reappointed to terminal contracts.~~

7. REFERENCES

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES~~**8. PROCEDURES**~~

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II of the Faculty Constitution.

The Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Personnel Policies Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty

Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action. ~~The five-year review clock resets upon the Faculty Senate's action.~~

87. REFERENCES

UWS 3.02 Faculty Appointments of the Wisconsin Administrative Code, Rules of the Board of Regents

9. REVISION HISTORY

Original approval by Faculty Senate: 04 05 2025

Approval by Board of Regents:

FACULTY APPOINTMENT (FAC 3)

The University of Wisconsin Oshkosh

Policy # **1.366**

Faculty Appointment (FAC 3)

Original Issuance Date: 01 01 0000

Last Revision Date: 04 05 2025

Next Review Date: Spring 2030

1. PURPOSE

This policy defines procedures and guidelines related to faculty and adjunct professor appointment, tenure clock stoppage or suspension, concurrent appointments, granting years of experience, and multiple year contracts; it details the components belonging to letters of appointment, defines graduate faculty, defines changes of status, and specifies the characteristics of leaves of absence.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy applies to all ranked faculty, as well (in part) to adjunct professors.

4. BACKGROUND

This policy addresses several requirements of the Universities of Wisconsin (see References) for campus-level policies for ranked faculty affairs.

5. DEFINITIONS

There are no specific definitions for this policy.

6. POLICY STATEMENT

FAC 3.0: Incorporation of College Personnel Materials.

Please note that substantive requirements relating to faculty appointment, renewal, tenure, promotion, and merit may be found in materials developed at the level of the college or appropriate academic unit. ~~college or department level. College-specific information has been included as an appendix to this material.~~

FAC 3.1.

~~System references for appointment include:~~

~~UWS 3.01 – Types of appointments.~~

~~UWS 3.02 – Recruiting.~~

~~UWS 3.03 – Appointments – general.~~

~~UWS 3.04 – Probationary appointments.~~

FAC 3.12.A. Probationary Appointments.

Tenure is not acquired solely because of years of service. "Probationary appointment" means an appointment by the Board of Regents which is granted to a faculty member who is employed half time or more.

The probationary period at University of Wisconsin Oshkosh shall be a maximum of: (1) seven years for faculty appointed full time; (2) ten years for faculty appointed at least three-quarter time but less than full time; or (3) fourteen years for faculty appointed at least half time but less than three-quarter time. As stated in section UWS 3.04(2), above: "A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the 7-year period ~~"...."~~" In addition, as set forth in section UWS 3.04(3), above, other specified circumstances may also be excluded from the seven-year rule.

The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the institution unless the faculty member is dismissed or terminated or laid off.

FAC 3.2-B. Stopping or Suspending the Tenure Clock.

~~It is the policy of the University of Wisconsin Oshkosh that these procedures should be implemented in a fair, reasonable, and accommodating manner. Interest in accommodating the special needs of probationary faculty must be considered and evaluated in light of avoiding an undue prolongation or extension in the length of the probationary period. For this reason, the process of making decisions on these requests must ensure that actions are taken in a timely and appropriate manner.~~

Probationary faculty may present a request for stopping the tenure clock for the reasons set forth in section UWS 3.04(3). Requests should be filed as soon as the probationary faculty becomes aware of the circumstances or conditions that necessitate this special treatment. In order to ensure that the review of the request is completed prior to the timeline for the submission of materials for renewal or tenure, the request should be filed no later than forty (40) working days prior to the date scheduled for the initial review. (In emergency or other extenuating circumstances, the Provost and Vice Chancellor may accept and act upon a request in an expeditious manner, provided that reasonable efforts are made to confer with the following individuals and offices (or their equivalents): the college Dean, the ~~school director~~~~department chair~~, the ~~Renewal, Tenure~~~~department personnel committee~~, and ~~Promotion Committee (or equivalent), and the Institutional Compliance Office~~~~Director of Equity and Affirmative Action.~~)

If accepted, a request to "suspend the clock" shall not constitute a break in continuous service nor shall it be included in the probationary period. However, stopping the tenure clock extends the probationary period by an additional year and may disrupt the standard 2-3-2 renewal cycle. As a result, an additional renewal will be required to account for the extended timeline.

- (1.) The Provost and Vice Chancellor will serve as the "designated administrative officer" for making decisions on all requests to stop or suspend the tenure clock.

- (2.) Probationary faculty initiate a request in writing filed with the School Director. ~~Copies appropriate dean. Duplicate copies~~ of this material must also be simultaneously filed with the following individuals and offices (or their equivalents): the ~~School Director~~ department chair, the ~~Renewal, Tenured~~ department personnel committee, and Promotion Committee (or equivalent), and the Institutional Compliance Office ~~Director of Equity and Affirmative Action~~. The ~~Director~~ dean will then forward the request, with ~~their~~ his/her recommendation, to the Dean, who will forward their recommendation to Provost and Vice Chancellor.
- (3.) Any comments on the request from the offices designated above must be filed with the Provost and Vice Chancellor's Office within ten working days.
- (4.) No later than ten working days after the close of the period for receipt of comments, the Provost and Vice Chancellor shall make a final decision on the request. Copies of the decision shall be sent to the following individuals and offices (or their equivalents): the concerned faculty, the Chancellor, the college Dean, the ~~school director~~ department chair, the Renewal, Tenure, and Promotion Committee ~~department personnel committee~~, and the Institutional Compliance Office ~~Director of Equity and Affirmative Action~~. This decision is not subject to review or appeal.
- (a.) If the Provost and Vice Chancellor denies the request, it must be based upon clear and convincing reasons that are presented in writing to the probationary faculty member at the time that this decision is made.
- (b.) If the Provost and Vice Chancellor accepts the request, the notification of that decision shall specify the duration of the period covered by the decision and the timeline for the next personnel action pertaining to the probationary faculty member.

It is the policy of the University of Wisconsin Oshkosh that these procedures should be implemented in a fair, reasonable, and accommodating manner. Interest in accommodating the special needs of probationary faculty must be considered and evaluated in light of avoiding an undue prolongation or extension in the length of the probationary period. For this reason, the process of making decisions on these requests must ensure that actions are taken in a timely and appropriate manner.

FAC 3.3. Concurrent Appointments.

An individual on a limited appointment, as defined in UWS 15 and University of Wisconsin Oshkosh rules accompanying that section, may also be granted a concurrent faculty appointment.

- (1.) A concurrent appointment as faculty member shall require the recommendation of the appropriate ~~academic~~ department or unit, and Chancellor.
- (2.) Limited appointees who hold concurrent faculty appointments shall be considered on leave of absence from the faculty position for that portion of time assigned to

the limited appointment. If the teaching assignment is one-half time or more the appointee moves toward tenure as defined by the probationary period listed above.

FAC 3.34. Granting of Years of Experience.

University of Wisconsin Oshkosh credits faculty with years of experience as follows: only experience relevant to the duties that will be assumed at University of Wisconsin Oshkosh will be counted; graduate assistantships and in most cases pre-bachelor-degree experience shall not be counted. Up to three years of credited prior experience at University of Wisconsin Oshkosh or other institutions, agencies, business, industry, or other types of activity of sufficient quality to be related to the position at University of Wisconsin Oshkosh, may be counted toward the probationary period. The number of years (if any) credited toward the probationary period will be recommended by the appropriate academic department or unit to the Chancellor. The three-year limitation also applies to changes of status as provided elsewhere in this document.

FAC 3.5. Multiple-Year Contracts — Initial Faculty Appointments.

Initial appointments for faculty will typically be for two years, and can be recommended subject to the following conditions:

- (1.) The recommendations for two-year initial appointments will be initiated by the discipline or program department level, recommended by the area coordinator department chair and college Dean, and presented to the Provost and Vice Chancellor.
- (2.) All recommendations for two-year appointments will include written rationale from all levels of review that address the following factors: (a) the credentials of the prospective employee; and (b) an assessment of the candidate's likely contributions in the areas of teaching, research and service.

FAC 3.6. Letter of Appointment.

Conditions of the appointment shall be specified in a letter of appointment signed by the Chancellor or designee and shall include detailed terms and conditions of appointment as follows:

- (1.) Rank;
- (2.) Duration of appointment;
- (3.) Salary;
- (4.) Starting and ending dates;
- (5.) General position responsibilities;
- (6.) Statement of need approval by Board of Regents (if appropriate));
- (7.) Enclosure of University of Wisconsin Oshkosh and System rules, policies and procedures relating to faculty appointments;
- (8.) Indication of whether the appointment is a probationary appointment or an appointment with tenure;
- (9.) Years of experience to be credited, including prior years of experience (if any) credited toward the probationary period; and

~~{10.}~~ Indication of whether the appointment is terminal and hence not subject to further notice of renewal/nonrenewal.

FAC 3.7. Immigration Law.

~~The Federal Immigration Reform and Control Act of 1986 requires employers throughout the United States to verify, document and maintain employee identification and work authorization status. This law pertains to all permanent, project, and limited term employees. Processes require the employer to verify the employee's identity and employment authorization.~~

~~(1) All persons hired after November 1986 must complete the Employment Eligibility Verification Form I-9, in person, in the Provost and Vice Chancellor's Office, within three working days. A 21-day extension may be granted provided the employee submits written notice to the Provost and Vice Chancellor's Office indicating an attempt to secure the appropriate document(s). Failure to comply with the law will result in termination of the employee, and if audited, substantial financial consequence levied against the University.~~

~~(2) I-9 forms will be retained in the Provost and Vice Chancellor's Office for a minimum of three years after the date on which the person was hired, or one year after the date an individual's employment has been terminated, whichever is later.~~

~~(3) Copies of supporting documentation used to complete the I-9 form will be maintained in the I-9 file.~~

FAC 3.78. Graduate Faculty.

~~{1.}~~ Definition.

Graduate Faculty members shall include those persons of the University of Wisconsin Oshkosh who qualify for and accept appointment as Graduate Faculty and who assume any of the incumbent responsibilities.

~~{2.}~~ Responsibility.

These responsibilities may include, but are not confined to, graduate admissions decisions and recommendations; graduate student academic advisement; Graduate Council and/or ~~area or program departmental~~ graduate committee activities; candidacy and Comprehensive Examination responsibilities; involvement with theses, seminar or clinical paper development and evaluation; assignment to graduate classroom instruction.

~~{3.}~~ Membership.

The Graduate Faculty shall consist of four groups:

~~{a.}~~ Ranked Faculty

Qualifications:

i. the earned doctorate or the appropriate terminal degree in the professional field or discipline;

ii. rank of assistant professor, associate professor, or professor;

iii. a record of productive scholarship;

iv. ability for graduate level teaching;

v. assignment to activities central to the student's completion of graduate program requirements.

~~(b.)~~ Full-time Instructional Academic Staff (appointment for one year and renewable)

Qualifications:

- ~~i. The~~ earned doctorate or the appropriate terminal degree in the professional field or discipline from a graduate school accredited by a regional accrediting agency;
- ~~ii.~~ a record of productive scholarship;
- ~~iii.~~ ability for graduate level teaching; and
- ~~iv.~~ assignment to graduate teaching or other responsibilities as identified under section (2) above.

~~(c.)~~ Temporary Faculty (appointment is for one term and renewable)

- ~~i.~~ Temporary status may be granted to persons without the appropriate terminal degree but otherwise qualified for teaching a specific course, or part-time appointees assigned to teach a specific course.

~~(d.)~~ Adjunct Faculty (appointment may be on a continuing basis)

- ~~i.~~ Adjunct appointments are granted to persons who have professional expertise in their field similar to faculty on the campus and who are fully employed outside the University. These appointments do not include implications for tenure or probationary status and do not convey faculty voting status. No salary or fringe benefits are awarded.

~~e.(4)~~ Appointment Procedure-

- ~~i. (a)~~ On an annual basis by October 1, each college shall respond to the Office of Graduate Studies indicating new nominees, continuing members, and deleted members of the Graduate Faculty. Appointments will be recommended by the Provost, of the persons meeting qualifications listed in parts (2) and (3), and approved by the Graduate Council.
- ~~ii. (b)~~ All members of the Graduate Faculty at the time of the adoption of the revised Bylaws shall retain their membership on the Graduate Faculty.

FAC 3.89. Changes of Status.

The following procedures pertain to changes in status of unclassified personnel at University of Wisconsin Oshkosh.

~~(1.)~~ From academic staff to faculty-

- ~~a.~~ A change from academic staff to faculty requires a recommendation from the affected academic ~~department or~~ unit, through normal administrative channels, and approval by the Chancellor and Board of Regents.

~~(2.)~~ From faculty to academic staff-

- ~~a.~~ A change from faculty to academic staff will be possible if agreed to by the faculty member and approved by the affected ~~academic~~~~department or~~ unit,

through normal channels, and approved by the Chancellor. In addition: (a) the faculty member must be appointed to a position with different responsibilities than he/she had as a faculty member; (b) the new position responsibilities must satisfy those listed in the University of Wisconsin Oshkosh Academic Staff Policies and Procedures; and (c) the title used must be consistent with those found in the UW System guidelines (i.e., "Unclassified Personnel Guidelines No. 1").

~~(3.)~~ From faculty to limited appointment.

a. Faculty granted a limited appointment at University of Wisconsin Oshkosh shall not lose existing rights to a faculty appointment by virtue of accepting the limited appointment. The time served in the limited appointment shall not count toward the probationary period necessary to qualify for tenure consideration or the post-tenure review period unless there is a recommendation from the academic department or unit that some or all of the time count and the Chancellor approves.

~~(4.)~~ From limited appointment to faculty.

(a.) If a limited appointee has a concurrent faculty appointment and the limited appointment is terminated, he/she shall be transferred to the academic department or unit in which the concurrent faculty appointment is held. The time served in the limited appointment shall not count toward the probationary period necessary to achieve tenure unless there is a recommendation from the academic department or unit that some or all of the time count and the Chancellor approves.

(b.) A limited appointee who does not have a concurrent faculty appointment may be granted a faculty appointment when s/he/she qualifies and a position exists. Such an appointment will require the concurrence of the concerned academic department or unit, the Dean or equivalent, the Provost and Vice Chancellor, and the Chancellor. The academic department or unit shall recommend to the Chancellor the number of years of service in the limited appointment (if any) which shall count toward the probation period.

FAC 3.910. Leaves of Absence.

A leave of absence generally includes leave without pay, sabbatical, professional development semester, externally funded, and extended sick leave, which includes family, medical, domestic partner, and/or other approved leaves. University approved leaves may include circumstances beyond those covered under the Family Medical Leave Act (FMLA). Leaves must be approved at the academic unit department, college, and Vice Chancellor levels. Leaves without pay are approved for a time period of up to one year and may be extended to two years. Leaves beyond two years may be negotiated. A leave of absence outside of FMLA is contingent upon affirmative recommendations for reappointment for the year in which the leave is requested. All family and medical leaves of absence must comply with UW System Administrative Policy 1213.

The tenure clock or post-tenure review period automatically stops, unless otherwise requested, for faculty on leave for equal to, or greater than, one semester. The contract is automatically extended for probationary faculty on leave and this person does not go through the renewal process while on leave. When the faculty member returns, he or she shall consult with the Provost and Vice Chancellor's office to determine the appropriate renewal cycle and terms of appointment consistent with the Faculty Personnel Policies. Upon return, the term of appointment will extend for the same number of years beyond the leave period as had been approved prior to the leave. Each year of approved leave will extend the total term of appointment by one year. All non-medical leaves of absence must comply with UW System Policy 1217.

Refer to Chapter 4, Part B. Faculty Renewal and Tenure and Faculty Post Tenure Review (FAC 6.3) in these Faculty Personnel Materials for notification timelines.

FAC 3.1041. Appointment of Adjunct Professors.

Any ~~academic college or~~ unit of the ~~U~~university may make recommendations for appointment as adjunct (instructors, assistant professors, associate professors, or professors). In most cases, the recommendations will come from the Discipline or School department to the deans, and be forwarded to the Provost and Vice Chancellor. After the Provost and Vice Chancellor ~~have~~ attached ~~their~~his/her recommendations, they will be sent to the Chancellor for final action. If the Chancellor approves, letters will be sent to the individuals announcing the appointments and requesting return letters of acceptance.

Listed below are items that pertain to these appointments:

- ~~1.~~ Appointments are for one year only.
- ~~2.~~ Appointments may be renewed.
- ~~3. (2)~~ No salary or fringe benefits are awarded, and/or.
- ~~4. (3)~~ In some instances, the University will furnish the person with a faculty identification card, office space and keys, mailbox, library privileges, a parking permit, use of universityUniversity and departmental equipment, and ~~departmental~~ secretarial help.

7. REFERENCES

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES~~8. PROCEDURES~~

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II of the Faculty Constitution.

The Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Personnel Policies Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

87. REFERENCES

1. UWS 3.01 – Types of appointments.
2. UWS 3.02 – Recruiting.
3. UWS 3.03 – Appointments—general.
4. UWS 3.04 – Probationary appointments.
5. UWS 15.01 - Limited Appointments.

9. REVISION HISTORY

Original approval by Faculty Senate: 04 05 2025

Approval by Board of Regents:

FACULTY RETENTION, DEVELOPMENT AND SABBATICAL (FAC 4.A)

The University of Wisconsin Oshkosh

Policy # 1.500

Faculty Retention, Development and Sabbatical (FAC 4.A)

Original Issuance Date: 01 01 0000

Last Revision Date: 04 05 2025

Next Review Date: Spring 2030

1. PURPOSE

This policy was developed by the University of Wisconsin Oshkosh Faculty Development Board (FDB) to provide information on eligibility and procedures for faculty retention, development, and the sabbatical program in alignment with applicable law and university policy, including UW System Administrative Policy 160 (formerly ACPS 3.3).

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

Policy 6.4.A.1. applies to probationary faculty. Policy 6.4.A.2. applies to faculty and academic staff. Policy 6.4.A.3. applies to eligible faculty as specified in Section 6.4.A.3.1. below.

4. BACKGROUND

This policy provides statements on faculty retention, faculty development, and information about eligibility, types, conditions, roles and responsibilities, and processes governing the faculty sabbatical program. The sabbatical application process, selection procedures, criteria, and final report requirements are provided in the Faculty Development Handbook, which states that the purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study to become more effective instructors and scholars and to enhance their services to the University. A sabbatical leave will be granted for the purposes of enhancing teaching, course and curriculum development, research, or scholarly activity related to the faculty member's field of expertise. This privilege should be granted to faculty members on the merit of their past academic contributions. Prior academic achievements, however, do not take precedence over the need to address in detail the application requirements.

5. DEFINITIONS

Sabbatical: Sabbatical refers to the professional leave program authorized by Chapter 36.11(17) Wis. Stats.

Sabbatical Leave: Sabbatical leave may be taken by faculty for a period of up to two consecutive academic terms. See Regent Policy Document 20-5, *Sabbatical Leave Program for Instructional Faculty*.

6. POLICY STATEMENT

FAC 4.A.1. Faculty Retention.

Probationary faculty are offered positions with the expectation that they will become tenured faculty at the University of Wisconsin Oshkosh. To achieve that end, tenured faculty ~~at the department level~~ should begin advising probationary faculty during their first year of employment about the process for earning a tenured appointment. Support for probationary faculty includes such ~~strategiesthings~~ as a formal mentoring system, a collegial atmosphere and a clear explanation of what is expected of the probationary faculty member. It is expected that tenured faculty will, after each regular performance review, provide appropriate advice and counsel to all probationary faculty. Just as tenured faculty have an obligation to review the work of probationary faculty in a fair and honest manner, probationary faculty also have an obligation to present materials for renewal and tenure in an orderly file that documents their teaching, scholarship and service.

FAC 4.A.2. Faculty Development.

The Faculty Development Program provides financial support for well-defined professional development projects. ~~_through the following program components: Teaching, Research, Faculty College, University Needs, Off-Campus, Academic Staff Professional Development, University Institutes, Professional Development Semester, Individually Planned Program, and Small Grant.~~ All continuing faculty and academic staff holding full or part time academic year or annual appointments are eligible to participate. ~~_in the Program.~~ A detailed description of the Program and each component is contained in the Faculty Development Program Handbook. ~~Faculty Development Program Handbook, which can be located at http://www.uwosh.edu/organizations/faculty_development/ on the Faculty Development Program Web page~~

Faculty may also seek opportunities outlined in UW System Administrative Policy 157 (formerly ACPs 3.2), Faculty Development and Renewal – A System Policy for Faculty Transfer and Exchange. Several options are presented throughout the policy, such as:

1) Faculty Exchange

Institutions, Schools, and Disciplines are urged to consider the programmatic flexibility and merit of a short-term appointment for faculty members from another Institution of the System.

2) Faculty Transfer

Institutions, Schools, and Disciplines are urged to consider colleagues from Institutions within the System who wish for any of a number of reasons to transfer as possible appointees to fill identified vacancies on a continuing rather than a short-term visiting basis.

3) Faculty Renewal and Retraining

Institutions are encouraged to make opportunities available for short term post graduate study to: revitalize existing expertise, acquire familiarity with new analytical skills, develop a working knowledge of new methodologies, acquire familiarity with learning approaches for new clientele, evaluate interdisciplinary approaches to problem solving education, etc. Further, institutions are encouraged to make opportunities available for faculty retraining to expand existing faculty expertise and institutional program flexibility. Faculty and staff may also seek support for fee/tuition reimbursement of authorized coursework and training through UW System Administrative Policy 210 (formerly G25).

FAC 4.A.3. Sabbaticals

~~Note: The following institutional guidelines are drawn from the UW System sabbatical program guidelines (ACPS-3.3) as revised Summer 1994 and describe program administration practices as implemented at the University of Wisconsin Oshkosh.~~

~~(1) Purpose.~~

~~The purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars and to enhance their services to the University. This privilege should be granted to faculty members on the merit of their past academic contributions.~~

~~1) (2) Eligibility.~~

A faculty member is eligible for a sabbatical award under the terms listed in Section 6.A.I. of UW System Administrative Policy 160 (formerly ACPS 3.3). following terms:

- ~~(a) A faculty member must have completed six or more years of full-time instructional service, or its equivalent, in the UW System and not have taken a sabbatical within the UW System during the previous six years of full-time service, or its equivalent.~~
- ~~(b) Leaves of absence, regardless of source of funding (including personal resources), will be excluded in determining a faculty member's years of full-time service.~~
- ~~(c) Preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of funding source, in the previous four years.~~
- ~~(d) A sabbatical will not be awarded to a faculty member denied reappointment to a permanent position for the year following the proposed sabbatical leave.~~

~~2) (3) Types.~~

Two types of sabbatical leaves are available to faculty members at the University of Wisconsin Oshkosh:

- ~~(a) A faculty member may take a sabbatical leave for an academic year and receive from the institution 65% of their/his/her full compensation for that period, in accordance with university policies.~~
- ~~(b) A faculty member may take a sabbatical leave for one semester of the academic term (fall or spring) year and receive from the institution their/his/her full compensation for that period.~~

3) Conditions that Govern the Faculty Sabbatical Program.

The sabbatical program adheres to the conditions outlined in Section 6.C. of UW System Administrative Policy 160 (*formerly ACPS 3.3*).

4) Roles and Responsibilities for Sabbatical Leave Process

- a) The specific application requirements and selection procedures for the faculty sabbatical program are provided in the Faculty Development Handbook in accordance with Chapter 36.11(17) Wis. Stats.
- b) While ~~sabbatical~~ the outcomes of a sabbatical will vary, it is expected from faculty to faculty, and from college to college, there is a general expectation that the activities ~~conducted and outcomes contained~~ in a one academic -year sabbatical will be greater than those ~~of contained in a one term -semester sabbatical~~. The ~~FDB~~ Faculty Development Board will assess ~~if the the proposal to determine that the nature and extent of the~~ proposed activities and outcomes are ~~sufficient~~ appropriate for the length (one semester or two semesters) of the requested sabbatical.

(4) Conditions:

The following conditions govern the faculty sabbatical program:

- (a) A sabbatical leave will be granted for the purposes of enhancing teaching, course and curriculum development, or research related to the faculty member's field of expertise.
- (b) A faculty member may receive supplementary grants or other awards while on sabbatical leave, but such compensation, when combined with the amount of institutional compensation, shall not exceed the full compensation normally received from the UW System for the sabbatical period.
- (c) Such additional grants or awards may be received by a faculty member only if the conditions for accepting the additional resources do not interfere with the stated purposes of a faculty member's sabbatical program.
- (d) A faculty member may not use the sabbatical leave to accept other paid employment during the period of the leave, unless as stipulated as a condition of the leave.
- (e) A faculty member must specify in his/her application for the sabbatical program all grants or other awards applied for or to be received during the leave.
- (f) A faculty member must return to the institution from which leave was granted for at least one academic year of service after the termination of the sabbatical, or repay any compensation (salary, plus the University's share of fringe benefits) received from the UW System during the sabbatical.
- (g) A faculty member must submit a written report detailing his/her accomplishments during the leave within three months after the project completion date.
- (h) Prior academic achievements, however, do not take precedence over the need to address in detail the criteria listed in Section (6) below.

(5) Procedures:

- (a) A Sabbatical application is due in the Dean's office on the last Monday of September.
- (b) The Sabbatical narrative should not exceed 10-12 double-spaced pages in length.
- (c) System guidelines require a detailed listing or description of how the University will accommodate the faculty member's absence. A letter from the School

~~Director~~Department Chair must describe how the faculty member's absence will affect course offerings and must be included as an attachment to each copy of the proposal. However, a letter from the School Director~~Department Chair~~ that speaks to the quality of the proposed activities is unnecessary and should not be submitted.

~~(d) A complete vita must be included as an attachment to each copy of the proposal.~~

~~(e) Each copy of the proposal must have a Faculty Development Program cover sheet.~~

~~(f) In addition, a brief vita (not to exceed one, double-spaced printed page) must be submitted on a 3-1/2" disk as a Word Perfect/MS Word or ASCII file.~~

~~(g) Sabbatical proposals (8 copies) must be submitted to the Faculty Development Board through the department chair (or equivalent) and the respective Dean/Unit Head.~~

~~(6) Auxiliary Support.~~

~~Limited auxiliary support for travel-related expenses only, e.g., transportation, lodging is available through the sabbatical program. A request for travel-related auxiliary support should be made as part of the sabbatical proposal. Preference for auxiliary support will be given to those faculty who leave campus for more than four consecutive weeks. Faculty meeting this criteria may apply for up to \$200 per month for lodging and one round trip airfare (not to exceed \$1000). Faculty who will not be away from campus for four consecutive weeks may apply for up to \$1000 in travel support per semester if the travel is essential to achieving the sabbatical goals. Auxiliary support is not available for supplies or expenses or any expenses other than transportation and/or lodging.~~

~~(7) Selection.~~

~~The following guidelines govern the process for sabbatical leave:~~

~~(a) Proposals will be reviewed by the Faculty Development Board and recommended for support (in rank order of priority) to the Provost and Vice Chancellor. The Faculty Development Board uses the same criteria in evaluating one-semester and full-year proposals. The Faculty Development Board uses the following questions to serve as the basis for evaluating sabbatical proposals:~~

~~Have the sabbatical activities been described in detail? How will the sabbatical time be spent? What will the faculty member be doing? If the activities will be performed in collaboration with someone else, is it clear what this person's qualifications are? (The Board is aware proposals for sabbaticals are written far in advance of the sabbatical itself. Nonetheless, as much detail as possible should be provided.)~~

~~What is the overall quality of the sabbatical activities? If off-campus activities are proposed, are they planned for high-quality institutions/organizations? How rigorous is any self-directed study which is planned by the proposer?~~

~~To what degree does the faculty member's teaching/academic contributions while at the University merit a sabbatical leave? Have any awards for teaching or research excellence been received? Has the faculty member done any professional writing, made presentations, or conducted research?~~

~~Is the environment of the sabbatical clearly defined? Why was a specific location or learning environment chosen? What other locations were considered but not chosen?~~

~~Are the sabbatical activities clearly related to the faculty member's responsibilities in~~

~~teaching or research? What courses has the faculty member taught or will he/she be teaching? How does the sabbatical relate to these courses? How will the quality of instruction and/or research be enhanced?~~

~~Have the outcomes of the sabbatical been clearly defined? What will be learned? How will the faculty member's professional development be enhanced? Will new course proposals be developed? How should the sabbatical be evaluated? On what basis should the Faculty Development Board assess the relative success of the sabbatical?~~

~~(b) The Provost and Vice Chancellor selects sabbatical recipients on 1) the basis of the Faculty Development Board's recommendations; 2) recommendations from the respective Deans/Unit Heads, if requested; 3) the dollars available to support sabbaticals in a given year.~~

~~(c) Institutional selections for the faculty sabbatical program will be communicated in writing by the Chancellor to the Senior Vice President for Academic Affairs by November 15 of each year. This communication will contain:~~

~~a copy of the application materials for each faculty member awarded a sabbatical leave, including a description of the proposed sabbatical program and an updated professional vita;~~

~~a certification by the Chancellor or a designee that the eligibility requirements, compensation arrangements and related conditions of the appointment, and the guidelines for sabbatical award selection have been observed in the determination and granting of the awards.~~

~~(d) Formal announcement of those faculty members receiving sabbatical awards will be made annually at the December meeting of the Board of Regents.~~

~~(8) Final Report.~~

~~(a)~~ A faculty member ~~receiving a sabbatical leave~~ must submit a final written report outlining their detailing his/her accomplishments during the leave within three months of returning to after the institution project completion date. ~~(b)~~ The report is to be filed and maintained by the Provost and/or Vice Chancellor for Academic Affairs and be available upon request. The report will be evaluated by the ~~FDB~~ Faculty Development Board against the project objectives included in the approved sabbatical proposal. Since the leave was originally granted on the basis of those objectives, it is expected that project activities will be totally directed toward their accomplishment. In rare cases where a change in project objectives or activities is required, notice of such proposed changes must be reviewed by the ~~FDB~~ Faculty Development Board and approved by the Provost and Vice Chancellor prior to the effective date of such changes. Failure to adhere to this guideline will result in an unsatisfactory evaluation of the completed sabbatical project.

~~(c) The report must include a section stating how the sabbatical experience contributed to the faculty member's professional development.~~

~~(d) The Faculty Development Board will use its standard evaluation procedure and criteria in evaluating the final report.~~

- e) A faculty member must return to the institution from which leave was granted for at least one academic year of service after the termination of the sabbatical, or repay any compensation (salary, plus the University's share of fringe benefits) received from the institution during the sabbatical.

5) Processes Governing the Faculty Sabbatical

- a) The formal call for faculty sabbatical proposals for the academic year 18 months in the future will be announced by the Chancellor in March of each year. University selections for the faculty sabbatical program should be communicated in writing by the Chancellor to the UW System Vice President for Academic and Student Affairs by November 15 of each year. This communication should contain:
 - i) A brief paragraph abstract of the proposed sabbatical program and a brief updated professional vita.
 - ii) A certification by the Chancellor or a designee that the eligibility requirements, compensation arrangements and related conditions of the appointment, and the guidelines for sabbatical award selection as outlined in sections 6.A., 6.B., and 6.C. of UW System Administrative Policy 160 have been observed in the determination and granting of the awards. Certification must also be made as to the fiscal capability of the UW university to support the number of faculty sabbaticals being granted.
 - iii) A description of the source of support for the sabbatical, i.e., collegial coverage, ad hoc appointment, or other.
- b) Formal announcement of those faculty members receiving sabbatical awards will be made annually by the Provost and/or Vice Chancellor for Academic Affairs. In addition, the list of sabbatical awards will be shared with the Board of Regents by the UW System Vice President for Academic and Student Affairs in written form in December.

7. REFERENCES

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES**8. PROCEDURES**

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II of the Faculty Constitution.

The Faculty Development Board shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Faculty Development Board deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by

the Chancellor, and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

87. REFERENCES

UW System Administrative Policy 160 (formerly ACPS 3.3)

UW Oshkosh Faculty Development Handbook

Chapter 36.11(17) Wis. Stats.

Regent Policy Document 20-5, *Sabbatical Leave Program for Instructional Faculty*

UW System Administrative Policy 157 (formerly ACPS 3.2)

UW System Administrative Policy 210 (formerly G25)

9. REVISION HISTORY

Original approval by Faculty Senate: 04 05 2025

Approval by Board of Regents:

FACULTY RENEWAL, TENURE, AND PROMOTION (FAC 5)

The University of Wisconsin Oshkosh

Policy # 1.618

Faculty Renewal, Tenure, and Promotion (FAC 5)

Original Issuance Date: September 1989

Last Revision Date: 04 01 2025

Next Review Date: April 2030

1. PURPOSE

The purpose of this policy is to establish guidelines and a process for the renewal, tenure, and promotion of ranked (tenure-track and tenured) faculty.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

Applies to all ranked (tenure-track and tenured) faculty.

4. BACKGROUND

The term “Discipline” serves to acknowledge the units (department, program, college, etc.) into which faculty were hired prior to the 2025 academic restructuring, which served as a faculty member’s tenure home. The academic restructuring dissolves departments as discrete governance units and instead houses programs within Schools, which therefore become the smallest academic governance units. Following the restructuring, a) all faculty will be affiliated with a primary Discipline (except for faculty with split assignments), b) all School bylaws will enumerate the Disciplines housed within each School, c) a faculty member’s primary Discipline and tenure will be housed within the same School, and d) tenure home for faculty with split assignments across more than one School will be determined by their assignment weight. Following the 2025 restructuring, a faculty member’s tenure home will be situated at the School level.

5. DEFINITIONS

Discipline: In alignment with academic norms, the field of study or expertise or the branch of learning or knowledge in which individual faculty are specialists, leading to their intra-university curricular assignments as well as (typically but not exclusively) intra- and extra-university research. For the purposes of this policy, “Discipline” may refer to the individual faculty member’s specialization, expertise, or field of study or a wider collective of faculty who belong to the same field of study.

6. POLICY STATEMENT

FAC 5.0. Incorporation of College Personnel Materials.

Please note that substantive requirements relating to faculty appointment, renewal, tenure, promotion, and merit may be found in materials developed at the college or department level. College-specific information has been included as an appendix to this material.

Part A Introduction

FAC 5.A.1. Overview.

The renewal, tenure, and promotion policy which is stated here applies to all persons with faculty rank, both teaching and non-teaching. ~~The criteria set forth minimum levels of experience, preparation, and performance. Possession of the minimum requirements may not necessarily lead to recommendation and/or promotion. Possession of minimum requirements should be viewed by all participants in the promotion process merely as a qualifying basis for defining candidacy for promotion.~~ Positive recommendations should be made only for those candidates who show evidence of contributions to raising the quality of education and service offered by the University.

~~Throughout this document "initial level of review" is used to refer to "program cluster," "program," "interest area," "department," or other unit which is agreed upon by the faculty of the college or non-collegiate unit and the Dean or equivalent administrative officer and is consistent with the bylaws which are applicable to the college or non-collegiate unit as the appropriate body to be first in considering any promotion.~~

~~The candidate i~~In preparing his/her papers~~their materials, the candidate~~ should stress facts with supporting evidence of these facts. ~~(Editorial comment and evaluation of facts is the responsibility of the reviewing levels.)~~ The candidate should clearly indicate which listed duties ~~that are listed~~ are part of his/her~~their~~ assigned job and which are really represent extra effort.

~~The faculty member has the right to withdraw his/her papers from the review at any time in the process by stating in writing to her/his Dean that further consideration of the promotion papers is to stop.~~

~~After the promotion process has been completed, the faculty member will be given upon written request to the Chancellor a copy of all "reasons for action" and "summaries and evaluations" which were added to his/her papers during the review and decision process.~~

FAC 5.A.2. Combined Promotion and Tenure Process.

~~This section applies only to faculty whose tenure was approved upon or after September 5, 1997. As a general rule, faculty who have not already attained the rank of Associate Professor will be promoted to that rank with the approval of tenure (as prescribed in Chapter 4).~~

~~(1) Faculty members will be promoted to the rank of Associate Professor at the time tenure is approved by the Board of Regents, or as soon as possible thereafter providing that they meet the appropriate degree, time in rank, and experience criteria.~~

- ~~(2) Faculty members whose tenure is approved but who did not meet the degree, time in rank, or experience criteria for Associate Professor at the time tenure was approved will be promoted to that rank as soon as possible after they meet those criteria.~~
- ~~(3) For subsections (1) and (2), immediately above, the process for implementing these promotions shall be by administrative action of the Offices of the Provost and Vice Chancellor and the Chancellor~~
- ~~(4) Individuals cannot apply separately for promotion to Associate Professor during the academic year of their tenure decision.~~
- ~~(5) Candidates should carefully review the criteria for both tenure and promotion since the information submitted for tenure consideration also serves as the material under review for promotion to Associate Professor.~~
- ~~(6) Prior to its review of the tenure and promotion application, the initial level of review will ascertain whether the candidate has satisfied the degree, time in rank and experience criteria for promotion to Associate Professor. This determination shall be verified by the Office of the Provost and Vice Chancellor, based upon a review of the individual's official personnel file.~~
- ~~(7) All simultaneous tenure and promotion applications will be reviewed and considered through the regular renewal process, as prescribed in Chapter 4.~~
- ~~(8) The effective date for all promotions will be the time of formal approval by the Board of Regents of the University of Wisconsin System.~~

Part B Criteria and Evidence

FAC 5.B. General Procedures1. Overview.

The following procedures and information pertain to renewal, tenure, and promotion processes.

FAC 5.BD.0. Incorporation of CollegeSchool Personnel Materials.

Please note that substantive requirements relating to faculty appointment, renewal, tenure, promotion, and merit may be found in materials developed at the college or department School level or in Discipline guidelines. Discipline guidelines and School policies should clearly explain any additional details relevant to the renewal, tenure, and promotion process not contained in this policy. College-specific information has been included as an appendix to this material.

FAC. 5.B.1 Forms

Each candidate has the responsibility to prepare the proper forms and to submit evidence for the granting of promotion. (Forms to be used for renewal and tenure are prepared and distributed by the are available in the office of the deans and the Provost and Vice Chancellor's Office.) They are available at the following link: <https://www.uwosh.edu/academic-affairs/forms/>. Prior to adoption of any changes to these forms, the Provost shall consult with the Faculty Senate Executive Committee (which retains the discretion to present any proposed changes to the Senate for review and recommendation).

~~All assertions concerning teaching, scholarship, or service must be documented. Data which concerns highest degree earned, years of experience, and years in rank must agree with official University records -- these may be verified by the head of the initial level of review.~~

~~Evidence which is submitted by candidates for promotion should be as specific and detailed as possible. Candidates should submit all pertinent evidence with comprehensive documentation since the last promotion. Material should be arranged in chronological order. Whenever possible, the material should be summarized. Original copies of teaching evaluations, publication, or other voluminous or bulky materials should be submitted to the initial level of review as appendices to the promotion form but should not be ordinarily transmitted to the next level of review. Candidates may submit evidence of writings which have not been published as evidence of professional and scholarly growth. (These should be clearly labeled and the initial level of review should carefully evaluate such writing.) The next level of review should receive complete summaries and evaluations of such materials and they, as well as other review levels in the promotion process, may review the original documentation upon request to the head of the initial level of review. Candidates should provide information which would make each activity or reference meaningful (i.e., candidates are encouraged to define the importance of each activity or reference). Materials and/or additional information may not be added to the promotion folder after the initial level of review.~~

~~Each review level should expect differences of performance for each rank to which candidates may be aspiring. (For example, teaching effectiveness which is expected in order to be promoted to professor should be higher than that which is expected to be promoted to assistant professor.)~~

~~Levels of review shall not use criteria which are not specified by the promotions document or other university regulations.~~

~~The normal minimum requirements for promotion are indicated below in four categories: FAC 5.B.2. Degree, Experience, and Time in Rank; FAC 5.B.3. Teaching Effectiveness; FAC 5.B.4. Professional and Scholarly Growth; and FAC 5.B.5. Institutional and Extra-institutional Service. (Special Promotions Criteria in Performing Arts, Libraries and Learning Resources, Social Work, and Journalism appear at end of document.)~~

FAC 5.B.2C.1. Timetable.

~~Dates for the initiation of renewal, tenure, and promotion processes for ranked faculty are determined each year according to administrative calendar, which is available from: Contact the Provost and Vice Chancellor's office or at <https://www.uwosh.edu/academic-affairs/calendars/>. for a copy. All committees must observe the Open Meetings Law (see Section 19.81 et seq. Wis. Stats.)~~

FAC 5.B.3 Levels of Review and Constituency of Initial Level

~~Two levels of faculty review are the norm, with an initial level of review at the Discipline and a second level of review at the School level. The faculty of each School, however, have the collective authority to define a process for a single level of faculty review in which a School-level renewal, tenure, and promotion committee serves as the initial level of review. During~~

the initial ratification of a School's decision to establish a single level of faculty review, the School shall submit a narrative justification of its decision to the Faculty Senate. In all cases, School bylaws and renewal, tenure, and promotion policy will define committee constituency and review procedure. Schools with a single level of faculty review shall be guided by the provisions in FAC 5 B.3.1 (3 a-b). The initial level of review and the Chancellor make decisions on renewal and recommendations on tenure and promotion. Tenure and promotion decisions are an action approved only by the Board of Regents. In all cases, all other levels of review are advisory to the initial level and the Chancellor. Below "decision" is to be read as a decision in the context of renewal and as a recommendation in the context of tenure or promotion.

FAC 5.B.3.I Constituency of the Initial Level

- (1) If the Discipline is the initial level of review, the committee shall include all tenured members of the Discipline, and an External Process Observer (a non-voting faculty committee member) designated by the office of the Associate Vice Chancellor of Faculty and Academic Staff Affairs. An individual participating in the initial level of review is disqualified from subsequently participating as a member of the School renewal, tenure, and promotion committee (if applicable) when the candidate's file progresses to the second level of faculty review.
- (2) If there are no tenured faculty or faculty of the appropriate rank in the Discipline, the School renewal, tenure, and promotion committee shall be the initial level of review and the only level of faculty review.
- (3) Subject to the requirement that all initial levels of review be comprised of no fewer than three persons, each School may establish rules for the constituency of the initial level of review. Unless the School's policies (approved by the School faculty, the Faculty Senate, and the Chancellor) establish another framework, the following conditions shall pertain to the initial level of review:
 - (a) If there is only one tenured faculty member in the Discipline deliberating and voting, they shall be joined by the School renewal, tenure, and promotion committee for the purpose of acting as the initial level of review, subject to: (1) the tenured faculty member of the Discipline is entitled to one vote; and (2) the members of the School committee shall, in total, have two votes, with the vote of each individual member weighted to equal a proportionate share based on the number of School committee members participating (e.g., if there are seven members of the School committee, each participating individual shall be entitled to a 2/7th vote).
 - (b) If there are two tenured faculty members in the Discipline deliberating and voting, they shall be joined by the School renewal, tenure, and promotion committee for the purpose of acting as the initial level of review, subject to : (1) each tenured faculty member of the Discipline is entitled to one vote; and (2) the School committee shall, in total, have one vote, with the vote of each individual member weighted to equal a proportionate share based on the number of School committee members participating (e.g., if there are seven members of

the School committee, each participating individual shall be entitled to a 1/7th vote).

(4) If the first level of faculty review is conducted by the School renewal, tenure, and promotion committee, it shall issue a decision and the file shall progress to the joint School Director-Dean level for a recommendation, proceeding on from there. Chair selection will be made at the time of the committee's convening (usually at the first meeting of the academic year). When there are faculty of the appropriate rank who belong to the same Discipline as the candidate whose credentials the School committee is evaluating, the chair selection will be made from this committee constituency. When there are no disciplinary representatives of the appropriate rank, the chair selection will be made from the School committee at large. When the only level of faculty review takes place at the School level, a chair will be selected for each renewal, tenure, or promotion file, when those files originate from distinct Disciplines.

FAC 5.B.3.II Constituency of the School Committee

School renewal, tenure, and promotions committees are composed of individuals who are directly elected by the faculty of the Schools, and an External Process Observer (a non-voting faculty committee member) designated by the office of the Associate Vice Chancellor of Faculty and Academic Staff Affairs. In all Schools, procedures for election should prevent significant imbalances of faculty members' expertise. Deans or other persons who render independent decisions on the candidate should not sit with renewal, tenure, and promotions committees during their deliberations or voting but may meet with them afterwards to discuss their recommendations. If the School renewal, tenure, and promotion committee is not the Initial Level of Review, it should not attempt to preempt the academic judgments of the initial level of review but should provide for the equitable evaluation of all candidates in terms of the formal criteria previously delineated as they may specifically apply to candidates' Discipline and School. In other words, the School renewal, tenure, and promotion committee evaluates procedure and ascertains that criteria have been met as claimed. Recommendations of the School renewal, tenure, and promotion committee shall be forwarded to the Dean. The candidate and all previous levels of review, if applicable, that acted on the renewal and/or promotion shall be given written notice of the action of the committee and the reasons therefor.

FAC 5.B.3.III Sequence and Timing Across Levels of Review

(1) Initial Level

The initial level of review occurs within the Discipline and has the primary responsibility to assess the qualifications of the candidate for renewal, tenure, or promotion. The decision of the initial level is forwarded to the second level of review.

How probationary faculty will be informed of the initiation of their review process will vary depending on whether it is School policy that all faculty will undergo two levels of faculty review and, in such cases, whether a faculty member belongs to a

Discipline with the requisite number of faculty of the appropriate rank to evaluate their file at the disciplinary or first of the two levels of faculty review. In all cases, a probationary faculty member will be informed in writing by the School Director and the chair of their School's renewal, tenure, and promotion committee at least twenty calendar days prior to the date the candidate's materials are due to the initial level committee. In cases in which there are two levels of faculty review within the faculty member's School, the chair of the School renewal, tenure, and promotion committee (or equivalent) will designate a disciplinary convener, communicating the designee to the School Director and the faculty member undergoing review. Where applicable, School renewal, tenure, and promotion policy will define procedures for Discipline-level review.

(2) Second Level

The second level of review is the School renewal, tenure, and promotion committee. Recommendations (decision if the first level) from the School committee are forwarded to the Dean.

(3) Dean-

The Dean, in consultation with the School Director, shall review the forms which were submitted, attach their/his/her recommendation as co-signatories, and forward the information to the Provost and Vice Chancellor. The candidate and all previous levels of review will shall be given written notified of and have access to the written notice of the recommendation the action of the Dean and the reasons therefor.

(4) Provost and Vice Chancellor-

The Provost and Vice Chancellor, in consultation with the Associate Vice Chancellor for Faculty and Academic Staff Affairs, shall review the forms and forward his/her/their recommendations to the Chancellor; then the Provost and Vice Chancellor shall also give written Along with all previous levels of review, the candidate shall be notifiedcation of action to the candidate and have access to the written notice of the recommendation of the Provost and Vice Chancellor.all previous levels of review and the reasons therefor.

(5) Chancellor

The Chancellor shall accept or reject the recommendations sent to them and forward the list of accepted candidates directly to the Board of Regents office. Along with all previous levels of review, the candidate shall be notified of and have access to the written notice of the actions of the Chancellor, which shall include the reasons therefor. It is recommended that the Chancellor or the Provost and Vice Chancellor discuss reasons with the faculty member for any action contrary to the positive recommendations of all previous levels of review.

(6) Board of Regents

In cases of tenure and promotion, the Board of Regents provides the final approval of the decision of the Chancellor for tenure or promotion. Candidates should be

notified by the Chancellor or the Provost and Vice Chancellor for Academic Affairs after the Regents have approved the tenure or promotion.

(7) Nonrenewal, non-tenure, and non-promotion

When the initial level of review recommends non-renewal, non-tenure, or non-promotion, the process continues to the second and all subsequent levels of review. It should be noted that while the subsequent levels recommend, UWS 3.06 only recognizes the initial level and Chancellor as having the ability to recommend a final decision. The candidate in these circumstances has the right to reconsideration and appeal. If the candidate requests reconsideration, the process stops and the reconsideration process commences.

(8) Decision notification

Following UWS 3.06 (1) (c), each reviewing level must notify the faculty member within 20 days of a decision.

FAC 5.B.4 Evidence

(1) The evidence shall consist of the following items: The material submitted by the faculty member, any other materials added by the initial level of review, the assessments, and recommendations from the various levels of review, material from the initial appointment, and materials from any subsequent renewal consideration.

(a) Discussions of what constitutes teaching, scholarly activities, and service are set forth in this handbook.

The "Core of Academe" reprinted in FAC 1 contains a discussion of the meanings of teaching, scholarly activity, and service. The activities itemized in each of these areas are presented as a non-exhaustive listing of the types of activities that would be appropriate to include as evidence of accomplishment in these areas.

(b) In addition to submitting evidence of accomplishments, each candidate for renewal, tenure, and promotion will prepare three personal statements summarizing their accomplishments in the areas of teaching effectiveness, scholarly activities, and service. Discipline guidelines and School policies should clearly define requirements for these narratives.

(c) During its review of the candidate, each level of review shall have access to all of the original documents submitted to the initial level of review.

(d) The initial level of review shall retain all materials until the current renewal, tenure, or promotion process is complete, including any reconsideration or appeals procedures.

(2) Evidence of teaching ability, including student opinion surveys and faculty peer evaluations must be presented and included in the portfolio for review at all levels.

(a) Schools and Disciplines have the responsibility (through the applicable bylaws) to establish policy pertaining to the acquisition and use of student opinions and faculty peer evaluations. Schools and Disciplines have the responsibility to address the appropriate use of SOS data in the applicable policies. These policies

- must be consistent with FAC 6.4 and FAC 6.6 which detail the evaluation of teaching effectiveness and the appropriate use of SOS data, respectively. Schools and Disciplines should specify procedures for cases where SOS data may be corrupted (e.g. data was known to be collected after grades were assigned, SOSs for multi-instructor sections compromised, etc.).
- (b) "Peer evaluation," may be submitted by tenured or non-tenured members of the individual's Discipline, by University of Wisconsin Oshkosh faculty from outside of the individual's Discipline, and/or by faculty from other institutions. Disciplines and Schools should have clear guidelines for how to conduct a formal peer evaluation.
 - (c) Nonteaching faculty must present evaluations of performance of professional responsibilities directly related to the university appointment.
 - (d) Faculty whose responsibilities are primarily nonteaching but who also teach will be evaluated for classroom performance as well.
- (3) Evidence of scholarly activity should include copies of materials and evidence related to scholarly activities. Before the portfolio is available to the second level of review, the initial reviewing level will prepare a written statement which clearly assesses the quality and quantity of such work and include it in the candidate's portfolio.
- (4) Information on service activities shall be presented for review at all levels.
- (5) If a clarification is needed, or if more material becomes available during the review at the initial level of review, the faculty member under review may submit additional evidence to the portfolio, up to the time the decision is made by the initial level of review.
- (6) The initial level may add additional evidence relevant to the candidate's performance, subject to the following:
- (a) The evidence incorporated must be deemed relevant by majority vote of the initial level.
 - (b) The candidate is informed of the inclusion of the additional information and is immediately given access to the additional evidence. Prior to the decision being made by the initial level of review, the candidate may ask that the added information be removed from the portfolio. If the committee does not agree with the candidate's request, or if action is taken before such a request is presented, the candidate shall be afforded an opportunity to append a statement to the added material that shall become a part of the portfolio and thereby accompany the material through the subsequent steps in the review process.

FAC 5.B.5 Criteria

- (1) Decisions relating to renewal of appointments, recommending tenure, or promotion shall require an evaluation of the candidate's contribution to the university in the areas of teaching, scholarly activities, and service. The relative importance of each function of the evaluation process shall be decided by Discipline/equivalent and

School faculties in accordance with the mission and needs of the University and its component parts.

(2) Renewal, tenure, and promotion criteria must exist for all Disciplines and Schools.

Criteria should specify minimum expectations for satisfactory and excellent performance in all three areas: teaching effectiveness, scholarly and creative activity, and service.

(3) Renewal, tenure, and promotion criteria are subject to periodic review.

(a) The purpose of such review is to assure that consensus exists among all participants in the renewal/tenure decision process as to the nature and rigor of the criteria as they are to be applied in future decisions. Reviews are intended to orient participants to a clear understanding of established criterion but need not lead to change.

(b) Renewal, tenure, and promotion criteria are normally reviewed every five years or whenever participants in the renewal, tenure, and promotion process deem it necessary.

The Chancellor, Provost and Vice Chancellor, Deans, or School governance body may initiate a review of School criteria at any time they deem circumstances warrant.

(4) Consistent with the practices of shared governance, changes in criteria require the agreement of all levels participating in the renewal, tenure, and promotion processes.

(a) Initial level criteria require the agreement of the Discipline, School faculty, Dean, Provost and Vice Chancellor, and Chancellor.

(b) School criteria require the agreement of the School faculty, Dean, Provost and Vice Chancellor, and Chancellor.

(c) The procedure for agreement by School faculty shall be determined by each School's bylaws.

(5) The degree and performance requirements for obtaining tenure will be no less than those set forth in FAC 5.E for promotion to associate professor.

(6) The criteria in effect for any renewal, tenure, or promotion decision are those criteria that were operational at the time that the probationary faculty member commenced their appointment as a tenure track probationary faculty member. Renewal, tenure, and promotion criteria adopted after appointment will be applied when the probationary faculty member makes a written request to the initial level of review. This request must precede or accompany the submission of the renewal/tenure papers that are filed by the probationary faculty member.

(7) It is the responsibility of the Discipline to make sure that all faculty in their units/equivalent are aware of these criteria.

- (a) Each Discipline will review the initial level, School, and university criteria currently in effect with probationary faculty at the onset of employment, and thereafter no less frequently than once per year.
- (b) If the initial level, School, or university criteria are changed, the Discipline will immediately review the changes with all faculty in the unit/equivalent.
- (8) Levels of review shall not use criteria which are not specified by the Discipline guidelines and School policies, or other university regulations.

FAC 5.C Renewal

This section contains information specific to renewals of probationary appointments.

FAC 5.C.1 Notice Periods

- (1) A faculty member who is employed on a probationary appointment pursuant to UWS 3.01(1)(b) shall be given written notice of reappointment or non-reappointment for another academic year in advance of the expiration of their current appointment as follows:
 - (a) When the appointment expires at the end of an academic year, not later than March 1 of the first academic year and not later than December 15 of the second consecutive academic year of service.
 - (b) If the initial appointment expires during an academic year, at least three months prior to its expiration; if a second consecutive appointment terminates during the academic year, at least six months prior to its expiration.
 - (c) After two or more years of continuous service at the University of Wisconsin Oshkosh, such notice shall be given at least twelve months before the expiration of the appointment.
- (2) Proper Notice. Notice shall be given by sending duplicate copies of letters to the faculty member's University email address as well as posted to his or their last known home address (as on file with the Human Resources Office) their portfolio. If the original letter of appointment stated that the contract was terminal and specified an ending date, no additional letter of non-reappointment is required.
- (3) Failure to Provide Notice. If proper notice is not given in accordance with this section, the aggrieved faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in achievement of tenure.

FAC 5.C.2 Renewal for Multiple Years

Probationary faculty (whether hired under single-year or two-year initial appointments) may be considered for renewal for subsequent two- or three-year terms, subject to the following conditions:

- (1) Multiple-year renewals require the recommendation of the initial level of review and are subject to review by successive levels (i.e., second level School renewal, tenure, and promotion committee (if applicable), Dean, and Provost and Vice Chancellor). The multiple-year tenure track appointment sequence will ordinarily follow a 2-3-2

year appointment cycle at the initiative of the Discipline. After the initial two-year tenure track appointment, renewals ordinarily occur in the second and fourth years of service. The tenure decision takes place in the sixth year.

- (2) All recommendations for multi-year renewals will be accompanied by written rationale from all levels of review that address the following factors:
 - (a) the credentials of the probationary employee.
 - (b) the candidate's demonstrated effectiveness in teaching, scholarly activities, and service; and
 - (c) a statement of the candidate's expected performance during the renewal period.
- (3) Tenure decisions require a separate affirmative decision based upon a comprehensive review of the candidate's record of teaching, scholarly activities, and service.
- (4) Required fourth year review: To focus attention on the record of accomplishment and to provide the probationary faculty with direction and sufficient time to demonstrate continued development, all probationary faculty members must be given renewal consideration two years prior to the expected tenure review.

FAC 5.C.3 Renewal Procedures

- (1) Each probationary faculty member will be informed in writing by the School Director and the chair of their School's renewal, tenure, and promotion committee (or equivalent) at least twenty calendar days prior to the date the initial review on renewal/nonrenewal will take place. Depending on whether faculty files will undergo one or two levels of faculty review (see FAC 5.B.3.III.1.a.), the individual being reviewed will either be informed by the Discipline's designee (or equivalent) or the chair of the School's renewal, tenure, and promotion committee (or equivalent) that they (the faculty under review) may include such written information in the review materials as they feel is appropriate and germane to the review. The probationary faculty member shall prepare the renewal forms and supply materials for the review; all materials must be submitted at least five calendar days prior to the scheduled review by the appropriate deadlines listed in the RTP calendar.
- (2) Procedures for the review of faculty who are assigned to more than one Discipline shall be initiated by the Discipline in which the faculty member's assignment is greatest. Recommendations will be forwarded through the School or division in which the assignment is greatest and must bear endorsements and/or signed comments by appropriate supervisors in other Disciplines who have administrative responsibilities for the faculty member.
- (3) In the event the assignment is divided evenly between two or more Disciplines, or the assignment fluctuates, the faculty member shall decide which Discipline shall originate the recommendation. The faculty member shall communicate that decision, in writing, to all Disciplines and supervisors involved in the process.

(4) Each reviewing level shall inform the faculty member, in writing, as soon as possible but no later than seven calendar days of making its recommendation regarding renewal/nonrenewal. The notice shall also remind the faculty member it is a recommendation, except in cases where the initial level of review decides to nonrenew the appointment.

(a) Each level shall provide the faculty member with written reasons for its recommendation or decision.

(b) No comments, annotations or markings should be placed on the credentials and materials as submitted by the probationary faculty member.

(5) The renewal/nonrenewal review process for Schools with Disciplines requires action by the Discipline and, if the vote is for renewal, subsequent actions by the School committee, Dean, Provost and Vice Chancellor, and Chancellor.

(6) Faculty in non-School units will be evaluated by the initial level of review and, if the vote is for renewal, the director or equivalent (if tenured), the appropriate assistant Vice Chancellor or Vice Chancellor, the Provost and Vice Chancellor, and the Chancellor.

FAC 5.C.4 Additional Considerations

(1) Limited Appointments. Individuals serving in limited appointments who also hold concurrent faculty appointments and who teach halftime or more shall be acted on for renewal/nonrenewal by all supervisors, the Provost and Vice Chancellor, and Chancellor for the nonteaching assignment. The teaching portion of the assignment, if halftime or more, shall be subject to the review process found above. Tenure decisions will be made using the regular procedures.

(2) When the initial level of review has determined that renewal or tenure should be granted, the Chancellor's decision to deny renewal or tenure is subject to the campus-based reconsideration and appeals processes.

FAC 5.D Tenure

This section contains information specific to the tenure process.

FAC 5.D.1 General Considerations

Tenure decisions for faculty are made at the end of the sixth year of service or five and one-half years of service for those who either began at the start of a spring semester or who had an odd number of semester leaves of absence, unless the tenure clock was previously stopped in which case the appropriate amount of time shall be added. Under exceptional circumstances faculty who hold the rank of associate professor may seek tenure prior to their sixth year.

FAC 5.D.2 Tenure Through Renewal of a Probationary Appointment

(1) A tenure decision shall be made for all probationary faculty who are not on terminal appointment according to the schedule listed below:

(a) For faculty holding a full-time probationary appointment, the decision shall be made by the end of the Spring Semester of the sixth year of service.

- (b) For faculty holding a probationary appointment of at least three-quarters time but less than fulltime, the decision shall be made by the end of the Spring Semester of the ninth year of service.
- (c) For faculty holding a probationary appointment of at least halftime but less than three-quarters time, the decision shall be made by the end of the Spring Semester of the thirteenth year of service.
- (2) The same review process as listed for renewal of probationary faculty shall be followed for recommending tenure, with the additional requirement that each reviewing level include a statement addressing the following factors:
 - (a) Teaching: based on the review of the candidate's performance as documented in the credentials under review, that the candidate has established a record of teaching effectiveness that enables the reviewer to believe the candidate will make a significant contribution to the future growth and development of the University.
 - (b) Scholarly Activities: based on the review of the candidate's performance as documented in the credentials under review, that the candidate has established a record of appropriate scholarly activities that enables the reviewer to believe the candidate will make a significant contribution to the future growth and development of the University.
 - (c) Service: based on the review of the candidate's performance as documented in the credentials under review, that the candidate has established a record of appropriate service that enables the reviewer to believe the candidate will make a significant contribution to the future growth and development of the University.

FAC 5.D.3 Early Tenure

- (1) Faculty members who have been credited by UW Oshkosh with a total of five or more years of full-time experience in the rank of instructor, assistant professor, associate professor, or professor at UW Oshkosh and/or at a comparable academic institution prior to their appointment at UW Oshkosh may request consideration for early tenure as provided below.
 - (a) Faculty must be in the rank of associate professor or professor to request early tenure consideration. Faculty granted time toward their probationary period should meet the same level of achievement for faculty eligible for tenure in their sixth year at UW Oshkosh.
 - (b) Faculty wishing to apply for an early tenure decision must inform their Discipline initial level of review committee chairperson or equivalent, in writing, at the time they are notified that they will be evaluated for renewal/non-renewal, or earlier. Faculty whose requests for early tenure are denied may not be considered again for early tenure. A denial of early tenure shall not prejudice action on tenure at the completion of the usual probationary period. The Provost and Vice Chancellor's Office should be consulted to determine if the years of experience criterion is met.

FAC 5.D.4 Tenure upon Appointment

Faculty with outstanding credentials may be granted tenure at the time of the initial appointment. Such a tenure appointment will require affirmative recommendations by the initial level of review and the Chancellor. The form used for initial appointment and tenure as well as all evidence required for making a tenure decision must accompany such a recommendation. The recommendation of the Discipline should be reviewed by the School renewal, tenure, and promotion review committee if there is one, Dean, Provost and Vice Chancellor, Chancellor, and approved by the Board of Regents.

FAC 5.B.2. Degree, Experience, Time in Rank (General).

~~[For experience and time in rank requirements, do not count the present year.]~~

~~(1) Instructor.~~

~~Degree: Master's.~~

~~Experience: No minimum.~~

~~Time in Rank: No minimum.~~

~~(2) Assistant Professor.~~

~~Degree: Doctorate. [Faculty who acquire the doctorate will be automatically promoted to this rank if official notice that the degree has been granted is submitted to the Provost and Vice Chancellor's Office by January 1. Rank will become effective as of the following July 1.]~~

~~Other Degree Options: In some areas a two-year advanced degree beyond the master level will be considered. In some instances thirty (30) semester hours of work beyond a master degree or all course work and residence requirements for a doctorate plus commitment to the terminal degree will also be considered. These options will require regular promotion procedures.~~

~~Experience: With a doctorate, no minimum. For other candidates, four years including at least one year of college teaching.~~

~~Time in Rank: With a doctorate, no minimum. For other candidates, one year as an instructor at this university.~~

~~(3) Associate Professor.~~

~~Degree: Doctorate.~~

~~Experience: A minimum of five years of college teaching.~~

~~Time in Rank: A minimum of two years as an Assistant Professor at this university.~~

~~(4) Professor.~~

~~Degree: Doctorate.~~

~~Experience: A minimum of ten years.~~

~~Time in Rank: A minimum of four years as an Associate Professor at this university.~~

~~Evidence: The immediate supervisor shall document that data is consistent with university records and that evidence on degree completion is on file in the Provost and Vice Chancellor's Office.~~

FAC 5.B.3. Teaching Effectiveness.

~~Consistent with the mission of this university, the most important criterion is teaching effectiveness which is a necessary, but not sufficient, basis for promotion. Under most circumstances only individuals demonstrating effective teaching should receive favorable consideration for promotion. An exception to this criterion would be an unusual~~

~~circumstance in which an individual whose teaching ability is only satisfactory would be recommended for promotion because of sustained professional and scholarly achievements of high quality which directly and significantly contribute to the strength of the educational program and/or the stature of the university.~~

~~For faculty with no teaching assignments, performance or professional responsibilities which are directly related to their assignment shall be the most important criterion for promotion. (Faculty whose responsibilities are primarily non-teaching but who also teach will be evaluated for classroom performance as well as for professional assignments.)~~

~~Evidence: For the guidance of candidates, some sources of evidence of teaching effectiveness which may be submitted are indicated below. Except for student evaluations, no other single source is required. However, candidates are urged to prepare and submit as much relevant evidence concerning teaching effectiveness as possible. The list is not ranked in priority order:~~

~~(1) Student Evaluations — Candidates must obtain student evaluations of teaching ability. This evidence should be presented in summary form by class. A copy of the evaluation device together with data which clearly define the relevant population should be submitted (along with norms, when available). Evaluations from a minimum of 5 classes are sufficient. Limitations in validity and reliability which are recognized by the initial level of review should be taken into account by each subsequent level of review.~~

~~(2) Peer evaluations obtained by classroom visitations and/or in other appropriate teaching situations.~~

~~(3) Evidence of the development of new courses or improved teaching techniques (such as course proposal forms, descriptions of improved techniques, and grant proposals with evidence of funding if obtained).~~

~~(4) Original materials which were prepared for classroom use such as original exercises and visual aids. (Publications of textbooks or workbooks is regarded as evidence for scholarly growth.)~~

~~(5) Scientific instrumentation which was prepared and modified for classroom use.~~

~~(6) Citations or awards for teaching excellence.~~

~~FAC 5.B.4. Professional and Scholarly Growth.~~

~~Professional and Scholarly Growth is to be given equal weight with Institutional and Extra-Institutional Service. Individuals should demonstrate excellent performance in either Scholarly and Professional Growth or in Institutional and Extra-Institutional Service and satisfactory performance in the other in order to receive favorable consideration for promotion.~~

~~The following activities are considered to be in the domain of Scholarly and Professional Growth. (It is recognized that the specific activities in which an individual participates will vary from one discipline or professional field to another):~~

~~(1) Work which involves the expansion of ideas, theories, and principles or which adds to the interpretation of developed knowledge in the individual's field. This may be unpublished work which is recognized by qualified peers in the field in a direct communication or some other type of written acknowledgment. Published work is preferred.~~

(2) Articles in scholarly and professional journals of international, national, regional, state, or local significance.

(3) Published books including textbooks, workbooks, or musical manuscripts which make a contribution to the candidate's academic or professional field.

(4) Papers relevant to one's field given at academic and professional meetings as well as participation in colloquia and symposia at the national/international, regional, state, and local levels.

(5) Published multi-media packages.

(It is recognized that the above five categories must be assessed relative to the particular field. A multi-media package which is used by other universities or external agencies or an art work or a musical composition may be defined as a publication. Acceptance for publication is easier in some fields than in others. The initial level of review should indicate the relative significance of journals in which articles are published.)

(6) Participation in professional/scholarly activities which are relevant to one's area may include but need not be limited to the following:

(a) Appearance of art work in a show of high caliber.

(b) Musical, theatrical, or other public performance.

(c) Receiving commissions and/or contracts to do art, music, theater, writing, or other relevant creative work of high quality.

(d) Taking lessons from a prestigious teacher in the field or attending workshops.

(e) Selection as a consultant by agencies outside the university.

(f) Developing and modifying scientific research instrumentation primarily for research.

(7) Holding office in professional and scholarly associations or serving as editor at the international, national, regional, state, or local level.

(8) The winning of awards, prizes, and other forms of recognition of achievement which are relative to one's field (such as selection by peers or prestigious external agencies to judge artistic, literary, or athletic competition or to conduct workshops or tournaments) at the international, national, regional, state or local level.

(9) Preparing grant proposals. (Added importance will be given to those that are funded from non-university sources.)

Evidence. Professional and scholarly growth is most appropriately evaluated at the initial level of review. Therefore, the amount of materials concerning professional and scholarly growth will be greater at the initial level of review.

Candidates may include copies of materials and evidence which are related to professional and scholarly growth in their folders for initial level of review without restriction. All members of the initial level of review who vote on promotion should be thoroughly familiar with the contents of each folder and be prepared to make a professional judgment on the quality and quantity of such work. Before forwarding the folders to the next level of review, committees should prepare a written statement which clearly assesses the quality and quantity of such work. Attention should be given to such assessment factors as the quality of journals or exhibits.

Folders which are forwarded from the initial level of review should not contain complete copies of documents and materials which are related to professional and scholarly growth.

(i.e., books, journals, tapes, or slides). Each level shall review evaluations of these materials and decide if, in any instances, they should wish the original documents forwarded to them; then they should record their own assessment on the promotion form.

~~FAC 5.B.5. Institutional and Extra-Institutional Services.~~

~~Institutional and Extra-Institutional Service is to be given equal weight with Professional and Scholarly Growth. Individuals should demonstrate excellent performance in one of these two areas and satisfactory performance in the other to receive favorable consideration for promotion.~~

~~(1) Faculty are expected to make available their services to the governance of the university. Institutional service consists of service which is rendered on the initial, college, and university levels. Both the quality and the quantity of service are important. Evaluations will include comments on the acceptance of a reasonable amount of responsibility, the exercise of initiative and leadership, the ability to work effectively with colleagues in a collegial environment, and the efficiency with which tasks are performed in areas such as special assignments, elected or appointed positions, committee work, or service to student organizations.~~

~~Evidence. Included should be a listing of activities and, in summary form, a description of the scope of accomplishments such as new approaches or programs and their implementation, leadership responsibilities, estimations of time involved, and dates of service. Evidence may include statements from those in charge of the service activity which reflect the relative excellence of performance.~~

~~(2) Extra-Institutional Service is that service rendered the broader community which is related to the special academic or professional competencies of a faculty member. Evidence. Evidence of extra-institutional service should show sustained participation with particular emphasis on service which has been completed since the candidate's last promotion. The candidate should describe in summary form the nature of the service, scope of accomplishments, leadership responsibilities, estimates of time spent, and dates of service.~~

Part C Procedures

~~FAC 5.C.1. Timetable.~~

~~Dates are determined each year according to administrative calendar. Contact the Provost and Vice-Chancellor's office for a copy.~~

~~FAC 5.C.2. General Procedures.~~

~~Each initial level of review shall have a promotions committee which is composed of faculty members from within that initial level. Within a college there may be as many review units as the faculty of the college deem appropriate and are approved by the Dean of that college. There may be as little as one review body of faculty before the Dean's review if the faculty of the college so decides (i.e., only a College Promotions Committee is required before the Dean's review).~~

~~Members of each faculty committee are eligible to vote only on candidates of lower rank than themselves. Members of committees beyond the original review level are not eligible to vote or participate in the discussion of candidates upon whom they have previously had the opportunity to vote at earlier review levels.~~

Each individual or committee involved in the promotion process shall insert in each folder at the appropriate stage in the process a written recommendation for promotion/non-promotion and the reasons for that recommendation.

FAC 5.C.3. Detailed Procedures.

(1) Initial Level of Review Committee.

The function of the Initial Level of Review Promotions Committee is to nominate candidates for promotions and appraise their performance in the three major areas-- teaching, professional and scholarly growth, and institutional and extra-institutional service. The results of the appraisal, which is to include the specific number of votes, shall be attached to the candidate's credentials for use by the other review levels. The membership of the Initial Level of Review Promotions Committee is determined by faculty of that level according to any applicable bylaws. The only restriction is that any person who renders a review decision on this committee's decision should not (in order to ensure independent judgment) attend committee sessions during its deliberations or voting but may meet with it afterwards to discuss its recommendation. The candidate shall be given written notification of the action of the committee and the reasons therefor within three working days of the decision. (A faculty member who is not nominated may request the chairperson of the review committee that the nomination form be forwarded to the next review level and shall attach reasons to it that he/she feels are reasons why he/she should be nominated.) Nominations are forwarded to the next review level.

Faculty who have split assignments shall initiate their promotion papers through the unit in which their assignment is greatest. In the event the assignment is evenly divided or varies from year to year, the faculty member may choose which unit he/she wishes to consider the promotion initially. It shall be the candidate's responsibility to have forwarded to the Initial Level of Review Promotions Committee an assessment of performance from all other supervisors who have administrative or academic responsibility for the faculty member.

(2) College Promotions Committee (this may be the Initial Level of Review Committee--if so, see above).

College Promotions Committees are composed of individuals who are directly elected by the faculty of the colleges. In all colleges, procedures for election should be followed which will prevent significant imbalances of faculty member's expertise. Deans or other persons who render independent decisions on the candidate should not (in order to ensure independent judgment) sit with promotions committees during their deliberations or voting but may meet with them afterwards to discuss their recommendations. If the College Promotions Committee is not the Initial Level of Review, it should not attempt to preempt the academic judgments of the Initial Level of Review but should provide for the equitable evaluation of all candidates in terms of the formal criteria previously delineated as they may specifically apply to that college. In other words, the College Committee evaluates procedure and ascertains that criteria have been met as claimed.

Recommendations of the College Promotions Committee shall be forwarded to the Dean. The candidate and all previous levels of review, if applicable, who acted on the promotion shall be given written notice of the action of the committee and the reasons therefor.

(3) Dean.

~~The Dean shall review the forms which were submitted, attach his/her recommendation, and forward the information to the Provost and Vice Chancellor. The candidate and all previous levels of review shall be given written notice of the action of the Dean and the reasons therefor.~~

~~(4) Provost and Vice Chancellor.~~

~~The Provost and Vice Chancellor shall review the forms and forward his/her recommendations to the Chancellor; then the Provost and Vice Chancellor shall also give written notification of action to the candidate and all previous levels of review and the reasons therefor.~~

~~(5) Chancellor.~~

~~The Chancellor shall approve or disapprove the recommendations which were sent to him/her and then forward the list of approved candidates directly to the Board of Regents office at budget time. The Chancellor shall notify all candidates and all previous levels of review in the promotion of her/his actions and the reasons therefor. It is recommended that the Chancellor or the Provost and Vice Chancellor discuss reasons with the faculty member for any action contrary to the positive recommendations of all previous levels of review.~~

~~(6) As soon as the action of the Board of Regents is known, adequate publicity shall be given to the list of authorized promotions.~~

~~(7) The above procedures shall apply with the modifications described in this paragraph to all persons whose assignments are to non-college units. Promotion recommendations for non-teaching faculty with no college affiliation shall originate within their assigned units. Such recommendations are then sent to the administrative head of that unit for his/her recommendation and shall then proceed in the usual fashion from that level of review. It will be left to the administrative officer at this level to determine, according to applicable bylaws and university policies, if a promotion committee composed of non-teaching faculty should be formed at this level. If there is to be a promotions committee at this level, it shall be formed by the administrative officer after consultation with appropriate members of the unit. Such proposals then proceed in the normal manner which is described above under the same time schedule. Faculty whose responsibilities are divided between academic and other assignments may be nominated for promotion by the unit in which they have their major responsibility, with assessment statements in writing provided by all individuals who have supervisory responsibilities for the faculty member. These must be considered by the initial level of review.~~

~~(8) Promotion recommendations from each campus go to the Board of Regents once annually in the spring. Therefore, all promotions that are contingent upon degree completion should be filed at this time. They will become effective in the fall if acted on favorably and contingency requirements are met. Faculty who applied for promotion contingent upon completion the previous year and failed to complete the degree by the appropriate date will need to apply again in the current year.~~

~~(9) All committees must observe the Open Meetings Law (see Section 19.81 et seq. Wis. Stats.)~~

~~(10) Faculty who are not nominated for promotion by the Initial Level of Review Committee have the right to request reconsideration by the Initial Level of Review Committee. Such a request shall be made in writing within five days of the receipt of written notification by the faculty member who was not nominated for promotion by the Initial Level of Review Committee. If this reconsideration does not change the previous recommendation to deny promotion, the candidate may still request that their credentials be forwarded to the next level of review.~~

~~Faculty who were nominated by the Initial Level of Review and who subsequently are not recommended for promotion at a higher level of review have the right within ten days after receiving notice of nonpromotion from the Chancellor, sent by first class mail, to request reconsideration by the level first recommending nonpromotion.~~

~~If, after reconsideration, the original recommendation is reaffirmed, the process will end and the faculty member will be so informed with reasons therefor.~~

~~If the Promotions Committee or administrator recommends rescission of the nonpromotion as a result of reconsideration, the faculty member and the next review level will be so informed with the reasons therefor. The written statement submitted by the faculty member shall also be sent forward to the next level of review.~~

~~The next level shall, as a result of the information from the previous level, conduct a reconsideration meeting with the faculty member following the procedures outlined above. The process shall end if any review level, including the Chancellor, affirms the original recommendation of nonpromotion, or the Chancellor, as the last step in the process, decides on promotion. Reasonable timetables (but in no case more than 15 working days while school is in session this can be extended at the request of the review committee) shall be established by all promotion committees or administrators involved with the reconsideration of nonpromotion.~~

~~In the event a faculty member has reason to believe there was a procedural error in the consideration of his/her application for promotion, the UW Oshkosh grievance procedures may be followed.~~

Part D Special Promotions Criteria

FAC 5.D.0. Incorporation of College Personnel Materials.

~~Please note that substantive requirements relating to faculty appointment, renewal, tenure, promotion, and merit may be found in materials developed at the college or department level. College specific information has been included as an appendix to this material.~~

FAC 5.D.1. Performing Arts Criteria.

~~(1) Degree Requirements.~~

~~(a) Instructor: One year master's degree.~~

~~(b) Assistant Professor: One year master's degree. Also, a minimum of one year of additional intensive study in applied fields with eminent teachers. This does not apply where the earned doctorate or where the two-year MFA is the normal terminal degree.~~

~~(c) Associate Professor: One year master's degree and a minimum of two years of intensive study in applied fields with eminent teachers, or the two-year MFA degree in certain fields:~~

~~studio artist, creative writer, etc. This does not apply where the earned doctorate is the normal terminal degree.~~

~~(d) Professor: Earned doctorate, or exceptional qualifications beyond those listed for associate professor.~~

~~(2) Time in Rank and Experience – No change from the general requirements listed above.~~

~~(3) Teaching Ability – No change from the general requirements listed above.~~

~~(4) Professional and Scholarly Growth – Evaluations of professional growth must necessarily be partially subjective but must also be based on objective, tangible criteria when possible. An essential test for such growth in the creative fields is the faculty member's success in holding the respect and esteem of his/her students and colleagues. For the creative artist, his/her professional growth should be measured by his/her experience and competence determined by recognized authorities in his/her field. It should be understood that all criteria listed below need not apply to each individual.~~

~~(a) Creative Studio Artist.~~

~~Has demonstrated reputable creative achievement as a performing artist by appearance of work in individual and juried shows of high professional caliber where the artist is in competition with other professional artists.~~

~~Has received professional acclaim in the form of awards, commissions, and critical reviews.~~

~~Has shown continual evidence of creative work of aesthetic merit other than competitive shows.~~

~~Has received competitive grants for travel or study.~~

~~Has shown substantial evidence and experience as an above-average teacher in studio courses.~~

~~Has studied or is studying with eminent teachers who may or may not have been affiliated with schools of higher learning.~~

~~Has made recognized contributions to the literature of the individual's field through publications or research.~~

~~Has received recognition by ranking departmental associates, especially of superior rank, of the individual's competency in his/her field.~~

~~(b) Creative Musician.~~

~~Demonstrates reputable creative achievements as a performing artist, as evidenced by concerts or recitals or published compositions or research materials of high professional quality.~~

~~Has had substantial experience and success as a teacher in a specialized applied field and so recognized by the academic associates.~~

~~Has studied or is studying with eminent teachers who may or may not have been affiliated with schools of higher learning.~~

~~Shows evidence of continued study and professional growth.~~

~~Has received an award of a scholarship or fellowship at an advanced level--e.g., Fulbright, Guggenheim, Danforth, Ford, etc.~~

~~Has achieved recognition by colleagues, especially of superior rank, of the individual's high achievement in his/her area of specialization.~~

~~(c) Creative Writing.~~

~~Reasonably frequent publications of critical or creative work in printed periodicals or, more important still, in book form by a reputable publisher (one book would receive significant attention).~~

~~Awards, commissions, publicity, and published critical comments arising therefrom.~~

~~Continual evidence of creative work of artistic merit other than publication.~~

~~Awards from competitive grants for travel and study.~~

~~Advanced study in creative writing work camps.~~

~~Evidence of effective teaching of creative writing through the success of students in getting their work published.~~

~~Recognition by colleagues, especially of superior rank, of the individual's competency in his/her field.~~

~~(d) Creative Speech.~~

~~Has demonstrated reputable creative achievement as a performing artist as evidenced by theater productions, radio productions, television productions, and the like, or publication of pertinent critical or creative works of a high professional quality.~~

~~Has received professional acclaim in the form of critical reviews and awards.~~

~~Has shown effectiveness as a teacher or otherwise indicated competence in communicating the elements of his/her art to others.~~

~~Has continued to give indications of professional growth.~~

~~Has been awarded competitive scholarships or fellowships or grants for further study in his/her field.~~

~~Has studied beyond basic levels with eminent teachers in the area of specialization or cognate areas.~~

~~Has received recognition by colleagues, especially of superior rank, of the individual's high achievement in his/her area of specialization.~~

~~(5) Institutional and Extra-Institutional Services. No change from the general requirements listed above (FAC 5.B.5.).~~

FAC 5.D.2. Libraries & Learning Resources Criteria.

~~(1) In general the procedure for promotion of librarians shall follow the same pattern as for members of the teaching faculty, with modifications in respect to academic degrees and emphasis on other evaluative criteria. Promotion is based on merit rather than seniority. Merit is determined by:~~

~~(a) Professional competence as assessed by responsibilities held on the staff, participation in professional activities, advanced study, or efforts toward personal and professional growth.~~

~~(b) Teaching effectiveness, either direct or indirect, which is judged either by formal teaching or by effectiveness in the development and use of library technical operations.~~

~~(c) Service to the University as weighed by committee service, supervision of library personnel, or other demonstrated administrative ability.~~

~~(d) Creativeness as evaluated on the basis of publications, high-level administrative studies, or any other creative activities.~~

~~(e) Public service as appraised either by community service or by participation in state or national professional activities.~~

~~(f) Character and personality as adjudged by tolerant, honest, and fair dealings with students, faculty, and fellow librarians.~~

~~(2) Degree, Experience, Time in Rank — No change from the general requirements listed above.~~

~~(a) Instructor.~~

~~Degree: Bachelor's degree plus a graduate library degree or equivalent graduate degree in other professional or scholarly fields where appropriate.~~

~~Experience: No minimum.~~

~~(b) Assistant Professor.~~

~~Degree: Same as Instructor.~~

~~Experience: A minimum of five years as a librarian or in another profession or discipline. He/she must demonstrate competence in reference or bibliographic work and give creative direction to some area of library service and/or administrative responsibility.~~

~~(c) Associate Professor.~~

~~Degree: Same as Instructor plus a sixth year library degree or master's degree in a subject field.~~

~~Experience: At least ten years of outstanding professional achievement. The faculty members should have demonstrated exceptional competence in reference or bibliographic work and exhibited proven leadership ability.~~

~~(d) Professor.~~

~~Degree: Preferably a doctor's degree. In exceptional instances subject specialization or an additional graduate degree, professional research or publication, specialized training and/or experience, creative leadership, and demonstrated supervisory or administrative responsibility where appropriate may be considered in lieu of the doctor's degree. The rank should be reserved for persons of proven stature in the library field or in a field of specialization.~~

~~Experience: At least ten years of outstanding professional achievement. The faculty member should have demonstrated exceptional competence in reference or bibliographic work and exhibited proven leadership ability.~~

FAC 5.D.3. Social Work Criteria.

~~(1) Degree [Social Work Faculty with doctoral degrees follow the normal requirements as outlined in this document.], Experience, Time in Rank [Normal periods of service as established by the Administration and Faculty Senate shall apply. The same factors apply as to Teaching Ability, Professional and Scholarly Growth, and Institutional and Extra-Institutional Service as are outlined in this document.]~~

~~(a) Instructor.~~

~~Degree: M.S.W. and ACSW Eligibility, i.e., Academy of Certified Social Workers, requiring: Graduate from a school of social work accredited by the Council on Social Work Education—two years of study leading to the M.S.W. degree; and also Two years of successful practice experience while under the guidance of an ACSW supervisor.~~

~~Experience: Four years of Social Work Practice after the M.S.W.~~

~~(b) Assistant Professor.~~

~~Degree: Same as Instructor.~~

~~Experience: Six years Social Work Practice and one year college-level social work teaching, after the M.S.W.~~

~~(c) Associate Professor.~~

~~Degree: Same as Instructor.~~

~~Experience: Six years Social Work Practice and five years college-level social work teaching, after the M.S.W.~~

~~(d) Professor.~~

~~Degree: The earned doctorate or exceptional qualifications beyond those listed for associate professor and M.S.W., ACSW eligibility.~~

~~Experience: Six years Social Work Practice and 8 years college-level social work teaching, after the M.S.W.~~

FAC 5.D.4. Journalism Criteria.

~~(1) Procedures for promotion of journalism faculty will recognize the value of past and continuing professional experience in the field of journalism. Journalistic endeavors which would be considered in evaluating a faculty members performance would include contributions such as publishing in newspapers and magazines, consulting, receiving awards in recognition of professional service or published work, with a highly respected individual or institution in the field, making recognized contributions to knowledge in the field through non-academic publication and participating in conferences and institutes.~~

~~(2) Degree [Faculty with Ph.D. degrees follow normal requirements set by the university except where noted.]~~

~~(a) Assistant Professor.~~

~~Degree: Master's or Doctorate.~~

~~Experience: Doctorate: Two years appropriate professional experience.~~

~~Master's: Five years appropriate professional experience.~~

~~(b) Associate Professor.~~

~~Degree: Master's or Doctorate.~~

~~Experience: Doctorate: A minimum of five years of college teaching.~~

~~Master's: A minimum of ten years of experience including at least five years of appropriate professional experience and two years of college teaching.~~

~~(c) Professor.~~

~~Degree: Master's or Doctorate.~~

~~Experience: Doctorate: A minimum of ten years.~~

~~Masters: A minimum of fifteen years, including at least five years of appropriate professional experience and five years of college teaching.~~

FAC 5.E Promotion

This section contains information specific to promotion.

FAC 5.E.1 General Considerations

The faculty member has the right to withdraw his/her/their papers from the review at any time in the process by stating in writing to her/his/their Dean that further consideration of the promotion papers is to stop.

After the promotion process has been completed, the faculty member will be given upon written request to the Chancellor a copy of all “reasons for action” and “summaries and evaluations” which were added to his/her/their papers during the review and decision process.

FAC 5.EA.2. Combined Promotion and Tenure Process.

This section applies only to faculty whose tenure was approved upon or after September 5, 1997. As a general rule, faculty who have not already attained the rank of Associate Professor will be promoted to that rank with the approval of tenure (as prescribed in FAC 5.DChapter 4).

- (1) Faculty members will be promoted to the rank of Associate Professor at the time tenure is approved by the Board of Regents, or as soon as possible thereafter providing that they meet the appropriate degree, time in rank, and experience criteria.
- (2) Faculty members whose tenure is approved but who did not meet the degree, time in rank, or experience criteria for Associate Professor at the time tenure was approved will be promoted to that rank as soon as possible after they meet those criteria.
- (3) For subsections (1) and (2), immediately above, the process for implementing these promotions shall be by administrative action of the Offices of the Provost and Vice Chancellor and the Chancellor.
- (4) Individuals cannot apply separately for promotion to Associate Professor during the academic year of their tenure decision.
- (5) Candidates should carefully review the criteria for both tenure and promotion since the information submitted for tenure consideration also serves as the material under review for promotion to Associate Professor.
- (6) Prior to its review of the tenure and promotion application, the initial level of review will ascertain whether the candidate has satisfied the degree, time in rank and experience criteria for promotion to Associate Professor. This determination shall be verified by the Office of the Provost and Vice Chancellor, based upon a review of the individual's official personnel file.
- (7) All simultaneous tenure and promotion applications will be reviewed and considered through the regular renewal process, as prescribed in Chapter 4FAC 5.C.
- (8) The effective date for all promotions will be the time of formal approval by the Board of Regents of the University of Wisconsin System. Faculty should consult GEN 2.2 for the renumeration consequences of promotion.

FAC 5.EB.32. Degree, Experience, Time in Rank (General).

[For experience and time in rank requirements, do not count the present year.]

(1) Instructor.

Degree: Master's.

Experience: No minimum.

Time in Rank: No minimum.

(2) Assistant Professor.

Degree: Doctorate. [Faculty who acquire the doctorate will be automatically promoted to this rank if official notice that the degree has been granted is submitted to the Provost and Vice Chancellor's Office by January 1. Rank will become effective as of the following July 1.]

Other Degree Options: In some areas a two-year advanced degree beyond the master level will be considered. In some instances, thirty (30) semester hours of work beyond a master's degree or all course work and residence requirements for a doctorate plus commitment to the terminal degree will also be considered. These options will require regular promotion procedures.

Experience: With a doctorate, no minimum. For other candidates, four years including at least one year of college teaching.

Time in Rank: With a doctorate, no minimum. For other candidates, one year as an instructor at this university.

(3) Associate Professor.

Degree: Doctorate or discipline-appropriate terminal degree (e.g. Master of Fine Arts).

Experience: A minimum of five years of college teaching.

Time in Rank: A minimum of two years as an Assistant Professor at this university.

(4) Professor.

Degree: Doctorate or discipline-appropriate terminal degree (e.g. Master of Fine Arts).

Experience: A minimum of ten years.

Time in Rank: A minimum of four years as an Associate Professor at this university.

Evidence: The immediate supervisor shall document that data is consistent with university records and that evidence on degree completion is on file in the Provost and Vice Chancellor's Office.

FAC 5.E.4 Criteria Specific to Promotion

This section details elements of criteria specific to the promotion process that generalize to the University level. As stated above in FAC 5.B, each Discipline and guidelines should have policies specifying promotion criteria.

FAC 5.E.4.B.3. Teaching Effectiveness.

Consistent with the mission of this university, the most important criterion is teaching effectiveness which is a necessary, but not sufficient, basis for promotion. Under most circumstances only individuals demonstrating effective teaching should receive favorable consideration for promotion. An exception to this criterion would be an unusual circumstance in which an individual whose teaching ability is only satisfactory would be

recommended for promotion because of sustained professional and scholarly achievements of high quality which directly and significantly contribute to the strength of the educational program and/or the stature of the university.

For faculty with no teaching assignments, performance or professional responsibilities which are directly related to their assignment shall be the most important criterion for promotion. (Faculty whose responsibilities are primarily non-teaching but who also teach will be evaluated for classroom performance as well as for professional assignments.)

FAC 5.E.4.II B.4. Professional and Scholarly Growth.

Professional and Scholarly Growth is to be given equal weight with Institutional and Extra-Institutional Service. Individuals should demonstrate excellent performance in either Scholarly and Professional Growth or in Institutional and Extra Institutional Service and satisfactory performance in the other in order to receive favorable consideration for promotion.

FAC 5.E.4.III B.5. Institutional and Extra-Institutional Services.

Institutional and Extra-Institutional Service is to be given equal weight with Professional and Scholarly Growth. Individuals should demonstrate excellent performance in one of these two areas and satisfactory performance in the other to receive favorable consideration for promotion.

FAC 5.E.5 General Considerations

Faculty who are not nominated for promotion by the Initial Level of Review Committee have the right to request reconsideration by the Initial Level of Review Committee. Such a request shall be made in writing within five days of the receipt of written notification by the faculty member who was not nominated for promotion by the Initial Level of Review Committee. If this reconsideration does not change the previous recommendation to deny promotion, the candidate may still request that their credentials be forwarded to the next level of review.

Faculty who were nominated by the Initial Level of Review and who subsequently are not recommended for promotion at a higher level of review have the right within ten days after receiving notice of nonpromotion from the Chancellor, sent by first class mail, to request reconsideration by the level first recommending nonpromotion.

If, after reconsideration, the original recommendation is reaffirmed, the process will end and the faculty member will be so informed with reasons therefor.

If the Promotions Committee or administrator recommends rescission of the nonpromotion as a result of reconsideration, the faculty member and the next review level will be so informed with the reasons therefor. The written statement submitted by the faculty member shall also be sent forward to the next level of review.

The next level shall, as a result of the information from the previous level, conduct a reconsideration meeting with the faculty member following the procedures outlined above. The process shall end if any review level, including the Chancellor, affirms the original

recommendation of nonpromotion, or the Chancellor, as the last step in the process, decides on promotion. Reasonable timetables (but in no case more than 15 working days--while sSchool is in session--this can be extended at the request of the review committee) shall be established by all renewal, tenure, and promotion committees or administrators involved with the reconsideration of nonpromotion.

In the event a faculty member has reason to believe there was a procedural error in the consideration of his/her application for promotion, the UW-Oshkosh grievance procedures may be followed.

FAC 5.F Responsibilities of Individuals and Committees

This section explains expectations for the individuals and committees participating in a renewal, tenure, or promotion process.

(1) Responsibilities of Individuals.

All persons participating in the process of reviewing credentials and making decisions or recommendations pertaining to renewal/tenure are expected to use professional judgment and maintain confidentiality. Deans, the Provost and Vice Chancellor, and the Chancellor participate in the personnel process by virtue of the positions they hold. When acting in these capacities, these individuals are expected to articulate clearly the rationale for all decisions or recommendations and provide an analytical written critical evaluation of the probationary faculty member's performance. Each individual who participates in the personnel process shall also meet the following enumerated requirements:

(a) To act consistently with the University's applicable personnel policies and procedures.

(b) To fairly apply Discipline, School, and University criteria for renewal/tenure.

(c) To be cognizant of principles of nondiscrimination and bias, including affirmative action and commitment to equal employment opportunity.

(d) To conduct a thorough and complete review of the probationary faculty member's qualifications for renewal/tenure based on the expectations set forth by the Discipline, School, and University.

This review is to include a careful examination of all information submitted by the probationary faculty member for review, and attentive consideration of the recommendations and supporting rationale of any previous levels of review.

(e) To participate in the deliberative process of the committee's review and consideration of the probationary faculty member's qualifications for renewal/tenure, in light of Discipline, School, and University criteria. Participation refers to working diligently and collegially with other committee members. It includes active involvement in the committee's dialogue, including the expression of one's personal views or interpretation of the policies, prior to voting, when they differ from those previously expressed by other members of the committee.

Participation also includes insistence that the committee's deliberation be thorough, fair, balanced, and free from discrimination and bias. Committees shall meet with the appropriate Human Resources representative on an annual basis, prior to beginning their review, to receive consultation on the most up-to-date principles and practices for mitigating bias. Deliberation must also remain rationally related to the information presented for review. This is demonstrated by being aware of the committee's responsibilities and, if problems are perceived, speaking up before the committee's vote.

Participation includes: (a) the exercise of individual and collective responsibility to ensure that the committee's action is based on the information considered during the committee's meeting, and (b) the insistence that the statement of rationale for the committee's action be based on the committee's deliberations.

It is expected that participation, as outlined in this section, will lead individuals to the point where they are able to exercise independent professional judgment on the question of the renewal or nonrenewal of an appointment. Since an abstention is the equivalent of not voting on this question, it is expected that abstentions will be relatively rare.

(2) Responsibilities of Committees.

- (a) The initial level of review shall elect a chair who has the responsibility to inform the probationary faculty member of the timeline for the review of their qualifications for renewal/tenure and to ask the probationary faculty member to submit materials to be reviewed by the committee.
- (b) To provide proper notice of committee meetings (to satisfy the requirements of the Wisconsin Open Meeting Law) and to ensure its actions are consistent with applicable personnel rules.

Committees should anticipate scheduling additional meetings, as necessary, to complete a thorough and thoughtful review of each candidate.

- (c) To ensure that all committee recommendations or decisions pertaining to renewal or tenure of the probationary faculty shall be made on the basis of a motion that is carried by a majority vote of those present and not abstaining. The vote of each member on the renewal or tenure recommendation must be ascertained and recorded by name in the committee's minutes.

No absentee or proxy voting is allowed.

Ideally, all committee members will be present in person for the committee's deliberations; a virtual option may be provided for those who cannot attend in person, but such accommodations should be made on an exceptional basis.

- (d) To take no votes on any motions for renewal until the committee has completed its thorough review and discussion of the complete record.
- (e) To articulate clearly the rationale for all decisions or recommendations that are reached by formal committee action.

The committee must provide an analytical written critical evaluation of the probationary faculty member's performance. This evaluation must account for the probationary faculty member's performance in light of the appropriate established criteria, at the disciplinary or School level, for performance evaluation.

It is not sufficient for a committee merely to refer to the votes that were taken and the categories of assessment.

The committee's obligation is fulfilled when it does the following : (a) conducts a critical evaluation of the probationary faculty member's record in each identified area, (b) prepares a written statement setting forth the committee's assessment of the probationary faculty member's progress toward tenure that identifies and discusses, if appropriate, any specific areas that need attention or improvement, and (c) approves a written statement that demonstrates both that the committee's deliberations were thorough and that the committee exercised informed professional judgment when it made the assessment of the qualifications (in each area) in light of the established criteria.

The committee's written statement in support of the recommendation or decision must be formally reviewed and approved by committee vote at a meeting. If there is a tie vote on the statement, the committee shall prepare and approve a report that reflects these divergent views.

Members of the committee not agreeing with the majority's recommendation or decision may file with the committee chair a brief signed written statement that expresses views that differ from those expressed by the committee. The chair shall include this information as an addendum to the report approved by majority vote of the committee. If the chair determines that the material submitted includes information that was not previously presented to or discussed with the committee during the course of its deliberations, the chair shall also include an annotation to that effect.

(f) To hold and preserve in confidence the comments of each member in closed sessions.

The committee chair (or designee) has the sole responsibility to communicate information pertaining to the committee's deliberations with the probationary faculty member or other levels of review.

Confidentiality does not provide insulation from responsibility or accountability. The actions of each member, and the committee as a whole, can be reviewed through reconsideration or appeal.

7. REFERENCES

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES 8. PROCEDURES

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II of the Faculty Constitution.

The Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Personnel Policies Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

87. REFERENCES

UWS 3.06 of the Wisconsin Administrative Code

UWS 3.07 of the Wisconsin Administrative Code

9. REVISION HISTORY

Initial Faculty Senate Approval: September 1989

Revisions approved by Faculty Senate: 04 01 2025

Approval by Board of Regents:

POST-TENURE REVIEW POLICY (FAC 6.3)

The University of Wisconsin Oshkosh

Policy # 1.7

Post-Tenure Review POLICY (FAC 6.3)

Original Issuance Date: 01 01 0000

Last Revision Date: 05 05 2025

Next Review Date: 01 01 2030

1. PURPOSE

This policy sets forth the ways in which UW Oshkosh complies with the Universities of Wisconsin's requirements for post-tenure review (Regent Policy Document 20-9).

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy applies to all ranked faculty with tenure at UW Oshkosh.

4. BACKGROUND

In 2016, the Universities of Wisconsin required all campuses to put a post-tenure review process in place to ensure tenured faculty continued to perform on all dimensions of the faculty job. The overriding purpose of the periodic, post-tenure review is tenured faculty development, and that such review shall not infringe on existing faculty rights and protections, including those of academic freedom. The UW Oshkosh Faculty Senate established this policy in response and delegated specific implementation to the academic units.

5. DEFINITIONS

Post-Tenure Review (PTR): The performance evaluation process performed every five years to assess the performance of tenured faculty.

Performance Improvement Plan: The steps necessary to return a tenured faculty to "meets expectation" status in the event that a PTR leads to an evaluation of "does not meet expectations" on one or more dimensions of teaching, scholarly activity, and research.

6. POLICY STATEMENT

FAC 6.3. Post-Tenure Review.

The post-tenure review period begins in the academic year following the granting of tenure and shall occur every fiveEvery four years for, all tenured faculty who have not been promoted in rank in the past fivefour years. Pursuant to Universities of Wisconsin Policy, the outcome of the PTR, shall participate in a performance appraisal. Colleges shall identify

a process is not subject to grievance. 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.

Schools shall adopt PTR policies for post-tenure review that must include the following:

- (1.) General guidelines for the collection and assessment of evidence of quality teaching, professional and scholarly growth, and service. These guidelines must be consistent with the collection and assessment of such evidence in the merit process and in the promotion process.
2. Provision for notice of the intent to review at least three months before the review is conducted.
3. Delineation of the roles and responsibilities of those who will conduct or contribute to the review, including the dean, the provost, or the chancellor, or a designee.
4. (2) A process and timeline for providing written feedback to faculty members being evaluated and for face-to-face feedback with the unit head and/or personnel committee representative. At each level of review, faculty may submit a written response to the feedback.
5. (3) A process for identifying those faculty whose performance meets expectations and those who do not meet professional expectations in the area of teaching, professional and scholarly growth, and/or service. For faculty who are not meeting expectations, a performance improvement faculty development plan (PIP) should be developed based on the identification and documentation of specific deficiencies. The PIP faculty development plan should outline major goals to be attained in order to eliminate the deficiencies and should be written in consultation with the dean. The focus of the PIP should be developmental and faculty should be afforded support in fulfilling the requirements set forth in the PIP.
6. A process and timeline, not to exceed three semesters, for determining how and when the faculty member will have satisfied the expectations of the PIP. This process must include a review by the college dean, the provost, and the chancellor, or designee.
7. Provision for the actions to be taken when the faculty member fails to meet expectations set forth in the PIP.
8. (4) Provision for using the results of the post-tenure review in determining merit pay adjustments without conducting a separate merit review.
9. Provision that school directors be required to report annually to the dean and chancellor (or designee) that all periodic, post-tenure reviews for tenured faculty in that annual cycle have been completed.
10. (5) Provision for filing summaries of evaluations with the Provost and Vice Chancellor's Office.

The Faculty Senate shall approve all School-level PTR policies.

7. REFERENCES

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES**8. PROCEDURES**

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II of the Faculty Constitution.

The Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Personnel Policies Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

87. REFERENCES

1. Regent Policy Document 20-9, Periodic Post-Tenure Review in Support of Tenured Faculty Development
2. UWS 6.02 Grievances

9. REVISION HISTORY

Original approval by Faculty Senate: 05 05 2025

Approval by Board of Regents:

UW OSHKOSH FACULTY TEACHING EVALUATION POLICY (FAC 6.4)

The University of Wisconsin Oshkosh

Policy # 1.72

UW Oshkosh Faculty Teaching Evaluation POLICY (FAC 6.4)

Original Issuance Date: 01 01 0000

Last Revision Date: 05 05 2025

Next Review Date: Spring 2030

1. PURPOSE

2. RESPONSIBLE OFFICER

3. SCOPE

4. BACKGROUND

5. DEFINITIONS

6. POLICY STATEMENT

~~UW Oshkosh Faculty Teaching Evaluation Policy~~

~~[Formerly, in part, FAC 6.4 and FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures]~~

~~Amended by Faculty Senate: February 17, 2015~~

~~Revision Approved: November 3, 2020~~

~~Next Review Date: November 3, 2025~~

Scope

~~This policy describes the UW Oshkosh procedures and expectations related to the evaluation of teaching by tenured and tenure track faculty members and instructional academic staff, collectively referred to as "faculty" hereafter in this policy.~~

1. PURPOSE

This policy describes UW Oshkosh policy and procedures for the evaluation of faculty teaching. Informed evaluations of faculty teaching are meaningful components of decisions related to annual performance, renewal, promotion, and tenure, as well as merit-based compensation awards.

An informed evaluation of faculty teaching draws on data from many sources. Pursuant to Regent Policy Document 20-2, Student Evaluation of Instruction data are included in the data UW Oshkosh expects to be considered during the teaching evaluation process.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy describes the UW Oshkosh procedures and expectations related to the evaluation of teaching. This policy applies to all UW Oshkosh employees with classroom

teaching responsibilities, including ranked by tenured and tenure-track faculty, members and instructional academic staff, and other employees whose duties include teaching UW Oshkosh courses. These employees are collectively referred to as "faculty" hereafter in this policy.

4. BACKGROUND

This policy addresses several requirements of the Universities of Wisconsin (see References) for campus-level policies for evaluation of faculty teaching.

5. DEFINITIONS

Faculty or Faculty Member: For purposes of this policy, ~~the terms "faculty" and "faculty member" refer to~~ all UW Oshkosh employees~~faculty and instructional academic staff~~ with teaching assignments.

"Evaluation of Faculty Teaching" and "teaching evaluation:" ~~refers to t~~The process of assessing the quality of a faculty member's pedagogical activity.

"Faculty performance review:" ~~refers to A~~any periodic review conducted by an institution for such purposes as to determine whether to retain, promote, grant tenure, award a merit pay increase, or to monitor the performance of a faculty member. The results of teaching evaluation activity are one component of faculty performance reviews.

~~The~~**UW Oshkosh Student Opinion Survey (SOS):** An instrument that consists of a common core of questions administered online to students according to the UW Oshkosh Student Opinion of Instruction Data Collection Policy.

Student Evaluation of Instruction (SEI) data: Data that are collected from students using the university-wide SOS instrument as well as other surveys or questionnaires about instruction.

6. POLICY STATEMENT

1. The ability to teach effectively is one of the chief criteria considered in decisions related to the renewal, promotion, and tenure of faculty, as well as merit-based compensation awards. UW Oshkosh evaluates teaching effectiveness through a variety of means, including, but not limited to:
 - a. peer observations of teaching;
 - b. evaluation of syllabi, examinations, and other course materials;
 - c. ~~evaluation-valuation~~ of contributions to development and strengthening of UW Oshkosh~~departmental and college~~ curricula;~~and~~
 - d. SEI data, including SOS results
2. Evaluation of faculty teaching is based on documentation submitted by instructors related to activity and/or outcomes in the following four categories:
 - a. course planning and preparation;
 - b. teaching;

- c. assessment and continuous improvement; and
- d. professional development.

See the Appendix for a list of items that could be included in each category. Faculty members have the right to include in their personnel materials for consideration additional documentation to support teaching effectiveness beyond that listed in the Appendix.

3. Faculty members are responsible for the evidence and documentation in their personnel materials. Faculty members are responsible for ensuring that the information available to all levels of review meets all requirements of their school~~the unit and college~~ and is sufficiently current and comprehensive to enable all levels of review to conduct a thorough evaluation of teaching effectiveness.

Every faculty member has a right to adequate feedback regarding the evaluations of their teaching performance and support in both obtaining the required evidence and documentation and in developing continuous improvement activities for teaching effectiveness. Schools~~Units~~ should provide faculty members with regular opportunities for qualitative teaching evaluation, including written feedback on teaching performance, consistent with Section 6.1~~Item #1~~ a-c.

If a faculty member is evaluated as “does not meet expectations” in Teaching, a performance improvement plan (PIP) must be jointly written by the faculty member and either the reviewing committee and/or school director~~department chair~~. The PIP should specify~~include~~ what specifically~~specifically~~ requires remediation, what~~the~~ training and/or development activity the faculty member will pursue, what~~the~~ resources the school~~department~~ will provide for the faculty member, what specific and measurable improvement outcomes are expected~~what~~, a timeline is acceptable~~is acceptable~~ for intermediate review of progress, and what the~~an~~ expected date is for concluding of~~termination of~~ the PIP. All parties involved must sign the performance~~teaching~~ improvement plan.

4. It is the faculty member’s responsibility to provide a narrative, with reference to evidence and documentation from each of the four performance categories that makes the strongest possible case for the faculty member’s teaching effectiveness.
5. Each School~~academic college or other academic unit~~ is responsible for establishing specific criteria for teaching evaluation and assigning weights across the teaching performance categories. The criteria must be common to all faculty~~units (e.g., departments)~~ within the School~~College~~ and must address all categories in s~~Section 6.2.a-d~~ (also see the Appendix). Schools~~Colleges~~ shall establish clear guidelines for the uniform presentation and consideration of SOS data for personnel decisions, consistent with Regent Policy Document 20-2 and with concerns addressed elsewhere in this policy. SOS data shall be used in conjunction with, and not as a substitute for other methods of evaluating teaching effectiveness.

- a. Each schoolunit (e.g., department) must have an established specific evaluation policy and procedures, including process, criteria, and evaluation weights used during each review period, which should be available to each faculty member. Adopted policy and procedures apply to all faculty members, tenured or untenured, in the unit; and the evaluation process must be uniform. No faculty member may establish their own evaluation process. Unit policy must be available to each faculty member within the unit.
 - b. The use of SOS data should focus on the distribution of responses to question prompts over time for the same instructor in the same or similar courses. Benchmarking should be based on distributions in comparative courses or learning experiences.
 - c. Schools/Units should not compare a faculty member's SOS scores to those of other faculty or create a benchmark based on sums or averages of student responses, as these figures are not meaningful given the ordinal scale of the SOS instrument. Furthermore, it is unlikely that such comparisons would control for all variables outside of the faculty member's control known to affect Student Evaluation of Instruction (SEI) data (see item Section 6.#8).
6. The initial level of review ~~(or supervisor)~~ will prepare a rationale that makes the strongest possible case in support of the evaluation of faculty teaching (e.g., "does not meet expectations" or "meets expectations"). The rationale will specify the evidence from each pedagogical category from Section 6.1(see Item #1) on which the judgment is based.

The initial level of review may request additional information from the faculty member that the faculty member did not include in the personnel record. ~~(see 4.B.6 (5) and 4.B.6 (6))~~. The faculty member owns the personnel materials and has the right to decline to provide the information if it is not part of the information known in advance to be required by schoolunit, college, and/or university policy. A faculty member who fails to provide the minimum information required by the initial level of review may be judged "does not meet expectations" on that basis.

The initial level of review is responsible for informing candidates of inadequacies in their documentation of teaching effectiveness, so that they may improve their presentation of data in the future.

7. Reviewers shall~~Committees and decision-makers beyond the academic unit must~~ not prioritize Student Opinion Survey (SOS) data, and should take into account evidence of teaching effectiveness from all categories in Section 6, item #1 according to the weights specified by the schoolunit (per item Section 6.#5) and made known to the faculty prior to the review period.
8. All levels of review should be cognizant of the limitations of and potential bias in SOS/SEI data. All interpretations, judgments, and evaluations must consider potential confounding variables as highlighted by the faculty member in their materials. These variables include, but are not limited to:

- a. Class characteristics such as size, course level, program (graduate/undergraduate), course type (required/ elective), mode of instruction, Disciplined department, and/or School. college;
- b. Instructor characteristics such as gender, age, nationality, race, presence of an accent when speaking, years of teaching experience, and/or typical grade distribution.

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II2 of the Faculty Constitution.

The Improvement of Instruction Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Improvement of Instruction Compensation Committee deems any changes necessary, it shall recommend those changes to the Faculty Senate.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

8. REFERENCES~~Related Policy Documents and Applicable Laws~~

~~RPD~~ Regent Policy Document 20-2, "Student Evaluation of Instruction"

~~RPD~~ Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"

UW System Administrative Policy 1254 "Performance Management"

Regent Policy Document 20-23, "Faculty Tenure"

UWS 3.05, Wis. Admin. Code, "Periodic review"

Faculty Constitution Article 2, Section 2. "University Policy: Primary Faculty Responsibility"

UW Oshkosh Collection of Student Opinion of Instruction Data Policy

UW Oshkosh Improvement of Instruction Policy

UW Oshkosh Task Force Report

9. REVISION HISTORY

Formerly (in part) FAC 6.4 and FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures

Amended by Faculty Senate: 17 02 2015

Revisions approved by Faculty Senate: 03 11 2020

Revisions approved by Faculty Senate: 05 05 2025

Approval by Board of Regents:

APPENDIX

This appendix contains suggested activities and potential documentation for the four teaching categories. The list is not meant to be exhaustive, and each individual faculty portfolio may or may not contain each item and may contain additional evidence as appropriate to the pedagogical activity of the faculty member.

1. Course Planning and Preparation

- a. Degree of participation in new courses written and taken ~~through~~ the new course approval processCurriculum Committee.
- b. Degree of participation in major course revisions that were taken ~~through~~ the new course approval processCurriculum Committee.
- c. Major updating and ~~changing~~change of courses beyond usual updating but not of sufficient nature to go through the new course approval processCurriculum Committee (attach syllabus of old vs. new with the changes highlighted)
- d. -Development of materials for courses. This could include course manuals, audio-visual support, study guides, etc. (describe materials and/or attach)
- e. Innovations in teaching. Describe alternative delivery systems you have tried or other innovations.
- f. Self-evaluation of course planning and preparation activities.
- g. Unique aspects about the courses taught or your load such as new preparations, overload, extensive travel for teaching responsibilities, etc.
- h. ~~SchoolUnit~~ or individual research activities involving courses or teaching activities, program reviews, or other improvement of instruction assignments.
- i. Efforts to incorporate materials and methods that align with the missionaddress issues of the University, or one's Schooldiversity.

2. Teaching

- a. List of all courses taught, number of credits, and enrollments.
- b. Narrative and/or graphical summary of student opinion survey results for the period of review.
- c. Written student comments.
- d. Other letters or evidence of student satisfaction with teaching.
- e. Peer evaluations.
- f. Self-evaluation of teaching.
- g. Teaching awards received or other special recognitions related to teaching.
- h. Independent study or readings course responsibilities.

- i. Labor intensive teaching of basic skills (e.g. oral and written communications, computer skills, research skills, etc.)
- 3. Assessment and Continuous Improvement
 - a. Include copies of tests, assignments, and major projects used to evaluate student learning. Describe types of student learning assessed with each instrument.
 - b. List the names of students and your role on any comprehensive examination committees and thesis committees.
 - c. Identify advisement responsibilities at the undergraduate or graduate levels.
 - d. Self-evaluation of student learning, test validation, and providing feedback.
- 4. Professional Development
 - a. Professional development and service activities that enhanced teaching performance.
 - b. New or expanded areas of professional investigation relating to teaching responsibilities.
 - c. Reflection on how one's pedagogy has evolved in dialogue with the research literature and advances in the knowledge of effective academic field have impacted teaching and learning practices. practice.
 - d. Reflection on how one's pedagogy has evolved in dialogue with advances in one's discipline, or area of expertise.

7. REFERENCES

8. PROCEDURES

9. REVISION HISTORY

IMPROVEMENT OF INSTRUCTION (**FAC 6.5**)

The University of Wisconsin Oshkosh

Policy # **1.724**

UW Oshkosh Improvement of Instruction Policy

Original Issuance Date: 01 01 0000

Last Revision Date: 05 05 2025 ~~November 17, 2020~~

Next Review Date: Spring 2030 ~~November 17, 2025~~

1. PURPOSE

2. RESPONSIBLE OFFICER

3. SCOPE

4. BACKGROUND

5. DEFINITIONS

6. POLICY STATEMENT

~~[Formerly (in part) FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures]~~

~~Previously amended by Faculty Senate February 17, 2015~~

~~Number this policy FAC 6.5~~

~~This Revision Approved: Date: November 17, 2020~~

~~Next Review Date: November 17, 2025~~

Scope

~~This policy describes the UW Oshkosh procedures and expectations for ongoing Improvement of Instruction (IOI) activity by tenured and tenure track faculty members and instructional academic staff, collectively referred to as "faculty" hereafter in this policy.~~

1. PURPOSE

This policy describes UW Oshkosh policy and procedures for the use of Student Evaluation of Instruction (SEI) data for Improvement of Instruction (IOI) activity, pursuant to Regent Policy Document 20-2, Student Evaluation of Instruction.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy describes the UW Oshkosh procedures and expectations for ongoing Improvement of Instruction (IOI) activity by tenured and tenure track ~~ranked~~ faculty members and instructional academic staff, and other employees whose duties include teaching UW Oshkosh courses. These employees are collectively referred to as "faculty" hereafter in this policy.

4. BACKGROUND

UW Oshkosh provides students the opportunity to complete an online Student Opinion Survey (SOS) instrument for all sections of instruction. The data from the SOS instrument then become part of a larger set of Student Evaluation of Instruction (SEI) information.

SEI data are an important source of information about educational experiences. The university-wide Student Opinion Survey (SOS) data can inform activity intended to improve the effectiveness of instruction; however additional data collection is needed for a faculty member to obtain information specific enough to permit improvement of instructional methods.

See the UW Oshkosh ~~Evaluation of~~ Faculty Teaching Evaluation Policy for information about using SEI data in the Faculty Teaching Evaluation Process.

Responsible Officer

~~Provost and Vice Chancellor for Academic Affairs~~

5. DEFINITIONS

Faculty or Faculty Member: For purposes of this policy, ~~the terms “faculty” and “faculty member” refer to~~ all UW Oshkosh employees~~faculty and instructional academic staff~~ with teaching assignments.

“Improvement of Instruction” (IOI): ~~is the~~ The process of using data (from many sources) to (a) identify opportunities for improving students’ mastery of course learning objectives, (b) identify opportunities for improving students’ educational experience while pursuing mastery of course learning objectives, and (c) assess whether actions taken in pursuit of these opportunities were successful.

~~The~~ **UW Oshkosh Student Opinion Survey (SOS):** ~~An~~ instrument that consists of a common core of questions administered online to students according to the UW Oshkosh Student Opinion of Instruction Data Collection Policy.

Student Evaluation of Instruction (SEI) data: Data that are collected from students using the university-wide SOS instrument as well as other surveys or questionnaires about students’ experience of instruction.

6. POLICY STATEMENT

1. UW Oshkosh encourages faculty to engage in Improvement of Instruction (IOI) activity that is effective and unbiased using methods identified in this policy (or elsewhere).
2. Pursuant to Regent Policy Document 20-2, UW Oshkosh recognizes that faculty may wish to utilize their results from the university-wide Student Opinion Survey (SOS) for IOI activity. As acknowledged in Regent Policy Document 20-2, however, SOS data may not be specific enough to support data-driven IOI activity.

3. UW Oshkosh therefore encourages faculty to develop supplemental methods for collecting data to support IOI activity. Such data could be collected from~~include~~:
 - a. Pre/~~P~~ost-~~T~~est questions administered at the beginning of a course and again at the end;
 - b. Surveys or questionnaires administered at the course, discipline, and/or school level.
 - ~~c. Surveys or questionnaires administered at the program level.~~
4. Each ~~academic unit (e.g., departments of instruction)~~School must adopt written policies and procedures that address expectations of faculty for IOI activity if IOI activity is to be part of the school's~~unit's~~ Faculty Evaluation of Teaching. Written procedures should:
 - a. be adopted and revised in accordance with existing school~~unit~~ bylaws;
 - b. be consonant with the respective university~~college~~ policy;
 - c. provide guidance to faculty related to best practices for IOI and resources available at the school~~unit~~, college, and university levels to support IOI;
 - d. specify the required use of additional data (beyond the SOS university-wide instrument), including requirements concerning frequency of collection, methods of analysis, development of action plans based on the data, and frequency and type of communication of the data, analysis, and IOI activity; and
 - e. be reviewed each time the school~~unit~~ reviews its bylaws are reviewed.

Schools~~Units~~ are responsible for assuring their own members are aware of requirements and their policy. Any IOI data collection beyond the university-wide SOS must be consistent across all instructors in the same course.

5. Public records requests are evaluated by the UWO Records Custodian, and the university's guidelines indicating its compliance with Chapter 36 of Wisconsin Statutes are detailed on the university's Open Records Request website (see Section 7.(8)).

~~5.~~ Any public record request for SEI data must be reviewed by the Provost's Office to ensure the response complies with public records laws, including s. 19.33-(10)-(d), Wis. Stats., which prohibits release of employee evaluations in response to a public records request.

The Universities of Wisconsin ~~UW System~~ Administration's Office of Compliance and Integrity shall provide consultation regarding the release of SEI data in response to public records requests.

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article 11~~2~~ of the Faculty Constitution.

The Improvement of Instruction Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Improvement of Instruction Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

8. REFERENCES~~Related Policy Documents and Applicable Laws~~

~~RPD~~ Regent Policy Document 20-2, "Student Evaluation of Instruction"

~~RPD~~ Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"

Regent Policy Document 20-23, "Faculty Tenure"

UWS 3.05, Wis. Admin. Code, "Periodic review"

Faculty Constitution Article 2, Section 2. "University Policy-: Primary Faculty Responsibility"

UW Oshkosh Collection of Student Opinion of Instruction Data Policy

UW Oshkosh Faculty Teaching Evaluation Policy

UW Oshkosh Open Records Request Website

7. REFERENCES

8. PROCEDURES

9. REVISION HISTORY

Formerly (in part) FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures.

Revisions approved by Faculty Senate: 17 02 2015

Revisions approved by Faculty Senate: 17 11 2020

Revisions approved by Faculty Senate: 05 05 2025

Approval by Board of Regents:

UW OSHKOSH STUDENT OPINION OF INSTRUCTION DATA COLLECTION POLICY (FAC 6.6)

The University of Wisconsin Oshkosh

Policy # 1.7247

UW Oshkosh Student Opinion of Instruction Data Collection Policy (FAC 6.6)

Original Issuance Date: 01 01 0000

Last Revision Date: 05 05 2025

Next Review Date: Spring 2030

1. PURPOSE

2. RESPONSIBLE OFFICER

3. SCOPE

4. BACKGROUND

5. DEFINITIONS

6. POLICY STATEMENT

~~FAC 6.6. UW Oshkosh Student Opinion of Instruction Data Collection Policy~~

~~UW Oshkosh Student Opinion of Instruction Data Collection Policy~~

~~[Formerly (in part) FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures]~~

~~Amended by Faculty Senate: February 17, 2015~~

~~Revision Approved: November 3, 2020~~

~~Next Review Date: November 3, 2025~~

Scope

~~This policy applies to tenured and tenure track faculty members and instructional academic staff, collectively referred to as "faculty" hereafter in this policy.~~

1. PURPOSE

This document describes UW Oshkosh policy and procedures for a Student Opinion Survey pursuant to Regent Policy Document 20-2, Student Evaluation of Instruction.

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

This policy describes the UW Oshkosh procedures and expectations for ongoing Improvement of Instruction (IOI) activity by~~applies to tenured and tenure track ranked faculty, members and instructional academic staff, and other employees whose duties include teaching UW Oshkosh courses. These employees are collectively referred to as "faculty" hereafter in this policy.~~

4. BACKGROUND

UW Oshkosh provides students the opportunity to complete an online Student Opinion Survey (SOS) instrument for all sections of instruction. The data from the SOS instrument then become part of a larger set of Student Evaluation of Instruction (SEI) information. SEI data are used for two purposes.

The UW Oshkosh Improvement of Instruction Policy discusses the use of Student Evaluation of Instruction (SEI) data for faculty continuous improvement activity. Student Evaluation of Instruction data are an important source of information about educational experiences. While student opinion data collected by the UWO Student Opinion Survey can inform activity intended to improve the effectiveness of instruction, additional data collection may be needed for a faculty member to obtain information specific enough to permit improvement of instructional methods.

The UW Oshkosh Faculty Teaching Evaluation Policy discusses the use of student evaluation of instruction data for the evaluation of faculty teaching. In combination with other information, the larger set of SEI data, including data from the SOS instrument, can be a meaningful component of informed evaluations of faculty teaching. Informed evaluations of faculty teaching are then meaningful components of decisions related to renewal, promotion, and tenure, as well as merit-based compensation awards.

Responsible Officer

~~Provost and Vice Chancellor for Academic Affairs~~

5. DEFINITIONS

~~The~~ **UW Oshkosh Student Opinion Survey (SOS):** ~~An~~ instrument ~~that~~ consists of a common core of questions administered online to students.

Student Evaluation of Instruction (SEI) data: ~~Data that~~ are collected from students using the university-wide SOS instrument as well as other surveys or questionnaires about students' experience of instruction.

6. POLICY STATEMENT

1. UW Oshkosh uses a university-wide Student Opinion Survey (SOS) instrument for all sections of all courses that consists of a common set of question prompts.
2. The Provost and Vice Chancellor for Academic Affairs assigns responsibility for administering the SOS data collection process (hereafter, the "responsible center"). The Provost will notify the Faculty Senate Executive Committee if the responsible center changes.
3. The university-wide SOS instrument:
 - a. Is distributed online by the responsible center;
 - b. Provides students an opportunity to give anonymous feedback on instruction;

- c. Is tailored to the mode of instruction (e.g., question prompts may be phrased differently for an in-person course than an online course);
 - d. Is distributed in every section in every course;
 - e. Is distributed any time after 85% of course contact time has occurred and becomes unavailable to students at the end of the last day of classes;
 - f. Is distributed following best practices to maximize student participation.
4. The responsible center processes SOS data according to the following guidelines:
- a. Each faculty member has access to their data through an individualized dashboard;
 - b. Faculty are to be notified when results are available on their dashboard for each reporting period; results may not be released prior to the registrar's final deadline for grade submission for the teaching period;
 - c. Instructor-level results per section available for all quantitative (Likert-scale based) question prompts include distributions for each item, number of responses, and response rates for each of the items in the survey;
 - d. Results that could lead to a loss of student anonymity (n below 6) would only be revealed when it is possible to aggregate with other sections in the same semester or over time;
 - e. Responses to qualitative prompts are available;
 - f. Course and section attributes such as class size, course level, program (graduate/undergraduate, general education, etc.), and mode of instruction, are available to the extent possible;
 - g. Aggregate data (i.e., by discipline, school, department-, program-, and college, and university) -level data is available to all relevant users (faculty, area coordinators/chairs, program directors, schools, deans, the Associate Vice Chancellor for Faculty and Academic Staff Affairs, the Provost, and the Chancellor etc.).
5. Individual faculty have primary responsibility for the Student Evaluation of Instruction data (of all types, including SOS data) related to courses they teach. Faculty are responsible for communicating their data clearly in accordance with school and university policies and procedures.
6. Faculty-specific data may not be reproduced or communicated without the faculty member's consent. The Improvement of Instruction Committee of the Faculty Senate is responsible for oversight of the SOS instrument. This responsibility includes:
- a. Working with the responsible center to conduct a periodic review of the SOS instrument to ensure all question prompts are serving their intended purpose and that the data do not exhibit bias; this review of the SOS instrument should occur in concert with the regular review of this policy (see the Oversight, Roles, and Responsibilities section);
 - b. Working with Schools or Disciplines ~~departments and programs~~ to add a small number of instruction-related prompts to the common core that

address dimensions specific to the School, Discipline, department, program, or course delivery method (e.g., lab). Any approved additional ~~departmental~~ question prompts must be used for all sections of the identified relevant courses;

- c. The IOI recommends changes to the common core question prompts to the Faculty Senate and works with Schools or Disciplines~~departments/programs~~ if changes are recommended to their added question prompts.
7. Each school~~academic unit (e.g., departments of instruction)~~ must state in its bylaws that it collects and uses SOS data in accordance with Regent, Universities of Wisconsin~~System~~, and UW Oshkosh policies. The bylaws must contain or refer to written policies and procedures that address the collection and use of SOS data (and other information) for improvement of instruction and faculty teaching evaluation. Written policies and procedures should:
- a. be adopted and revised in accordance with existing school~~unit~~ bylaws and policies;
 - b. be consonant with relevant policies of the school~~College~~, University, Universities of Wisconsin~~UW-System~~, and Board of Regents;
 - c. be formatted using the common UW Oshkosh policy format, including stating a review period and responsible party;
 - d. specify the collection process or method for additional data (beyond the common core question prompts of the university-wide SOS instrument), including requirements concerning frequency of collection, reporting format to faculty, communication from faculty to others, and similar administrative requirements; these requirements must be consistent for all faculty for a given course;
 - e. specify the expected use of the additional data.

Schools~~Units~~ are responsible for assuring their own members are aware of their ~~local~~ policies and procedures.

8. Any public record request for SOS data must be reviewed by the Provost's Office to ensure the response complies with public records laws, including Wis State 19.36(10)(d), which prohibits release of employee evaluations in response to a public records request. The Universities of Wisconsin~~UW-System~~ Administration's Office of Compliance and Integrity shall provide consultation regarding the release of SOS data in response to public records requests.

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES

The Faculty Senate is responsible for the content and revision of this policy, consistent with Article II~~2~~ of the faculty constitution.

The Improvement of Instruction Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25%

of sitting Senators. If the Improvement of Instruction Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate's action.

8. REFERENCES~~Related Policy Documents and Applicable Laws~~

~~RPD~~ Regent Policy Document 20-2, "Student Evaluation of Instruction"

~~RPD~~ Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development"

Regent Policy Document 20-23, "Faculty Tenure"

UWS 3.05, Wis. Admin. Code, "Periodic review"

Faculty Constitution Article 2, Section 2. "University Policy: Primary Faculty Responsibility"

UW Oshkosh Improvement of Instruction Policy

UW Oshkosh Faculty Teaching Evaluation Policy

7. REFERENCES

8. PROCEDURES

9. REVISION HISTORY

Formerly (in part) FAC 6.6. University of Wisconsin Oshkosh Policy and Procedures

Amended by Faculty Senate: _____ -17 02 2015

Revisions approved by Faculty Senate: _____ -03 11 2020

Revisions approved by Faculty Senate: _____ 05 05 2025

Approval by Board of Regents:

FACULTY ANNUAL PERFORMANCE EVALUATION POLICY (FAC 10)

The University of Wisconsin Oshkosh

Policy # **2.081**

UWO Faculty Annual Performance Evaluation

Original Issuance Date: 17 11 2020

Last Revision Date: 04 05 2025

Next Review Date: Spring 2030

1. PURPOSE

2. RESPONSIBLE OFFICER

3. SCOPE

4. BACKGROUND

5. DEFINITIONS

6. POLICY STATEMENT

(FAC 6 – addition)

[Approved by Faculty Senate, November 17, 2020]

Scope

~~This policy applies to tenured and tenure track UWO faculty members.~~

1. PURPOSE

The purpose of this policy is to establish guidelines and a process for an annual faculty performance management process consistent with UW System Administrative Policy 1254. (Performance Management.) ~~and to establish eligibility for pay plan adjustments.~~

2. RESPONSIBLE OFFICER

Provost and Vice Chancellor for Academic Affairs

3. SCOPE

~~This policy applies to tenured and tenure track UWO~~ ranked faculty at UW Oshkosh members.

4. BACKGROUND

This policy addresses the Universities of Wisconsin requirement for annual performance evaluation of ranked faculty.

5. DEFINITIONS

Performance evaluation: A continual process of identifying, measuring, and developing job-related employee performance.

Performance management: A continual process of establishing expectations, ongoing coaching and feedback, and measuring outcomes in formal performance evaluations of employees.

Supervisor: ~~The~~In this policy the individual identified as the faculty member's supervisor by ~~Human Resources~~ (typically the ~~School Director~~department chair) is considered the "supervisor" for the purpose of submitting the e-form.

6. POLICY STATEMENT

1. Annual performance evaluation is separate and distinct from the renewal and tenure process and the post-tenure review process.
2. The purpose of an annual performance evaluation process is employee development of professional skills and academic excellence, and identify areas for improvement of teaching, research/scholarship and creative activity and service commensurate with a faculty position.
3. Annual performance evaluation ~~takes place~~proceeds at the ~~School~~unit or academic department level and is based on performance in the three categories of teaching, scholarship, and service.
4. ~~School policy for~~The unit (e.g., department) annual performance evaluation, including policy and related criteria and procedures of each academic department/unit shall be approved by the unit faculty and reviewed at least every three years.
5. ~~The School's Department-level~~ annual performance evaluation policy, and changes thereto, must be reviewed by a designated ~~Faculty Senate~~college-level committee.
6. School annual faculty performance evaluation processes must include the following and be completed according to the timetable established by the Universities of Wisconsin.
 - a. ~~6.~~ A summary evaluation for the calendar year performance (for the prior year), ~~to~~will be recorded on a university e-form (via Shared Services) by March 1st ~~for the prior year.~~
7. ~~Unit annual evaluation processes must include the following:~~
 - b. ~~a.~~ A definition of solid performance and performance expectations, including relative weights of criteria.
 - c. ~~b.~~ A determination of who recommends~~makes~~ the evaluation to the faculty member's supervisor~~(e.g., department chair, department personnel committee, or other.)~~
 - d. ~~c.~~ Opportunity for the faculty member to provide a summary of activities and self-perceptions of performance in the areas of teaching, scholarship, and service.
 - e. ~~d.~~ Evidence of teaching performance must include, but may not be limited to, student opinion survey results for courses taught during the annual evaluation period.
 - f. ~~e.~~ Opportunity for individuals to set goals and expectations for the following year.

~~g. f.~~ Opportunity for a face-to-face performance conversation between the evaluator ~~(department chair, personnel committee, or other)~~ and the faculty member being evaluated.

~~h. g.~~ Mechanisms to address performance levels that do not meet expectations ~~(including but not limited to PIP).~~

~~h. The submission of the university e-form by the “supervisor” to Human Resources.~~

~~7. 8.~~ Records are retained in accordance with the UW System Records Retention policy.

7. OVERSIGHT, ROLES, AND RESPONSIBILITIES

Faculty Senate is responsible for the content and revision of this policy, consistent with Article II2 of the Faculty Constitution.

The Personnel Policies Committee of the Faculty Senate shall conduct a review of this policy at least once every five years. It may do so more frequently if governing policies change, at the request of the Faculty Senate Executive Committee, or at the request of 25% of sitting Senators. If the Personnel Policies Committee deems any changes to be necessary, it shall recommend those changes to the Faculty Senate, or it shall advise the Faculty Senate that it does not recommend changes based on the requested or scheduled review.

The Faculty Senate approves recommended changes (or acknowledges the recommendation for no changes) to this policy by majority vote. Following any Faculty Senate vote that ratifies revisions, any changes to this policy are finalized upon approval by the Chancellor and the Universities of Wisconsin Board of Regents. The five-year review clock resets upon the Faculty Senate’s action.

8. REFERENCES~~Related Policy Documents and Applicable Laws~~

Wis. Admin. Code UWS 3.05 Period Review

UW System Administrative Policy 1254.1: Performance Management

UW System Records Retention policy

Regent Policy Document 20-9.1: Periodic Post-Tenure Review

Regent Policy Document 20-2.1: Student Evaluation of Instruction

SYS 1278, UW System Pay Plan Distribution Framework for University Workforce

9. REVISION HISTORY

Initial approval by Faculty Senate: 17 11 2020

Revisions approved by Faculty Senate: 04 05 2025

Approval by Board of Regents:

APPENDIX

Faculty Annual Performance Evaluation e-Form

Employee name, academic unit~~department name~~, etc. (automatically generated)

Summary evaluation:

TEACHING

Meets expectations

Meets Some Expectations

 Does not meet expectations

SCHOLARSHIP

Meets expectations

Meets Some Expectations

 Does not meet expectations

SERVICE

Meets expectations

Meets Some Expectations

 Does not meet expectations

Overall recommendation

Solid Performer (meets or meets some expectations in all three areas)

 Not solid performer (does not meet expectations in one or more areas~~area~~)

*Final performance rating is pending verification of mandatory training completion and other pay plan requirements.

All University employees are expected to meet [UW Oshkosh Workplace Conduct Expectations](#) in all their working, learning, and service interactions.

Annual faculty performance evaluation is based on the three categories of teaching, scholarship, and service. The descriptions of these categories provided below are intended to inform the unit level evaluation processes outlined by the Faculty Annual Evaluation Policy.

TEACHING

Provides quality teaching and/or other instructional activities as appropriate for the position, including activities such as:

- Plans, revises, and prepares course materials
- Provides instruction and assesses student learning
- Regularly meets classes at the scheduled time
- Provides regular and timely feedback to students on learning
- Holds regular office hours and is consistently available to students
- Provides advising in the major
- Mentors students on research, career planning, or post graduate education plans

- Keeps up on changes in the academic field
- Works to improve instruction and grow professionally
- Treats students in a manner consistent with the University's commitment to diversity, equity, and inclusion

Examples of characteristics of someone rated as:

Meets expectations

- Regularly meets and sometimes exceeds expectations and role requirements in this area
- Sets and works toward achieving goals
- Perceived by peers, students and others as collaborative, skilled and reliable
- Consistently courteous and respectful with students

Meets Some Expectations

- Inconsistently meets expectations
- Needs improvement in an identifiable area
- May be new to the role; does not yet fully perform all requirements and duties

Does not meet expectations

- Performance falls below expectations in multiple areas
- Effort does not reflect ~~departmental~~ expectations of the academic unit
- A performance improvement plan may be developed

SCHOLARSHIP AND CREATIVE ACTIVITIES

Engages in meaningful generation or advancement of generalizable intellectual knowledge, empirical research, or creative outcome. Recognizing that scholarship is a varied and multi-year process, related activities include such actions as:

- Engages in original research relevant to the field
- Interacts with other researchers in the field
- Seeks out and responds to peer review of research
- Presents research results in professional venues (conferences)
- Revises work for publication
- Publishes research results in peer-reviewed academic venues appropriate to the field (journals, books, chapter contribution to an edited volume, juried exhibitions, etc.)
- Pursues extramural or intramural funding to support research efforts
- Engages students in research and/or mentors student research
- Engages in scholarship of teaching and learning
- Seeks out professional development related to the field of study
- Pursues opportunities to enhance research and scholarship skills
- Keeps abreast of developments in the academic field

Examples of characteristics of someone rated as:

Meets expectations

- Regularly meets and sometimes exceeds expectations and role requirements in this area
- Sets and works toward achieving goals
- Perceived by peers, students and others as collaborative, skilled and reliable

Meets Some Expectations

- Needs improvement in some areas, but is generally on track to meet expectations
- May be new to the role; does not yet fully perform all requirements
- Has difficulty setting or meeting scholarship goals

Does not meet expectations

- Activity level falls below expectations
- Effort does not reflect ~~departmental~~ expectations of the academic unit

SERVICE

Service is essential to the functioning of the university and is an important component of a faculty member's professional trajectory. Faculty members are expected to engage actively in meaningful service at various levels (to their profession, the university, their college and their academic unit~~department~~). Faculty service includes activities such as:

- Serves on UWO university-wide shared governance standing or ad-hoc committees
- Serves on campus and / or college specific standing or ad-hoc committees
- Engages in UW System committee service activities
- Participates in academic unit~~departmental~~ service and contributes to shared tasks
- Works with student organizations (e.g., faculty leader)
- Takes on leadership roles and responsibilities
- Pursues opportunities to enhance leadership and/or professional skills
- Contributes to the campus community through presentation of work (e.g., lecture series, recitals and readings, workshops or programs)
- Takes on a leadership role in a professional organization (e.g., journal editorship, editorial board service, academic conference chair, honors society, etc.)
- Serves as a peer reviewer for a journal, book or textbook
- Shares expertise with the broader community (e.g., speaking events, or presentations to community organizations or K-12 schools, consultation or collaboration with community groups, writing for local media or guest appearance on media).

Examples of characteristics of someone rated as:

Meets expectations

- Regularly meets and sometimes exceeds expectations and role requirements in this area
- Sets and works toward achieving service-related professional goals
- Completes service tasks in an effective and timely manner
- Is consistently courteous and respectful in interactions with colleagues

Meets Some Expectations

- Needs improvement in some areas, but is generally on track to meet expectations
- May be new to the role; does not yet fully perform all requirements
- Timely and effective contributions to shared work may be inconsistent
- Inconsistently contributes to a positive workplace environment

Does not meet expectations

- Performance falls below expectations in multiple areas
- Effort does not reflect ~~departmental~~ expectations of the academic unit

~~7. REFERENCES~~

~~8. PROCEDURES~~

~~9. REVISION HISTORY~~

**UNIVERSITIES OF WISCONSIN
CORRECTED 2025 REPORT ON FACULTY PROMOTIONS, TENURE
DESIGNATIONS, AND OTHER CHANGES OF STATUS**

REQUESTED ACTION

Adoption of Resolution E., approving corrections to the 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

Resolution E. That, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the corrected 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The corrected 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status is presented to the UW System Board of Regents.

Presenter:

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

BACKGROUND

Each spring, the Universities of Wisconsin Division of Academic and Student Affairs compiles data on tenure designations, promotions, and new tenured appointments made at the 13 UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2024-25 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to s. UWS 3.06, Wis. Admin. Code, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include

an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the chancellor of each UW institution. Typically, institutional procedures provide for a multi-step review of candidates before a recommendation from each of the chancellors is forwarded to the Board of Regents.

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

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

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure (see Attachment A). The Board of Regents has delegated to the President of the Universities of Wisconsin the authority to grant conditional out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2024 Report was issued are also included in the 2025 Report.

Related Policies

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

ATTACHMENT

- A) Corrected 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

UNIVERSITIES OF WISCONSIN
2024-25 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	ALASAGHEIRIN, MOHAMMAD	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	BARAHONA-LOPEZ, KATI	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BEEMER, ALLISON	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BUI, YOM	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CLARK, CHARLOTTE	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CROTTY, BETH	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	DAVIS, CHRISTOPHER	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FINE, BENJAMIN	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	GULLIFOR, DANIEL	MANAGEMENT AND LEADERSHIP PROGRAMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HALETA, MYKOLA	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	HARRISON, JENNIFER	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HARRISON, RYAN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HINES, JARROD	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HOWERTON, GLORIA	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HWANG, HYOSEOK	ACCOUNTING AND FINANCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	JARZYNSKI, REBECCA	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	JONES, ANGELA	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KIPGEN, JOSEPHINE	RACE, ETHNICITY, GENDER, AND SEXUALITY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KNOCH GUPTA, KRISTI	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KNUTSON, KRISTINE	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KONG, KAISHAN	LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MEYER, MATTHEW	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MIZIN, SARITA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	OLSEN, JEANETTE	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	PATTERSON, MOLLY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	PEYTON, DAVID	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	ROTHROCK, KATRINA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SATHER, TOM	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SCHELLINGER, SARAH	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SCHILLER, LISA	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SELIYA, JIM	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SHAN, YUXIN	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STURTEVANT, ANDREW	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SUPPES, LAURA	PUBLIC HEALTH AND ENVIRONMENTAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-EAU CLAIRE	TROUDT, MELISSA	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	TUSING, MARY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	VADHAVKAR, GANGA	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	VANAMALA, MOUNIKA	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	VANWORMER, ARIN	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	WESTERLUND, BLAKE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	BUTTERS WOODING, CHELSEA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CHOUDHURY, NAZIM	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GEAR, WILLIAM	HUMAN BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HOPKINSON, SUSAN	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	IKIZER, ELIF	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	NEWAZ, Md TARIQUE	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	YOO, JOSEPH	COMMUNICATION AND INFORMATION SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	AKAKPO, FRANCIS	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	CAMPBELL, THOMAS	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	COEN, ALISE	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	GAINES, ADAM	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	JUN, MYUNGHEE	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	MATTIS, ANN	APPLIED WRITING AND ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	MERKEL, BRIAN	HUMAN BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	POPHAM, DEBORAH	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	POUPART, LISA	FIRST NATIONS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	SALLMANN, JOLANDA	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	SHERMAN, COURTNEY	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	WILKS, KERRY	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
LA CROSSE	VANDER VORSTE, ROSS	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	GORRES, KELLY	CHEMISTRY & BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	FORBES, ELLIOT	COMPUTER SCIENCE & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	BABAKHANI TEIMOURI, SHEIDA	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	KABASHI, LEMA	EDUCATIONAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	MCCRACKEN, CHRISTOPHER	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	STEINER, LINDSAY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	SCHMIDT, SAMUEL	EXERCISE & SPORTS SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	YANG, CHANGYU	FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	BORAH, NILAKSHI	FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	MISHRA, NITI	GEOGRAPHY & ENVIRONMENTAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	GHEIDI, NAGHMEH	HEALTH PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	MORRISON, HEIDI	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	HAN, YE	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	ASCENCIO, CHRISTINE	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	BUNGULA, WAKO	MATHEMATICS AND STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	KIM, EDWARD	MATHEMATICS AND STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	LI, XINHUI	MICROBIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

Corrected

LA CROSSE	SCHNEIDER, DANIEL	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	TAYLOR, JENNIFER	RECREATION MANAGEMENT AND RECREATIONAL THERAPY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	KRUSE, LISA	SOCIOLOGY & CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	ELKINS, BECKI	STUDENT AFFAIRS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	MCPARKER, MATTHEW	EDUCATIONAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	ROBERTS, CHARLOTTE	EDUCATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	ALDOGAN EKLUND, MEHTAP	ACCOUNTANCY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	MING, STIVERS (TSANG)	ACCOUNTANCY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	SCHUMANN, DAVID	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	BRETL, DANIEL	MICROBIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	ROONEY, SIERRA	ART	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	LU, WEIXU	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	ZAMPARUTTI, LOUISE	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	HARDY, PENELOPE	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	HAWKES, KATHLEEN	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	Full Professor
LA CROSSE	ZABEL, KEVIN	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	LANG, ANDREA	ATMOSPHERIC & OCEANIC SCIENCES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HOWELL, KATHRYN	PSYCHOLOGY	TENURE	PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KATHURIA, HASMEENA	MEDICINE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	LEVINE, JONATHAN	MEDICAL SCIENCES	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	SOUTH, ANDREW	DERMATOLOGY	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	PAGEL, MARK	MEDICAL PHYSICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	WILLIAMS, JOHN	PEDIATRICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	ZHANG, RUOBING	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HADDIX, MARCELLE	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROVOST	TENURED	PROFESSOR W/ TENURE
UW-MADISON	ALLEN, JASON	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	SENIOR RESEARCH OFFICER	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DOMINKO, TANJA	SURGERY	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	LEE, EUN-JEONG	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	BROWN, GEOFFREY	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	KAMILOV, ULUGBEK	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DELBORNE, JASON	LA FOLLETTE SCHOOL FOR PUBLIC AFFAIRS	TENURE	PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WICHOWSKY, AMBER	LA FOLLETTE SCHOOL FOR PUBLIC AFFAIRS	TENURE	PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHNEIDER, JODI	THE INFORMATION SCHOOL	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HOOPER, DAN	PHYSICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	PLOURDE, BRITTON	PHYSICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-MADISON	ZIMMER, MARGARET	SOIL AND ENVIRONMENTAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LOPEZ, FRANCESCA	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE

UW-MADISON	GREELEY, JEFFREY	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	DEAN, DAVID	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	POSS, KENNETH	CELL AND REGENERATIVE BIOLOGY	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	SMITH, BRIGITTE	SURGERY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ZOPF, DAVID	SURGERY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TOPKARA, VELI	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	STRATE, LISA	MEDICINE	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	PAULSON, JOEL	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE	PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GREJNER-BRZEZINSKA, DOROTA	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	VICE PRESIDENT	TENURED	PROFESSOR W/TENURE
UW-MADISON	PATI, DEBDEEP	STATISTICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	RANJAN, DEVESH	MECHANICAL ENGINEERING	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	SOMERS, KATERINA	GERMAN, NORDIC, AND SLAVIC+ SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KONG, JOOYOUNG		TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ZERVOU, NATALIE	DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LAURENZ, JEAN	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LEE, ALICIA	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NIZIOLEK, CAROLINE	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DRERUP, CATHERINE	INTEGRATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DIGMAN, MATTHEW	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GROSS, DOMINIC	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FANG, KE	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHEN, KAIPING	LIFE SCIENCES COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FIELDS, BETH	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LO, ADELIN	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SHORT, SARAH	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MONTGOMERY, KITTY	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GROOMS, AIN	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KEELER, KASEY	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	STERN, ADAM	GERMAN, NORDIC, AND SLAVIC+	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	WHITING, GLORIA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MELENDEZ-BADILLO, JORELL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ENSOR, SARAH	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MAHMOUD, AHMED	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DEAN III, DOUGLAS	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SOLIS-LEMUS, CLAUDIA	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CAHILL, MICHAEL	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BURIVALOVA, ZUZANA	FOREST & WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UW-MADISON	LEE, KANGWOOK	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GEIGER, BENEDIKT	NUCLEAR ENGINEERING & ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	QIN, HANTANG	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROMAN, DIEGO	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MEURIS, JIRS	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LOR, MAICHOU	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCQUILLAN, MOLLIE	EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ELY-LEDESMA, EDNA	PLANNING AND LANDSCAPE ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TEBBE, ELLIOT	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STEVENS, ANDREW	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MINI, DARSHANA	COMMUNICATION ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROYSTON, REGINOLD	AFRICAN CULTURAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHANNA, ROOMASA	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ARRIOLA APELO, SEBASTIAN	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MANTOVANI, HILARIO	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TROWBRIDGE, AMY	FOREST & WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HU, QUANYIN	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHANG, YONGFENG	NUCLEAR ENGINEERING & ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PACHECO-DUARTE, JULIANA	NUCLEAR ENGINEERING & ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HUANG, TSUNG WEI	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FREEDMAN, ZACHARY	SOIL AND ENVIRONMENTAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KRISHNASWAMY, BHUVANA	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AYDAROVA, ELENA	EDUCATIONAL POLICY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BEA, MEGAN	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HONORE, FLORENCE	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VAN OS, JENNIFER	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	GUO, WEI	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LIM, CI JI	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SIMCOX, JUDITH	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COON, KERRI	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PARKS, BRIAN	NUTRITIONAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PETERS, JASON	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHOY, JENNIFER	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ANDRESEN, CHRISTIAN	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RODRIGUEZ, JOSE	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	ZAHASKY, CHRIS	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LOVE, HAILEY	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SEO, SANG BYUNG	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NEWMAN, TODD	LIFE SCIENCES COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	EISENMENGER, LAURA	RADIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SAMPLE, SUSANNAH	SURGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	FERRARETTO, LUIZ	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROSENKRANZ, MELISSA	PSYCHIATRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	VENKATARAMAN, SHIVARAM	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHATTERJEE, RAHUL	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HAI, AVIAD	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LI, YIN	BIOSTATISTICS & MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LI, YIXUAN (SHARON)	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ATUCHA, AMAYA	PLANT AND AGROECOSYSTEM SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GUTIERREZ, LUCIA	PLANT AND AGROECOSYSTEM SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GRAGG, SARA	ANIMAL & DAIRY SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RAKOTONDRAFARA, AURELIE	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	REY, FEDERICO	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VAN PIJKEREN, JAN PETER	FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BOLLING, BRADLEY	FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GOMEZ, PABLO	MEDICAL HISTORY & BIOETHICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KELLEHER, J PAUL	MEDICAL HISTORY & BIOETHICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAUER, JD	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BARTELS, CHRISTIE	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DEMING, DUSTIN	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RUI, LIXIN	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEISS, JENNIFER	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LUDWIG, KIP	NEUROLOGICAL SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HERRINGA, RYAN	PSYCHIATRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FRANCIS, DAVID	SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NEUMAN, HEATHER	SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	POORE, SAMUEL	SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SRIDHARAN, RUPA	CELL & REGENERATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROSENBERG, ARI	NEUROSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROBINSON, PATRICK	DEPARTMENT OF EXTENSION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FAIRBANKS, MARIANNE	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	YABLON, ROBERT	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROSE, WARREN	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	POLMAN, EVAN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LIPINSKI, ROBERT	COMPARATIVE BIOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FIELDER, BRIGITTE	COLLEGE OF LETTERS AND SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PRUITT, JENNIFER	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LI, YUHAN	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	VARESCHI, MARK J	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NELSON, CONOR	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	QUINT, DANIEL	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KIRPALANI, RISHABH	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LOYD, JENNA	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOHNSON, TANA	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PALMER, LINDSAY	SCHOOL OF JOURNALISM & MASS COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HOWELL, KATHRYN H	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LI, JAMES	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DYKEMA, JENNIFER	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ZOET, LUCAS	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARCOTT, SHAUN	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHEN, HAO	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANG, BOTONG	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VANDENBROUCKE, JUSTIN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENSEN, OLAF	INTEGRATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LEE, YONG JAE	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RADER, EMILEE	INFORMATION SCHOOL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WASH, RICHARD	INFORMATION SCHOOL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RASKUTTI, GARVESH	STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GRIMM, GERIT	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LEE, HELEN	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WRIGHT TRAVIS	COUNSELING PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CLAESSENS, AMY	EDUCATIONAL POLICY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MATTHEWS, PERCIVAL	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ECKLUND, KATIE	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BLOCK, PAUL	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANGERIN, DANIEL	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ASHWOOD, LOKA	COMMUNITY AND ENVIRONMENTAL SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	KLORMAN, EDWARD	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	ESPINOSA, MICHA	THEATRE AND DRAMA	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	READY, DOUGLAS	EDUCATIONAL POLICY STUDIES	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	NIEC, LARISSA	COUNSELING PSYCHOLOGY	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	BERNSTEIN, AMIT	COUNSELING PSYCHOLOGY	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	PIETRYKA, MATTHEW	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MCKEE, LAURA	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COLLIER, BENJAMIN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PUJARA, NIMISH	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SIMS, J. REVEL	PLANNING AND LANDSCAPE ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PATEL, VIVAK	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ERITEN, MELIH	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME (LAST, FIRST)	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	ABEDI, ALI	ELECTRICAL ENGINEERING	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	BALCOM, BEN	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BENESH, SARA	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	BOEHM, MIREN	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	BROWN, VEENA	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	CARTER, GREGORY	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	CHOI, WOONSUP	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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UW-MILWAUKEE	CULBRETH, MAIR	DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	DABAGH, MAHSA	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	DE LA COVA, CLAIRE	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ELHAJJAR, RANI	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	GAMBOA, THOMAS	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GASTER, JONAH	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GUSE, CHRIS	THEATRE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	HANDLEY, DEREK	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HARRIELL, DERRICK	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	HOLT, JEANA	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KALKBRENNER, AMY	PUBLIC HEALTH	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	MANDELL, AARON	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MAYCHU, KAROLINA	ANCIENT AND MODERN LANGUAGES, LITERATURES, AND CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MCCOY, VICTORIA	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MILLI-KONEWKO, SIMONETTA	GLOBAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	MIRZA, SHAMA	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	MUDAMBI, ANJANA	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	NEWMAN, WINIFRED ELYSSE	ARCHITECTURE	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	PACIFICO, DAVID	ART HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PALATNIK, NATALIYA	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PARADIS, CHARLES	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PENG, XIAOHUA	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PHILIPS, ABIGAIL	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	POPA, IONEL	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PORTER, BRYAN	PSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	PYCHA, ANNE	LINGUISTICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	REDD, STEVEN	POLITICAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ROBERTS, AKI	SOCIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RUPPEL, ERIN	COMMUNICATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SHOREY, RYAN	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	TEGELER, AMY	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WILLIAMS, DEMETRIUS	GLOBAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ZHAO, JIAN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
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UW-MILWAUKEE	AVDEEV, ILYA	MECHANICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	BILEN-GREEN, CANAN	INDUSTRIAL AND MANUFACTURING ENGINEERING	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	CUZNER, ROBERT	ELECTRICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	EARL-BOEHM, JENNIFER	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RAHMAN, MOHAMMAD	MECHANICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WANG, INGA	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WENDEL, MONICA	PUBLIC HEALTH	TENURE TRACK		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-OSHKOSH	ANIMASHAUN, ABAYOMI	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	BLAKESLEE, TERESE	COLLEGE OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UW-OSHKOSH	BUTLER, MARY	COLLEGE OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	DE MONTIGNY, STEPHANIE	ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	ENGLUND, HEATHER	COLLEGE OF NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	GRAF, MARIA	COLLEGE OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	HERRMANN, BAILEY	LEADERSHIP, LITERACY, AND SOCIAL FOUNDATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	KARSTEN, JORDAN	ANTHROPOLOGY, GLOBAL RELIGIONS, AND CULTURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	KRUEGER, NATHAN	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	LEININGER, KATRENA	LEADERSHIP, LITERACY, AND SOCIAL FOUNDATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	LUSVARDI, AMBER	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	MACWILLIAMS, BRENT	COLLEGE OF NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	MAYROSE, JOHN	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	MORGAN, LINDSEY	COLLEGE OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	OCHONICKY, ADAM	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	SKIVER, RYAN	SUPPLY CHAIN MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	ZULEGER, JULIE	HUMAN KINETICS AND HEALTH EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	DHIMITRUKA, ILIRIAN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	GUNDALA, RAGHAVA	BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	LUO, QINGHUA	MATH & PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	PRINCE, SHANNON	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	ZUOFA, TARILA	BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	GRAIKOS, CHRISTOS	COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-PARKSIDE	GREGG, MELISSA	PSYCHOLOGY, PROF. COUNSELING AND NEUROSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	PALAO, JOSE	HEALTH, KINESIOLOGY & SPORT MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	SCHMITT, EDWARD	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	AHMED, SAMEER	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CANDITO, KARA	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	DEHNAVI, GHOLAMREZA	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	GREGG, MATTHEW	PERFORMING & VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HABIBI, CYRUS	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	HEIMERDINGER, DAVID	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ISBISTER, DONG	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	IVANOV, ANDREY	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	LEE, KAJU	PERFORMING & VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LENZI, MARY	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MACKENZIE, IAN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MAUNNAMALAI, RAJA	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	PIED, CLAUDINE	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	RABBANI, MOHAMMAD	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	RIMEL, ERIC	APPLIED ENGINEERING TECHNOLOGY MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	SAPPLETON, SHAN	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UW-PLATTEVILLE	SOLAR, PATRICK	CRIMINAL JUSTICE & FORENSIC INVESTIGATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	WU, TSUNGHSUEH	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ZUCKER, JENNA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	WOOLCOCK, PATRICK	AGRICULTURAL ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	GOLDFINE, DANIELA	MODERN LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	MITCHELL, AMBER	COMMUNICATION AND MEDIA STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	REYES, ARQUIMIDES	ANIMAL AND FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WITHERS, ERIK	SOCIOLOGY, CRIMINOLOGY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	FISCHER, RYAN	HISTORY AND PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	ZENG, ZHIWEI	AGRICULTURAL ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	JOHNSON ARMSTRONG, JOLENE	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WIESEN-MARTIN, DESIREE	SOCIOLOGY, CRIMINOLOGY AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	BUDDE, PAUL	MUSIC AND STAGE AND SCREEN ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	BARRY, DAVID	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BOEING, RICARDO	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BUDAK, KIMBERLY	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	CROMWELL, ANNA	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	DETTMAN, DAVE	UNIVERSITY LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	GARBE, AMBER	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HORN, CHARLES (JOSHUA)	PHILOSOPHY & RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HUFFMAN, JENNIFER	UNIVERSITY LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	INGERSOLL, ALEX	MEDIA STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	JESSEE, JERRY	HISTORY & INTERNATIONAL STUDY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	KIPP, KATE	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KLECKNER, MARY JAE	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	LYNCH, JOHN	MUSIC	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-STEVENS POINT	MANASREH-DECKER, SARAH	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	MATESI, LYNA	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	PERKINS, MARIE	WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	PRENDERGAST, NEIL	HISTORY & INTERNATIONAL STUDY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	RAABE, JOSHUA	FISHERIES & WATER RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	ROGGE, MATTHEW	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SEDINGER, BENJAMIN	WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW STOUT	BARRIE, MORGAN	VISUAL & PERFORMING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW STOUT	HESSLER, HEATHER	COUNSELING, REHABILITATION AND HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW STOUT	JONES, JAY	HOSPITALITY AND TECHNOLOGY INNOVATION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW STOUT	LINNELL, DANA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW STOUT	LIU, XIAOJING	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW STOUT	TETZLAFF, MICHAEL	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW STOUT	BALTACI, KENAN	ENGINEERING AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW STOUT	TURNER, SCOTT	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW STOUT	MULLINS, KENNETH	BUSINESS	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-SUPERIOR	MUTHUPANDIYAN, MEGAN	WRITING, LANGUAGE AND LITERATURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	NORRGARD, CHANTAL	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	SIEGEL, STEVEN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	POTTER, DAVID	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	HETTINGER, VANESSA	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-SUPERIOR	RUST, DANIEL	SCHOOL OF BUSINESS AND ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-SUPERIOR	SCHUELKE, NICHOLLE	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-SUPERIOR	TOTUSHEK, JONATHAN	MATH AND COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-SUPERIOR	WIELGUS, ALISON	COMMUNICATING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-SUPERIOR	ZBACNIK, AMANDA	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW CAMPUS	NAME [LAST, FIRST]	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	BENNETT, MICHAEL	LITERATURE, WRITING, & FILM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	BARBER, KENYATTA	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BETTY, LOUIS	WORLD LANGUAGES AND CULTURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	BEYEA, DAVID	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DAMIAN, MICHELLE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	DZHAMBOVA, KRISTINA	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GIRARD, STEVEN	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	HARRAHY, ELISABETH	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	IBRAHIM, AMAL	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	IVRY, JONATHAN	LITERATURE, WRITING, & FILM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	KOPF, DENNIS	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	LAUER, JESSICA	LITERATURE, WRITING, & FILM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MCGOVERN, NATHAN	PHILOSOPHY & RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	PREMTI, ARJAN	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	RALSTON, JONAH	POLITICS, GOVERNMENT, & LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	REGMI, NARENDRA	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	SAEGER, KARLA	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	VAKILZADEH, HAMID	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WANG, YEFENG	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	YATSENKO, DIMITRI	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ZAKARIA, RIMI	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	ZUKAS, KEITH	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR