

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, June 5, 2025
10:30 a.m. - 12:00 p.m.

Fireside Lounge, 1st Floor
UW-Milwaukee Student Union
2200 E. Kenwood Boulevard
Milwaukee, Wisconsin
and Via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the April 16, 2025, Meeting Minutes of the Education Committee
 - 2. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee
 - 3. Approval of the UW-Eau Claire Bachelor of Arts and Bachelor of Science in Philosophy, Politics, and Economics
 - 4. Approval of the UW-Eau Claire Bachelor of Business Administration in Digital Marketing Analytics
 - 5. Approval of the UW-Eau Claire Bachelor of Business Administration in Professional Sales
 - 6. Approval of the UW-Green Bay Bachelor of Arts in Media Arts and Production
 - 7. Approval of the UW-Madison Bachelor of Arts and Bachelor of Science in Korean Language and Culture
 - 8. Approval of the UW-River Falls Bachelor of Science in Integrated Studies
 - 9. Approval of the UW-River Falls Master of Science in Education in Special Education
 - 10. Approval of the UW-Stevens Point Bachelor of Science in Artificial Intelligence
- D. 2023 Wisconsin Act 20 Update
- E. Approval of the 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- F. Approval of Academic Unit Realignment: UW-Parkside
- G. ADA Title II Digital Accessibility Workgroup Follow-Up
- H. Host Presentation by UW-Milwaukee
- I. Universities of Wisconsin Division of Academic and Student Affairs: Strategic Updates

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

REQUESTED ACTION

Adoption of Resolution C.2., approving the annual request from the Trustees of the William F. Vilas Trust Estate, as follows: \$7,680,692.74 for UW-Madison in net income and unallocated funds, and \$118,269 for UW-Milwaukee in net income.

Resolution C.2. That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the total funding request of \$7,798,961.74 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2025, to June 30, 2026, as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

SUMMARY

The request for funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee for fiscal year July 1, 2025, to June 30, 2026, is presented to the Board of Regents.

Presenters

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

BACKGROUND

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

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

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

Discussion

On April 30, 2025, President Rothman received notice from the Vilas Trustees of the funding available from the Vilas Trust for both UW-Madison and UW-Milwaukee for the 2025-25 fiscal year. On May 5, 2025, President Rothman transmitted correspondence to UW-Madison Chancellor Jennifer Mnookin and UW-Milwaukee Chancellor Mark Mone, seeking the annual request for funding from the Vilas Trust Fund for their respective institutions.

On May 9, 2025, President Rothman received correspondence from UW-Milwaukee Chancellor Mark Mone. The UW-Milwaukee request of the Vilas Trust seeks to name Department of English and the Humanities Professor Kumkum Sangari as a Vilas Research Professor. In addition, the UW-Milwaukee Peck School of the Arts Department of Music proposes that the 2025-2026 William F. Vilas Trust grant assist the department in carrying forward its mission to provide exceptional musical experiences for current UW-Milwaukee students, the Milwaukee metro area, and southeastern Wisconsin.

On May 13, 2025, President Rothman received responsive correspondence from UW-Madison Chancellor Jennifer Mnookin. The UW-Madison request of the Vilas Trust is framed in careful accordance with both the terms of the Vilas Trust, and the need to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. This year, UW-Madison is especially mindful of the

gaps in its ability to attract, retain, and support the highest quality faculty scholars, and the difficulty many students have in paying for undergraduate or graduate education.

Further detail regarding the proposed Vilas Trust Funds expenditure for each campus during the 2025-2026 fiscal year is provided in Attachments C and D.

(1) UW-Madison Total Allocation: \$7,680,692.74

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

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

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

As a result, the Board of Regents now has the documentation necessary to warrant for the Vilas Trustees how the Vilas Trust Funds will be expended by UW-Madison and UW-Milwaukee during the 2025-2026 fiscal year.

ATTACHMENTS

- A) Letter dated May 5, 2025, from President Rothman to UW-Madison Chancellor Jennifer Mnookin.
- B) Letter dated May 5, 2025, from President Rothman to UW-Milwaukee Chancellor Mark Mone.
- C) Letter dated May 13, 2025, from UW-Madison Chancellor Jennifer Mnookin, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2025, to June 30, 2026, for the University of Wisconsin-Madison.
- D) Letter dated May 9, 2025, from UW-Milwaukee Chancellor Mark Mone, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2025, to June 30, 2026, for the University of Wisconsin-Milwaukee, with attached letter dated March 25, 2025, requesting funds for the Department of Music, Peck School of the Arts.



Office of the President

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

www.wisconsin.edujay.rothman@wisconsin.edu or 608-262-2321

May 5, 2025

Via Electronic Mail

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

Dear Chancellor Mnookin:

I write to ask for your annual request to the Vilas Trust Estate for the 2025-26 year. The Trust has indicated that net income available for allocation is \$7,680,692.74. The request should be categorized as follows:

1. Determine from the Vilas Professors the amount they will request for allowances for the ensuing academic year. The annual allowance for a Vilas Research Professor is currently limited to \$50,000, although a Vilas Research Professor may request an increased allowance to support a project to advance knowledge in his or her area of research or study.
2. Obtain from the Chairperson of the Music Department the program and request for the 2025-26 academic year.
3. Determine from the Committee on Fellowships the number of Traveling Fellowships (not to exceed five) which will be requested for the 2025-26 academic year.
4. Determine from the Vilas Associates the amount of salary (total compensation package not to exceed the salary of the lowest paid Vilas Professor) and allowance they will request for the ensuing academic year.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than **May 13, 2025** and kindly copy Sandra Kallio (sandra.kallio@wisconsin.edu).

Sincerely,

Jay Rothman
President

**Office of the President**

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

www.wisconsin.edujay.rothman@wisconsin.edu or 608-262-2321

May 5, 2025

Via Electronic Mail

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

Dear Chancellor Mone:

I write to ask for your annual request to the Vilas Trust Estate for the 2025-26 year. The Trust would like the request to be categorized as follows:

1. The annual award for a Vilas Research Professor will be \$10,000 in salary and \$50,000 in auxiliary allowance.
2. Obtain from the Chairperson of the Music Department the program and request for the 2025-26 academic year, which may not exceed \$58,269.

After I receive your request, I will convey it to the Board of Regents for review and approval. Please send us your request no later than **May 13, 2025** and kindly copy Sandra Kallio (sandra.kallio@wisconsin.edu).

Sincerely,

Jay Rothman
President



May 13, 2025

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

Dear President Rothman:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2025, to June 30, 2026, for the University of Wisconsin–Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the university as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education. Our total request for 2025-26 is: **\$7,680,692.74**.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|--|----------------|-------------|
| 1. Continuation of ten (10) Vilas Undergraduate Scholarships at \$400 each | | \$4,000 |
| 2. Continuation of ten (10) Vilas Graduate Fellowships: | | |
| a. Five (5) Resident Fellowships at \$600 each | \$3,000 | |
| b. Five (5) Traveling Fellowships at \$1,500 each | <u>\$7,500</u> | \$10,500 |
| 3. Continuation of nineteen (19) UW-Madison Vilas Research Professorships at \$10,000 salary plus \$50,000 auxiliary allowances each | | \$1,140,000 |

Office of the Chancellor

Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706
608-262-9946 Fax: 608-262-8333 Email: chancellor@wisc.edu www.chancellor.wisc.edu

4.	Continuation of additional graduate and undergraduate scholarships		
a.	Continuation of fifty (50) additional undergraduate scholarships at \$400 each	\$20,000	
b.	Continuation of fifty (50) additional graduate fellowships at \$600 each	<u>\$30,000</u>	\$50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance		\$32,000
6.	Retirement benefits for eight (8) Vilas Professors at \$2,500 each: Bethea, Brock, Cronon, Hauser, Keisler, Kimble, Kung, and Sober		\$20,000
7.	Eleven (11) Vilas Associates in the Arts and Humanities		\$495,509
8.	Eleven (11) Vilas Associates in the Social Sciences		\$606,430
9.	Thirteen (13) Vilas Associates in the Physical Sciences		\$769,945
10.	Eight (8) Vilas Associates in the Biological Sciences		\$348,176
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:		
a.	UW-Madison Mead Witter School of Music		\$27,667
12.	Vilas Life Cycle Professorships		\$300,000
<u>Total Continuation Request:</u>			\$3,804,227

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Twelve (12) Vilas Distinguished Achievement Professorships at \$50,000 each	\$600,000
2.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two or three-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in the best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	\$2,160,000

- | | |
|---|-------------------------------|
| 3. Additional Vilas Life Cycle Professorship Program support | \$350,000 |
| 4. Continuation of 1998 and 2002 Expansion of Approved Programs: | |
| a. Five (5) additional undergraduate scholarships
at \$400 each, pursuant to Article 4, Sections A and E of the
Deed of Gift and Conveyance | \$2,000 |
| b. Five (5) additional graduate fellowships
at the \$600 level, pursuant to Article 4, Sections A and E
of the Deed of Gift and Conveyance | \$3,000 |
| c. One hundred seventy-four (174) graduate student travel
grants at \$1,500 each | <u>\$261,000</u>
\$266,000 |

<u>Total of One-Time Part B. Program Allocations:</u>	\$3,376,000
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<u>Total of Part A and Part B:</u>	\$7,180,227
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Special Building Fund Request

Addition to the established special building fund for Irving and Dorothy Levy Hall	\$500,465.74
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<u>TOTAL</u>	\$7,680,692.74
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The list of Vilas Research Professors and Vilas Distinguished Achievement Professors
accompanies this request.

Please let me know if you have any questions.

Sincerely,



Jennifer Mnookin
Chancellor

cc: Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs
Robert Cramer, Vice Chancellor for Finance and Administration
Dorota Grejner-Brzezinska, Vice Chancellor for Research
Kent Weigel, Vice Provost for Faculty and Staff Affairs
Eden Inoway-Ronnie, Office of the Provost
Laurie Leininger, Office of the Provost (via Professorships@provost.wisc.edu)
Research and Sponsored Programs Office (via Vilasawards@rsp.wisc.edu)
Sandra Kallio, Universities of Wisconsin, Office of Academic and Student Affairs

Attachment to UW-Madison Vilas Budget Request 2025-26

UW-Madison Vilas Research Professors

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

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

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

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

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

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

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

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

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

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

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

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

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

President Jay O. Rothman

May 13, 2025

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

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

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

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

2 Vilas Research Professors to be named
UW-Madison

Vilas Distinguished Achievement Professors, 2023-24 Cohort

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

Tulika Bose, College of Letters & Science, Physics

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

Michelle Chui, School of Pharmacy, Social and Administrative Sciences

Caroline Gottschalk Druschke, College of Letters & Science, English

Claudio Gratton, College of Agricultural and Life Sciences, Entomology

George Huber, College of Engineering, Chemical and Biological Engineering

Nancy Kendall, School of Education, Educational Policy Studies

Glen Kwon, School of Pharmacy, Pharmaceutical Sciences

Joshua Lang, School of Medicine and Public Health, Medicine

Sébastien Roch, College of Letters & Science, Mathematics

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

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

Snežana Stanimirović, College of Letters & Science, Astronomy

John Svaren, School of Veterinary Medicine, Comparative Biosciences

Mike Swift, College of Letters & Science, Computer Sciences

Vilas Distinguished Achievement Professors, 2024-25 Cohort

Helen Blackwell, College of Letters & Science, Chemistry

Julie Chen, School of Education, Art

Azadeh Davoodi, College of Engineering, Electrical and Computer Engineering

Ankur Desai, College of Letters & Science, Atmospheric and Oceanic Sciences

Felix Elwert, College of Letters & Science, Sociology

Anthony Garcia-Prats, School of Medicine and Public Health, Pediatrics

Carl Grant, School of Education, Curriculum & Instruction

Sigan Hartley, School of Human Ecology, Human Development and Family Studies

Gregory Nemet, College of Letters & Science, La Follette School of Public Affairs

Rajiv Rao, College of Letters & Science, Spanish and Portuguese

Kumar Sridharan, College of Engineering, Nuclear Engineering & Engineering Physics

Pallavi Tiwari, School of Medicine and Public Health, Radiology

Beth Weaver, School of Medicine and Public Health, Cell & Regenerative Biology

Claire Wendland, College of Letters & Science, Anthropology

Xinyu Zhao, School of Medicine and Public Health, Neuroscience

Xiaojin Zhu, College of Letters & Science, Computer Sciences



Office of the Chancellor

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

May 9, 2025

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

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

RE: UW-Milwaukee 2025-26 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2025-26 Vilas Trust Funds:

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

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

Should you have any questions, please do not hesitate to contact me or our Vice Provost for Academic Affairs, Dave Clark, at dclark@uwm.edu.

Cc: Andrew Daire, Provost and Vice Chancellor for Academic Affairs
Dave Clark, Vice Provost for Academic Affairs
Scott Gronert, Dean, College of Letters and Science
Kevin Hartman, Interim Dean, College of the Arts and Architecture
Johannes Britz, Senior Vice President for Academic and Student Affairs, UWSA



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

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

March 25, 2025

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

RE: 2025-2026 William F. Vilas Proposal: PSOA Department of Music

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

Proposed events will bring many young musicians to UW-Milwaukee from the city of Milwaukee and from across the state (Sing Out! Festival, Wind Band Conducting Symposium, Prelude: A Day in the Life, etc.). Other events will engage music students at UWM through guest artist residencies and workshops (Hub New Music, Sarah Brown, Beyond This Point, Rollo Dilworth, etc.), instrumental and vocal performances (Chamber Music Milwaukee, Dan Nimmer, Pop Music Ensemble, ChromaDuo, etc.), and many other worthy projects.

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

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

Respectfully,

Gillian Rodger and Rene Izquierdo
Department Chair and Chair of Vilas Sub-Committee, Department of Music
Peck School of the Arts, College of the Arts and Architecture, UW-Milwaukee

William F. Vilas Trust Proposal for 2025-2026
UW-Milwaukee Peck School of the Arts Department of Music

Area	Event Title	Request	Notes
All	Prelude: Day in the Life of a Music Major	\$1,500.00	
All	Fulcrum Point New Music Project OR Music of the Baroque	\$1,500.00	lecture on "Careers & Collaboration"
All	Chamber Music Milwaukee	\$3,000.00	2-3 recitals by UWM Faculty
Bands	Jazz guests inc Dan Nimmer	\$2,000.00	
Bands	Wind Band Conducting Symposium	\$3,000.00	
Bands, Orch, WBP, Strings	Honors Band and String Orchestra Festival	\$4,000.00	
Bands, WBP	Student Exchange w/ Conservatorio Statale di Musica	\$1,000.00	
Choirs	Sing Out! Tenor-Bass Festival	\$1,000.00	
Choirs	Choir High School Outreach Perf & Recruiting Tours	\$3,000.00	3-4 trips
Choirs	Rollo Dilworth Guest Artist Residency	\$1,000.00	
Composition, Strings, WW	Hub New Music Residency	\$3,769.00	
Orchestra	Guest Artist for UWM Symphony Orchestra's Korea Day	\$2,500.00	
Orchestra	Symphony/Chamber Orchestra Area High School Outreach+Perfs	\$2,000.00	2-3 trips
Orchestra, Strings	MSO/CSO Guest Artists for Orchestral Studies Students	\$2,000.00	
Piano, Strings	UWM Piano Workshops & Recital Series inc Kaia String Quartet	\$3,000.00	
Strings, Composition	ChromaDuo: A Night of Guitar Excellence	\$4,000.00	recital, workshop, lecture
Voice	Opera Theatre Program: Fall and Spring Productions	\$8,500.00	
Voice	Pop Music Ensemble performances	\$1,500.00	
Voice	Sarah Brown Residency: Making The Science of Singing and Speaking Approachable	\$2,500.00	
Voice, Choirs	Vocal Arts Festival	\$2,500.00	
WBP	Flute Area workshops inc Shawn Head	\$2,000.00	
WBP, Composition	Percussion Guest Artists inc Beyond This Point	\$3,000.00	
Total		\$ 58,269.00	

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN
PHILOSOPHY, POLITICS, AND ECONOMICS,
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Philosophy, Politics, and Economics at the University of Wisconsin-Eau Claire.

Resolution C.3. That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts and a Bachelor of Science in Philosophy, Politics, and Economics program at the University of Wisconsin-Eau Claire.

SUMMARY

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Philosophy, Politics, and Economics (PPE). The proposed B.A./B.S. in PPE program is in response to the most recent (AY 2021-2022) program review of the Department of Philosophy and Religious Studies and was supported by internal and external reviewers as well as UW-Eau Claire administrators. Demand for the program is supported by the burgeoning interest in social issues among “Gen-Z” students, the steady population of pre-law students at UW-Eau Claire, and the absence of a PPE program at any UW university. Standard undergraduate tuition and fees will apply.

The B.A./B.S. in PPE will require 120 credits, comprised of liberal education core requirements (minimum 36 credits), and 60 credits in the major, including a capstone project in which students will integrate their growing expertise in each of the program’s disciplinary perspectives. This multidisciplinary program integrates the logical and conceptual rigor of philosophy, the knowledge of government institutions and public policy of political science, and the quantitative expertise in markets and efficient resource allocation of economics thereby providing students with essential skills to understand and address complex social issues such as climate change, access to healthcare, access to

education, and economic inequality. The National Center for Education Statistics defines PPE as “A program that focuses on philosophical foundations, political institutions, collective behavior, economic theory, and economic influences. Includes instruction in econometrics, logic, metaphysics, moral responsibility, philosophy of language, philosophy of perception, philosophy through history, reasoning and persuasion, and social epistemology.”¹ The PPE major empowers students to understand the contemporary world and prepares them for careers in government, public policy, advocacy, and the law. The projected outlook for career trajectories typical of the B.A./B.S. in PPE is robust. For example, the Department of Labor anticipates 5.6% growth in Wisconsin and 8.2% in Minnesota from 2020 to 2030 in jobs for lawyers, which is one of PPE’s main career paths.² The Bureau of Labor Statistics does not classify public policy as a distinct occupational area, but the Department of Labor predicts 5.3% growth in jobs for social scientists in Wisconsin between 2020 and 2030 and 3.9% growth for this period in Minnesota.^{3,4}

Presenter

- Dr. Michael Carney, Interim Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

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

¹ CIP, The Classification of Instructional Programs, Philosophy, Politics, and Economics. Retrieved at <https://tinyurl.com/5t58t9yu> (March 2025)

² U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-2032). Retrieved at <https://www.projectionscentral.org/Projections/LongTerm?AreaName=Minnesota+Wisconsin&Name=lawyer> (March 2024)

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Political Scientists. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm> (March 2024)

⁴ U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-2032) for Social Scientists and Related Workers, All Other. Retrieved at <https://projectionscentral.org/longterm> (March 2024)

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 AND BACHELOR OF SCIENCE IN
PHILOSOPHY, POLITICS, AND ECONOMICS
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin (UW)–Eau Claire proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Philosophy, Politics, and Economics (PPE). The proposed B.A./B.S. in PPE program is in response to the most recent (AY 2021-2022) program review of the Department of Philosophy and Religious Studies and was supported by internal and external reviewers as well as UW-Eau Claire administrators. Demand for the program is supported by the burgeoning interest in social issues among “Gen-Z” students, the steady population of pre-law students at UW-Eau Claire, and the absence of a PPE program at any UW university. Standard undergraduate tuition and fees will apply.

The B.A./B.S. in PPE will require 120 credits, comprised of liberal education core requirements (minimum 36 credits), and 60 credits in the major, including a capstone project in which students will integrate their growing expertise in each of the program’s disciplinary perspectives. This multi-disciplinary program integrates the logical and conceptual rigor of philosophy, the knowledge of government institutions and public policy of political science, and the quantitative expertise in markets and efficient resource allocation of economics thereby providing students with essential skills to understand and address complex social issues such as climate change, access to healthcare, access to education, and economic inequality. The National Center for Education Statistics defines PPE as “A program that focuses on philosophical foundations, political institutions, collective behavior, economic theory, and economic influences. Includes instruction in econometrics, logic, metaphysics, moral responsibility, philosophy of language, philosophy of perception, philosophy through history, reasoning and persuasion, and social epistemology.”¹ The PPE major empowers students to understand the contemporary world and prepares them for careers in government, public policy, advocacy, and the law. The projected outlook for career trajectories typical of the B.A./B.S. in PPE is robust. For example, the Department of Labor anticipates 5.6% growth in Wisconsin and 8.2% in Minnesota from 2020 to 2030 in jobs for lawyers, which is one of PPE’s main career paths.² The Bureau of Labor Statistics does not classify public policy as a distinct occupational area,

¹ CIP, The Classification of Instructional Programs, Philosophy, Politics, and Economics. Retrieved at <https://tinyurl.com/5t58t9yu> (March 2025)

² U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-32). Retrieved at projectionscentral.org/longterm (March 2024)

but the Department of Labor predicts 5.3% growth in jobs for social scientists in Wisconsin between 2020 and 2030 and 3.9% growth for this period in Minnesota.^{3,4}

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Eau Claire

Title of Proposed Academic Program

Philosophy, Politics, and Economics (PPE)

Degree Designation(s)

Bachelor of Arts/Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

30.5101 – Philosophy, Politics, and Economics

Mode of Delivery

Single university; in-person delivery

Department or Functional Equivalent

Department of Philosophy and Religious Studies

College, School, or Functional Equivalent

College of Arts and Sciences

Proposed Date of Authorization

June 2025

Proposed Date of Implementation

Fall 2026

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Political Scientists. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm> (March 2024)

⁴ U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-2032) for Social Scientists and Related Workers, All Other. Retrieved at <https://projectionscentral.org/longterm> (March 2024)

PROGRAM INFORMATION

Overview of the Program

The B.A./B.S. in PPE program requirements are comprised of 120 credits, which include completion of a minimum of 36 credits of liberal education core courses and a minimum of 39 credits at or above the 300 level. The major requires 60 credits, which integrate many liberal education core requirements. Majors take a minimum of 15 credits in each of the program's core disciplines of philosophy, political science, and economics, and they complete a course-based capstone project in which they integrate the program's disciplinary perspectives toward addressing a pressing social or methodological issue. Currently, there are no formal tracks in the major, but students wishing to do so may focus on a key area of topic (e.g., the environment, healthcare, etc.) through course selection. Students will have opportunities to complete internships and conduct collaborative research.

Projected Enrollments and Graduates by Year Five

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

These projections are based on surveys conducted by the chair of the Department of Philosophy and Religious Studies of two dozen PPE programs at American universities and colleges. On average, PPE majors account for 1.6% of an institution's undergraduate population, so a projection of 80 majors by the 5-year mark is conservative (less than 1%) and attainable. In calculating total enrollment, UW-Eau Claire's 81% first-to-second year retention rate (3-year average) was used. It is anticipated that the small number of students lost to attrition will be offset by other UW-Eau Claire students switching to the B.A./B.S. in PPE major.

In addition to attracting current UW-Eau Claire students (especially Pre-Law students, who number about 100 in any given year, as well as majors in the philosophy, political science, and economics disciplines), it is anticipated that, with promotion by the Admissions Office, the B.A./B.S. in PPE program should draw new students to UW-Eau Claire, especially as it will be the only such program among the Universities of Wisconsin and one of only two in the Upper Midwest. The major will also make UW-Eau Claire more attractive to students seeking an undergraduate education with strong law school preparation. By the end of Year 5, it is anticipated that 90 new students will have enrolled in the program, and 40 students will have graduated.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	20	20	25
Continuing Students	10	20	35	50	55
Total Enrollment	20	35	55	70	80
Graduating Students	0	0	5	15	20

Tuition Structure

For students enrolled in the B.A./B.S. in PPE, standard tuition will apply. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students will pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident. All courses in the major will be available in a face-to-face format; students opting to take available online sections of courses in the LE core or the major will pay a fee of \$50 per credit.

Student Learning Outcomes and Program Objectives

The B.A./B.S. in PPE is a multi-disciplinary program that integrates the logical and conceptual rigor of philosophy, the knowledge of government institutions and public policy of political science, and the quantitative expertise in markets and efficient resource-allocation of economics. Students completing the B.A./B.S. in PPE will be able to understand and to address complex social issues. The program will prepare students for occupations in areas such as public policy analysis; local, state, and federal government; or politics, and for graduate education in law or public policy.

Upon completion of the B.A. or B.S. in Philosophy, Politics, and Economics, students will:

1. Employ the tools of formal and informal logic to identify, construct, analyze, and evaluate arguments and policy proposals.
2. Display clarity, balance, open-mindedness, and rational rigor in addressing policy proposals and questions of value.
3. Construct research questions and use appropriate sources and methods to answer them.
4. Analyze core intellectual traditions in political thought and apply them to pressing social issues.
5. Employ economic models to analyze economic behavior, social issues, and policy proposals.
6. Collect and analyze economic data to test economic hypotheses.

7. Integrate the program's core disciplinary perspectives in addressing important questions of public policy.
8. Clearly, persuasively, and civilly articulate ideas, analyses, and arguments in writing and speech.

Program Requirements and Curriculum

Students in the proposed major may elect to earn a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. This is standard practice for most majors in the College of Arts and Sciences. Students selecting the B.A. degree will be required to meet a foreign language competency requirement while students selecting the B.S. degree will be required to satisfy a higher mathematics requirement. Students work with their academic and faculty advisors to identify whether the B.A. or B.S. degree best aligns with their interests and career goals.

The program requires 120 total credits, including at least 36 credits in the Liberal Education (LE) core and 39 credits of upper-division (300- and 400-level courses). The major is a comprehensive major requiring 60 credits. Students will take 15 credits of coursework each in philosophy, political science, and economics. Two new classes will be developed for this major: PPE 201 – Introduction to Philosophy, Politics, and Economics and PPE 400 – Capstone in Philosophy, Politics, and Economics. Each class has three credits. The capstone course will require students to integrate the program's disciplinary perspectives in addressing a pressing social or methodological issue. The remaining nine credits will be elective courses across the three areas, including the option of an internship.

Table 2: B.A./B.S. in Philosophy, Politics, and Economics Program Curriculum

Liberal Education Core Requirements for graduation: minimum 36 credits

Knowledge Outcome 1: Natural Sciences: 2 experiences	7 credits
Knowledge Outcome 2: Social Sciences: 2 experiences	6 credits
Knowledge Outcome 3: Humanities: 2 experiences	6 credits
Knowledge Outcome 4: Arts: 1 experience	3 credits
Skills Outcome 1: Communication: 2 experiences	6 credits
Skills Outcome 2: Mathematics: 1 experience ⁵	4 credits
Skills Outcome 3: Creativity: 1 experience	3 credits
Responsibility Outcome 1: Equity, Diversity, and Inclusion: 2 experiences:	6 credits
Responsibility Outcome 2: Global Perspectives: 1 experience	3 credits
Responsibility Outcome 3: Civic and Environmental Issues: 1 experience	3 credits
Integration Outcome: 2 experiences: Community-Engaged Learning	6 credits

⁵ PPE majors should fulfill this requirement via MATH 246 (Elementary Statistics)

(Note: many LE Core experiences integrate two learning outcomes;
students must earn a minimum of 36 credits in LE Core experiences)

Academic degree program or major course requirements:

Philosophy, Politics, and Economics **6 credits**

PPE 201 Introduction to Philosophy, Politics, and Economics 3 credits

PPE 400 Capstone in Philosophy, Politics, and Economics 3 credits

Philosophy **15 credits**

PHIL 250 Symbolic Logic 3 credits

One of the following: 3 credits 3 credits

PHIL 101 Introduction to Philosophy

PHIL 120 Ethical Reasoning

One of the following: 3 credits

PHIL 280 Philosophy of Race

PHIL 310 Philosophy of Law

PHIL 377 Philosophy and Feminism

One of the following: 3 credits

PHIL 306 Ethics of Health Care

PHIL 308 Ethics in Computing and Engineering

PHIL 320 Environmental Ethics

One of the following: 3 credits

PHIL 317 Epistemology

PHIL 331 Philosophical Ethics

PHIL 333 History of Ethics

Political Science **15 credits**

POLS 110 American National Politics 3 credits

POLS 122 Introduction to World Politics 3 credits

Any two of the following: 6 credits

POLS 217 Freedom of Speech

POLS 305 Survey of Constitutional Principles

POLS 310 Modern Political Thought

POLS 311 Contemporary Political Thought

POLS 312 American Political Thought

POLS 314 The Idea of Tolerance in the Western Political Tradition

One of the following: 3 credits

POLS 330 US Foreign Policy

POLS 335	International Relations Theory
POLS 338	Judicial Politics
POLS 340	Congress and the Presidency
POLS 346	Public Policy in the United States

Economics

15 credits

ECON 103	Introduction to Microeconomics	3 credits
ECON 104	Introduction to Macroeconomics	3 credits
ECON 311	History of Economic Thought	3 credits
Any two of the following:		6 credits
ECON 202	Introduction to Game Theory	
ECON 268	Environmental Economics	
ECON 303	Intermediate Microeconomics	
ECON 304	Intermediate Macroeconomics	
ECON 331	Government and Business	

Electives

9 credits

The remaining credits may be concentrated in one of the disciplines or distributed across them, may include a for-credit internship, and may include appropriate courses outside the disciplines with the approval of the PPE program director.

Total Credits

120 credits

Note: 39 of the total 120 credits must be upper-division credits.

Collaborative Nature of the Program

The program is inherently interdisciplinary and integrative, drawing on three core disciplines from the social sciences and the humanities. The Departments of Philosophy and Religious Studies, Political Science, and Economics are collaborating to offer the program. Because of the interdisciplinary nature of the major, it will also be a good candidate for building pathways/articulation agreements from the Wisconsin Technical College System (WTCS) associate of arts degree. UW-Eau Claire intends to initiate articulation conversations with its regional partner, Chippewa Valley Technical College, upon authorization of the program.

Projected Time to Degree

Full-time students will be able to complete the program in four years, as the courses are offered regularly, and they complete 15 credits per semester. The majority of UW-Eau Claire students enroll full time; however, it is anticipated that with careful advising part-time students can complete the program at a rate consistent with the number of credits they are able to take each semester.

Accreditation

No specialty accreditation will be required or pursued for this program. The program falls within UW-Eau Claire's existing authorization from the Higher Learning Commission.

PROGRAM JUSTIFICATION

Rationale

The primary rationale for the B.A./B.S. in Philosophy, Politics, and Economics is the need to equip students with integrative, multidisciplinary approaches to understanding and bettering the world through a variety of occupations such as public policy analysis, law, and state, local, and federal government work. Such approaches are central to the College of Arts and Sciences' mission of empowering students to think critically and creatively about the world around them by educating students about "the complexity of our world, the wealth of different ways of knowing, [and] the richness of integrated knowledge across disciplines."⁶

The B.A./B.S. in PPE program aligns with UW-Eau Claire's current Academic Strategic Plan, which calls on the university to "Develop transdisciplinary majors [... which] integrate [the] university's strong traditions of liberal education."⁷ "More than anything else," writes UW-Madison environmental historian William Cronon, "being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways."⁸ As making connections across disciplines is at the heart of a degree in Philosophy, Politics and Economics, the B.A./B.S. in PPE program does not merely fit with UW-Eau Claire's commitment to liberal education but rather embodies it wholeheartedly. In addition, as the only PPE program among the UW universities, the B.A./B.S. in PPE furthers Goal 3 of UW-Eau Claire's 2025 Academic Strategic Plan, *Develop and support innovative academic programming*.⁹

Lastly, the B.A./B.S. in PPE advances two of the strategic objectives of the Universities of Wisconsin 2023-2028 Strategic Plan:

- Foster civic engagement and serve the public good.
- Create and disseminate knowledge that contributes to innovation and a better understanding of the human condition.¹⁰

⁶ University of Wisconsin-Eau Claire, College of Arts and Sciences Mission and Vision. Retrieved at <https://www.uwec.edu/academics/college-arts-sciences/about/mission-goals/> (March 2025)

⁷ University of Wisconsin-Eau Claire, 2025 Academic Strategic Plan: Learning at the Center. Retrieved at <https://publicwebuploads.uwec.edu/documents/2025-Academic-Strategic-Plan.pdf> (March 2025)

⁸ William Cronon, "Only Connect...": The Goals of a Liberal Education." *The American Scholar* 67.4 (1998): 73-80, p. 78.

⁹ University of Eau Claire 2025 Academic Strategic Plan. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan>

¹⁰ Universities of Wisconsin, 2023-2028 Strategic Plan. Retrieved at <https://www.wisconsin.edu/president/download/StrategicPlan2023-28.pdf> (March 2025)

It also fits with the Universities of Wisconsin's commitment to promoting freedom of expression and civil discourse on its campuses – and beyond.¹¹

Institution and Universities of Wisconsin Program Array

The B.A./B.S. in PPE does not duplicate any existing programs at UW-Eau Claire. It is likely that the PPE program may draw some students from its component programs, but several factors suggest that this will not be a problem. First is the enthusiastic support the proposed B.A./B.S. in PPE program has garnered from chairs of the relevant departments. A second factor is that while the B.A./B.S. in PPE might draw majors away from each of the three component programs, it may increase the number of students taking classes in the three component programs. Although the existence of the Philosophy program could be threatened by the B.A./B.S. in PPE given its low number of majors and degrees granted, the proposed program offers a new avenue for Philosophy to contribute to the educational experience of UW-Eau Claire students and to keep Philosophy at the heart of the liberal education UW-Eau Claire prizes.

Across the Universities of Wisconsin, there are no existing undergraduate programs in CIP code 30.5101 – Philosophy, Politics, and Economics. Not only will the proposed program be the only PPE program offered across the Universities of Wisconsin, but it would also be one of only two in the Upper Midwest (the other being at Carroll University) and the only PPE program at a public university in the Upper Midwest.¹²

Need as Suggested by Student Demand

Three drivers of demand have been identified for the B.A./B.S. in Philosophy, Politics, and Economics: the burgeoning interest in social issues among “Gen-Z” students,¹³ the steady population of pre-law students at UW-Eau Claire, and the absence of a PPE program on any UW university.

The proposed B.A./B.S. in PPE major would be the only such program at a public university in the Upper Midwest. The projected enrollment at UW-Eau Claire is drawn from surveys of over two-dozen PPE programs around the United States, conducted by the chair of the Department of Philosophy and Religious Studies. Discounting institutions dramatically different from UW-Eau Claire in size, PPE programs drew 1.6% of the

¹¹ Universities of Wisconsin, Civil Dialogue: Promoting a Respectful living, learning, and working environment. Retrieved at <https://www.wisconsin.edu/civil-dialogue/> (March 2025)

¹² Philosophy, Politics, and Economics Society, International PPE Programs. Retrieved at <https://ppesociety.org/ppe-programs-around-the-world/#north-america> (March 2025)

¹³ BBC, Gen Z: How Young People are Changing Activism. Retrieved at <https://www.bbc.com/worklife/article/20220803-gen-z-how-young-people-are-changing-activism> (March 2025). See also “Social Issues that Matter to Generation Z” (<https://www.aecf.org/blog/generation-z-social-issues>), “Gen Z, Millennials Stand Out for Climate Change Activism, Social Media Engagement With Issue” (www.pewresearch.org/science/2021/05/26/gen-z-millennials-stand-out-for-climate-change-activism-social-media-engagement-with-issue/).

institutions' undergraduate student enrollment. The 90 students projected by year five of the program is conservative, at less than 1% of the undergraduate population. If necessary, the university has the ability to allocate additional instructional resources to accommodate larger enrollments.

The idea of a B.A./B.S. in PPE program was raised as an approach to meet student needs and interests and effectively use department resources during the most recent (AY 2021-2022) program review of the Department of Philosophy and Religious Studies and was met with approval by internal and external reviewers, as well as UW-Eau Claire administrators.

The B.A./B.S. in PPE program will be especially attractive to students interested in careers in law and/or public policy. As a recent *Forbes* article highlighted, PPE programs are “attracti[ve] to young people who aim at a career in some form of public life but are not ready to specialize.”¹⁴ On average, Philosophy majors and Economics majors outperform other majors on the Law School Admissions Test (LSAT).¹⁵ It is expected that the B.A./B.S. in PPE majors will perform as well as Philosophy majors and Economics majors on the LSAT, and a synergistic effect is anticipated whereby PPE majors outperform both these high-performing majors on the LSAT. On average, Philosophy majors outperform other majors on the Verbal Reasoning section of the Graduate Record Exam (GRE), averaging 160/170, with Political Science majors ranking second (157/170); Philosophy majors and Political Science majors outperform all majors on the Analytical Writing portion of the GRE (averaging 4.6/6); Economics majors outperform all non-STEM and Finance majors on the Quantitative Reasoning section of the GRE (161/170), with Philosophy majors and Political Science majors ranking second (154/170) and third (153/170), respectively.¹⁶ These data should drive student interest in the PPE degree. Over the last seven years, the pre-law population at UW-Eau Claire has averaged just under 100 students in any given year. Given its applicability to law and law school preparation, the PPE program is likely to be attractive to pre-law students.

Need as Suggested by Market Demand

There is robust demand for career trajectories that are typical of the B.A./B.S. in Philosophy, Politics, and Economics. For example, one of PPE's career paths is the legal profession, and according to the U.S. Bureau of Labor Statistics (BLS), the median annual

¹⁴ Corcoran, M, Philosophy, Politics and Economics: A Booming College Major, *Forbes*. Retrieved at <https://www.forbes.com/sites/marlenacorcoran/2024/01/30/philosophy-politics-and-economics-a-booming-college-major/> (March 2025)

¹⁵ American Philosophical Association, Philosophy Student Performance on the Law School Admissions Test (LSAT). Retrieved at https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/Data_on_Profession/Philosophy_performance_on_LS.pdf (March 2025)

¹⁶ Educational Testing Service, GRE General Test Interpretive Data by Broad Graduate Major Field. Retrieved at <https://www.ets.org/pdfs/gre/gre-guide-table-4a.pdf> (March 2025)

salary for lawyers was \$135,740 in May 2022, with employment projected to grow 8% from 2022 to 2032, which is faster than average.¹⁷ The Department of Labor's Projections Managing Partnership (PMP) anticipates 5.6% growth in Wisconsin and 8.2% in Minnesota from 2020 to 2030 in jobs for lawyers.¹⁸ The Bureau of Labor Statistics does not classify public policy as a distinct occupational area or policy analyst as a distinct occupation,¹⁹ so the BLS provides no data about demand or salary, but according to Indeed.com, the average salary for policy analysts in 2024 was \$81,120.²⁰ Nationally, the median salary for non-academic political scientists was \$128,020 in May 2022, with employment projected to grow by 7% from 2022 to 2032, which is faster than average; the PMP does not have data under this description, but it predicts 5.3% growth in jobs for social scientists in Wisconsin between 2020 and 2030 and 3.9% growth for this period in Minnesota.^{21,22}

¹⁷ U.S. Bureau of Labor Statistics. Occupation Outlook Handbook, Lawyers. Retrieved at <https://www.bls.gov/ooh/legal/lawyers.htm> (March 2024).

¹⁸ U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-2032). Retrieved at <https://www.projectionscentral.org/Projections/LongTerm?AreaName=Minnesota+Wisconsin&Name=lawyer> (March 2024)

¹⁹ Blanchard, S., Policy Analysts: Shaping Society through research and problem-solving. Retrieved at <https://www.bls.gov/careeroutlook/2007/spring/art03.pdf> (March 2025)

²⁰ Indeed.com, Policy Analyst Salary in the United States. Retrieved at <https://www.indeed.com/career/policy-analyst/salaries> (March 2024).

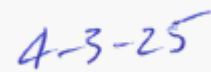
²¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Political Scientists. Retrieved at <https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm> (March 2024)

²² U.S. Department of Labor, Projections Central: State Employment Projections, Long-Term Occupational Projections (2022-2032) for Social Scientists and Related Workers, All Other. Retrieved at <https://projectionscentral.org/longterm> (March 2024)

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program: B.A./B.S. Philosophy, Politics, & Economics						
	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	10	15	20	20	25
	Enrollment (Continuing Student) Headcount	0	20	35	50	55
	Enrollment (New Student) FTE	10	15	20	20	25
	Enrollment (Continuing Student) FTE	0	20	35	50	55
II	Total New Credit Hours	60	45	75	105	135
	Existing Credit Hours	270	473	743	945	1080
III	FTE of New Faculty/Instructional Staff	0	0	0	0.4	0.4
	FTE of Current Fac/IAS	0.2	0.2	0.4	0.4	0.4
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$79,314	\$277,599	\$436,227	\$555,198	\$634,512
	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	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$79,314	\$277,599	\$436,227	\$555,198	\$634,512
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$14,569	\$14,860	\$30,314	\$41,720	\$42,338
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$6,192	\$6,315	\$12,884	\$17,731	\$17,994
	Fringe University Staff					
	Fringe Other Staff					
	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	\$20,760	\$21,175	\$43,198	\$59,451	\$60,332
	Net Revenue	\$58,554	\$256,424	\$393,029	\$495,747	\$574,180

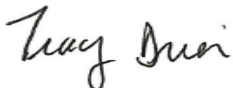
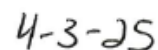
Provost's Signature:

Date:

Chief Business Officer's Signature:

Date:

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-EAU CLAIRE
BACHELOR OF ARTS/BACHELOR OF SCIENCE IN PHILOSOPHY,
POLITICS, AND ECONOMICS

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Philosophy, Politics, and Economics (PPE). The B.A./B.S. in PPE will require a total of 120 credits, consisting of 36 credits in Liberal Education (LE) core coursework and a 60-credit comprehensive major. Two new courses will be developed to support the program. As an interdisciplinary program involving the philosophy and religious studies, political science, and economics departments, the remainder of required and elective courses are existing courses in those units. The program will be supported primarily by existing faculty, and new faculty will only be added as enrollments grow. The proposed major will use the standard tuition structure.

COST REVENUE NARRATIVE**Section I – Enrollment**

Enrollment projections include both new students entering UW-Eau Claire and current students transitioning into the major from other programs at UW-Eau Claire. Because the majority of UW-Eau Claire students are full-time, full-time status is used to calculate enrollment numbers. The assumption was also made that any losses due to attrition (UW-Eau Claire's 3-year average retention rate is 81%) will be offset by students in other programs switching to the B.A./B.S. in PPE major. Based on internal projections and a survey of enrollment growth in similar programs around the country, it is anticipated that 90 new students will have enrolled in the program by the end of Year 5. A total of 40 students are anticipated to graduate from the program by the end of Year 5.

Section II – Credit Hours

New credit hours are defined as those generated through enrollment in the two (2) new courses (6 total credits) with PPE prefixes. One new course section will be taught in Years 1 and 2, and two course sections will be taught each year in Years 3 through 5. Average enrollment in the introductory course is anticipated to be 20 students during the first five years of the program. Based on expected numbers of graduates, enrollment in the capstone course is expected to be five (5) students in Year 3, 15 students in Year 4, and 20 students in Year 5. In Year 3, the capstone may be taught in an independent-study format.

Existing credit hours are defined as excluding Liberal Education credits and including core and elective credits in courses with prefixes other than PPE. Because of the

interdisciplinary nature of the program and the broad area of elective courses, it is anticipated that new students will be accommodated in existing course sections of elective courses. For the purpose of calculating existing credit hours, 0.25 of the total 54 existing credits in the program are attributed to each of the four years of a student's career.

Section III – Faculty and Staff Appointments

The B.A./B.S. in PPE is interdisciplinary and involves collaboration between the departments of philosophy, political science, and economics. The administrative home will be in the Department of Philosophy and Religious Studies.

The B.A./B.S. in PPE major will utilize existing UW-Eau Claire instructional resources for instruction of major courses. The two new courses (one beginning in Year 1 and the other beginning in Year 3) will be covered by existing capacity. No additional faculty or staff resources are needed to deliver the curriculum in the first few years of the program; 0.2 FTE of existing faculty will be dedicated to support the program in Years 1 and 2, which will increase to 0.4 FTE in Years 3-5 as the enrollment grows and students are ready to enroll in the capstone course. The budget introduces 0.4 FTE in new faculty/IAS in Year 4, acknowledging that program growth may require an additional section of some program courses each semester.

Administrative support will be provided through existing resources in the Department of Philosophy and Religious Studies as that will be the academic home of the PPE program.

Section IV – Program Revenues

At UW-Eau Claire, tuition revenues corresponding to the student FTE projections are not assigned directly to the student's program or college. Instead, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs.

Tuition

For students enrolled in the B.A./B.S. in PPE, standard tuition applies. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students would pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Tuition revenue in each year is assumed to be resident undergraduate tuition for the FTE counts of new and continuing students: Year 1 (new only), 10; Year 2, 35; Year 3, 55; Year 4, 70; Year 5, 80.

Fees

All courses in the major will be available in-person; students opting to take available online sections of courses in the LE core or the major will pay a fee of \$50 per credit.

Program Revenues and GPR

Section V – Program Expenses

Because this program builds almost entirely on existing courses and course sections, few additional expenses are anticipated.

Salary and Fringe

As described in Section III, existing faculty will support the program. The salaries for existing faculty are included for the purpose of this budget, calculated as 0.2 FTE (Years 1 and 2) and 0.4 FTE (Years 3-5) of the average salaries in philosophy and religious studies and political science (\$72, 843) – the faculty who are most likely to teach these courses. The budget spreadsheet includes an additional 0.4 FTE for a new faculty/IAS to provide instruction in Years 4 and 5 in anticipation that program growth may necessitate additional course sections in one of the three areas. The budget assumes 2% annual pay plans on faculty/IAS salary in Years 2-5. Salary for the new 0.4 FTE in Year 4 is based on UW-Eau Claire's per-credit rate of \$1,800.00 because the two 3-credit sections are likely to be taught on an ad hoc basis. Thus, total salary for the added per-course FTE is \$10,800/year. Fringe was calculated using the composite rate of 42.5%. Should the program experience growth beyond anticipated levels and additional course sections are needed, UW-Eau Claire's centralized model for allocating instructional resources allows for reallocation of teaching resources to areas with growing enrollment.

Facilities and Capital Equipment

No additional facilities or capital equipment expenses are anticipated.

Other Expenses

No other expenses are anticipated. Marketing expenses will be integrated into regular operations of UW-Eau Claire's Integrated Marketing and Communications unit.

Section VI – Net Revenue

In summary, the budget projections estimate positive "Net Revenue" beginning in Year 1, with an estimated net revenue over \$200,000 in Years 4 and 5. As noted above, all GPR funds are centrally managed by university administration. As such this positive net revenue is expected to support programs as needed and to support general education, student academic support, and the needs of specific programs.



University of Wisconsin-Eau Claire

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

April 4, 2025

VIA EMAIL

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

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Arts/Bachelor of Science (B.A./B.S.) major in Philosophy, Politics, and Economics (P.P.E) (60-credit comprehensive major) for review, consideration, and approval by Universities of Wisconsin System Administration and the Universities of Wisconsin System Board of Regents.

As the name suggests, the P.P.E. major integrates the logical and conceptual rigor of philosophy, the knowledge of government institutions and public policy of political science, and the quantitative expertise in markets and efficient resource allocation of economics. It provides students with tools to understand and address complex social issues. Students with majors in P.P.E. will be well-prepared for success in work in public policy, government, advocacy, and policy analysis. The program would also provide strong preparation for law school admission and success. The program evolves from existing campus expertise; faculty in philosophy and religious studies, political science, and economics worked together to develop the major. The program is a model for renewing more traditional liberal arts and social science majors through attention to the application of these fields in contemporary society, and the employment implications for students completing the program. There are currently no other P.P.E programs among the Universities of Wisconsin.

The proposed program will be delivered in a primarily face-to-face format, although students will have some online course options in the Liberal Education program. The program meets UW-Eau Claire's definitions and standards for quality.

The B.A./B.S. major in Philosophy, Politics, and Economics aligns with UW-Eau Claire's mission to provide "educational opportunities responsive to the needs of our communities, state, region and beyond." Students will be well prepared to work in a wide variety of organizations across the state and region, drawing thoughtful,

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www.uwec.edu/acadaff

data informed conclusions to inform decisions on complex social issues such as access to healthcare and education, and economic development.

The program has been carefully considered and is supported on campus. The proposed programs were approved by University Senate on February 11, 2025, and the University Senate action was signed by Chancellor Schmidt on February 13, 2025. All programs at the University are subject to an in-depth review every seven years, which is complemented by an annual program data review and reflection process focused on continuous improvement. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be closely monitored as part of the annual program data review process.

After reviewing the proposal, I am confident UW-Eau Claire has identified the financial, capital, and human resources to launch and maintain the program. It will be built on existing instructional resources, both human and financial, and requires no specialized equipment or facilities.

In closing, I enthusiastically support the proposal for the Bachelor of Arts/Bachelor of Science major in Philosophy, Politics, and Economics and look forward to UW-Eau Claire being authorized to offer this degree.

Thank you for your consideration.

Sincerely,



Michael J. Carney
Interim Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
DIGITAL MARKETING ANALYTICS,
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Business Administration in Digital Marketing Analytics at the University of Wisconsin-Eau Claire.

Resolution C.4. That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Digital Marketing Analytics program at the University of Wisconsin-Eau Claire.

SUMMARY

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Digital Marketing Analytics within the Department of Marketing and Supply Chain Management (College of Business). The proposed B.B.A. in Digital Marketing Analytics is an elevation of an existing marketing analytics emphasis within the B.B.A. in Marketing program at UW-Eau Claire. This standalone major in Digital Marketing Analytics is in response to feedback from the UW-Eau Claire marketing advisory council, student demand, and workforce needs, and it aligns with the university's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming.¹ Standard undergraduate tuition rate will apply.

The B.B.A. in Digital Marketing Analytics will require 120 credits and includes 36 credits in a liberal education core, 17 credits in business proficiency courses (mathematics, economics, and business foundations), 28 credits in the business core, 21 credits in required digital marketing analytics courses, and 11 elective course credits. Students will have a variety of opportunities for high impact learning experiences, including course-embedded

¹ UW-Eau Claire 2025 Academic Strategic Plan. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

community-engaged learning via applied client projects and internships. Students will be equipped with a fundamental knowledge of digital marketing and marketing analytics. Graduates will be adept in digital marketing skills, and they will be prepared to enter directly into “hot jobs” positions such as Digital Marketing Analyst, Digital Marketing Strategist, Digital Marketing Specialist/Coordinator/Manager, Social Media Specialist/Manager, Email Specialist/Manager, and Paid Search Specialist/Manager. The Bureau of Labor Statistics projects an added 116,600 positions for marketing analysts between 2022 and 2032, and a faster than average projected growth of 13.1% nationally.² Demand is also projected to be strong in Wisconsin. Marketing research analysts and marketing specialists are indicated as one of the “hot jobs” in Wisconsin, with 1,693 job openings anticipated between 2020 and 2030.³

Presenter

- Dr. Michael Carney, Interim Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

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

² Best Jobs Market Research Analyst. Retrieved at <https://money.usnews.com/careers/best-jobs/market-research-analyst> (March 2025)

³ Wisconsin Academic and Career Planning. *The Wisconsin K-12 market information guide 2020-2030*. Retrieved at https://dpi.wi.gov/sites/default/files/imce/cte/pdf/2023_12_15_labor_market_guide_2020-2030_v2.pdf (March 2025)

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A BACHELOR OF BUSINESS ADMINISTRATION IN
DIGITAL MARKETING ANALYTICS
AT THE UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin–Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Digital Marketing Analytics within the Department of Marketing and Supply Chain Management (College of Business). The proposed B.B.A. in Digital Marketing Analytics is an elevation of an existing marketing analytics emphasis within the B.B.A. in Marketing program at UW-Eau Claire. This standalone major in Digital Marketing Analytics is in response to feedback from the UW-Eau Claire marketing advisory council, student demand, and workforce needs, and it aligns with the university's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming.¹ Standard undergraduate tuition rate will apply.

The B.B.A. in Digital Marketing Analytics will require 120 credits and includes 36 credits in a liberal education core, 17 credits in business proficiency courses (mathematics, economics, and business foundations), 28 credits in the business core, 21 credits in required digital marketing analytics courses, and 11 elective course credits. Students will have a variety of opportunities for high impact learning experiences, including course-embedded community-engaged learning via applied client projects and internships. Students will be equipped with a fundamental knowledge of digital marketing and marketing analytics. Graduates will be adept in digital marketing skills, and they will be prepared to enter directly into “hot jobs” positions such as Digital Marketing Analyst, Digital Marketing Strategist, Digital Marketing Specialist/Coordinator/Manager, Social Media Specialist/Manager, Email Specialist/Manager, and Paid Search Specialist/Manager. The Bureau of Labor Statistics projects an added 116,600 positions for marketing analysts between 2022 and 2032, and a faster than average projected growth of 13.1% nationally.² Demand is also projected to be strong in Wisconsin. Marketing research analysts and marketing specialists are indicated as one of the “hot jobs” in Wisconsin, with 1,693 job openings anticipated between 2020 and 2030.³

¹ UW-Eau Claire 2025 Academic Strategic Plan. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

² Best Jobs Market Research Analyst. Retrieved at <https://money.usnews.com/careers/best-jobs/market-research-analyst> (March 2025)

³ Wisconsin Academic and Career Planning. *The Wisconsin K-12 market information guide 2020-2030*. Retrieved at https://dpi.wi.gov/sites/default/files/imce/cte/pdf/2023_12_15_labor_market_guide_2020-2030_v2.pdf (March 2025)

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Eau Claire

Title of Proposed Academic Program

Digital Marketing Analytics

Degree Designation(s)

Bachelor of Business Administration

Proposed Classification of Instructional Program (CIP) Code

52.1404 Digital Marketing

Mode of Delivery

Single university; in-person delivery

Department or Functional Equivalent

Marketing and Supply Chain Management Department

College, School, or Functional Equivalent

College of Business

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION

Overview of the Program

The proposed B.B.A. in Digital Marketing Analytics major is designed to prepare students with digital marketing fundamentals, along with hands-on practice in analyzing diverse datasets. The program requires 120 total credits including the liberal education core, business proficiency courses, business core courses, digital marketing analytics courses, and elective courses related to digital marketing analytics.

The proposed major is built entirely on existing courses, using structural changes such as requiring some courses that were formerly electives, removing marketing courses less directly related, and incorporating interdisciplinary elective options to better direct students to content that will allow them to develop more specific expertise in digital marketing analytics.

In addition to the established curriculum, all College of Business students are required to complete four professional development workshops. These workshops are designed to provide students with professional skills, including building and maintaining good business relationships, projecting a professional image, business etiquette, and networking skills.

Students will also have a variety of opportunities for high impact learning experiences, including course-embedded community-engaged learning via applied client projects and internships taken for elective credit. Graduates from the College of Business experience 97% employment in their disciplinary field,⁴ due primarily to internships. One example of a course-embedded community-engaged learning experience occurs in MKTG 339: Social Media Marketing course where students create a social media marketing plan for a local nonprofit organization.

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 estimate of new students is based on current enrollment in the existing marketing analytics emphasis and the increased enrollment observed in MKTG 333: Digital Marketing Fundamentals and MKTG 339: Social Media Marketing courses. It is anticipated that by adding the digital marketing components to the marketing analytics program and specifically advertising a Digital Marketing Analytics major that the university will attract at least 25 new students into the new major in Year 1. Gradual increase in student enrollment is anticipated due to the increased visibility of a Digital Marketing Analytics major, an academic program name that is more attractive to traditional-aged students, and the reputation of the enhanced program; this increasing number of students each year is indicated in Table 1.

Enrollment calculations factor an 80% retention. This retention rate is based on the 75.3% average retention rate observed for the existing marketing analytics emphasis within the B.B.A. in Marketing from Fall 2018 through Fall 2022. It is anticipated that the inclusion of “digital” in the program name, the enhanced program curriculum, and clearer marketing will attract students with a higher level of interest and commitment to the program, thus increasing retention rates. Therefore, the number of continuing students in subsequent years includes 80% of students continuing in the new major plus an average of 10 students moving into the major from other programs, most likely from the existing marketing analytics emphasis, the general marketing major, or the digital marketing analytics certificate.

⁴ UW-Eau Claire Career Services, *First Destination Report 2023/2024*. Retrieved at <https://www.uwec.edu/sites/default/files/2025-02/FirstDestinationSurveyReport2023-2024.pdf> (March 2025)

The College of Business is dedicated to continuous improvement of retention rates aligned with the University's Vision 2030 Pillar One (Academic Excellence and Belonging)⁵ and the Association to Advance Collegiate Schools of Business (AACSB) Guiding Principle 9 (Community and Connectedness).⁶ The College of Business values⁷ focus on putting students first, providing engaging learning experiences in and out of the classroom, and providing opportunities for student-faculty collaboration.

By the end of Year 5, it is anticipated that 170 new to UW-Eau Claire students will have enrolled in the program, and 44 students will have graduated from the program.

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

Students/Year	Yr 1: 2025	Yr 2: 2026	Yr 3: 2027	Yr 4: 2028	Yr 5: 2029
New Students	25	30	35	40	40
Continuing Students	0	30	64	102	124
Total Enrollment	25	60	99	142	164
Graduating Students	0	0	0	20	24

Tuition Structure

For students enrolled in the B.B.A. in Digital Marketing Analytics, standard tuition will apply. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students would pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Student Learning Outcomes and Program Objectives

All College of Business students are required to meet the following learning goals associated with accreditation through the Association to Advance Collegiate Schools of Business (AACSB):

- Written and Oral Communication: Students will be effective communicators.
- Problem Solving: Students will be effective problem solvers.

⁵ UW-Eau Claire, *Vision 2030*. Retrieved at <https://www.uwec.edu/offices-services/chancellors-office/uwecs-strategic-plan/pillar-one-academic-excellence-and> (March 2025)

⁶ 2020 Guiding Principles and Standards for AACSB Business Accreditation. Retrieved at <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-june-2023.pdf> (March 2025)

⁷ UW-Eau Claire College of Business, *College of Business Values*. Retrieved at <https://www.uwec.edu/academics/colleges/college-business/about-college-business> (March 2025)

- B.B.A. Common Body of Knowledge: Students will demonstrate discipline-specific knowledge (represented by the BUSCORE).

Additionally, students in the proposed major will be expected to meet the following learning outcomes associated with a major in digital marketing analytics:

- Identify and apply appropriate marketing strategies to a current relevant situation in the marketing environment.
- Identify marketing segmentation and the common bases used to segment consumer markets.
- Identify the marketing mix and its associated components.
- Utilize the application of various software technologies to solve marketing problems and administer ongoing marketing programs.

Students who earn a B.B.A. in Digital Marketing Analytics will be prepared to enter directly into “hot jobs” positions such as Digital Marketing Analyst, Digital Marketing Strategist, Digital Marketing Specialist/Coordinator/Manager, Social Media Specialist/Manager, Email Specialist/Manager, and Paid Search Specialist/Manager. As indicated below under “market demand,” Market Research Analysts and Marketing Specialists are indicated as one of the “hot jobs” in Wisconsin, with 1,693 job openings anticipated between 2020 and 2030.⁸ Additionally, global market awareness is integrated throughout the marketing curriculum; therefore, students are prepared to work locally or globally with people representing different perspectives, backgrounds, and experiences.

Program Requirements and Curriculum

Table 2 illustrates the program’s curriculum. The proposed B.B.A. in Digital Marketing Analytics includes 36 credits in a liberal education core, 17 credits in business proficiency courses (mostly mathematics and economics), 28 credits in business core classes, 21 credits in required digital marketing analytics courses, and 11 credits in elective courses. As noted in Table 2, some courses meet requirements in both the liberal education core and the College of Business proficiency courses in the major. As indicated above, students will have a variety of opportunities for high impact learning experiences, including course-embedded community-engaged learning via applied client projects (such as in MKTG 339) and internships taken for elective credit.

The curriculum in the proposed major is built entirely on existing courses, using structural changes such as requiring some courses that were formerly electives, removing marketing courses less directly related, and incorporating interdisciplinary elective options

⁸ Wisconsin Academic and Career Planning, *The Wisconsin K-12 market information guide 2020-2030*. Retrieved at https://dpi.wi.gov/sites/default/files/imce/cte/pdf/2023_12_15_labor_market_guide_2020-2030_v2.pdf (March 2025)

to better direct students to content that will allow them to develop more specific expertise in digital marketing analytics.

Table 2: B.B.A. in Digital Marketing Analytics Program Curriculum

Liberal education courses required for graduation: 36 credits (most courses satisfy more than one LE requirement)

Knowledge Outcome 1 (Natural Sciences): 2 experiences	7 credits
Knowledge Outcome 2 (Social Sciences): 2 experiences	6 credits
Knowledge Outcome 3 (Humanities): 2 experiences	6 credits
Knowledge Outcome 4 (Arts): 1 experience	3 credits
Skills Outcome 1 (Communication): 2 experiences	6 credits
Skills Outcome 2 (Mathematics): 1 experience	4 credits
Skills Outcome 3 (Creativity): 1 experience	3 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusion): 2 experiences	6 credits
Responsibility Outcome 2 (Global Perspectives): 1 experience	3 credits
Responsibility Outcome 3 (Civic and Environmental): 1 experience	3 credits
Integration Outcome (Integration): 2 experiences	2-6 credits
Community Engaged Learning: 1 experience	0-3 credits

COB proficiency courses: 17 credits (** will overlap with LE above*)

ECON 103: Principles of Microeconomics*	3 credits
ECON 104: Principles of Macroeconomics*	3 credits
MATH 109: Algebra for Calculus*	4 credits
MATH 246: Elementary Statistics*	4 credits
BSAD 180: Foundations for Success in Business	3 credits

Academic degree program and major course requirements:

The business core: 28 credits

ACCT 201: Introduction to Accounting	3 credits
BCOM 206: Business Communication: Writing, Speaking, and Collaborating <i>or</i>	3 credits
BCOM 207: Business Communication: Persuasive Messaging, Conversations, and Professional Development	
IS 240: Information Systems in Business	3 credits
BSAD 300: Cultural Competence for Today's Workplace	1 credit
BSAD 305: Legal and Regulatory Environment	3 credits
FIN 320: Principles of Finance	3 credits
MKTG 330: Principles of Marketing	3 credits
MGMT 340: Organizational Behavior	3 credits
MGMT 341: Operations Management	3 credits
MGMT 449: Strategic Management in Global Bus Environ	3 credits

Required Courses: 21 credits

ACCT 214: Managerial Accounting	3 credits
MKTG 333: Digital Marketing Fundamentals	3 credits
MKTG 334: Marketing Research	3 credits
MKTG 338: Marketing & Sales Analytics	3 credits
MKTG 339: Social Media Marketing and Digital Content Mgmt	3 credits
MKTG 434: Advanced Marketing Analytics	3 credits
MKTG 438: Strategic Marketing	3 credits

Electives (from MKTG, CJ, CS, IS, and OSCM): 11 credits

Additional credits to reach 120 for the B.B.A. degree (variable)

Total number of credits	120 credits
--------------------------------	--------------------

Collaborative Nature of the Program

All programs in the College of Business are collaborative as they share the Business Core in common. The proposed B.B.A. in Digital Marketing Analytics also supports interdisciplinary collaborations by offering elective coursework in multimedia design and analytics from communication and journalism, computer science, and information systems. In addition, students will collaborate with local businesses and organizations in applied projects.

Projected Time to Degree

Full-time students pursuing the B.B.A. in Digital Marketing Analytics major can complete the degree requirements within four years. Most UW-Eau Claire students are enrolled full-time. Because all courses will be offered at least yearly, part-time students will be able to complete the program in a timeframe consistent with the number of credits they are able to enroll in each term.

Accreditation

The proposed B.B.A. in Digital Marketing Analytics will be housed in the College of Business, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the College of Business, as well as to the B.B.A. in Economics (housed in the College of Arts and Sciences). No additional approvals will be required from the Higher Learning Commission.

PROGRAM JUSTIFICATION

Rationale

Currently, students who want to pursue a marketing program at UW-Eau Claire can major in a B.B.A. in Marketing, or they can choose a B.B.A. in Marketing with an emphasis in either professional sales or marketing analytics. The Marketing Advisory Council discussed and supported the idea to elevate both emphases to majors. Specifically, the council indicated that growth in the area of digital marketing and the need for skills in marketing analytics required that a new program be established to provide a dual focus on digital marketing and marketing analytics. A standalone Digital Marketing Analytics major will also increase the visibility of the program to students and other stakeholders. Additionally, the curriculum aligns with Goal 3 of the 2025 Academic Strategic Plan: develop and support innovative academic programming.⁹

Institution and Universities of Wisconsin Program Array

UW-Eau Claire currently provides marketing analytics training under the umbrella of the B.B.A. in Marketing program. The proposed B.B.A. in Digital Marketing Analytics does not duplicate any other existing programs at UW-Eau Claire. Upon implementation of the new standalone degree, the existing emphasis will be eliminated. It is anticipated that the impact on the B.B.A. in Marketing major will be minimal, and the development of the proposed B.B.A. in Digital Marketing Analytics is supported by the faculty in the department. The Digital Marketing Analytics program integrates purposefully with the following programs:

- The general B.B.A. in Marketing major provides the foundation upon which the digital marketing analytics program builds and extends.
- The business analytics certificate contributes 3 courses to a list of 18 elective courses from which students can choose to satisfy a 10-credit requirement.
- Students who want to take only a subset of the proposed B.B.A. in Digital Marketing Analytics can earn a digital marketing analytics certificate.

The UW system Academic Majors dashboard includes no existing undergraduate programs for the 52.1404 CIP code (Digital Marketing) or programs having a title of Digital Marketing Analytics. Across the Universities of Wisconsin, there are a few related majors. UW-Whitewater has a B.B.A. in Business Analytics (Digital Marketing Emphasis – CIP 30.7102), a B.B.A. in Marketing (Digital Marketing and Artificial Intelligence Emphasis – CIP 52.1401), and a B.A.A.S. in Digital Marketing (CIP 24.0101), and UW-Stout has a B.S. in Digital Marketing Technology (CIP 11.0104). These programs, however, don't offer a comprehensive digital marketing analytics major with courses that focus on marketing analytics (e.g., MKTG 338 Marketing & Sales Analytics, MKTG 434 Advanced Marketing

⁹ UW-Eau Claire, *2025 Academic Strategic Plan*. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

Analytics) along with the digital marketing courses (e.g., MKTG 333 Digital Marketing Fundamentals, MKTG 339 Social Media Marketing).

Need as Suggested by Current Student Demand

Student demand for the proposed Digital Marketing Analytics major is supported by the increased enrollment observed in two elective courses: MKTG 333: Digital Marketing Fundamentals and MKTG 339: Social Media Marketing. These courses continue to have enrollments between 70 and 80 students each semester, indicating strong interest in the subject. Adding the digital marketing components to the analytics coursework also makes students more marketable in industry; students (and their parents) seek majors that result in careers. Further, having increased visibility for “digital marketing analytics” will attract new students. In contrast, the current marketing analytics emphasis of the marketing major is a “discovery” emphasis, in that students usually don’t discover the emphasis until their junior year.

Need as Suggested by Market Demand

The digital marketing industry is a rapidly growing field. As of 2023, the global digital marketing market size reached approximately \$366.1 billion.¹⁰ The market is projected to grow at a compound annual growth rate of 13.1% between 2024 and 2032. This growth is driven by the increasing digitization of industries and the shift in consumer behavior towards online platforms.

In terms of job opportunities, the Bureau of Labor Statistics projects an added 116,600 positions for marketing analysts, between 2022 and 2032.¹¹ The digital marketing field is growing rapidly, and there are numerous opportunities for students to learn and contribute to the industry. The Bureau of Labor Statistics does not currently classify “digital” as a distinct category within its job classifications. However, past graduates with a marketing analytics emphasis or a digital marketing analytics certificate have predominantly secured analyst positions. Therefore, we believe that marketing analyst-related roles are the most closely aligned with the anticipated career outcomes for graduates of the B.B.A. in Digital Marketing Analytics major.

Demand is also projected to be strong in Wisconsin. Marketing research analysts and marketing specialists are indicated as one of the “hot jobs” in Wisconsin, with 1,693

¹⁰ IMARC Group. *Digital marketing market report by digital channel, end use industry, and region 2024-2032*. Retrieved at <https://www.researchandmarkets.com/report/digital-marketing#:~:text=The%20global%20digital%20marketing%20market,12.2%25%20during%202023-2032> (March 2025)

¹¹ Best Jobs Market Research Analyst. Retrieved at <https://money.usnews.com/careers/best-jobs/market-research-analyst> (March 2025)

openings anticipated between 2020 and 2030.¹² In Wisconsin, demand for employees in these job titles is projected to increase by 17.1% between 2022 and 2032.¹³

¹² Wisconsin Academic and Career Planning. *The Wisconsin K-12 market information guide 2020-2030*. Retrieved at

https://dpi.wi.gov/sites/default/files/imce/cte/pdf/2023_12_15_labor_market_guide_2020-2030_v2.pdf (March 2025)

¹³ U.S. Department of Labor, Projections Central, Long-Term Projections, Marketing Research Analysts and Marketing Specialists. Retrieved at <https://projectionscentral.org/longterm> (April 2025)

University of Wisconsin-Eau Claire						
Cost and Revenue Projections For Proposed B.B.A. in Digital Marketing Analytics						
	Items	Projections				
		2025	2026	2027	2028	2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	30	35	40	40
	Enrollment (Continuing Student) Headcount	0	30	64	102	124
	Enrollment (New Student) FTE	25	30	35	40	40
	Enrollment (Continuing Student) FTE	0	30	64	102	124
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	200	480	792	1136	1312
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2.67	2.67	2.67	2.67	2.67
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$198,285	\$475,884	\$785,209	\$1,126,259	\$1,300,750
	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 from existing emphasis: salary & fringe	\$512,128	\$631,679	\$0	\$0	\$0
	Total Revenue	\$710,413	\$1,107,563	\$785,209	\$1,126,259	\$1,300,750
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$359,388	\$366,576	\$373,907	\$381,385	\$389,013
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$152,740	\$155,795	\$158,911	\$162,089	\$165,331
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$512,128	\$522,370	\$532,818	\$543,474	\$554,344
	Net Revenue	\$198,285	\$585,193	\$252,391	\$582,785	\$746,406

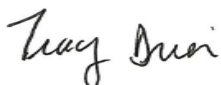
Provost's Signature:



Date:

4/18/2025

Chief Business Officer's Signature:



Date:

4/18/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-EAU CLAIRE BACHELOR OF BUSINESS ADMINISTRATION IN DIGITAL MARKETING ANALYTICS

PROGRAM INTRODUCTION

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Digital Marketing Analytics. The proposed B.B.A. in Digital Marketing Analytics is an elevation of an existing Marketing Analytics emphasis within the B.B.A. in Marketing program at UW-Eau Claire. Implementing a standalone major in Digital Marketing Analytics is in response to feedback from the UW-Eau Claire marketing advisory council, student demand, and workforce needs, and it aligns with the university's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming.¹ Standard undergraduate tuition and fee structure will apply. A total of 2.67 faculty FTE currently delivers the existing Marketing Analytics emphasis within the B.B.A. in Marketing, which will be sufficient as the major starts growing. Because the proposed major is currently an emphasis, it builds upon an existing marketing curriculum. The major will be offered primarily in an in-person modality, with some marketing courses also being offered in an online format. No new courses or additional faculty are required to deliver the proposed major.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment projections include both new students and current students transitioning into the major from other programs at UW-Eau Claire. It is anticipated that the addition of digital marketing components to the existing marketing analytics curriculum will attract at least 30 new students to the new major each year. The estimate of new students is based on current enrollment in the existing Marketing Analytics emphasis within the B.B.A. in Marketing and the increased enrollment that has been observed in MKTG 333: Digital Marketing Fundamentals and MKTG 339: Social Media Marketing courses. Each semester each of these courses typically has enrollment between 70 and 80 students. This increase in enrollment is also based on the “hot jobs” demand for marketing research analysts and marketing specialists in Wisconsin. Thus, it is anticipated that having increased visibility of “digital marketing analytics” on the Common and UW-Eau Claire application for admission

¹ UW-Eau Claire Mission Statement. Retrieved at <https://www.uwec.edu/about/university-mission> (March 2025); 2025 Academic Strategic Plan. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

will draw an additional 25 new students into the new major in Year 1. The proposed program anticipates attracting 30, 35, and 40 new students in Years 2, 3, and 4-5, respectively, as the new program becomes more widely known. An 80% retention rate was applied in calculating enrollments. This retention rate is based on the 75.3% average retention rate for the existing Marketing Analytics emphasis within the B.B.A. in Marketing from Fall 2018 through Fall 2022, with the addition of the digital components and increased publicity of the new program on admissions applications expected to enhance student interest and retention. It is anticipated that the enhanced program and greater visibility of a standalone Digital Marketing Analytics major will attract students with a higher level of interest and commitment to the program, thus increasing retention rates. Therefore, the number of continuing students in subsequent years includes 80% of students continuing in the new major plus an average of 10 students moving into the major from other programs, most likely from the current emphasis, the general marketing major, or the digital marketing analytics certificate.

Section II – Credit Hours

The B.B.A. in Digital Marketing Analytics major is a 60-credit comprehensive major within the College of Business. This includes 28 credits of business core courses (required of all College of Business majors) and 32 credits of required and elective courses within the major itself.

New credit hours are defined as those generated through enrollment in new courses. There are no new credit hours included on the spreadsheet because no new courses are required to establish Digital Marketing Analytics as a major, since the major already exists as an emphasis within the B.B.A. in Marketing program. All courses are offered at least once per year. As demand increases, new sections of courses might be required. UW-Eau Claire's centralized model for allocating instructional resources allows for reallocation of teaching resources to areas with growing enrollment.

Existing credit hours are defined as excluding Liberal Education credits and Business Core credits, thus including the 32 credits of required and elective courses in the proposed major. To calculate existing credits, these 32 credits were divided over the four years each student would be enrolled.

Section III – Faculty and Staff Appointments

The new major will utilize existing UW-Eau Claire instructional resources currently teaching in the emphasis. Approximately 2.67 faculty FTE currently provide instruction for the course offerings specific to the major. No new instructional resources will be needed to elevate the emphasis to major status. If growth exceeds expectations, FTE can be reallocated within and beyond the college to meet any increased instructional demand resulting from growth.

During the initial years of the proposed program, the faculty included in this budget will teach courses that simultaneously enroll students continuing in the existing emphasis and students pursuing the new major; thus, the spreadsheet indicates reallocation of funding from the existing emphasis to the proposed program in the first two years. Admission to the existing emphasis will be suspended beginning spring 2026.

Section IV – Program Revenues

At UW-Eau Claire, tuition revenues corresponding to the student FTE projections are not assigned directly to the student's program or college. Instead, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs.

Tuition

For students enrolled in the B.B.A. in Digital Marketing Analytics, standard tuition applies. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students would pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Tuition revenue in each year is assumed to be resident undergraduate tuition for the FTE counts of new students, 80% of continuing students from the previous year, and 10 major changers each year, starting in Year 2. In Year 1, tuition revenue of \$198,285 (25 students FTE x \$7,931.40) is expected. In Year 2, the tuition revenue of \$475,884 (60 students FTE x \$7,931.40) is expected. In Year 3, tuition revenue of \$785,209 (99 students FTE x \$7,931.40) is expected. In Year 4, tuition revenue of \$1,126,259 (142 students FTE x \$7,931.40) is expected. By Year 5, the B.B.A. in Digital Marketing Analytics program is anticipated to generate tuition revenue of \$1,300,750 (164 students FTE x \$7,931.40).

Fees

No course fees specific to this major are needed.

Program Revenues and GPR

During the first two years of the program, GPR for salary and fringe will be redirected from the existing emphasis to the new program reflecting that faculty will be teaching courses that enroll students completing the current emphasis and students in the new program.

Section V – Program Expenses

Salary and fringe comprise the total expenses for the Digital Marketing Analytics major. Calculations assume a pay plan increase at 2% per year—and a composite rate of 42.5% fringe—the anticipated program expenses will be \$554,344 by Year 5.

Salary and Fringe

As stated in Section III, the emphasis is currently being delivered by 2.67 faculty positions. The current salaries of those faculty are reflected in the budget. The budget assumes annual pay plan adjustments of 2% each year beginning in Year 2. Fringe was calculated using the composite rate of 42.5%. Salary plus fringes is estimated for Year 1 to be at \$512,128; Year 2 at \$522,370; Year 3 at \$532,818; Year 4 at \$543,474; and Year 5 at \$554,344.

Facilities and Capital Equipment

The proposed major is taught in an existing building and needs no special equipment.

Other Expenses

No additional expenses associated with this major are expected. Marketing expenses will be integrated into the regular operations of UW-Eau Claire's Integrated Marketing and Communications unit.

Section VI – Net Revenue

The budget projections estimate positive "Net Revenue" starting in Year 1, with a total net revenue of \$746,406 in Year 5. As noted above, all GPR funds are centrally managed by university administration. As such, this positive net revenue is expected to support programs as needed and to support general education, student academic services, as well as the needs of specific programs.



University of Wisconsin-Eau Claire

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

April 10, 2025

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

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Business Administration (B.B.A.) major in Digital Marketing Analytics (60-credit comprehensive major) for review, consideration, and approval by Universities of Wisconsin System Administration and the Universities of Wisconsin System Board of Regents.

This major in Digital Marketing Analytics promotes an existing marketing analytics emphasis in the marketing major to a fully entitled major. The College of Business developed this major in response to recommendations from their Marketing Advisory Council that students would benefit from a more specific focus on digital marketing analytics. The major is built on existing faculty resources and coursework—it uses changes in structure to enhance the current emphasis. These include requiring some courses that were formerly electives, removing marketing courses that are less specific to students in digital marketing analytics, and incorporating interdisciplinary electives to allow students to develop expertise in specific areas of digital marketing analytics.

The proposed program will be delivered in a primarily face-to-face format, although students will have some online course options in the Liberal Education program and in major courses. The program meets UW-Eau Claire's definitions and standards for quality.

The B.B.A. major in Digital Marketing Analytics aligns with UW-Eau Claire's mission to provide "educational opportunities responsive to the needs of our communities, state, region and beyond" by offering students enhanced knowledge, skills, and experiences needed to succeed in the growing field of digital marketing.

Excellence. Our measure, our motto, our goal.

Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
www.uwec.edu/ucadaff

The program has been carefully considered and is supported on campus. The proposed programs were approved by University Senate on February 11, 2025, and the University Senate action was signed by Chancellor Schmidt on February 13, 2025. All programs at the University are subject to an in-depth review every seven years, which is complemented by an annual program data review and reflection process focused on continuous improvement. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be closely monitored as part of the annual program data review process. This program will be included in the College of Business accreditation under AACSB.

After reviewing the proposal, I am confident UW-Eau Claire has identified the financial, capital, and human resources to launch and maintain the program.

In closing, I enthusiastically support the proposal for the Bachelor of Business Administration major in Digital Marketing Analytics and look forward to UW-Eau Claire being authorized to offer this degree.

Thank you for your consideration.

Sincerely,



Michael J. Carney
Interim Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
PROFESSIONAL SALES,
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Business Administration in Professional Sales at the University of Wisconsin-Eau Claire.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Business Administration in Professional Sales program at the University of Wisconsin-Eau Claire.

SUMMARY

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Professional Sales within the Department of Marketing and Supply Chain Management (College of Business). The proposed B.B.A. in Professional Sales represents an elevation of an existing Professional Sales emphasis within the B.B.A. in Marketing program at UW-Eau Claire. Implementing a standalone major in Professional Sales builds on an existing area of strength in the marketing program, aligns with UW-Eau Claire's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming¹, and responds to an increased number of career opportunities in the field of professional sales. Standard tuition and fee structure will apply.

The B.B.A. in Professional Sales will require 120 credits and includes 36 credits in liberal education core, 17 credits in business proficiency skills (mathematics, economics, and business foundations), 28 credits in the business core, 25-27 required course credits, and 5-7 elective course credits. Students will have an opportunity to engage in a variety of high impact learning experiences, including a required internship, community-based course

¹ UW-Eau Claire, *2025 Academic Strategic Plan*. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

projects, and sales projects through student organizations. These opportunities allow for the practical application of sales skills, such as understanding roles within larger organizational strategies and enhancing career readiness. Graduates will be well equipped for careers in sales and prepared to work effectively in diverse environments—locally or globally—with people from a wide range of perspectives, backgrounds, and experiences, and they'll be prepared to enter roles such as sales manager; securities, commodities and financial services sales agents; insurance representative; manufacturing sales representative; account manager; and wholesale and manufacturing sales representative. According to the Bureau of Labor Statistics, employment for sales and sales managers is projected to grow by 6%, which is faster than the average growth rate.²

Presenter

- Dr. Michael Carney, Interim Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

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

² Best Jobs Market Research Analyst. Retrieved at <https://money.usnews.com/careers/best-jobs/market-research-analyst> (March 2025)

- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A BACHELOR OF BUSINESS ADMINISTRATION IN
PROFESSIONAL SALES
AT THE UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Professional Sales within the Department of Marketing and Supply Chain Management (College of Business). The proposed B.B.A. in Professional Sales represents an elevation of an existing Professional Sales emphasis within the B.B.A. in Marketing program at UW-Eau Claire. Implementing a standalone major in Professional Sales builds on an existing area of strength in the marketing program, aligns with UW-Eau Claire's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming¹, and responds to an increased number of career opportunities in the field of professional sales. Standard tuition and fee structure will apply.

The B.B.A. in Professional Sales will require 120 credits and includes 36 credits in liberal education core, 17 credits in business proficiency skills (mathematics, economics, and business foundations), 28 credits in the business core, 25-27 required course credits, and 5-7 elective course credits. Students will have an opportunity to engage in a variety of high impact learning experiences, including a required internship, community-based course projects, and sales projects through student organizations. These opportunities allow for the practical application of sales skills, such as understanding roles within larger organizational strategies and enhancing career readiness. Graduates will be well equipped for careers in sales and prepared to work effectively in diverse environments—locally or globally—with people from a wide range of perspectives, backgrounds, and experiences, and they'll be prepared to enter roles such as sales manager; securities, commodities and financial services sales agents; insurance representative ; manufacturing sales representative; account manager; and wholesale and manufacturing sales representative. According to the Bureau of Labor Statistics, employment for sales and sales managers is projected to grow by 6%, which is faster than the average growth rate.²

¹ UW-Eau Claire, *2025 Academic Strategic Plan*. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

² Best Jobs Market Research Analyst. Retrieved at <https://money.usnews.com/careers/best-jobs/market-research-analyst> (March 2025)

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Eau Claire

Title of Proposed Academic Program

Professional Sales

Degree Designation(s)

Bachelor of Business Administration

Proposed Classification of Instructional Program (CIP) Code

52.1801: Sales, Distribution and Marketing Operations, General

Mode of Delivery

Single university; in-person delivery

Department or Functional Equivalent

Marketing and Supply Chain Management Department

College, School, or Functional Equivalent

College of Business

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION

Overview of the Program

The proposed B.B.A. in Professional Sales is designed to prepare students for employment in a wide range of sales-related fields. The program requires 120 credits, including the liberal education core, business proficiency courses, business core courses, required courses in professional sales, and elective courses related to sales. The proposed major is built on existing courses, with two key curricular changes: one new course (key account management) and a required internship.

One of the university's Guidepost Goals³ is to have each student participate in at least one high-impact practice (HIP) in addition to Community Engaged Learning. The B.B.A.

³ UW-Eau Claire, *UW-Eau Claire Guidepost Goals*. Retrieved at <https://www.uwec.edu/offices-services/institutional-research/our-guidepost-goals> (March 2025)

in Professional Sales program requires students to participate in a high-impact practice (HIP) of an approved internship.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is anticipated that having more visibility of “professional sales” as a standalone major will attract at least 32 new students into the new major each year. The estimate of at least 30 new students each year is based on strong student demand to gain knowledge in professional sales, as evidenced by an average of 83 students currently enrolled in the existing Professional Sales emphasis within the B.B.A. in Marketing program, and the number of sections offered in MKTG 337: Professional Sales, which typically has enrollments of 70-80 students each semester.

In projecting enrollment, a 93% retention rate was applied, which was the average retention rate for the Marketing, professional sales emphasis from fall 2018 through fall 2022. Therefore, the number of continuing students in subsequent years includes 93% of students continuing in the new major plus an average of 10 students moving into the major from other programs, most likely from the current emphasis, the general marketing major, or the professional sales certificate. Students entering fall 2026 are expected to graduate in spring 2030.

The College of Business is dedicated to continuous improvement of retention rates—aligned with the University's Vision 2030 Pillar One (Academic Excellence and Belonging)⁴ and the Association to Advance Collegiate Schools of Business (AACSB) Guiding Principle 9 (Community and Connectedness).⁵ The College of Business values⁶ focus on putting students first, providing engaging learning experience in and out of the classroom, and providing opportunities for student-faculty collaboration. Students in the B.B.A. in Professional Sales program will be encouraged to join 1) the American Marketing Association (AMA) student chapter, which is routinely recognized as the top international student chapter 7 of the past 10 years, 2) the UW-Eau Claire Sales Team, which represents the university at collegiate sales competitions around the United States, and 3) Pi Sigma Epsilon (PSE), which is a professional business fraternity that specializes in sales and marketing; each of these experiences has been shown to promote retention.

⁴ UW-Eau Claire. *Vision 2030*. Retrieved at <https://www.uwec.edu/offices-services/chancellors-office/uwecs-strategic-plan/pillar-one-academic-excellence-and> (March 2025)

⁵ AACSB, *2020 Guiding Principles and Standards for AACSB Business Accreditation*. Retrieved at <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-june-2023.pdf> (March 2025)

⁶ UW-Eau Claire College of Business, *College of Business Values*. Retrieved at <https://www.uwec.edu/academics/colleges/college-business/about-college-business> (March 2025)

By the end of Year 5, it is anticipated that 160 new to UW-Eau Claire students will have enrolled in the program, and 60 students will have graduated from the program.

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

Students/Year	2025-26	2026-27	2027-28	2028-29	2029-30
New Students	32	32	32	32	32
Continuing Students	0	40	80	119	129
Total Enrollment	32	72	112	151	161
Graduating Students	0	0	0	30	30

Tuition Structure

For students enrolled in the B.B.A. in Professional Sales, standard tuition applies. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students would pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Student Learning Outcomes and Program Objectives

All College of Business students are required to meet the following learning goals associated with the accreditation through the Association to Advance Collegiate Schools of Business (AACSB):

- Written and Oral Communication: Students will be effective communicators.
- Problem Solving: Students will be effective problem solvers.
- B.B.A. Common Body of Knowledge: Students will demonstrate discipline-specific knowledge (represented by the BUSCORE).

Additionally, students in the proposed B.B.A. in Professional Sales major will be expected to meet the following learning outcomes specifically associated with a major in Professional Sales:

- Demonstrate a deep understanding of different sales methodologies (e.g., consultative, solution, SPIN Selling, etc. through successfully passing a series of graded role plays with increasing levels of difficulty.
- Apply effective sales strategies to generate leads, build relationships, and close deals, as demonstrated through participating in actual sales calls and attaining a sales quota.
- Develop active listening, persuasive speaking, and negotiation skills, as demonstrated by successfully passing graded role-plays and participating in and leading outside sales calls.

- Demonstrate ethical sales practices including honesty and transparency through successfully passing graded role-plays and case analysis.

Students who earn a B.B.A. in Professional Sales will be prepared to enter directly into roles such as sales manager; securities, commodities and financial services sales agent; insurance representative; manufacturing sales representative; account manager; and wholesale and manufacturing sales representative, as indicated in the market demand section below. Additionally, global market awareness is integrated throughout the marketing curriculum; thus, students are prepared to work locally or globally with people representing different perspectives, backgrounds, and experiences.

Program Requirements and Curriculum

Table 2 illustrates the proposed program's curriculum. Like other Bachelor of Business Administration major programs at UW-Eau Claire, the B.B.A. in Professional Sales major will include 36 credits in a liberal education core, 17 credits in business proficiency courses (mostly mathematics and economics), 28 credits in business core classes, 25-27 credits in required professional sales courses, and 5-7 credits in elective courses. Some degree of overlap may exist between the liberal education core and the business courses. Students will have a variety of opportunities for high impact learning experiences, including a required internship, community-based course projects, and sales projects as part of student organizations. The proposed major is built on existing courses, using structural changes such as requiring some courses that were formerly electives, and removing marketing courses less directly related.

There are two key curricular changes associated with moving from the emphasis to a standalone major: one new course (key account management) and an internship. The new course in key account management provides students with advanced account penetration strategies by engaging students with sales executives. The professional sales internship emphasizes professional development and practical application of sales skills, including understanding roles within larger organizational strategies and enhancing career readiness. Additionally, all College of Business students are required to complete four professional development workshops. These workshops are designed to provide students with professional skills, including building and maintaining good business relationships, projecting a professional image, business etiquette, and networking skills.

Table 2: B.B.A. in Professional Sales Program Curriculum

Liberal education courses required for graduation: 36 credits (some courses satisfy more than one LE requirement)

Knowledge Outcome 1 (Natural Sciences): 2 experiences	7 credits
Knowledge Outcome 2 (Social Sciences): 2 experiences	6 credits
Knowledge Outcome 3 (Humanities): 2 experiences	6 credits
Knowledge Outcome 4 (Arts): 1 experience	3 credits
Skills Outcome 1 (Communication): 2 experiences	6 credits

Skills Outcome 2 (Mathematics): 1 experience	4 credits
Skills Outcome 3 (Creativity): 1 experience	3 credits
Responsibility Outcome 1 (Equity, Diversity, Inclusion): 2 experiences	6 credits
Responsibility Outcome 2 (Global Perspectives): 1 experience	3 credits
Responsibility Outcome 3 (Civic and Environmental): 1 experience	3 credits
Integration Outcome (Integration): 2 experiences	2-6 credits
Community Engaged Learning: 1 experience	0-3 credits

COB proficiency courses: 17 credits (* will overlap with LE above)

ECON 103: Principles of Microeconomics*	3 credits
ECON 104: Principles of Macroeconomics*	3 credits
MATH 109: Algebra for Calculus*	4 credits
MATH 246: Elementary Statistics*	4 credits
BSAD 180: Foundations for Success in Business	3 credits

Academic degree program and major course requirements:

The business core: 28 credits

ACCT 201: Introduction to Accounting	3 credits
BCOM 207: Business Communication: Persuasive Messaging, Conversations, and Professional Development	3 credits
IS 240: Information Systems in Business	3 credits
BSAD 300: Cultural Competence for Today's Workplace	1 credit
BSAD 305: Legal and Regulatory Environment	3 credits
FIN 320: Principles of Finance	3 credits
MKTG 330: Principles of Marketing	3 credits
MGMT 340: Organizational Behavior	3 credits
MGMT 341: Operations Management	3 credits
MGMT 449: Strategic Management in Global Bus Environ	3 credits

Required Courses: 25-27 credits

ACCT 214: Managerial Accounting	3 credits
MKTG 337: Professional Sales	3 credits
MKTG 338: Marketing & Sales Analytics	3 credits
MKTG 347: Sales Negotiation	3 credits
MKTG 398: Internship	1-3 credits
MKTG 433: Sales Management	3 credits
MKTG 438: Strategic Marketing	3 credits
MKTG 453: Key Account Management	3 credits
MKTG 490: Advanced Sales	3 credits

Required Electives: 5-7 credits

Additional credits to reach 120 for the B.B.A. degree

(variable)

Total number of credits

120 credits

Collaborative Nature of the Program

All programs in the College of Business are collaborative as they share the Business Core in common. Faculty and students will also collaborate with local businesses and organizations through applied class projects and the required internship.

Projected Time to Degree

Full-time students pursuing a B.B.A. in Professional Sales can complete the degree requirements within four years. The frequency of course offerings will allow part-time students to complete the program in a timeframe consistent with the number of credits they are able to enroll in each term.

Accreditation

The proposed B.B.A. in professional sales will be housed in the College of Business, which maintains AACSB accreditation. AACSB accreditation extends to all programs housed within the College of Business, as well as to the B.B.A. in Economics. No additional approvals will be required from the Higher Learning Commission.

PROGRAM JUSTIFICATION

Rationale

Currently, students who want to pursue a marketing program at UW-Eau Claire can decide to pursue a B.B.A. in Marketing or a B.B.A. in Marketing with an emphasis in either professional sales or marketing analytics. The Marketing Advisory Council discussed and supported the idea to elevate both emphases to majors. Specific to the professional sales emphasis, the council advised that growth in the area of professional sales necessitated an independent major in professional sales. A standalone major will also increase the visibility of the program to students and other stakeholders. The council also endorsed a certificate that could be combined with any major, thereby addressing the need for sales skills across a wide variety of areas (e.g., sciences, communications). Additionally, the curriculum aligns with Goal 3 of the 2025 Academic Strategic Plan: to develop and support innovative academic programming.⁷

⁷ UW-Eau Claire, *2025 Academic Strategic Plan*. Retrieved at <https://www.uwec.edu/offices-services/academic-affairs/2025-academic-strategic-plan> (March 2025)

Institution and Universities of Wisconsin Program Array

UW-Eau Claire currently provides professional sales education under the umbrella of the B.B.A. in Marketing program. The proposed B.B.A. in Professional Sales does not duplicate any other existing programs at UW-Eau Claire. While it is anticipated that some students may switch from a current major at UW-Eau Claire to the proposed B.B.A. in Professional Sales, it is expected that the standalone major will complement, rather than threaten, the marketing and marketing analytics programs. The B.B.A. Professional Sales program integrates purposefully with the marketing and marketing analytics programs by providing 2-3 elective courses. Whereas the B.B.A. in Marketing requires 12 credits in general marketing courses, the B.B.A. in Professional Sales program requires 24 credits of focused sales courses. Students who want to take only a subset of the professional sales comprehensive major can earn a professional sales certificate.

The UW system Academic Majors dashboard includes no existing undergraduate majors within the 52.1801 CIP code or the title of Professional Sales. While several programs across the Universities of Wisconsin offer a professional sales emphasis, minor, or certificate, none provide professional sales as a dedicated undergraduate major. Below is a comparison of existing programs and how the proposed Professional Sales major at UW-Eau Claire sets itself apart.

Program Comparisons

Seven UW institutions offer curricula in sales:

- UW-Whitewater offers an emphasis, certificate, and minor in sales.
- UW-River Falls offers an emphasis in sales.
- UW-Oshkosh offers a 9-credit sales emphasis.
- UW-Stevens Point offers an emphasis in professional sales.
- UW-Parkside offers a sales certificate.
- UW-Platteville offers an emphasis in professional sales.
- UW-Stout offers a concentration in Integrated Marketing and Sales Management and a minor in Sales in Marketing.

UW-Madison offers a B.S in Consumer Behavior and Marketplace Studies (CIP 52.1803).

The proposed B.B.A. in Professional Sales program is unique in the following ways:

- It requires seven sales courses as core components, including sales data analysis and organizational sales strategies.
- It requires salesforce management and a sales internship for applied learning.
- It requires real-world experience, such as prospecting, cold-calling, and selling sponsorships.
- It focuses on business-to-business (B2B) sales.

Need as Suggested by Current Student Demand

The existing Professional Sales emphasis of the B.B.A. in Marketing major has 93 students enrolled in spring 2025. The college anticipates an additional 32 students declaring the new major each year. The estimate of increased number of students is based on the strong student demand to gain knowledge in professional sales, as evidenced by the number of sections offered in MKTG 337: Professional Sales, which typically has enrollments of 70-80 students each semester. Because this course was recently made available to any major on campus, it is anticipated that additional students will be attracted to the course, and this number is expected to increase.

Need as Suggested by Market Demand

Professional sales continues to be a rapidly growing field. The global demand for sales is on an upward trajectory, driven by expanding markets and technological advancements. According to a report by Statista⁸, global retail sales were valued at approximately \$26 trillion in 2021 and are projected to exceed \$30 trillion by 2025, underscoring the growing interest in consumer goods and services. This creates a demand for manufacturing and business services sales representatives.

In terms of job opportunities, the Bureau of Labor Statistics indicates that the following sales jobs will have a better-than-average growth rate from 2020 to 2033:

- 1) Insurance agent jobs will have a 6% growth rate with a median salary of \$59,080.⁹
- 2) Financial Service Agents will have a 7% growth rate with a median salary of \$76,900.¹⁰
- 3) Technical Sales will have a 6% growth rate with a median salary of \$116,900.¹¹

Long-term projections from the U.S. Department of Labor/Bureau of Labor Statistics indicate that sales jobs in Wisconsin are expected to grow by 8.2% to 15%, depending on the type of sales role and industry.¹²

⁸ Statista, *Total Retail Sales Worldwide from 2021-2026*. Retrieved at <https://www.statista.com/statistics/443522/global-retail-sales/#statisticContainer> (March 2025)

⁹ Bureau of Labor Statistics, *Occupational Outlook Handbook*, Insurance Sales Agent. Retrieved at <https://www.bls.gov/ooh/Sales/Insurance-sales-agents.htm#tab-6> (March 2025)

¹⁰ Bureau of Labor Statistics, *Occupational Outlook Handbook*, Securities, Commodities, and Financial Services Sales Agents. Retrieved at <https://www.bls.gov/ooh/sales/securities-commodities-and-financial-services-sales-agents.htm#tab-6> (March 2025)

¹¹ Bureau of Labor Statistics, *Occupational Outlook Handbook*, Sales Engineers. Retrieved at <https://www.bls.gov/ooh/sales/sales-engineers.htm> (March 2025)

¹² US Department of Labor/Bureau of Labor Statistics, *Long-Term Occupational Projections*. Retrieved at <https://projectionscentral.org/longterm> (March 2025)

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Proposed B.B.A. in Professional Sales						
	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	32	32	32	32	32
	Enrollment (Continuing Student) Headcount	0	40	80	119	129
	Enrollment (New Student) FTE	32	32	32	32	32
	Enrollment (Continuing Student) FTE	0	40	80	119	129
II	Total New Credit Hours	0	0	96	96	96
	Existing Credit Hours	232	522	812	1095	1167
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2	2	2	2	2
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$253,805	\$569,157	\$884,510	\$1,199,862	\$1,279,176
	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: from existing emphasis	\$335,425	\$342,134	\$0	\$0	\$0
	Total Revenue	\$589,230	\$911,291	\$884,510	\$1,199,862	\$1,279,176
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	157480	\$160,630	\$163,842	\$167,119	\$170,461
	Instructional Academic Staff	77906	\$79,464	\$81,053	\$82,674	\$84,328
	Administrative and Student Support Staff	\$12,093	\$12,335	\$12,582	\$12,833	\$13,090
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$100,039	\$102,040	\$104,081	\$106,162	\$108,285
	Fringe University Staff	\$6,857	\$6,994	\$7,134	\$7,276	\$7,422
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$354,375	\$361,462	\$368,692	\$376,065	\$383,587
	Net Revenue	\$234,855	\$549,829	\$515,818	\$823,797	\$895,590

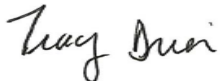
Provost's Signature:



Date:

4/18/2025

Chief Business Officer's Signature:



Date:

4/18/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-EAU CLAIRE BACHELOR OF BUSINESS ADMINISTRATION IN PROFESSIONAL SALES

PROGRAM INTRODUCTION

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Business Administration (B.B.A.) in Professional Sales. The proposed B.B.A. in Professional Sales is an elevation of an existing Professional Sales emphasis within the B.B.A. in Marketing program at UW-Eau Claire. Implementing a standalone major in Professional Sales is in response to feedback from the UW-Eau Claire marketing advisory council, student demand, and workforce needs, and it aligns with the university's 2025 Academic Strategic Plan Goal to develop and support innovative academic programming. Standard tuition and fee structure will apply. One tenured and one instructional academic staff faculty FTE currently deliver the existing professional sales emphasis for the B.B.A. in Marketing, which will be sufficient for the implementation of the major. No new instructional resources will be needed to elevate the emphasis to a standalone major. Because the proposed major is currently an emphasis, it builds upon an existing marketing curriculum and only one new course will be developed for the program.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment projections include both new students and current students transitioning into the major from other programs at UW-Eau Claire. Because the majority of UW-Eau Claire students attend full time, full-time status is used to calculate enrollment projections. The estimate of 32 new students each year is based on strong student demand to gain knowledge in professional sales, as evidenced by an average of 83 students currently enrolled in the existing Professional Sales emphasis within the B.B.A. in Marketing program, and the number of students enrolled in MKTG 337: Professional Sales (typically 70-80 students each semester). In calculating enrollment, a 93% retention rate was applied, which was the average retention rate for the existing Professional Sales emphasis within the B.B.A. in Marketing program from fall 2018 through fall 2022. Therefore, the number of continuing students in subsequent years includes 93% of students continuing in the new major plus an average of 10 students moving into the major from other programs, most likely from the current emphasis, the general marketing major, or the professional sales certificate. It is anticipated that 160 new students will have enrolled in the program by the

end of Year 5. A total of 60 students are anticipated to graduate from the program by the end of Year 5.

Section II – Credit Hours

The B.B.A. in Professional Sales is a 60-credit comprehensive major within the College of Business. This includes 28 credits of business core courses (required of all College of Business majors) and 32 credits of required and elective courses within the major itself.

New credits are defined as those not currently included in the emphasis. MKTG 453: Key Account Management is a new, required, 3-credit course. Because students will take this course no sooner than their third year, we include new credits beginning in Year 3.

Existing credit hours are defined as excluding Liberal Education (LE) credits and Business Core credits, thus including the 29 credits of required and elective courses in the proposed major. To calculate existing credits, we divided these 29 credits over the four years each student would be enrolled.

Section III – Faculty and Staff Appointments

The new major will utilize existing UW-Eau Claire instructional resources currently teaching for the Professional Sales emphasis. Two faculty FTE currently cover the course offerings specific to the major. No new instructional resources will be needed to elevate the emphasis to a standalone major. UW-Eau Claire's centralized model for allocating instructional resources allows for reallocation of teaching resources to areas with growing enrollment should demand increase.

During the initial years of the proposed program, the faculty included in this budget will teach courses that simultaneously enroll students continuing in the existing Professional Sales emphasis (admission to the emphasis will be suspended for spring 2026) as well as students pursuing the new major.

Section IV – Program Revenues

At UW-Eau Claire, tuition revenues corresponding to the student FTE projections are not assigned directly to the student's program or college. Instead, all GPR dollars are centrally managed at the university administration level and allocated to programs as needed to support general education as well as the needs of specific programs.

Tuition

For students enrolled in the B.B.A. in Professional Sales, standard tuition applies. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is

the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Part-time students would pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Tuition revenue in each year is assumed to be resident undergraduate tuition for the FTE counts of new students, 93% of continuing students from the previous year, and 10 students who switch their major each year, starting in Year 2.

In Year 1, tuition revenue of \$253,805 (32 students FTE x \$7,931.40) is expected.

In Year 2, the tuition revenue of \$569,157 (72 students FTE x \$7,931.40) is expected.

In Year 3, tuition revenue of \$884,510 (112 students FTE x \$7,931.40) is expected.

In Year 4, tuition revenue of \$1,199,862 (151 students FTE x \$7,931.40) is expected.

In Year 5, tuition revenue of \$1,279,176 (131 students FTE x \$7,931.40) is expected.

Fees

All courses in the major will be available in-person; students opting to take available online sections of courses in the LE core or the major will pay a fee of \$50 per credit.

Program Revenues and GPR

During the first two years of the program, GPR for instructional salary and fringe will be redirected from the existing emphasis to the new program reflecting that faculty and instructional staff will be teaching courses that enroll students completing the current emphasis as well as students enrolled in the new program.

Section V – Program Expenses

Salary and fringe comprise the total expenses for the B.B.A. in Professional Sales program. Calculations assume a pay plan increase at 2% per year plus a composite rate of 42.5% fringe for faculty and 56.7% for staff. Therefore, the anticipated program expenses will be \$383,587 by Year 5.

Salary and Fringe

As stated in Section III, the existing Professional Sales emphasis is currently being delivered by 2 instructional positions, one of which is an instructional academic staff. The current salaries of the instructional positions are used in the budget. The budget assumes annual pay plan adjustments of 2% each year. Fringe was calculated using the composite rate of 42.5% for faculty and 56.7% for staff. Salary plus fringe benefits is estimated for

Year 1 to be at \$354,375; Year 2 at \$361,462; Year 3 at \$368,692; Year 4 at \$376,065; and Year 5 at \$383,587.

During the initial years of the proposed program, the faculty included in this budget will teach courses that simultaneously enroll students continuing in the existing emphasis (admission to emphasis will be suspended for spring 2026) and students pursuing the new major.

Facilities and Capital Equipment

The proposed major is taught in an existing building and needs no special equipment.

Other Expenses

No additional expenses, associated directly with this major, are expected. Marketing expenses will be integrated into regular operations of UW-Eau Claire's Integrated Marketing and Communications unit.

Section VI – Net Revenue

In summary, the budget projections estimate positive "Net Revenue" starting in Year 1, with a total net revenue of \$895,590 in Year 5. As noted above, all GPR funds are centrally managed by university administration. As such, this positive net revenue is expected to support programs as needed and to support general education, student academic services, as well as the needs of specific programs.



University of Wisconsin-Eau Claire

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

April 11, 2025

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

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Business Administration (B.B.A.) major in Professional Sales (60-credit comprehensive major) for review, consideration, and approval by Universities of Wisconsin System Administration and the Universities of Wisconsin System Board of Regents.

This major in Professional Sales promotes an existing marketing analytics emphasis in the marketing major to a fully entitled major. The College of Business developed this major in response to recommendations from their Marketing Advisory Council that students would benefit from a more specific focus on digital marketing analytics. With the exception of one new course, the major is built entirely on existing faculty resources and coursework—it uses changes in structure to enhance the current emphasis. These include requiring some courses that were formerly electives, removing marketing courses that are less specific to students in professional sales, and requiring an internship experience.

The proposed program will be delivered in a primarily face-to-face format, although students will have some online course options in the Liberal Education program and in major courses. The program meets UW-Eau Claire's definitions and standards for quality.

The B.B.A. major in Professional Sales aligns with UW-Eau Claire's mission to provide "educational opportunities responsive to the needs of our communities, state, region and beyond" by offering students enhanced knowledge, skills, and experiences needed to succeed in the high demand field of professional sales.

The program has been carefully considered and is supported on campus. The proposed programs were approved by University Senate on February 11, 2025, and the University Senate action was signed by Chancellor Schmidt on February 13,

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www.uwec.edu/acadaff

2025. All programs at the University are subject to an in-depth review every seven years, which is complemented by an annual program data review and reflection process focused on continuous improvement. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be closely monitored as part of the annual program data review process. This program will be included in the College of Business accreditation under AACSB.

After reviewing the proposal, I am confident UW-Eau Claire has identified the financial, capital, and human resources to launch and maintain the program.

In closing, I enthusiastically support the proposal for the Bachelor of Business Administration major in Professional Sales and look forward to UW-Eau Claire being authorized to offer this degree.

Thank you for your consideration.

Sincerely,



Michael J. Carney
Interim Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS IN
MEDIA ARTS AND PRODUCTION AT
UNIVERSITY OF WISCONSIN–GREEN BAY**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Arts in Media Arts and Production at the University of Wisconsin–Green Bay.

Resolution C.6. That, upon the recommendation of the Chancellor of the University of Wisconsin–Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Media Arts and Production program at the University of Wisconsin–Green Bay.

SUMMARY

The University of Wisconsin–Green Bay proposes a Bachelor of Arts (B.A.) in Media Arts and Production to equip students with media production, digital storytelling, performance, and critical analysis skills. Comprised of 120 credits, the program includes 49–50 credits within the major. Surveys conducted by UW-Green Bay indicate that nearly 3,000 high school students in Northeast Wisconsin have expressed interest in digital storytelling, filmmaking, communication, and media production. The proposed program is designed to meet this interest and engage students as a discovery major. General education courses and interdisciplinary coursework will introduce students to the major. Students will discover meaningful academic pathways that align with their interests, strengths, and career goals. Graduates will be prepared for film, television, corporate media, advertising, and digital content creation occupations. The U.S. Bureau of Labor Statistics data project continued growth in media-related fields, reinforcing demand for skilled professionals. The program aligns with UW-Green Bay's digital transformation goals and supports the region's growing media industry.

No new resources will be needed to implement this program. Existing faculty or staff positions will be utilized to deliver courses and programming. This staffing model, paired with the program's interdisciplinary structure, enables the efficient use of existing

instructional capacity and limits the need for additional course sections. Standard undergraduate tuition rates will apply.

Presenter

- Dr. Kate Burns, 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
- Information on recent academic program changes is available on the program monitoring dashboard at <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>.

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 IN MEDIA ARTS AND PRODUCTION
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin–Green Bay proposes a Bachelor of Arts (B.A.) in Media Arts and Production to equip students with media production, digital storytelling, performance, and critical analysis skills. Comprised of 120 credits, the program includes 49–50 credits within the major. Surveys conducted by UW-Green Bay indicate that nearly 3,000 high school students in Northeast Wisconsin have expressed interest in digital storytelling, filmmaking, communication, and media production. The proposed program is designed to meet this interest and engage students as a discovery major. General education courses and interdisciplinary coursework will introduce students to the major. Students will discover meaningful academic pathways that align with their interests, strengths, and career goals. Graduates will be prepared for film, television, corporate media, advertising, and digital content creation occupations. The U.S. Bureau of Labor Statistics data project continued growth in media-related fields, reinforcing demand for skilled professionals. The program aligns with UW-Green Bay’s digital transformation goals and supports the region’s growing media industry.

No new resources will be needed to implement this program. Existing faculty or staff positions will be utilized to deliver courses and programming. This staffing model, paired with the program’s interdisciplinary structure, enables the efficient use of existing instructional capacity and limits the need for additional course sections. Standard undergraduate tuition rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Green Bay

Title of Proposed Academic Program

Media Arts and Production

Degree Designation(s)

Bachelor of Arts

Proposed Classification of Instructional Program (CIP) Code

09.0702: Digital Communication and Media/Multimedia

Mode of Delivery

Mixed Modality

Department or Functional Equivalent

Communication and Information Sciences

College, School, or Functional Equivalent

College of Arts, Humanities, and Social Sciences

Proposed Date of Implementation

August 2025

PROGRAM INFORMATION**Overview of the Program**

The B.A. in Media Arts and Production at UW-Green Bay is designed to provide students with a comprehensive foundation in media production, digital storytelling, performance, and critical media analysis. This interdisciplinary program integrates coursework from communication, film, theatre, writing and applied arts, arts management, and other related fields. It will equip students with both technical proficiency and creative expression skills. The B.A. in Media Arts and Production program prepares graduates for diverse careers in film, television, digital content creation, corporate media, advertising, and multimedia production by combining technical training, critical thinking, and professional development.

The B.A. in Media Arts and Production is designed to align with the needs of a rapidly evolving media industry, where versatility and adaptability are essential. Graduates will be prepared for a range of careers, including film and video production, multimedia journalism, digital marketing, corporate media, and social media content creation. The program's interdisciplinary approach allows students to apply their skills across various fields, making them competitive candidates for roles in both traditional and emerging media industries. By incorporating industry-aligned skills and ethical considerations into the curriculum, the B.A. in Media Arts and Production ensures that graduates are well-prepared to navigate the demands of the digital content landscape, work effectively in diverse and global communities, and contribute meaningfully to the media and entertainment industries.

No new resources will be needed to implement this program. Existing faculty or staff positions will be utilized to deliver courses and programming. This staffing model, paired with the program's interdisciplinary structure, enables the efficient use of existing instructional capacity and limits the need for additional course sections.

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 program's enrollment projections anticipate that in Year 1, 30 new students will enroll, with 30 new students enrolling each subsequent year. The program does not follow a fixed cohort model, allowing students to enter at various points in their academic journey. Over the first five years of the program, it is expected that a total of 150 new students will have enrolled in the program and 70 students will have graduated. The average retention rate is anticipated to be 92%. Graduation and retention estimates align with those seen in similar programs that emphasize project-based learning and high-impact practices. These enrollment projections reflect the strong student interest and career potential associated with the B.A. in Media Arts and Production. With a focus on technical proficiency and creative development, the program is well-positioned to attract and retain students while preparing them for success in the evolving media landscape. The program's interdisciplinary nature will encourage collaboration across multiple academic areas, strengthening enrollment in related disciplines, as well.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	30	30	30	30
Continuing Students	0	26	48	55	60
Total Enrollment	30	56	78	85	90
Graduating Students	0	0	20	25	25

Some students are expected to transition into the B.A. in Media Arts and Production from other programs within UW-Green Bay, particularly from majors in communication, writing and applied arts, theatre, design, music, and English. Students may also choose the B.A. in Media Arts and Production as a complementary second major or minor. These currently enrolled students are not included in the enrollment projections.

Retention efforts for the B.A. in Media Arts and Production will focus on student engagement through hands-on learning, faculty mentorship, and industry partnerships. The program incorporates high-impact educational practices such as internships, community-based projects, and interdisciplinary collaboration, all of which have been shown to support student persistence and success. Faculty advisors will work closely with students to ensure they are on track for graduation while also helping them explore career opportunities in media-related fields. The flexibility of the program's elective structure

allows students to tailor their coursework to align with their professional aspirations, further reinforcing retention.

Tuition Structure

The B.A. in Media Arts and Production at UW-Green Bay will follow the standard undergraduate tuition and fee model outlined in University of Wisconsin System Administrative Policy 805 (SYS 805). Based on 2024-2025 undergraduate tuition and fee rates, Wisconsin residents enrolled full-time and within the semester 12-18 credit plateau will pay \$4,350.00 per semester, of which \$3,562.44 is attributable to tuition and \$787.56 is attributable to segregated fees. Full-time non-Wisconsin residents will pay \$8,643.84 per semester, of which \$7,856.28 is attributable to tuition and \$787.56 is attributable to segregated fees. Wisconsin residents attending part-time will pay \$296.87 per credit, and non-Wisconsin residents \$654.69. The per credit segregated fee rate is \$65.63.

Students enrolled in distance education courses may be subject to distance education fees of \$25.00 per credit. These fees cover course development, instructional technology, and support services and will be disclosed before registration and aligned with institution-wide practices for online learning. Specific course-related fees may also apply for specialized equipment, software, or production materials used in media production courses. Any such fees will be assessed at the course level and communicated to students in advance through the university's course catalog and enrollment system.

Students will also be responsible for standard educational costs, including textbook purchases or rentals, depending on course requirements. Some courses may utilize open educational resources (OER) or digital media subscriptions to reduce costs, while others may require specialized software or hardware for media production work. The university will provide guidance on financial aid and affordability resources to ensure students can access the necessary materials and technology.

The budget office has reviewed the tuition structure for compliance with UW System policies and alignment with the cost and revenue model for the B.A. in Media Arts and Production. Any adjustments to tuition rates or additional fees will be evaluated as part of the standard university review process and communicated through official university channels.

Student Learning Outcomes and Program Objectives

Upon completing the program, students will have mastered the essential components of digital media literacy, including video and audio production, editing techniques, and web-based media creation. They will proficiently use industry-standard tools and technologies, gaining practical experience with video cameras, sound recording equipment, and digital editing software. Through coursework and applied projects, students will refine their creative storytelling abilities, learning how to craft compelling

narratives across multiple platforms, whether for film, television, social media, or corporate communications. This includes:

1. **Digital Media Literacy:** Students will demonstrate an understanding of the foundational principles of media production, including digital storytelling, editing, and basic production workflows across audio, video, and web-based platforms.
2. **Creative Expression & Collaboration:** Students will create digital artifacts (such as short films, audio recordings, or web content) that demonstrate creativity and effective collaboration with peers, incorporating different mediums like sound, video, and live performance.
3. **Performance Techniques:** Students will develop basic acting and performance skills, including voice modulation, body language, and improvisation, and apply these techniques to digital media contexts (e.g., podcasting, short films, and performance art).
4. **Critical Media Analysis:** Students will analyze and critique media artifacts (such as films, TV shows, podcasts, and digital performances) using fundamental concepts in film and media studies, such as narrative structure, representation, and genre conventions.
5. **Technical Skills in Media Production:** Students will gain proficiency with essential digital tools and technologies for media production, such as editing software (audio/video), sound recording equipment, and basic lighting and camera work.
6. **Understanding of Media Ethics & Impact:** Students will identify and analyze ethical considerations in digital media production, such as representation, copyright, and the social impact of media.
7. **Cross-Disciplinary Application:** Students will be able to apply digital media production techniques and performance skills to their major or professional interests, demonstrating the flexibility of these tools across disciplines.
8. **Project Management & Reflection:** Students will plan, execute, and reflect on media production projects, demonstrating skills in time management, workflow organization, and self-assessment of their creative process and technical proficiency.

Furthermore, the program fosters critical media analysis, encouraging students to examine media artifacts—such as films, TV series, digital performances, and podcasts—through the lens of narrative structure, representation, and genre conventions. This analytical framework allows graduates to become skilled content creators and thoughtful and responsible media professionals who understand the broader impact of their work on audiences and society. Additionally, students will gain experience in performance techniques, learning how to apply acting and voice skills to digital media contexts, including on-camera roles, voiceovers, and podcasting.

Graduates of the B.A. in Media Arts and Production at UW-Green Bay will be equipped with technical proficiency, creative expression, and critical analysis skills that prepare them for careers in media production, digital storytelling, and related industries.

The program emphasizes both hands-on learning and theoretical understanding, ensuring that students develop the ability to produce high-quality digital content while engaging in ethical and analytical considerations of media.

Program Requirements and Curriculum

The B.A. in Media Arts and Production will comprise 120 credits, including 30 general education credits and 49 credits in the major. Of credits attributable to major coursework, students will complete 13 core curriculum credits and at least 18 credits of upper-division coursework. Upper-division requirements will include coursework in production and a capstone project. Students must also complete 18 credits of electives drawn from three of the following five categories: production, performance, writing, survey of film, media, and/or communication, and/or arts entrepreneurship. At least nine of the 18 elective credits must be upper division. Students will complete additional elective courses in any area to meet the graduation requirement of 120 credits. It should be noted that some program prerequisites and/or support courses may meet general education requirements. Table 2 illustrates the program's curriculum.

Table 2: B.A. in Media Arts & Production Program Curriculum

GENERAL EDUCATION COURSEWORK	30 credits
FYS 198 First Year Seminar	3 credits
Creative and Artistic Inquiry	3 credits
GEN ED Human Culture and Values	3 credits
GEN ED Human Society and Behavior	3 credits
Global Perspectives	3 credits
GEN ED Ethnic Studies	3 credits
Scientific Methods and Inquiry	3 credits
Environmental Sustainability	3 credits
Quantitative Reasoning	3 credits
Information Literacy	3 credits
MAJOR COURSEWORK	
CORE CURRICULUM	13 credits
COMM 120: Introduction to Media Production	3 credits
HUM STUD 110: Introduction to Film (4 credits)	4 credits
THEATRE XXX: Acting for the Camera	3 credits
COMM 205: Elements of Media	3 credits
REQUIRED UPPER-LEVEL COURSEWORK	18 credits
Production (15 credits) Select from the following courses:	15 credits
COMM 220: Social Media Video Production	3 credits
COMM 307: Video Production	3 credits
COMM 378: Documentary Video Production	3 credits
COMM 306: Radio Broadcasting.	3 credits
COMM 317: How to Create Great Social Media Content	3 credits
ENG 410: Live Video streaming	3 credits

INFO SCI 342: Game Design	3 credits
MUSIC 301: Audio Synthesis	3 credits
Capstone	3 credits
All students must complete a capstone project in their final year.	
ELECTIVE COURSEWORK IN THE MAJOR	18 credits
Nine credits (3 courses) must have an upper-level designation (300-400).	
Select courses from at least three of the five categories, below.	
Production	
MUSIC 165/166: Fundamentals of Recording Technology	4 credits
MUSIC 120: Video Game Music	3 credits
THEATRE 221: Stagecraft (just lecture)	3 credits
THEATRE 225: Stage Makeup class	3 credits
THEATRE 222: Costume Technology (just lecture)	3 credits
Performance	
THEATRE 131: Acting I	3 credits
THEATRE 241: Improvisation for the Theatre	3 credits
THEATRE 233: Voice for the Actor I	3 credits
COMM 3XX: Broadcast Performance	3 credits
Writing: (212 or 201 is a required prerequisite for UL Creative Writing courses)	
ENG 212: Introduction to Creative Writing	3 credits
ENG 201: Ethics in Writing	3 credits
ENG 308: Screenwriting	3 credits
ENG 310: Topics in Game Writing	3 credits
THEATRE 302: Playwriting	3 credits
Surveys	
HUMSTUD 210: Film and Society	3 credits
HUMSTUD 343: International Cinema	3 credits
HUMSTUD 309: Introduction to Film History and Theory	3 credits
INFOSCI 341: Survey of Gaming and Interactive Media	3 credits
COMM 430: Information, Media, and Society	3 credits
COMM 477: Social Media Strategies	3 credits
COMM 380: Communication Law	3 credits
Arts Entrepreneurship	
ARTS MGT 255: Professional Perspectives in the Arts	3 credits
ARTS MGT 257: Arts in the Community	3 credits
ENTRP 492: Social Entrepreneurship	3 credits
PUB ADM 315: Public and Non-Profit Management	3 credits
PUB ADM 344: Leadership in Organizations	3 credits
HISTORY 399: Public History Methods	3 credits
GENERAL ELECTIVES – Sufficient to complete the 120 credit requirement	41 credits
TOTAL CREDITS	120 credits

Collaborative Nature of the Program

The B.A. in Media Arts and Production at UW-Green Bay is built on strong internal and external collaborations to provide students with a comprehensive and applied education. Internally, the program integrates coursework from communication, theatre, writing and applied arts, arts management, and film studies, ensuring an interdisciplinary approach that equips students with creative and technical skills. Externally, the B.A. in Media Arts and Production connects students with regional media companies such as NorthCoast Productions, Gillespie Productions, and LAUNCH Photography, Film and Video, offering internships and hands-on industry experience. Partnerships with nonprofits and corporate media departments further expand opportunities for students to apply their skills.

The program is developing articulation agreements with technical colleges, including Northeast Wisconsin Technical College (NWTC), to support transfer students. These agreements will create a seamless transfer pathway for students in Digital Media Technology programs. These internal and external collaborations ensure that B.A. in Media Arts and Production graduates are well-prepared for careers in media production, digital content creation, and the creative industries.

Projected Time to Degree

The B.A. in Media Arts and Production at UW-Green Bay has a standard four-year completion timeline. However, the program is designed for flexibility, allowing students to enter at any point and progress at their own pace.

Accreditation

This program's offering will not require additional approvals from the Higher Learning Commission. Specialized accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) is not anticipated.

PROGRAM JUSTIFICATION

Rationale

The planning of the B.A. in Media Arts and Production at UW-Green Bay was driven by student interest, interdisciplinary opportunities, and the university's strategic commitment to enrollment management and digital transformation. As a program rooted in creative and performing arts, communication studies, and digital media, the B.A. in Media Arts and Production is designed to serve as both a standalone major and a discovery/second major option. The program is structured to appeal to students exploring media production, digital storytelling, and content creation, responding to national trends in multimedia production, filmmaking, and digital communication.

The interdisciplinary nature of the B.A. in Media Arts and Production reflects UW-Green Bay's commitment to cross-disciplinary collaboration in its mission. It draws from programs in communication, theatre, writing and applied arts, arts management, and film studies. This broad foundation ensures students develop technical proficiency and creative expression skills, positioning them for versatile career paths.

Institutional studies at UW-Green Bay further confirm the strong demand for media-related programs. Surveys of high school students and prospective applicants indicate substantial interest in filmmaking, digital content creation, and multimedia production, aligning with national employment trends. Internal research on existing enrollments in communication, writing and applied arts, theatre, and arts management suggests that students are increasingly drawn to hands-on media production experiences that blend technical training with creative expression. Utilizing the skills and expertise of our theatre faculty is an institutional priority because admission to their major has recently been suspended. By integrating the theatre faculty's talents into this more diversified multimedia curriculum, the university will meet industry demands, which require professionals to blend performance and communication skills with other technical skills.

Consultation with media professionals in the Green Bay area at a recent College of Arts, Humanities and Social Sciences Advisory Board meeting indicated a clear consensus on the importance of equipping graduates with multidisciplinary skills across various modes of media production. Additionally, board members emphasized the need to support emerging creatives in developing business and entrepreneurial competencies. As a result, the program is designed to be interdisciplinary, ensuring that students are prepared for the technological convergence shaping the current job market. Furthermore, it aims to guide marketing strategies, effectively promoting creative work, and navigating the business aspects of media production to enhance career readiness.

Institution and Universities of Wisconsin Program Array

The B.A. in Media Arts and Production at UW-Green Bay strengthens the university's academic program array by integrating coursework from communication, theatre, writing and applied arts, arts management, and film studies, creating a comprehensive and interdisciplinary program in media production and digital storytelling. UW-Green Bay currently offers programs exploring media studies, journalism, creative writing, and performance. The proposed program focuses specifically on applied media production and digital content creation. The B.A. in Media Arts and Production bridges this gap, serving as a standalone degree and a discovery/second major option that aligns with the university's goals.

The proposed B.A. in Media Arts and Production will be classified under CIP code 09.0702 (Digital Communication and Media/Multimedia). Among the Universities of Wisconsin, only UW-Milwaukee offers an undergraduate program in this specific CIP area, a B.A. in Digital Arts and Culture. While several other UW universities including UW-Green

Bay offer programming in the curricular areas of design and visual communication, graphic design, digital arts, mass communication and media studies, and journalism, the proposed B.A. in Media Arts and Production at UW-Green Bay provides a distinct interdisciplinary structure that integrates creative and performing arts with digital storytelling and media production.

B.A. in Media Arts and Production's primarily in-person format and regional industry partnerships ensure that it supports Northeast Wisconsin's expanding creative and digital economy. Additionally, the program is structured to enhance transfer pathways, particularly through articulation agreements with Northeast Wisconsin Technical College (NWTC), allowing students to transition into a four-year degree in media production seamlessly. Integrating applied learning, interdisciplinary coursework, and workforce-aligned skills, the B.A. in Media Arts and Production expands UW-Green Bay's academic offerings, addressing student interest and regional workforce demand while aligning with the university's enrollment and retention strategies.

Need as Suggested by Student Demand

The B.A. in Media Arts and Production at UW-Green Bay is designed as a discovery major, introducing and drawing students to the major through general education courses and interdisciplinary connections with existing programs. Many students will first engage with media production, digital storytelling, and performance through introductory coursework in communication, theatre, writing and applied arts, arts management, and film studies. These courses serve as entry points, allowing students to explore their creative and technical interests before formally declaring the B.A. in Media Arts and Production as their major. Additionally, collaborations with other disciplines—such as business, public administration, and information science—provide further pathways for students to integrate media skills into their academic and professional goals. Strong external indicators of student interest and demand support this internal discovery process. Institutional surveys indicate that nearly 3,000 high school students in Northeast Wisconsin have expressed interest in digital storytelling, filmmaking, communication, and media production, aligning with broader national employment trends.

Rather than competing with existing programs at UW-Green Bay, the B.A. in Media Arts and Production is structured to complement related fields, including the B.A. in Communication, B.F.A. in Writing, Applied Arts, B.A. in Theatre, and B.A. in English. While some students may transition into a B.A. in Media Arts and Production from these majors, these programs are expected to maintain strong enrollments, as students will likely pursue a B.A. in Media Arts and Production as a second major or minor to enhance their skill sets. The interdisciplinary design of the program ensures that students can blend media production with other academic interests, further expanding their career opportunities.

The B.A. in Media Arts and Production is positioned as a critical addition to UW-Green Bay's academic offerings by drawing on institutional research, labor market

projections, and employer feedback. It aligns with student interests and workforce needs, equipping graduates with the technical expertise and creative problem-solving skills necessary to thrive in digital media, content creation, and emerging creative industries.

Need as Suggested by Market Demand

The Wisconsin Department of Workforce Development identifies digital media and content creation as a high-growth sector in the state. Employers across advertising, corporate media, and independent production in Northeast Wisconsin have emphasized the need for graduates proficient in video production, social media content creation, and digital storytelling. By positioning B.A. in Media Arts and Production as an accessible and interdisciplinary option, students can discover their passion for media arts through coursework, experiential learning, and campuswide collaborations, ensuring they graduate with marketable skills that align with industry needs.

The demand for media production, digital storytelling, and multimedia content creation continues to grow at the national, state, and regional levels, reinforcing the need for the B.A. in Media Arts and Production major at UW-Green Bay. According to the U.S. Bureau of Labor Statistics (BLS), growth in media-related fields varies by occupation, with producers and directors projected to grow 7%, public relations specialists 6%, audio and video technicians 5%, and film and video editors 9% between 2022 and 2032.¹

In Wisconsin, careers in media and digital content creation are also expected to see notable growth, including producers and directors (7%), public relations specialists (4%), audio and video technicians (30%), and film and video editors (7%) from 2022 to 2032.² These increases reflect the expansion of digital media, the rise of streaming platforms, and the growing reliance on video-based communication in corporate media, advertising, and marketing.

At the state level, the Wisconsin Department of Workforce Development identifies digital media and content creation as a high-demand sector, with increasing job opportunities in advertising, corporate media, marketing, and independent production. The Green Bay region has seen significant industry growth, with companies such as NorthCoast Productions, Gillespie Productions, and LAUNCH Photography, Film and Video specializing in corporate storytelling, branding, and video production services. These businesses, along with news organizations, independent filmmakers, and corporate marketing teams, require professionals who possess technical production skills, creative storytelling abilities, and expertise in digital platforms.

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Media and Communication Operations. Retrieved April 18, 2025, from <https://www.bls.gov/ooh/media-and-communication/home.htm>

² U.S. Department of Labor, O*NET. Retrieved May 2025 from <https://www.onetonline.org/>

University of Wisconsin - Green Bay						
Cost and Revenue Projections For BA of Arts in Media Arts and Production						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	30	30	30	30	30
	Enrollment (Continuing Student) Headcount	0	26	48	55	60
	Enrollment (New Student) FTE	15	15	15	15	15
	Enrollment (Continuing Student) FTE	0	13	24	27.5	30
II	Total New Credit Hours	360	360	360	360	360
	Existing Credit Hours	0	312	576	660	720
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0.5	0.5	0.5	0.5	0.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$106,873	\$199,497	\$277,870	\$302,807	\$320,620
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	\$36,659	\$38,126	\$38,888	\$39,666	\$40,459
	Total Revenue	\$143,532	\$237,622	\$316,758	\$342,473	\$361,079
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$32,000	\$33,280	\$33,946	\$34,625	\$35,317
	Instructional Academic Staff					
	Administrative and Student Support Staff					
	Other Staff					
	Fringe Faculty and Academic Staff	\$13,824	\$14,377	\$14,664	\$14,958	\$15,257
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$45,824	\$47,657	\$48,610	\$49,582	\$50,574
	Net Revenue	\$97,708	\$189,965	\$268,148	\$292,891	\$310,505

Provost's Signature:


Date:



4/7/2025

Chief Business Officer's Signature:

Date:



4/7/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-GREEN BAY BACHELOR OF ARTS IN MEDIA ARTS AND PRODUCTION

PROGRAM INTRODUCTION

The proposed Bachelor of Arts (B.A.) in Media Arts and Production at UW-Green Bay is an interdisciplinary program designed to equip students with the creative, technical, and analytical skills required for careers in media production, digital storytelling, corporate media, advertising, and the creative industries. Building on the strength of related programs in communication, theatre, writing and applied arts, and arts management, the B.A. in Media Arts and Production responds to strong student interest and workforce demand. It aligns with UW-Green Bay's mission to support innovation, civic engagement, and digital transformation. The program requires 120 total credits, including 49–50 credits specific to the major, and incorporates high-impact practices such as internships, collaborative projects, and applied coursework to enhance career readiness.

The program is structured to maximize existing faculty and resources across multiple departments, minimizing new instructional costs while promoting interdisciplinary collaboration. By drawing on courses already offered and encouraging connections with regional media organizations, the proposed major avoids the need for a cohort model or enrollment caps and allows students to enter the program at various points in their academic careers. UW-Green Bay's standard tuition structure, consistent with University of Wisconsin System Administrative Policy 805 (SYS 805), will apply. The program budget reflects this tuition model, utilizing pooled tuition revenue and leveraging existing infrastructure to ensure cost-effective delivery while maintaining compliance with institutional and systemwide financial policies.

COST REVENUE NARRATIVE

Section I – Enrollment

By Year 5, the Media Arts and Production (MAP) major is projected to enroll 150 students, representing 75 FTE (full-time equivalent) enrollments. It is expected that some students will enroll part time. Therefore, FTEs are reduced to reflect average and anticipated student enrollment patterns in which full-time students are assumed to take an average of 12 credits per semester and part-time students an average of 6 credits per semester. These estimates reflect anticipated enrollment patterns in similar interdisciplinary programs and support accurate financial and instructional planning for the B.A. in Media Arts and Production.

Section II – Credit Hours

The Bachelor of Arts in Media Arts and Production at UW-Green Bay is expected to generate a substantial number of new credit hours each year. Twenty-four credit hours per FTE student will be generated each year, resulting in 360 credit hours being generated in Year 1 and increasing to 1,080 by Year 5. These projections are based on student FTE growth as the students progress through the required major curriculum.

Section III – Faculty and Staff Appointments

The B.A. in Media Arts and Production major will rely on 0.5 FTE of current faculty and instructional academic staff to deliver coursework. No new faculty or staff positions are required during the program's first five years. This staffing model, paired with the program's interdisciplinary structure, enables the efficient use of existing instructional capacity and limits the need for additional course sections. Experiential learning opportunities—such as internships, collaborative projects, and community-based work—are embedded as high-impact practices that enrich student learning without directly contributing to traditional credit hour generation, resulting in a sustainable and cost-effective program design.

Section IV – Program Revenues

Tuition

The Media Arts and Production (MAP) major at UW-Green Bay will follow the university's standard tuition structure, consistent with University of Wisconsin System Administrative Policy 805 (SYS 805). Based on 2024-2025 undergraduate tuition and fee rates, Wisconsin full-time residents will pay \$3,562.44 in tuition each semester, or \$296.87 per credit. For this budget, given that a proportion of students will attend part-time, revenue is calculated per credit using new student FTE. As indicated in Section I, FTE student enrollments were calculated using a standard methodology that accounts for credit enrollment patterns of full-time and part-time students. Revenue accounts for incremental FTE increases across subsequent years to align with expected student progression through the program.

Fees

Additional fee revenues are not included in the cost and revenue analysis because they are allocated to cover specific expenses outside the Department of Communication and Information Sciences or are attributable to specific course materials. Students enrolled in distance education courses may be assessed an additional \$25.00 per credit in fees. These fees cover course development, instructional technology, and support services. Specific course-related fees may apply for specialized equipment, software, or production materials used in media production courses.

Program Revenues and GPR

Currently, no extramural grants, gifts, or other non-tuition revenue sources are allocated to the Media Arts and Production program. The program will operate using existing budget resources within UW-Green Bay and does not anticipate requiring new General Purpose Revenue (GPR) allocations or internal reallocations. While future opportunities for external funding, such as grants or philanthropic support, may be pursued to enhance program offerings, these are not currently factored into the program's budget projections. The tuition-based revenue model is expected to sustain the program without reliance on additional funding sources.

Section V – Program Expenses

Salary and Fringe

The development of the B.A. in Media Arts and Production leverages existing faculty and resources from multiple academic units, minimizing new costs while promoting interdisciplinary collaboration. The program design does not require cohort-based enrollment or enrollment caps, allowing for flexible student entry points and scalable growth over time. Additionally, the program builds upon established coursework and institutional expertise in communication, theatre, writing and applied arts, and arts management, ensuring efficient use of the university's current curriculum and instructional capacity.

Facilities and Capital Equipment

No additional planned expenses for facilities or capital with the launch of this program.

Other Expenses

No additional expenses are anticipated.

Section VI – Net Revenue

This program will utilize existing faculty and staff, primarily funded using GPR. The tuition revenue generated by additional student enrollments will generate new revenue with minimal new costs to the university. Net revenues will be pooled and allocated to cover other departments' instructional and student support services.



Date: 07 April 2025

To: Jay Rothman, UW-System President

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

From: Kate Burns, Provost and Vice Chancellor for Academic Affairs
UW-Green Bay

Subject: Authorization to Implement: Bachelor of Arts in Media Arts and Production (MAP)

I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Arts in Media Arts and Production (MAP) to our undergraduate program array. The program gained formal support from UW-Green Bay's shared governance at the Faculty Senate meeting on 11 December 2024.

The proposed MAP program is designed to equip students with media production, digital storytelling, performance, and critical analysis skills. Intended as a "discovery major," MAP will attract students through general education coursework and interdisciplinary collaborations with existing programs. The MAP major will aid in the university's overall retention efforts by helping students discover meaningful academic pathways that align with their interests, strengths, and career goals. The program aligns with UW-Green Bay's digital transformation goals and supports the region's growing media industry.

Courses will be offered both in-person and online to accommodate a range of students, including traditional students, transfer students, and career changers. To support transfer students, the program is developing articulation agreements with technical colleges, creating a seamless transfer pathway for students in Digital Media Technology programs. This reflects the university's commitment to access and student success.

The planning of the Media Arts and Production (MAP) major at UW-Green Bay was driven by student interest, interdisciplinary opportunities, and the university's strategic commitment to enrollment management and digital transformation. Rather than competing with existing programs at UW-Green Bay, MAP is structured to complement related fields, including Communication, Writing and Applied Arts, Theatre, and English. UW-Green Bay has existing faculty and instructional staff who will deliver coursework and assess student learning and conduct program reviews in this area. They all are qualified per Higher Learning Commission (HLC) and UW System requirements. This major will be particularly helpful for our Theatre faculty to contribute to since we recently suspended the Theatre major.

This interdisciplinary major is designed for students to discover as they complete their coursework and help retain them rather than having an accredited or professional program focus. Retention efforts for the MAP major will focus on student engagement through hands-on learning, faculty mentorship, and industry partnerships. The

program incorporates high-impact educational practices such as internships, community-based projects, and interdisciplinary collaboration, all of which have been shown to support student persistence and success.

I am fully supportive of the development of a Bachelor of Arts in Media Arts and Production at UW-Green Bay. We intend to review this program 3 years after implementation to ensure it is working as proposed. Please let me know if you require any additional information regarding the program, and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN
KOREAN LANGUAGE AND CULTURE AT
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Arts/Bachelor of Science in Korean Language and Culture at the University of Wisconsin-Madison.

Resolution C.7. 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 Korean Language and Culture program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes establishing a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Korean Language and Culture. The program would be offered by the Department of Asian Languages and Cultures in the College of Letters & Science. The proposed program will enrich UW-Madison's academic offerings by providing students with a comprehensive understanding of Korean culture, civilization, and research opportunities, preparing them for diverse career paths. The program comprises 120 credits and includes 16 credits of prerequisites and 27 credits of major course requirements. The major curriculum will encompass four years of Korean language instruction as well as courses in Korean linguistics, history, literature, film, and social sciences, including gender studies and sociology.

The demand for Korean language and cultural studies programs in the United States is growing. According to the Modern Language Association in 2019, the number of students studying Korean at U.S. colleges and universities increased by 50 percent in the past decade.¹ Interest in the proposed program at UW-Madison is evidenced by 65 percent

¹ Modern Language Association: <https://www.mla.org/>

growth in the Korean language program offered as part of the South Asian option within the B.A./B.S. in Asian Languages and Culture. Furthermore, strong economic ties between the United States and South Korea have created a growing demand for professionals skilled in Korean language and culture. Globally, South Korean companies increasingly seek to hire skilled workers in the United States.² The proposed B.A./B.S. in Korean Language and Culture will prepare a new generation of Korean specialists with the cultural, rhetorical, sociolinguistic, and research skills to work in bilingual, multilingual, and cross-cultural environments both in South Korea and at global companies in the United States.

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

² Korea Trade-Investment Promotion Agency (KOTRA): <https://www.kotra.or.kr/english/index.do>

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 KOREAN LANGUAGE AND CULTURE
AT THE UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes establishing a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Korean Language and Culture. The program would be offered by the Department of Asian Languages and Cultures in the College of Letters & Science. The proposed program will enrich UW-Madison's academic offerings by providing students with a comprehensive understanding of Korean culture, civilization, and research opportunities, preparing them for diverse career paths. The program comprises 120 credits and includes 16 credits of prerequisites and 27 credits of major course requirements. The major curriculum will encompass four years of Korean language instruction as well as courses in Korean linguistics, history, literature, film, and social sciences, including gender studies and sociology.

The demand for Korean language and cultural studies programs in the United States is growing. According to the Modern Language Association in 2019, the number of students studying Korean at U.S. colleges and universities increased by 50 percent in the past decade.¹ Interest in the proposed program at UW-Madison is evidenced by 65 percent growth in the Korean language program offered as part of the South Asian option within the B.A./B.S. in Asian Languages and Culture. Furthermore, strong economic ties between the United States and South Korea have created a growing demand for professionals skilled in Korean language and culture. Globally, South Korean companies increasingly seek to hire skilled workers in the United States.² The proposed B.A./B.S. in Korean Language and Culture will prepare a new generation of Korean specialists with the cultural, rhetorical, sociolinguistic, and research skills to work in bilingual, multilingual, and cross-cultural environments both in South Korea and at global companies in the United States.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison (UW-Madison)

Title of Proposed Academic Program

Korean Language and Culture

¹ Modern Language Association: <https://www.mla.org/>

² Korea Trade-Investment Promotion Agency (KOTRA): <https://www.kotra.or.kr/english/index.do>

Degree Designation(s)

Bachelor of Arts (BA) and Bachelor of Science (BS)

Proposed Classification of Instructional Program (CIP) Code

16.0303 Korean Language and Literature

Mode of Delivery

Single university, In-person delivery

Department or Functional Equivalent

Department of Asian Languages and Cultures

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

The proposed B.A./B.S. in Korean Language and Culture will be a valuable addition to the university's academic offerings. It will provide students with a comprehensive education in Korean culture and civilization and prepare them for various careers. The program will include four years of Korean language study, as well as courses in Korean history, culture, literature, film, gender studies, and sociology. Students will also have the opportunity to conduct research with the university's renowned faculty, who are experts in Korean studies. The B.A./B.S. in Korean Language and Culture will be an asset to the university in several ways. First, it will help to attract top students from around the world. Second, it will provide students with skills and knowledge they need to succeed in a variety of fields, such as business, education, international relations, and engineering. Third, it will help to promote understanding and cooperation between Korea and the United States.

UW-Madison is a major hub for Korean studies in the United States, and the B.A./B.S. in Korean Language and Culture will provide students with a strong foundation for further study or work in Korea or other parts of Asia. It will give students a competitive edge in the job market and their future careers. The Korean language, culture, and history are becoming increasingly important in the global world. South Korea is a major economic and political power, and Korean companies are investing heavily in the United States. Korean popular culture, known as "Hallyu," is gaining global popularity. Furthermore, North Korea continuously poses an ongoing, credible threat to the U.S. homeland and to allies in South Korea and Japan. Under these circumstances, the proposed new degree program will

provide students with the necessary skills and knowledge they need to succeed in fields and careers related to international relations. Students will learn Korean grammar, vocabulary, and pronunciation, and eventually achieve professional-level proficiency in Korean by graduation. In addition, students will learn and experience more about Korean culture, history, films, gender studies, and sociology.

Like all other undergraduate liberal arts majors offered in the College of Letters & Science, the B.A./B.S. in Korean Language and Culture will be available as an "additional major" to students completing baccalaureate programs in other schools and colleges on campus. It will be taught by a team of professionally trained and experienced Korean language instructors, as well as renowned professors in various fields. The program will also offer students a variety of student support services, including scholarship programs (e.g., The Hyuk Yu Korean Studies Fund), peer tutoring, and language partners.

Projected Enrollments and Graduates by Year Five

Table 1 shows enrollment and graduation projections for students entering the program over the next five years. Based on the comparable majors within the Department of Asian Languages and Cultures, including the Chinese and Japanese majors, the projections reflect the current capacity to meet the needs and interests of students in Korean studies at UW-Madison. To meet the needs of additional students from other majors, the current course offerings and student advising capacity are also considered; thus, the proposed B.A./B.S. in Korean Language and Culture is sustainable without overburdening the department or compromising the quality of the program's education.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	10	13	15	20
Continuing Students	5	12	17	23	30
Total Enrollment	12	22	30	38	50
Graduating Students	0	5	7	8	10

In Year 1, it is anticipated that five students currently enrolled in the B.A./B.S. in Asian Languages and Cultures program will transition to the new degree program. Over the first five years of the program, it is expected that a total of 70 students will have enrolled in the program. It is reasonable to anticipate that five students will graduate with the new B.A./B.S. in Korean Language and Culture by the second year. By the end of Year 5, it is expected that 30 students will have graduated. Projections assume a 100 percent persistence rate from year to year, corresponding to the overall persistence rate of other undergraduate programs in the department.

Tuition Structure

Standard tuition and fee rates will apply for students enrolled in the B.A./B.S. in Korean Language and Culture. 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 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 Korean Language and Culture will feature the following program learning outcomes:

1. Demonstrate a high level of independent comprehension of written and audiovisual content, adapting style and speed to various text types and purposes, and selectively using appropriate reference sources.
2. Exchange ideas in both English and the target language, expressing and supporting opinions while respecting diverse viewpoints.
3. Exhibit a deep understanding of pragmatic, sociolinguistic, and rhetorical features of the target language, as well as its cultural nuances.
4. Conduct independent research using both English and target language sources, efficiently gathering and selecting relevant information.
5. Produce effective academic writing in English, critically evaluating and synthesizing information from various sources in both English and the target language.

To achieve these learning outcomes, the program will systematically evaluate student learning relative to the following program objectives.

- Objective 1 - Develop Comprehensive Language Proficiency: Students will be able to understand, interpret, and respond to a wide range of written and spoken English and Korean with fluency and accuracy, adapting their communication style to various contexts and purposes.
- Objective 2 - Cultivate Critical Thinking and Cultural Awareness: Students will be able to analyze, evaluate, and synthesize information from diverse sources in both English and Korean, demonstrating a deep understanding of cultural nuances and historical contexts.
- Objective 3 - Enhance Effective Communication Skills: Students will be able to express their ideas, opinions, and experiences clearly and coherently in both oral and written forms both in English and Korean, while demonstrating respect for different perspectives and cultural values.
- Objective 4 - Foster Research and Academic Writing Skills: Students will be able to conduct independent research using various sources, including libraries and the internet, to gather and analyze relevant information. They will also be able to produce well-structured and persuasive academic writing in English.

- Objective 5 - Promote Lifelong Learning and Global Citizenship: Students will develop a lifelong commitment to learning and personal growth, recognizing the importance of language proficiency and cultural understanding in a globalized world. They will be able to engage in intercultural communication and contribute to global citizenship.

Aligned with the stated learning outcomes and program objectives, students in the B.A./B.S. in Korean Language and Culture will receive education and training that equips them to demonstrate these proficiencies. As a result, they will be well-prepared for a variety of roles and experiences after completing the program's requirements.

Program Requirements and Curriculum

The proposed B.A./B.S. in Korean Language and Culture will be an undergraduate-level major that could be pursued on its own or combined with other programs. Like all other undergraduate liberal arts majors offered 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.

Table 2 shows the proposed B.A./B.S. curriculum in Korean Language and Culture program. All UW-Madison undergraduates must complete 27-30 credits of university-wide General Education Requirements. 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. The curriculum will offer students skills they could apply in diverse graduate programs or to such professions as social and health services, international relations, law, education, business, marketing, journalism, and public administration. Students must complete 16 credits in prerequisite courses in first-, second-, third-, and fourth-semester Korean. The B.A./B.S. in Korean Language and Culture will include 27 course credits to fulfill major requirements including an additional required language course (3 credits), advanced language courses (9 credits); an introductory Korean studies course (3 credits); intermediate and/or advanced Korean studies course (9 credits); and a capstone course (3 credits).

Table 2: BA/BS in the Korean Language and Culture Program Curriculum

	22-30 credits
UNIVERSITY GENERAL EDUCATION REQUIREMENTS (GER)	
Humanities/Literature/Arts, 6 credits	
Natural Science, 4-6 credits	
Social Studies, 3 credits	
Communication Part A & Part B, 3-6 credits	
Ethnic Studies, 3 credits	
Quantitative Reasoning Part A & Part B (QRA & QRB), 3-6 credits	

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+ credit courses of intermediate/advanced level MATH, COMP SCI, or STAT courses (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)		
Prerequisite Courses		16 credits
ASIALANG 205		4 credits
ASIALANG 206		4 credits
ASIALANG 105		4 credits
ASIALANG 106		4 credits
Required language course		3 credits
ASIALANG 305: Fifth Sem Korean		3 credits
Advanced language courses Complete up to three courses from:		9 credits
ASIALANG 306: Sixth Sem Korean		3 credits
ASIALANG 381: Business Korean		3 credits
ASIALANG 405: Seventh Sem Korean		3 credits
ASIALANG 406: Eighth Sem Korean		3 credits
ASIALANG 456: Advanced Korean Through Audio-Visual Media		3 credits
Introductory Korean studies course Complete one course from:		3 credits
ASIAN 100: Gateway to Asia		3 credits
ASIAN/HIST 108: Introduction to East Asian History - Korea		3 credits
ASIAN 236: Asian Enchanted: Ghosts, Gods, and Monsters		3 credits
ASIAN 254: Korean Popular Culture		3 credits
ASIAN 255: Introduction to East Asian Civilizations		3 credits
Intermediate/Advanced Korean studies courses Complete up to three from:		9 credits
ASIAN 334: Gender, Work, and Family in East Asia		3 credits
ASIAN 335: Social Change in Contemporary South Korea		3 credits
ASIAN/HIST 355: Korean War to the 21 st century		3 credits
ASIAN 374: Korean Cinema		3 credits
ASIAN 433: Topics in East Asian Visual Cultures: The Two Koreas		3 credits
HIST 340: Cultural History of Korea		3 credits
HIST/INLT ST 332: East Asia & the US since 1899		3 credits
LITTRANS 374: Topics in Korean Literature		3 credits
POLI SCI 400: Politics of East and Southeast Asia		3 credits

Capstone course Complete one course from:	3 credits
ASIAN 600: Capstone Seminar in Asian Humanities	3 credits
ASIAN 630: Proseminar - Studies in Cultures of Asia	3 credits
ASIAN 655: Ethnography in Asia	3 credits
ASIAN 682: Senior Thesis	3 credits
ASIAN 692: Senior Thesis	3 credits
ASIAN 699: Directed Study	3 credits
Total Credits (Minimum)	120 credits

Collaborative Nature of the Program

Faculty in the Department of Asian Languages and Cultures will collaborate with others across the UW-Madison campus. There are no plans to collaborate with other UW institutions.

Projected Time to Degree

The B.A./B.S. in Korean Language and Culture 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 Korean Language and Culture will have an example four-year plan available in the *Guide* demonstrating how a student could complete the major 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 advisor 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

The demand for Korean language and cultural studies programs in the United States is growing. According to the Modern Language Association, the number of students studying Korean at U.S. colleges and universities has increased by 50 percent in the past decade. The Korean language program at UW-Madison has also seen impressive enrollment growth over the past 10 years, with a 65 percent increase. This demand is being driven by several factors, including:

- The growing economic and geopolitical importance of South Korea,

- The strategic importance and security concerns about North Korea,
- The increasing popularity of Korean popular culture, such as K-pop and K-dramas,
- The increasing number of Korean companies and tourists in the United States.

The proposed B.A./B.S. in Korean Language and Culture will meet this growing demand and prepare students for successful careers in a variety of fields, such as business, international relations, education (e.g., teaching English/Korean), media and entertainment, and tourism and translation.

The B.A./B.S. in Korean Language and Culture is committed to providing students with the knowledge, skills, and cultural understanding they need to succeed in a globalized world. This mission aligns with UW-Madison's strategic framework that highlights the importance of working with and learning from people of diverse backgrounds and views. The commitment to the promotion of cultural diversity and social justice that animates the curriculum furthers the institution's belief that neither origin nor economic background should be barriers to participation in the community. Furthermore, the program's emphasis on experiential learning, applied research, and service furthers the Wisconsin Idea, seeking solutions to concrete problems in the larger community. The academic program also contributes to the recruitment and retention of students and faculty of diverse backgrounds and helps to improve campus climate, key priorities of the university's Diversity Framework.

Institution and Universities of Wisconsin Program Array

There are currently no Korean-focused academic credentials available at UW-Madison. No other institution within the Universities of Wisconsin offers an undergraduate program in Korean. However, some of UW-Madison's peer institutions in the Midwest do have a major in Korean (or a combined major in Korean with East Asian Studies), including Indiana University-Bloomington, the Ohio State University, the University of Illinois-Urbana-Champaign, the University of Iowa, the University of Michigan-Ann Arbor, the University of Minnesota-Twin Cities, and Washington University in St. Louis.

Need as Suggested by Student Demand

Based on advising discussions with students at various stages (i.e., prospective freshmen, first-year students, and students at the time of declaration), there is a clear interest in a Korean degree program at UW-Madison. For example, in October 2023, a survey of 152 students in the Korean language program was conducted. Students were asked, "How likely would you be to declare a Korean major, either as a standalone or additional major?" Of the 135 students who responded, 83 students responded positively to the proposed major: 16 said "definitely," 33 said "very likely," 10 said "somewhat likely," and 24 said "possibly." An additional 10 students requested more information before indicating any interest in the major.

Need as Suggested by Market Demand

The United States and South Korea have enjoyed a strong bilateral relationship for decades, underpinned by robust economic ties. This relationship has fostered the growth of numerous U.S. businesses in South Korea, making the country a significant market for American companies. Specifically, U.S. businesses have established a presence in various sectors within South Korea, with notable concentrations in the following areas: automotive (e.g., GM and Ford), AI and technology (e.g., Google, Apple, and Microsoft), financial services (e.g., Bank of America and Chase), manufacturing (e.g., P&G and Johnson & Johnson), and retail business (e.g., Costco).³

Furthermore, global South Korean companies are increasingly seeking to hire skilled workers in the United States.⁴ For example, the global giant Samsung⁵ produces advanced chips and home appliances employing about 20,000 Americans in California, Michigan, South Carolina, and Texas. According to Hyundai USA,⁶ nearly 190,950 people design, engineer, build, and service Hyundai cars in the United States. In July 2022, South Korean SK Group announced⁷ a \$22 billion investment in the United States, with plans to invest more than \$52 billion by 2025. The investment includes building two gigafactories in Tennessee and Kentucky in partnership with Ford; increasing production of electric vehicle batteries, semiconductors, and pharmaceuticals; and investing in green energy bioscience and other technology industries. These strong economic ties between the United States and South Korea have created a growing demand for professionals skilled in Korean language and culture. UW-Madison's proposed B.A./B.S. in Korean Language and Culture will equip students with the knowledge and skills they need to capitalize on these opportunities in South Korea and at global companies in the United States.

South Korea's rich culture, vibrant cities, and strong emphasis on education make it an attractive destination for English teachers. A national push for communicative English education further fuels this demand. Since 2006, the Ministry of Education in South Korea has mandated that all elementary and middle schools hire native English speakers as assistants. As Koreans themselves recognize, "English language proficiency is a necessary skill for chances in higher education and prospective careers."⁸ Students in the B.A./B.S. in Korean Language and Culture will be well-prepared for these roles, equipped with linguistic skills and intercultural knowledge that enable effective communication with Korean clients

³ US-Korea Business Council: <https://www.uschamber.com/program/international-affairs/asia-program/us-korea-business-council>

⁴ Korea Trade-Investment Promotion Agency (KOTRA): <https://www.kotra.or.kr/english/index.do>

⁵ Samsung USA: <https://www.samsung.com/us>

⁶ Hyundai USA: <https://www.hyundaiusa.com/>

⁷ CNN: <https://www.cnn.com/2022/07/27/business/south-korea-sk-group-plans-us-investment-intl-hnk/index.html>

⁸ Asia Society: <https://asiasociety.org/korea/kotex-issue-no1-korean-education-and-english-language-monolingual-or-bilingual>

and colleagues. Their deep understanding of Korean culture and society will also be invaluable for working in Korea or with Korean people and companies in the United States.

University of Wisconsin-Madison						
Cost and Revenue Projections For BA/BS-Korean Language and Culture						
	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	7	10	13	15	20
	Enrollment (Continuing Student) Headcount	5	12	17	23	30
	Enrollment Total FTE	12	22	30	38	50
II	Total Credit Hours	132	242	330	418	550
III	FTE of Current Faculty	3	3	3.5	3.5	4
	FTE of Current IAS	1	1	1.5	1.5	2
	FTE Current Admin Staff	0.5	0.5	0.5	1	1
IV	Revenues					
	Tuition (based on \$416.92/credit)	\$55,033	\$100,895	\$137,584	\$174,273	\$229,306
	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	\$424,967	\$388,705	\$468,449	\$481,023	\$550,045
	Total Revenue	\$480,000	\$489,600	\$606,033	\$655,296	\$779,351
	V	Expenses				
Salaries Including Fringes						
Faculty		\$360,000	\$367,200	\$436,968	\$445,707	\$519,567
Instructional Academic Staff		\$85,000	\$86,700	\$132,651	\$135,304	\$184,013
Administrative and Student Support Staff		\$35,000	\$35,700	\$36,414	\$74,285	\$75,770
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		\$480,000	\$489,600	\$606,033	\$655,296	\$779,351
	Net Revenue	\$0	\$0	\$0	\$0	\$0

Provost's Signature:



1/23/2025

Chief Business Officer's Signature:



1/24/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF ARTS/SCIENCE IN KOREAN LANGUAGE AND CULTURE

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes establishing a B.A./B.S. in Korean Language and Culture offered by the College of Letters and Science. The degree program will add to other pooled tuition baccalaureate majors offered in the Department of Asian Languages and Cultures; standard tuition rates will apply. This 120-credit program parallels the structure of other undergraduate degree programs in the department, requiring a strong foundation in language study and substantive engagement in an array of interdisciplinary courses in Korea's history, culture, and politics. The program aims to provide students with a comprehensive understanding of Korean culture and prepare them for diverse career paths by developing advanced language skills that enable them to communicate fluently in English and Korean across various contexts. Students will develop critical skills in analyzing and synthesizing information from diverse sources, conducting independent research, producing well-structured academic writing, and skilled intercultural communication. Resources dedicated to enhancing language instruction in Korean and expanding course offerings on the cultures of the region have been increased in response to growing student interest in Korea's cultural and geopolitical importance, as well as its position relative to global security. The proposed B.A./B.S. in Korean Language and Culture will be delivered in-person.

COST REVENUE NARRATIVE

Section I – Enrollment

Student enrollment in the B.A./B.S. in Korean Language and Culture will draw from currently enrolled UW-Madison undergraduates. Undergraduates enrolled at UW-Madison will elect to pursue the proposed B.A./B.S. in Korean Language and Culture as a choice among UW-Madison's more than 100 undergraduate programs. For planning purposes, assumptions include the expectation that all students will complete coursework beginning with first-year language study, which may be started before formally entering the program. Projections assume a 100 percent persistence rate from year to year, corresponding to the overall persistence rate of other undergraduate programs in the department, and a graduation rate of 88 percent, like the graduation rate from sophomore status.

In Year 1, it is anticipated that 12 students will enroll in the program, of which 7 represent new students to the major and 5 represent students who are currently enrolled in the B.A./B.S. in Asian Languages and Cultures program and who are expected to transition to the new degree program. Enrollment is anticipated to grow to 22 students in Year 2, 30 in Year 3, 38 in Year 4, and 50 in Year 5. Over the first five years of the program,

it is expected that 70 students will have entered the major and 30 students will have graduated. This conservative estimate supports planning, and enrollments may be higher.

Section II – Credit Hours

The major curriculum consists of core and elective credits offered by the Department of Asian Languages and Cultures and collaborating departments; the specified curriculum includes 27 credits, to be completed after students complete or test beyond the fourth semester of Korean language study. Because Korean is not commonly taught at the secondary level, a conservative projection would include these additional 16 credits in the calculation. Thus, for most students, the program will require 43-44 credits out of 120 credits needed for the degree/major.

For the credit hour estimate, students are assumed to begin taking their language courses for the major in their first 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 four years of study. Therefore, the total number of credits attributed specifically to the major, annually, is estimated to be the number of enrolled students multiplied by 11 credits per year. By the fifth year of the program, the total number of credits attributed specifically to the major is projected at 1,672 student credit hours generated as enrollment grows.

All courses for this major are currently offered at UW-Madison because they are already included in a range of related programs. The Department of Asian Languages and Cultures expects to be able to accommodate students in the major with current staffing levels.

Section III – Faculty and Staff Appointments

There is currently the capacity to implement this program because the College of Letters & Science has increased the number of faculty in the Department of Asian Languages and Cultures since 2015, following a strategic planning initiative studying “The Future of Asian Studies at UW-Madison.” Current departmental staff include a full-time undergraduate program advisor and department administrator, a half-time graduate program coordinator, 2.0 FTE teaching faculty, 2.5 FTE tenure-line faculty (one serves as the program director), and 1.5 affiliated faculty in two other departments. Thus, the program employs 6.0 FTE and another 2.5 FTE in non-teaching roles. Of these current faculty/staff roles, it is estimated that 3.0 faculty FTEs, 1.0 FTE of instructional staff, and 0.5 FTE of non-instructional staff will directly provide services for the B.A./B.S. in Korean Language and Culture in its first year of implementation. 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 Korean Language and Culture will draw on the existing pool of UW-Madison undergraduates. No new additional funding for this program will be provided to the department by the College of Letters & Science. The proposed program 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

The projections include tuition revenue estimates based on student major credit hours taken annually at the \$416.92 per credit tuition rate (excluding segregated fees). A segment of the enrollment projections includes students who will transition from another major within the department. 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 the more general Asian Languages and Cultures program.

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 \$55,033 in Year 1, and \$229,306 by Year 5. No new costs are associated with offering this major.

Program Revenues and GPR

The GPR reallocation line illustrates that by Year 5, the program will not be a net contributor to General Program 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 Korean Language and Culture would offer UW-Madison undergraduates a new major option without additional expenses beyond the department's current budget.

Section V – Program Expenses

No new faculty or staff will be recruited at this time. All courses needed to fulfill the major's requirements already exist. The program budget assumes that expenditures for faculty and staff will remain at the current levels. Promotion and marketing will be incorporated into the general promotional materials (e.g., website, brochures) prepared for all academic programs offered by the department. Because the program uses existing courses, there are no course development costs.

Salary and Fringe

The proposed B.A./B.S. in Korean Language and Culture will be staffed by existing program faculty and staff. No new salary and fringe expenses will be incurred. The current related salary expenses are 3.0 faculty FTEs, averaging \$120,000 per year; 1.0 FTEs of instructional staff, averaging \$85,000 per year; and 0.5 FTE of non-instructional staff at \$70,000 per year. 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.

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 for 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 Korean Language and Culture is a traditional pooled tuition program. Tuition revenues from students in this program will be pooled at the institution level and used to support student instruction and services.



Date: 20 February 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-Korean Language and Culture

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-Korean Language and Culture 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 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
Eric Wilcots, Dean, College of Letters & Science
Elaine Klein, Associate Dean for Academic Planning, College of Letters & Science
Grant Nelsestuen, Associate Dean of Arts and Humanities, 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)
BACHELOR OF SCIENCE IN
INTEGRATED STUDIES,
UNIVERSITY OF WISCONSIN-RIVER FALLS**

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Science in Integrated Studies at the University of Wisconsin-River Falls.

Resolution C.8. That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Integrated Studies program at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin River Falls (UW-River Falls) proposes to establish a Bachelor of Science in Integrated Studies (BSIS). This program will enable students to customize a degree program to serve unique personal and professional goals that do not align neatly with existing programs offered on our campus, opening a distinct area for growth. Since 2016, over one-third of the top 20 skills requested in national job postings have changed, with one in five skills being an entirely new requirement for that job.¹ As a flexible and customizable degree plan, the B.S. in Integrated Studies (BSIS) will enhance career prospects for many students, especially those who aspire to careers in evolving or newly emerging fields. The flexibility to adjust their educational journey and refine their educational goals will support recruitment and retention particularly among re-entry students who already have some college experience. This program will require students to complete the traditional 120 credits minimum for a bachelor's degree consisting of a minimum of 40 credits of general education courses, 54 credits required by the major

¹Matt Sigelman, "Shifting Skills, Moving Targets, and Remaking the Workforce", The Burning Glass Institute, 12 June 2023: www.burningglassinstitute.org/research/shifting-skills-moving-targets-and-remaking-the-workforce

within an area of emphasis (minimum of 24 credits) and two areas of support (minimum of 9 credits for each area), and the remaining credits fulfilled through elective coursework. The program would use the standard tuition structure for undergraduates at UW-River Falls. The GPR-funded BSIS requires no new faculty and few added resources to be delivered effectively.

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
BACHELOR OF SCIENCE IN INTEGRATED STUDIES
AT UNIVERSITY OF WISCONSIN-RIVER FALLS
PREPARED BY UW-RIVER FALLS**

ABSTRACT

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Bachelor of Science in Integrated Studies (BSIS). This program will enable students to customize a degree program to serve unique personal and professional goals that do not align neatly with existing programs offered on our campus, opening a distinct area for growth. Since 2016, over one-third of the top 20 skills requested in national job postings have changed, with one in five skills being an entirely new requirement for that job.¹ As a flexible and customizable degree plan, the B.S. in Integrated Studies (BSIS) will enhance career prospects for many students, especially those who aspire to careers in evolving or newly emerging fields. The flexibility to adjust their educational journey and refine their educational goals will support recruitment and retention particularly among re-entry students who already have some college experience. This program will require students to complete the traditional 120 credits minimum for a bachelor's degree consisting of a minimum of 40 credits of general education courses, 54 credits required by the major within an area of emphasis (minimum of 24 credits) and two areas of support (minimum of 9 credits for each area), and the remaining credits fulfilled through elective coursework. The program would use the standard tuition structure for undergraduates at UW-River Falls. The GPR-funded BSIS requires no new faculty and few added resources to be delivered effectively.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-River Falls

Title of Proposed Academic Program

Integrated Studies

Degree Designation(s)

Bachelor of Science

¹Matt Sigelman, "Shifting Skills, Moving Targets, and Remaking the Workforce", The Burning Glass Institute, 12 June 2023: www.burningglassinstitute.org/research/shifting-skills-moving-targets-and-remaking-the-workforce

Proposed Classification of Instructional Program (CIP) Code

30.9999 – Multi-/Interdisciplinary Studies, Other.

Mode of Delivery

Single university

In-Person

Department or Functional Equivalent

College of Arts and Sciences

College, School, or Functional Equivalent

College of Arts and Sciences

Proposed Date of Authorization

June 6, 2025

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

The Integrated Studies degree provides a customizable academic framework, empowering students to shape programs that have interdisciplinary expertise vital for rapidly evolving career landscapes, thereby enhancing both enrollment and retention. This program requires minimal new resources due to the fact that the customizable major is built from existing course options and a single high impact practice (HIP) capstone course. A 0.25 FTE reassigned faculty director (supported within the existing College of Arts and Sciences budget), will promote and recruit for the program, will provide essential advising and mentoring to ensure students design a reasonable and thoughtful plan of study that advances their goals, and will lead the capstone course. The integrative capstone will oblige students to synthesize and reflect on their integrative learning, as well as publicly present the knowledge and skills they have acquired—ensuring they can convey their personal and professional course array effectively to employers and others. This approach not only prepares graduates for emerging fields but also streamlines their academic journey, minimizing common setbacks associated with traditional major changes.

Projected Enrollments and Graduates by Year Five

Table 1 presents enrollment and graduation projections for the B.S. in Integrated Studies (BSIS) program over the first five years. Enrollment projections were developed by analyzing similar programs at UW-River Falls, such as Agricultural Studies, which allows students to customize an agriculture-based major, and "Exploratory" (i.e., undecided)

studies. Since 2020, UW-River Falls conferred 30 Agricultural Studies B.S. degrees, suggesting an average of 8 students starting the program annually, assuming a four-year completion time. The BSIS degree will provide customizability across the entire university, whereas the Agricultural Studies degree is agriculture focused.

Additionally, since 2021, approximately 120 students per year were identified as exploratory students. Based on advising experiences, it is estimated that 5% of these exploratory students, or 6 students per year, will choose the BSIS major. Furthermore, approximately 220 students per year change their major, and it is estimated that 3% of these students will opt for a BSIS degree (assuming a similar growth rate to the Agricultural Studies major). Combining these two categories, it is estimated 13 students per year will switch to the BSIS major as continuing students. It is anticipated that approximately 1% of new students (freshman and transfer; approximately 10 students) will choose the BSIS major beginning in Year 2. Thus, Year 1 projected total enrollment is 13 students, and using a conservative 3% annual growth rate similar to other system programs, projected new student enrollments for Years 2, 3, 4, and 5 are 10, 10, 11, and 11 students, respectively.

New students are projected to be retained from Year 2 to Year 3 at a conservative retention rate of 70%. This is below UW-River Falls' average retention rate of 75% but is consistent with the exploratory student's retention rate of 65% for freshmen and 70% for transfer students. Table 1 reflects the projected enrollments and graduation numbers after incorporating retention rates. Existing UW-River Falls programs will likely maintain course-level enrollment but may see a decrease in declared majors as students opt for the BSIS major. Students in this major are assumed to maintain a full-time course load, equating to 1 FTE per 1 student headcount. By Year 5, it is expected 74 students will be enrolled in the program, and by the end of Year 5, 44 students will have graduated from the program.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	10	10	11	11
Continuing Students	13	26	45	60	63
Total Enrollment	13	36	55	71	74
Graduating Students	0	1	5	18	20

Tuition Structure

For students enrolled in the Integrated Studies program, standard tuition and fee rates will apply. For the 2024-25 academic year, residential tuition and segregated fees total \$4,503.98 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$3,560.28 is attributable to tuition and \$943.70 is attributable to segregated fees. Nonresident tuition and segregated fees total \$8,735.06 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$7,791.36 is attributable to tuition and \$943.70 is attributable to segregated fees. All students pay a

textbook rental fee of \$92.15/semester, included in the segregated fees. The courses for this program will be delivered primarily through in-person classes. However, depending on the courses selected by the student to complete their program requirements, some may be available in hybrid and 100% online modalities. All undergraduate online courses have an online fee of \$50 per credit for the first three credits, except for courses in the School of Business and Economics (SBE). SBE undergraduate online courses have an online fee of \$70 per credit for the first six credits. No program-specific course fees are expected although individual courses may have them.

Student Learning Outcomes and Program Objectives

Course-level learning outcomes will vary based on the *area of emphasis* and *areas of support* selected; however, all students who complete the B.S. in Integrated Studies will be able to:

- Communicate effectively the individually designed area of study in spoken, written, and/or digital form conforming to the norms of the disciplines represented.
- Research and evaluate information relative to the specific subject matter within the chosen area of study applying the methodology (e.g. skills, terminology, and practices) typical for that area.
- Create learning objectives for their individual program of study.
- Demonstrate breadth and depth of knowledge in three or more areas of study.
- Communicate effectively the interconnectedness of academic areas in a coherent program of study.
- Demonstrate through a portfolio and capstone presentation, the application of acquired knowledge and skills to challenging intellectual and/or real-world problems.

Program Requirements and Curriculum

The BSIS is an undergraduate program designed to serve students with educational and career goals that do not fit cleanly in the standard majors available, or whose prior coursework cannot be efficiently applied to existing degree pathways without substantial delays or additional costs. Such obstacles frequently result in a decision to leave college altogether.

The BSIS will be delivered through traditional in-person instruction with a possibility for some courses to be offered in an online or hybrid format. Any undergraduate course in a program that does not require program-specific admission may be part of a student's integrated course selection, provided certain concentration requirements are achieved to ensure sufficient quality and depth within the resulting degree.

A wide variety of fields may be integrated within this program, but to enhance the career prospects of the program's graduates, each graduate is required to be conversant in

the prevailing methods of at least one of the selected fields/areas (i.e., the area of emphasis). In addition, graduates will be able to articulate how the selected fields can be assembled in a productive and valuable way. Finally, graduates will be able to provide a concrete instance of their work to integrate those fields (i.e., the capstone experience).

The proposed BSIS curriculum will be offered within the university's existing program offerings in addition to the development of the required culminating capstone experience to synthesize learning from the selected areas of concentration. The student, in consultation with the program director, will assemble a plan of interdisciplinary coursework based on their personal and professional goals. Laff and Carlson² describe a field of study approach where students build meaning into their curriculum from the beginning and throughout their undergraduate journey.

To earn the BSIS degree, students must complete:

- Major requirements (54 credits)
 - Must complete the capstone experience - BSIS 480 (3 credits)
 - A minimum of 24 credits in one area of emphasis
 - A minimum of 9 credits in each of at least two areas of support
- General Education and University Requirements (40-46 credits)
- General electives (20-26 credits)
- A minimum of 21 credits must be in courses numbered 300 or higher.
- 120 credits are required, with at least 48 credits earned at a four-year institution and at least 30 credits from UW-River Falls, including the final 15 credits.

Courses in the **area of emphasis** may come from any campus discipline. These courses may be customized by the student in consultation with an advisor or selected from a college-planned concentration area (i.e., areas developed based on interests identified by students and employers). Courses in this area should work closely and purposefully toward understanding of a particular topic of study, within a structure that gives both breadth and depth to their education.

Courses in **areas of support** may come from any campus discipline. These courses, approved by an advisor, should entirely or peripherally support and inform the area of emphasis with added relevant knowledge, skills, experience, and inquiry.

All students will be required to take the normal array of General Education and University Requirements (GEUR) program. This includes a minimum of 40 credits depending on the specific courses chosen.

² N.S. Laff & S. Carlson, "Hacking College: Why the Major Doesn't Matter—and What Really Does", JHU Press, 2025

A specific example of a customized Integrated Studies plan that could be designed for someone interested in animal behavior is outlined below. This major might be chosen by someone who is interested in studying animals but is more interested in pursuing an advanced degree doing research on animal behavior in a variety of settings—not just in agriculture or with companion animals.

Table 2: BS in Integrated Studies Program Curriculum

General education courses required for graduation (example):		
ACD	MNGT 330 - Managing Workplace Diversity	3 credits
GP	AGEC 250 - World Food and Population	3 credits
CW	ENGL 100 - Academic Reading and Writing	3 credits
CS	COMS 101 - Fundamentals of Communication	3 credits
CA	ENGL 200 - Reading, Writing & the Disciplines	3 credits
SB-1	PSYC 100 - General Psychology*	3 credits
SB-2	POLS 260 - Introduction to International Relations	3 credits
HFA-1	MUS 100 - Understanding Music	3 credits
HFA-2	PHIL 151 - Living Issues in Philosophy	3 credits
MATH	MATH 147 - College Algebra and Trigonometry	4 credits
SI-1	CHEM 111/116 - General Chemistry I with Lab*	5 credits
SI-2	BIOL 160 - Research Focused General Biology*	4 credits
HW	HEAL 108 - Health and Fitness for Life	1 credit
EC	SOWK 150 - Introduction to Social Work	3 credits
Total Credits		44 Credits
Program prerequisites or support courses:		
None		
Academic degree program or major course requirements (example program):		
Area of Emphasis- Behavior and Development		
	PSYC 100 - General Psychology*	3 credit(s)
	PSYC 201 - Behavioral Statistics	3 credit(s)
	PSYC 216 - Research Methods	3 credit(s)
	PSYC 245 - Lifespan Development	3 credit(s)
	PSYC 260 - Behavior Modification	3 credit(s)
	PSYC 335 - Developmental Psychology	3 credit(s)
	NSCI 111 - Introduction to Neuroscience	3 credit(s)
	NSCI 356 - Neurobiology	3 credit(s)
Total Credits		24 credits
Area of Support- Foundational STEM		
	BIOL 160 - Research Focused General Biology*	4 credit(s)
	CHEM 111/116 - General Chemistry 1 with lab*	5 credit(s)
	BIOL 230 - General Zoology	3 credit(s)
	BIOL 360 - Ecology	3 credit(s)
	BIOL 240 - Cell and Molecular Biology	3 credit(s)

BIOL 350 - Genetics and Evolution	3 credit(s)
Total Credits	21 credits
Area of Support- Animal Science	
ANSC 121 - Companion Animals	3 credit(s)
ANSC 317 - Companion Animal Behavior	3 credit(s)
ANSC 321 - Companion Animal Management	3 credit(s)
Total Credits	9 credits
Integrated Studies Course - BSIS Capstone	3 credits
Total Program Credits	57 credit(s)
General Electives	31 credits
Total Credits	120 credits

*These courses are required in the program but are taken as part of General Education. The credits will be counted only once toward the total 120 credits needed to graduate, but the course may meet multiple requirements.

Collaborative Nature of the Program

The BSIS will be a highly collaborative degree that will require the director of the program to work individually with the student and with the necessary academic departments to create a program degree plan that both fits the needs of the student and is academically challenging from the perspective of the involved departments. The program will serve transfer and re-entry students and has strong potential for articulation agreements with area community colleges and technical schools.

Projected Time to Degree

The projected time to degree for a B.S. in Integrated Studies is four years, assuming no credits are transferred in. With sufficient transfer credits the time to degree could be 1-3 years. Given the flexibility of the curriculum, it will also enable accelerated paths into advanced degrees in certain fields. Per UW- River Falls credit for prior learning policy, re-entry students may be able to receive credit for their experiences.

Accreditation

UW-River Fall's B.S. in Integrated Studies is not part of a separate accreditation agreement. This proposed degree has received Higher Learning Commission approval.

PROGRAM JUSTIFICATION

Rationale

The Bachelor of Science in Integrated Studies (BSIS) provides educational opportunities not available via UW-River Fall's current degree program array. By offering the curricular flexibility to integrate coursework across UW-River Fall's colleges and disciplines, the BSIS will enable students to design learning to fit their personal and professional goals beyond the scope of a conventional major. This path advances student

success as well as strategic university growth by enabling UW-River Falls to readily adapt to changing trends in education and employment—particularly for students interested in new or emerging fields that may not be well served by present established majors. The BSIS also offers significant benefits for transfer, military, and/or nontraditional students, whose prior educational and professional experiences may not align precisely with standard majors but can be intentionally augmented with interdisciplinary coursework to provide a meaningful path to timely degree completion. Credit for prior learning may be suitable for these students. For many of these students, the BSIS may be the key factor in graduating with demonstrably better career options. In this regard, it clearly advances UW-River Falls's vision as a student-centered institution that provides excellent programs serving the needs of our region, the state, and beyond, with a commitment to interactive learning and student success.

Institution and Universities of Wisconsin Program Array

UW-River Falls has an Agricultural Studies (CIP Code 01.0000) program that caters to students in the College of Agriculture, Food, and Environmental Sciences (CAFES) who want “experience and knowledge in a wide range of agricultural disciplines.” Students in this program will take courses from all five departments in CAFES, working with their adviser to develop a degree plan beyond the 15-credit “foundation requirements” courses. The proposed BS in Integrated Studies would extend across all colleges and departments with added structure provided by the director. Due to the difference in curricular focus, it is not anticipated that the new Integrated Studies program will have a significant impact on the enrollment in the Agricultural Studies Program. The UW-River Falls “Exploratory” or “Pre-Major” (CIP Code 24.0199) program is designed for undecided students who need assistance with career exploration. It is anticipated that 5% of these students will select the Integrated Studies major.

Every UW university has an individualized major, although by various program names. UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater offer an “Individualized Studies” major under CIP Code 30.9999. In related curricular areas (CIP Codes 24.0101 or 24.01013), UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Parkside also offer individualized majors.

Need as Suggested by Student Demand

The 2023-2024 Deloitte Report for UW-River Falls recommended “Expanding Access to Re-Entry with Interdisciplinary Degrees” and stated: “A high concentration of large employers, paired with a growing high school graduate population, makes MSP (Minneapolis-St. Paul) a prime market for targeting both traditional UG (undergraduate) students, as well as adult learners who may be interested in upskilling or career switching. Over 1.2 million 25+ year olds in the metro area have not yet completed a bachelor's degree.” Adult learners, whether degree-completers or those looking to upskill or reskill, require a rethinking of the typical academic portfolio to include offerings that align with

potential time constraints, draw direct connections between programs and career outcomes, and incorporate skills and knowledge that adult learners may have already acquired. The flexibility of the B.S. in Integrated Studies program will be attractive to prospective students re-entering college.

The American Association of Community Colleges (AACC) reported that overall enrollment at public two-year colleges and community colleges increased 4.3%, with a 4.8% increase in full-time enrollment.³ However, historically there has been a gap between the number of students who indicate they intend to transfer to a four-year institution (~80%) and those who actually transfer (~32%), according to the Community College Research Center (CRCC).⁴ Marketing the BSIS major to potential transfer students should highlight the value of UW-River Fall's degree offerings and showcase how degree completion can propel careers. Wisconsinites with some college, no degree comprise over 12% of the state population. This data suggests that articulation agreement partnerships with community colleges would serve these students' needs.

A recent Newsweek article, "Higher Education Expert: The Untapped Potential of the Millions of Americans with Some College, No Degree," indicates that over 39 million Americans have some college with no credential.⁵ Although there are myriad reasons for dropping out, many of these decisions stem from the intertwined factors of cost, excessive time to degree, and poor program fit. A substantial fraction of these students leave college after completing well over half of the requirements to earn a degree. For example, one study of over 300,000 degree-seeking students by Civitas Learning found that, of those who drop out, nearly one in five had completed at least 75% of their program requirements, and nearly one in 10 had completed at least 90%.⁶ For these students, it is clear that providing an efficient pathway to return to college to earn a BSIS degree would be highly valued, as the bachelor's degree significantly expands the number and type of occupations for which they are qualified. Students can tailor their BSIS areas of study according to the high-need areas of the labor force with connections and relevance to student interests and passions, providing them with a significant, competitive advantage in an interdisciplinary or emerging field, as well as cultivating a more versatile skill set than one typically acquires within a more conventional major.

³ M. Dembicki, "Snapshot of fall enrollments, finances and more", Community College Daily, (January 8, 2025): <https://www.ccdaily.com/2025/01/snapshot-of-fall-enrollments-finances-and-more/>

⁴ A. C. Kafka, "Why Don't More Community-College Students Transfer?", The Chronicle of Higher Education, (September 9, 2022): <https://www.chronicle.com/why-dont-more-community-college-students-transfer>

⁵ Yolanda Spiva, "Higher Education Expert: The Untapped Potential of the Millions of Americans with Some College, No Degree", Newsweek, (January 11, 2024): <https://www.newsweek.com/higher-education-expert-untapped-potential-millions-americans-some-college-no-degree-1849354>

⁶ Pete Musto and Ashley Thompson, "Study: Many Students Who Quit College are Close to Completion", VOA: Learning English, 18 August 2018: <https://learningenglish.voanews.com/a/many-students-leave-college-without-a-degree-close-to-completion/4533016.html>

Since 2022, there are 391 students who have stopped out from UW-River Falls. These students have a GPA between 2.0 and 4.0 and a balance due to the university less than \$1,000.00. Of the 391 students, 114 have earned 90 credits or greater. While the structure and focus of traditional majors offer advantages for students preparing for well-established occupations, these same aspects of the curricula may hinder novel combinations of interdisciplinary skills needed in new or rapidly evolving fields (e.g. the interface of life science and information technology).

Need as Suggested by Market Demand

A flexible, customizable degree path has long been a desirable option to students and universities alike to enable more nimble curricular responsiveness to changing trends. The need for such options has taken on new urgency amid the disruptive effects of artificial intelligence and other emerging technologies, which are swiftly reshaping how we think about labor and learning alike. A World Economic Forum survey stated that employers anticipate 23% “labor market churn” in the next five years as new jobs emerge, and some become obsolete.⁷ So, too, the standard advice now offered at Workforce Summits is to cultivate a flexible skill set spanning from technical knowledge to creative skill. Additionally, DataUSA⁸ and the National Center for Educational Statistics⁹ show growth in students graduating with multidisciplinary degrees and in the workforce. The BSIS degree will “futureproof” the employability of participating UW-River Falls students against increasingly unpredictable shifts in the skills required for certain occupations. In this environment, it is more essential than ever that UW-River Falls establish a flexible, cross-disciplinary degree option that enables our students to respond nimbly to changing occupational trends and needs.

⁷ “The Future of Jobs Report 2023”, World Economic Forum, (May 2023):

<https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

⁸ “Interdisciplinary Studies”, Data USA, (2022): <https://datausa.io/profile/cip/interdisciplinary-studies>

⁹ “Table 322.10: Bachelor’s Degrees Conferred by Postsecondary Institutions, by Field of Study: Selected Academic Years, 1970-71 through 2020-21”, (2022). U.S. Department of Education, National Center for Education Statistics, (2022):

https://nces.ed.gov/programs/digest/d22/tables/dt22_322.10.asp

University of Wisconsin - River Falls						
Cost and Revenue Projections For Bachelor of Science Integrated Studies						
	Items	Projections				
		2025	2026	2027	2028	2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	0	10	10	11	11
	Enrollment (Continuing Student) Headcount	13	26	45	60	63
	Graduates	0	1	5	18	20
	Enrollment (New Student) FTE	0	10	10	11	11
	Enrollment (Continuing Student) FTE	13	26	45	60	63
II	Total New Credit Hours	0	3	15	54	60
	Existing Credit Hours	0	420	600	636	648
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0.25	0.25	0.375	0.675	0.675
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	Tuition	\$0	\$125,208	\$182,040	\$204,240	\$209,568
	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	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$0	\$125,208	\$182,040	\$204,240	\$209,568
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$13,000	\$13,000	\$17,500	\$26,500	\$26,500
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$4,243	\$4,243	\$4,243	\$4,243	\$4,243
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$5,369	\$5,369	\$7,228	\$10,945	\$10,945
	Fringe University Staff	\$2,096	\$2,096	\$2,096	\$2,096	\$2,096
	Fringe Other Staff		\$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					
	Supplies & Expenses (photocopying, local travel, Other (please list))	\$750	\$750	\$750	\$750	\$750
	Total Expenses	\$25,458	\$25,458	\$31,817	\$44,534	\$44,534
	Net Revenue	-\$25,458	\$99,750	\$150,223	\$159,706	\$165,034

Provost's Signature:

Date:



4/25/2025

Chief Business Officer's Signature:

Date:



4/25/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS BACHELOR OF SCIENCE IN INTEGRATED STUDIES

PROGRAM INTRODUCTION

The University of Wisconsin River Falls (UW-River Falls) proposes to establish a Bachelor of Science in Integrated Studies (BSIS). This program will enable students to customize a degree program to serve unique personal and professional goals that do not align neatly with existing programs offered on our campus, opening a distinct area for growth. Since 2016 over one-third of the top 20 skills requested in national job postings have changed, with one in five skills being an entirely new requirement for that job.¹ As a flexible and customizable degree plan, the B.S. in Integrated Studies (BSIS) will enhance career prospects for many students, especially those who aspire to careers in evolving or newly emerging fields. The flexibility to adjust their educational journey and refine their educational goals will support recruitment and retention particularly among re-entry students who already have some college experience. This program will require students to complete the traditional 120 credits minimum for a bachelor's degree consisting of a minimum of 40 credits of general education courses, 54 credits required by the major within an area of emphasis (minimum of 24 credits) and two areas of support (minimum of 9 credits for each area), and the remaining credits fulfilled through elective coursework. The program would use the standard tuition structure for undergraduates at UW-River Falls. The GPR-funded BSIS requires no new faculty and few added resources to be delivered effectively.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment projections were developed by analyzing similar programs at UW-River Falls, such as Agricultural Studies, which allows students to customize an agriculture-based major, and "Exploratory" (i.e., undecided) studies. Additionally, since 2021, approximately 120 students per year were identified as exploratory students. Based on advising experiences, it is estimated that 5% of these exploratory students, or 6 students per year, will choose the BSIS major. Furthermore, approximately 220 students per year change their major, and it is estimated that 3% of these students will opt for a BSIS degree (assuming a similar growth rate to the Agricultural Studies major). Combining these two categories, it is estimated 13 students per year will switch to the BSIS major as continuing students. It is anticipated that approximately 1% of new students (freshman and transfer; approximately

¹Matt Sigelman, "Shifting Skills, Moving Targets, and Remaking the Workforce", The Burning Glass Institute, 12 June 2023: www.burningglassinstitute.org/research/shifting-skills-moving-targets-and-remaking-the-workforce

10 students) will choose the BSIS major beginning in Year 2. Thus, Year 1 projected total enrollment is 13 students, and using a conservative 3% annual growth rate similar to other system programs, projected new student enrollments for Years 2, 3, 4, and 5 are 10, 10, 11, and 11 students, respectively.

New students are projected to be retained from Year 1 to Year 2 at a conservative retention rate of 70%. This is below UW-River Fall's average retention rate of 75% but is consistent with the exploratory student's retention rate of 65% for freshmen and 70% for transfer students. Table 1 reflects the projected enrollments and graduation numbers after incorporating retention rates. Students in this major are assumed to maintain a full-time course load, equating to 1 FTE per 1 student headcount and take 4 years to complete the degree.

In Year 1, there will be no new or entering students. Thirteen continuing UW-River Falls students are anticipated to switch majors to this new major, with no program graduates. The total enrollment will be 13.

In Year 2, it is anticipated that there will be 10 new students, 0 retained from the 0 new Year 1 students, 13 continuing students from Year 1 plus 13 additional continuing students who switch majors in Year 2 to BS-Integrated Studies resulting in 36 total students. There will be 1 graduate at the end of the year.

In Year 3, the projected new student enrollment is 10. It is estimated that 70% of Year 2 new students will return ($n=7$). Accounting for a 70% retention rate, 1 graduate from Year 2, and 13 added continuing students each year, the continuing student total will be 45 plus 10 new students for a total enrollment of 55. There will be 5 graduates at the end of Year 3.

In Year 4, the projected new student enrollment is 11, reflecting a conservative growth rate. Accounting for a 70% retention rate for new Year 3 new students, 5 Year 3 graduates, and 13 added continuing students each year, the total student enrollment is projected to be 71. It is anticipated that there will be 18 graduates at the end of Year 4.

In Year 5, the projected new student enrollment is 11. Accounting for a 70% retention rate for new Year 4 students, 18 Year 4 graduates, and 13 added continuing students each year, the total student enrollment is projected to be 74. Twenty graduates are projected for the end of Year 5. By Year 5, it is expected 74 students will be enrolled in the program, and by the end of Year 5, 44 students will have graduated from the program.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	10	10	11	11
Continuing Students	13	26	45	60	63
Total Enrollment	13	36	55	71	74
Graduating Students	0	1	5	18	20

Section II – Credit Hours

An attractive feature of this program is that it almost exclusively utilizes existing courses from majors across campus. The existing courses will be carefully selected in partnership with the program director or designated adviser to fit the general education requirements or the major's required area of emphasis or areas of support. Only one course—the BSIS 480: Integrative Capstone course—will be new and required at the end of the program. This will correspond with graduate projections. The new credit hours generated will be 3 credits for each student. The remaining credits will be generated from existing courses. The assumption is an FTE of 1 is equivalent to 12 credits due to the tuition plateau from 12-18 credits. Thus, existing credit hours will use 12 credit hours per student each semester, subtracting the 3 credits for each student taking the new course.

Year 1 new credit hours are 0, existing credit hours are 0, as this assumes the 13 students who continue at UWRF are not generating new revenue.

Year 2 new credit hours are 3, existing credit hours are 300.

Year 3 new credit hours are 15, existing credit hours are 444.

Year 4 new credit hours are 54, existing credit hours are 324.

Year 5 new credit hours are 60, existing credit hours are 180.

Section III – Faculty and Staff Appointments

A director of the B.S. in Integrated Studies will be hired by the dean of the College of Arts and Sciences to work with the BSIS students, UW-River Falls administration, and faculty of the university to develop high quality individualized degree plans and program assessment. Additionally, the director will be responsible for teaching the capstone course. The director will be existing faculty who receive load release time from teaching duties to attend to the BSIS program. A fractional amount of administrative support staff time was indicated on the cost worksheet to account for the portion of time spent on the BSIS by existing administrative support personnel.

Section IV – Program Revenues

Tuition

For students enrolled in the Integrated Studies program, standard tuition and fee rates will apply. Students are assumed to be taking credits within those limits. For the 2024-25 academic year, residential tuition and segregated fees total \$4,503.98 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$3,560.28 is attributable to tuition and \$943.70 is attributable to segregated fees. Nonresident tuition and segregated fees total \$8,735.06 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$7,791.36 is attributable to tuition and \$943.70 is attributable to segregated fees.

The courses for this program will be delivered primarily through in-person classes. However, depending on the courses selected by the students to complete their program requirements, some may be available in hybrid and 100% online modalities. All undergraduate online courses have an online fee of \$50 per credit for the first three credits, except for courses in the School of Business and Economics (SBE). SBE undergraduate online courses have an online fee of \$70 per credit for the first six credits. Some courses may charge course fees. All students pay a textbook rental fee of \$92.15/semester, included in the segregated fees.

Section V – Program Expenses

This program will employ a director who will report to the dean of the College of Arts and Sciences but who will also work closely with all three colleges. Starting in Year 1, the director will work with continuing students to design their program curricula and other advising and recruitment activities, plus work to establish the new major. The director will initially receive 0.25 FTE reassignment from teaching (i.e., 2 courses/year) and will receive a summer stipend to work with new student registration, recruitment events, and administrative tasks. The course reassignment will increase to 0.5 FTE when the program enrolls 50 students. Beginning in Year 3, the director will be reassigned to teach the capstone course. The director will have a home academic department in which they remain active. Fringe and the remainder of the director's salary will continue to be charged to the director's home academic department and therefore will not increase the cost to the program.

Salary and Fringe

The initial reassignment and stipend are supported through academic staff backfill in the amount of \$4,500/course plus fringe. The director will also receive a \$4,000 stipend each summer. Based on projected enrollment and the implementation plan described above, the Year 1 and 2 expenses would be \$13,000 + 41.3% fringe, which would increase to \$17,500 + 41.3% fringe in Year 3, and increase to \$26,500 in Years 4 and 5.

Administrative support is budgeted at 0.1 FTE, or 10% of the expected salary of \$42,432 + 49.4% fringe, employing existing personnel who already oversee academic programs.

Facilities and Capital Equipment

No new facilities or capital equipment will be required for this new program.

Other Expenses

A modest S&E budget of \$750 is allocated to support photocopying/printing, promotional materials and other related expenses.

Section VI – Net Revenue

The GPR-funded program is cost-effective in that the only new expenses are those connected to the director, the S&E, and fractional administrative support. The initial funding of the 0.25 FTE director position will come from base resources in the College of Arts and Sciences. The 5-year anticipated revenue far exceeds the expenses. The fund balance after 5 years is projected to be \$549,255, which will be collected by the university as part of normal GPR tuition. This will be reinvested into increased reassignment of the director to 0.50 FTE, and generally to the campus addition of faculty lines and program development.

April 11, 2025

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

Dear President Rothman:

The proposed B.S. degree in Integrated Studies 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 Arts and Sciences. Internal assessment indicates that it is a viable, long-term program and this request is to obtain a specific entitlement for a B.S. in Integrated Studies.

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

The necessary financial and human resources are either in place or have been committed to implement and sustain the program. 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 B.S. in Integrated Studies 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
Interim Dean Karl Peterson
Interim Associate Provost Caroline Baker

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

REQUESTED ACTION

Adoption of Resolution C.9., authorizing the implementation of the Master of Science in Education in Special Education at the University of Wisconsin-River Falls.

Resolution C.9. 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 Education in Special Education program at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a new Master of Science in Education (MSE) degree in Special Education. The 28 to 40-credit program is designed for students to select one of the three pathways: (1) Initial license in Special Education + MSE for students without teaching licenses, 40 credits, (2) Additional license in Special Education + MSE for students with initial teaching licenses, 31 credits, and (3) Additional license in Special Education (no MSE), 28 credits.

Given that 65% of schools nationwide have vacancies for special education teachers,¹ all three pathways allow students to receive an initial special education license. Graduates of this program will be licensed as cross categorical special education teachers (WI) and Academic and Behavior Strategists (ABS) (MN). The program surveyed 163 students and educators and 29 (17%) indicated they would be likely or very likely to enroll during fall 2025, and 42 (25.76%) said they would be likely or very likely to enroll during fall 2026 or later.

¹ See <https://nces.ed.gov/programs/coe/indicator/tls/elem-sec-teacher-openings?tid=300>

The MSE in Special Education program would complement the array of undergraduate and graduate level Teacher Education programs at UW-River Falls. The program will use service-based pricing. Classes will be offered fully online, with supervised practica occurring in person with technology support.

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

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 EDUCATION IN SPECIAL EDUCATION
AT UNIVERSITY OF WISCONSIN–RIVER FALLS
PREPARED BY UW-RIVER FALLS**

ABSTRACT

The University of Wisconsin–River Falls (UW-River Falls) proposes to establish a new Master of Science in Education (MSE) degree in Special Education. The 28 to 40-credit program is designed for students to select one of the three pathways: (1) Initial license in Special Education + MSE for students without teaching licenses, 40 credits, (2) Additional license in Special Education + MSE for students with initial teaching licenses, 31 credits, and (3) Additional license in Special Education (no MSE), 28 credits.

Given that 65% of schools nationwide have vacancies for special education teachers,¹ all three pathways allow students to receive an initial special education license. Graduates of this program will be licensed as cross categorical special education teachers (WI) and Academic and Behavior Strategists (ABS) (MN). The program surveyed 163 students and educators and 29 (17%) indicated they would be likely or very likely to enroll during fall 2025, and 42 (25.76%) said they would be likely or very likely to enroll during fall 2026 or later.

The MSE in Special Education program would complement the array of undergraduate and graduate level Teacher Education programs at UW-River Falls. The program will use service-based pricing. Classes will be offered fully online, with supervised practica occurring in person with technology support.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–River Falls

Title of Proposed Academic Degree Program

Master of Science in Education in Special Education

Degree Designation(s)

Master of Science in Education

¹ See <https://nces.ed.gov/programs/coe/indicator/tls/elem-sec-teacher-openings?tid=300>

Proposed Classification of Instructional Program (CIP) Code

13.1001

Mode of Delivery

Single university; mixed modality delivery (in-person for field placements only)

Department or Functional Equivalent

Teacher Education Department

College, School, or Functional Equivalent

School of Education in the College of Education, Business, and Allied Health

Proposed Date of Authorization

June 2025

Proposed Date of Implementation

Fall 2025

PROGRAM INFORMATION

Overview of the Program

The MSE in Special Education is a fully online program with in-person field work, designed for students to select one of the three pathways: (1) Initial license in Special Education + MSE for students without teaching licenses, 40 credits, (2) Additional license in Special Education + MSE for students with initial teaching licenses, 31 credits, and (3) Additional license in Special Education (no MSE), 28 credits. All three pathways allow students to receive an initial special education license, and the program is aligned with the initial special education preparation standards by the Council of Exceptional Children (CEC) guidelines.² The alignment with these standards is required by the Wisconsin (WI) Department of Public Instruction (DPI) and Minnesota (MN) Professional Educator Licensing and Standards Board (PELSB). Graduates of this program will be licensed as cross categorical special education teachers (WI) and Academic and Behavior Strategists (ABS) (MN). Depending upon the pathway chosen, the credits to degree range from 28 to 40, including in-person supervised internship and practicum hours of student teaching. The program was designed to be comparable to similar programs currently offered at universities in both Wisconsin and Minnesota (e.g., UW-Madison, UW-Superior, UW-La Crosse, University of Minnesota, St. Thomas University, etc.).

² See <https://exceptionalchildren.org/standards/initial-special-education-preparation-standards>

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering each pathway of the program over the next five years. By the end of Year 5, it is expected that a total of 115 students will have enrolled in the program and more than 44 students will have completed one of the pathways. The average first-to-second-year student retention rate is projected to be 74%, based on historical retention rate of the existing UW-River Falls MSE Teacher Education programs in reading, Montessori, and elementary education.

Pathway 1 students will start the program during summer 2026 and take 2.5 years to complete the program. The first graduates from Pathway 1 will be in Year 4.

Pathway 2 students will start the program in fall 2025 and take 2.5 years to complete the program. The first graduates from Pathway 2 will be in Year 3.

Pathway 3 students will start the program in fall 2025 and take 2.5 years to complete the program. The first graduates from Pathway 3 will be in Year 3.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Pathway 1- 40 credits					
New Students	5	5	10	10	10
Continuing Students	0	4	8	15	18
Total Enrollment	5	9	18	25	28
Graduating Students	0	0	0	4	7
Pathway 2- 31 credits					
New Students	10	10	10	10	10
Continuing Students	0	7	14	14	14
Total Enrollment	10	17	24	24	24
Graduating Students	0	0	7	7	7
Pathway 3- 28 credits					
New Students	5	5	5	5	5
Continuing Students	0	4	8	8	8
Total Enrollment	5	9	13	13	13
Graduating Students	0	0	4	4	4
Combined Totals- All Pathways					
Total New Students	20	20	25	25	25
Total Continuing Students	0	15	30	37	40
Total Enrollment	20	35	55	62	65
Total Graduates	0	0	11	15	18

Tuition Structure

For students enrolled in the Master of Science in Education program in Special Education program, service-based pricing tuition will be \$550 per credit regardless of residency. Using the assumption that full-time graduate enrollment is 9 credits, and that students in this program will be working full time, it is anticipated that students would enroll in 6 credits each fall, spring, and summer terms, and thus reflect a 2/3 FTE per student. There are no segregated or online course fees assessed for online graduate programs.

Student Learning Outcomes and Program Objectives

The learning outcomes are aligned with the Council for Exceptional Children (CEC) standards, and the graduates of this program will be able to:

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Use multiple methods of assessment and data sources in making educational decisions.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Use professional ethical principles and professional practice standards to guide their practice.
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
8. Plan and conduct research by using appropriate methodologies, explore current issues in special education, and complete research on selected topics.

Program Requirements and Curriculum

Students admitted to this MSE in Special Education program will be required to have a bachelor's degree for all three pathways. Specifically, admission requirements include:

- Official transcripts showing an earned baccalaureate degree from an accredited institution with an overall GPA of > 2.75 (on a 4-point scale).

- Students without a current Tier II or higher initial professional WI teaching license, or equivalent license from another state, must take pathway 1:
Demonstrate Communication Skills and Human Relations and Professional Dispositions based on undergraduate coursework.
And complete the following courses:
 - SPED 530: Exceptional Child (3 credits)
 - TED 701: Psychology of Teaching & Learning (3 credits)
 - TED 706: Historical, Philosophical and Multicultural Foundations of Education (3 credits)
- Students with a current Tier II or higher initial professional WI teaching license, or equivalent license from another state, may choose pathway 2 or 3.

The online program offers flexible degree planning for all pathways, with noted prerequisites as described here. Most of the program courses will be offered in fall and spring semesters, with one course during J-term (winterim). Pathway 1 students must take SPED 530, TED 701, and TED 706 courses in an early summer term. These courses are prerequisites for the advanced TED courses (e.g., TED 711 and TED 731) and for all other SPED coursework. All TED and SPED coursework must be completed before the TED 746 Student Teaching requirement, during which formal assessments will occur, including one of the following: the Foundations of Reading Test (FoRT), GPA, Praxis scores, or the results from the Student Teaching Performance Assessment (STPA).

Table 2: Master of Science in Education in Special Education Program Curriculum		
Academic degree and teaching certification program based on pathways:		
<u>Pathway 1: Master's program for initial license in Special Education for students with non-education undergraduate degrees</u>		
SPED 530	Exceptional Child	3 credit(s)
TED 701	Psychology of Teaching & Learning	3 credit(s)
TED 706	Historical, Philosophical and Multicultural Foundations of Education	3 credit(s)
SPED 701	Collaboration & Co-teaching	3 credit(s)
SPED 702	Applied Behavior Analysis, SEL, & Classroom Management	3 credit(s)
SPED 703	Assessment in Special Education: Identification & Progress monitoring	3 credit(s)
SPED 704	Introduction to Assistive Technology	1 credit(s)
TED 731	STEM-infused Math for Elementary and Middle School Educators	3 credit(s)
TED 711	Literacy Methods: English Language Arts Assessment, Instruction and Intervention	3 credit(s)
SPED 706	Methods (Preservice Teaching at ECSE to Elementary)	3 credit(s)
SPED 707	Methods (Preservice Teaching at Middle to High School + Transition)	3 credit(s)

TED 746	Student Teaching	6 credit(s)
SPED 709	Research in Special Education (for Master's degree) (1 credit/semester/term)	3 credit(s)
Total Credits		40 credit(s)
<u>Pathway 2:</u> Master's program for additional license in Special Education for students with education undergraduate degrees		
SPED 701	Collaboration & co-teaching	3 credit(s)
SPED 702	Applied Behavior Analysis, SEL, & Classroom Management	3 credit(s)
SPED 703	Assessment in Special Education: Identification & Progress monitoring	3 credit(s)
SPED 704	Introduction to Assistive Technology	1 credit(s)
TED 731	STEM-infused Math for Elementary and Middle School Educators	3 credit(s)
READ 730	Teaching Students with Reading Difficulty	3 credit(s)
SPED 706	Methods (Preservice Teaching at ECSE to Elementary)	3 credit(s)
SPED 707	Methods (Preservice Teaching at Middle to High School + Transition)	3 credit(s)
TED 746	Student Teaching	6 credit(s)
SPED 709	Research in Special Education (for Master's degree) (1 credit/semester/term)	3 credit(s)
Total Credits		31 credit(s)
<u>Pathway 3:</u> Additional license in Special Education for students/current teachers with education undergraduate degrees (no MSE)		
SPED 701	Collaboration & co-teaching	3 credit(s)
SPED 702	Applied Behavior Analysis, SEL, & Classroom Management	3 credit(s)
SPED 703	Assessment in Special Education: Identification & Progress monitoring	3 credit(s)
SPED 704	Introduction to Assistive Technology	1 credit(s)
TED 731	STEM-infused Math for Elementary and Middle School Educators	3 credit(s)
READ 730	Teaching Students with Reading Difficulty	3 credit(s)
SPED 706	Methods (Preservice Teaching at ECSE to Elementary)	3 credit(s)
SPED 707	Methods (Preservice Teaching at Middle to High School + Transition)	3 credit(s)
TED 746	Student Teaching	6 credit(s)
Total Credits		28 credit(s)
NOTE: PELSB requires 100-hour field experience before student teaching.		
NOTE: Students in pathways (1) and (3), who will only teach in WI, may be exempted from TED 746 student teaching. PELSB requires 12 weeks of student teaching and practicums at all levels from Early Childhood to High School with transition settings.		

Collaborative Nature of the Program

The MSE in Special Education program will be housed in the Teacher Education Department and as such will partner with other programs to further the department's mission. Additionally, the program may serve other graduate programs that require a course in special education, such as in the Counseling and School Psychology department. The special education program development committee consists of graduate faculty from the departments that serve graduate programs. There are no collaborations with external partners aside from field placements for the student teaching.

Projected Time to Degree

The program will consist of 28-40 graduate credits, depending on the pathway students select. Students can expect to complete the program in a minimum of 1.5 years depending on the state in which a student plans to get licensed, which would reduce some of the required coursework. Generally, all pathways will take 2.5 years to complete, including summer courses and accounting for a 2/3 FTE courseload.

Accreditation

The Wisconsin Department of Public Instruction (WI DPI) provides initial approval of the program to be able to recommend students for licensure. Every year, the program will be required to submit an annual report to WI DPI to ensure that standards are continuously met and address any state rule changes that have been implemented. Every 5 years, the program is required to send a larger accreditation report to WI DPI and a DPI liaison visits the campus to review the School of Education programs. The DPI will confirm required data reports and ensure graduates are meeting the WI educator standards, the content area standards, and all other state rules for licensure. The data provided includes students' results from the Foundations of Reading Test (FoRT), GPAs, Praxis scores (if applicable), results from the Student Teaching Performance Assessment (STPA), end-of-program survey outcomes, and student teacher evaluations. Higher Learning Commission approval will also be required.

PROGRAM JUSTIFICATION

Rationale

Data from the U.S. Department of Education³ reveals that most states, including WI and MN, in the U.S. have special education teacher shortages. As demand for special education teachers increases, the need to offer graduate level training for special education increases. The student survey data and anecdotes from local partner schools and districts also support the need to develop and implement this program.

³ See <https://tsa.ed.gov/#/home/>

The addition of this MSE in Special Education program will enhance other UW-River Falls teacher education programs, offering a pathway for current bachelor's level teacher education students to pursue this advanced degree. In this way, the creation of this program will contribute to student enrollment and retention. As many special education teachers hold regular education teacher licenses, it is coherent to launch a graduate program that offers an initial special education license with an option of a master's degree.

The UW-River Falls mission is "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective." This program significantly supports this mission by preparing prospective graduate students with the knowledge and skills necessary to become effective special education teachers and leaders in the field of education. As stated above, the U.S. has been experiencing a severe shortage of special education teachers, which is detrimental to over 7 million K-12 students with disabilities across the nation. By addressing the need for increased number of high-quality special education teachers, this program aims to reduce this gap and contribute to developing students into productive, creative, ethical, engaged citizens and leaders.

Institution and Universities of Wisconsin Program Array

UW-River Falls currently offers 6 undergraduate teacher education programs (elementary education, early childhood education, agriculture education, art education, music education, and teaching English to speakers of other languages) and 6 graduate teacher education programs (elementary education, secondary education, Montessori education, agricultural education, reading, and teaching English to speakers of other languages). There is no program designed to address exceptionalities and special education.

In the UW System under CIP code 13.1001, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Superior, and UW-Whitewater have master's degrees in special education. UW-Milwaukee, UW-Superior, and UW-Whitewater offer online programs. UW-La Crosse and UW-Madison offer in-person delivery programs. UW-Oshkosh offers a hybrid program with online and in-person delivery modes. Given the pathways built into the UW-River Falls proposed program combined with the location and access to diverse student teaching placements in the Twin Cities metro area as well as rural areas, this proposal would add a distinct option for current and prospective students for obtaining their master's degree in special education. Additionally, this program offers advanced training options to bachelor's level special education students from UW-Eau Claire, UW-Stevens Point, and UW-Stout.

Need as Suggested by Current Student Demand

The special education program development committee conducted an optional, conveniently sampled survey of all current students and cooperating professionals in teacher education partner schools to discern program interest. 163 total participants

included 115 current UW-River Falls undergraduate teacher education students, 23 non-teacher education undergraduate students, 1 post-bac student, 23 current educators, and 1 speech-language pathologist. Nine responded “Very Likely” and 20 said “Likely” (n= 29) to be enrolled in the initial year of the program, fall 2025. Seventeen respondents stated, “Very Likely” and 25 said “Likely” (n=42) to be enrolled in the program in fall 2026 or later. Approximately 70 respondents showed “neutral” responses instead of indicating “not interested,” (N = 45).

In addition to six undergraduate education programs, UW-River Falls offers graduate degrees in elementary education, secondary education, Montessori education, agricultural education, reading, and teaching English to speakers of other languages. Every year, a substantial number of students inquire about special education programs (over 50 inquiries per year). Anecdotal data suggests that some students transfer to other universities due to the lack of special education licensure support within UW-River Falls. The survey of undergraduate students also indicated half of those interested in enrolling in the program would be likely to seek the initial special education license only, and the other half would seek the initial special education license and master’s degree. Thus, the current program proposal is tailored to diverse needs.

Need as Suggested by Market Demand

School districts need special education teachers who can support the learning of students with Individualized Education Plans (IEPs), which serve as the contracts between schools and students with disabilities eligible under the Individuals with Disabilities Education Act (IDEA), the federal law. Further, special education teachers must provide high-quality teaching as required in the federal Every Student Succeeds Act (ESSA).⁴ From the National Center for Education Statistics (NCES),⁵ “In 2022–23, the number of students ages 3–21 who received special education and/or related services under the Individuals with Disabilities Education Act (IDEA) was 7.5 million, or the equivalent of 15 percent of all public-school students.” 15% of the school population in Wisconsin receives special education services, while in Minnesota the impacted student population is higher at 17%. Yet 45% of schools nationwide have vacancies for special education teachers⁶, with vacancies in 75.2% of schools in Wisconsin. Although the special education teacher shortage data are currently unavailable in Minnesota, it is anticipated that more Tier 2 teachers will be impacted by the change in licensure requirement that occurred in July 2024 and will therefore need to be enrolled in the state-approved special education programs or pursuing a master’s degree to be licensed in special education.

⁴ See <https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act>

⁵ See <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities?tid=4>

⁶ See <https://sites.ed.gov/osers/2023/05/high-standards-innovative-solutions-how-some-states-are-addressing-the-special-educator-shortage-crisis/>

According to the National Center for Education Statistics (NCES),⁷ “In school year 2020–21, about 91 percent of public-school teachers in rural areas had at least one student with an Individualized Education Plan (IEP) in their class. Among public school teachers with at least one student with an IEP in their class, a lower percentage of teachers in rural areas (22 percent) than in cities (24 percent) and suburban areas (25 percent) had a major, minor, or certification in special education; however, a higher percentage of teachers in rural areas (74 percent) than in cities (70 percent) had taken any undergraduate or graduate courses on how to serve students with special needs.” It is critical for universities with teacher education programs to address this special education teacher shortage issue and contribute to increasing effective special education teachers who can provide students with disabilities specially designed instruction, ensure their progress through the general education curriculum, and collaborate with families, other educators, and related service providers. The Bureau of Labor Statistics (BLS) indicates the profession is stable.⁸ This indicates that there are fewer special education teachers in this region than the national average.

⁷ See <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities?tid=4>

⁸ See <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

University of Wisconsin - River Falls							
Cost and Revenue Projections For Newly Proposed Program							
	Items	Projections					
		2025	2026	2027	2028	2029	
		Year 1	Year 2	Year 3	Year 4	Year 5	
I	Enrollment (New Student) Headcount- Pathway 1	5	5	10	10	10	
	Enrollment (Continuing Student) Headcount	0	4	8	15	18	
	Enrollment (New Student) FTE	3.33	3.33	6.67	6.67	6.67	
	Enrollment (Continuing Student) FTE	0.00	2.67	5.33	10.00	12.00	
	Graduates	0	0	0	4	7	
	Total students headcount	5	9	18	25	28	
	Enrollment (New Student) Headcount- Pathway 2	10	10	10	10	10	
	Enrollment (Continuing Student) Headcount	0	7	14	14	14	
	Enrollment (New Student) FTE	6.67	6.67	6.67	6.67	6.67	
	Enrollment (Continuing Student) FTE	0.00	4.67	9.33	9.33	9.33	
	Graduates	0	0	7	7	7	
	Total students headcount	10	17	24	24	24	
		Enrollment (New Student) Headcount- Pathway 3	5	5	5	5	5
		Enrollment (Continuing Student) Headcount	0	4	8	8	8
		Enrollment (New Student) FTE	3.33	3.33	3.33	3.33	3.33
Enrollment (Continuing Student) FTE		0.00	2.67	5.33	5.33	5.33	
Graduates		0	0	4	4	4	
Total students headcount		5	9	13	13	13	
II	Total New Credit Hours	170	323	399	412	412	
	Existing Credit Hours	90	183	276	309	327	
III	FTE of New Faculty/Instructional Staff	1	0	0	0	0	
	FTE of Current Fac/IAS	0.375	1.5	1.625	1.875	1.875	
	FTE of New Admin Staff	0	0.5	0.5	0.5	0.5	
	FTE Current Admin Staff	0	0	0	0	0	
IV	Revenues						
	Tuition	143000.00	278300.00	371250.00	396550.00	406450.00	
	Fees (indicate type)	0	0	0	0	0	
	Program Revenue (Grants)	0	0.00	0.00	0.00	0.00	
	Program Revenue - Other	0.00	0.00	0.00	0.00	0.00	
	GPR (re)allocation	95637.00	95637.00	0.00	0.00	0.00	
	Total Revenue	\$238,637	\$373,937	\$371,250	\$396,550	\$406,450	
V	Expenses						
	Salaries plus Fringes						
	Faculty Salary	\$67,350	\$67,350	\$67,350	\$67,350	\$67,350	
	Instructional Academic Staff	\$13,500	\$18,000	\$22,500	\$31,500	\$31,500	
	Administrative and Student Support Staff	\$0	\$20,000	\$20,000	\$20,000	\$20,000	
	Other Staff	\$0	\$0	\$9,000	\$27,000	\$27,000	
	Fringe Faculty and Academic Staff	\$33,391	\$43,510	\$45,368	\$49,085	\$49,085	
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0	
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0	
	Facilities and Capital Equipment						
	University buildings and space	0	0	0	0	0	
	Capital Equipment	0	0	0	0	0	
	Operations (15% overhead charge)	\$35,795.55	\$56,090.55	\$55,687.50	\$59,482.50	\$60,967.50	
	Common System Charge	0	\$7,087.28	\$9,465.26	\$10,355.45	\$10,355.45	
	Other Expenses						
	Supplies & Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
	Technology	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	
	Total Expenses	\$175,037	\$227,037	\$244,371	\$279,773	\$281,258	
		Net Revenue	\$63,600	\$146,900	\$126,879	\$116,777	\$125,192

Provost's Signature:

Date:



5/5/2025

Chief Business Officer's Signature:

Date:



5/5/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION

PROGRAM INTRODUCTION

The University of Wisconsin–River Falls (UW-River Falls) proposes to establish a new Master of Science in Education (MSE) degree in Special Education. The 28 to 40-credit program is designed for students to select one of the three pathways: (1) Initial license in Special Education + MSE for students without teaching licenses, 40 credits, (2) Additional license in Special Education + MSE for students with initial teaching licenses, 31 credits, and (3) Additional license in Special Education (no MSE), 28 credits.

Given that 65% of schools nationwide have vacancies for special education teachers,¹ all three pathways allow students to receive an initial special education license. Graduates of this program will be licensed as cross categorical special education teachers (Wisconsin) and Academic and Behavior Strategists (ABS) (Minnesota). The program surveyed 163 students and educators and 29 (17%) indicated they would be likely or very likely to enroll during fall 2025, and 42 (25.76%) said they would be likely or very likely to enroll during fall 2026 or later.

The MSE in Special Education program would complement the array of undergraduate and graduate level Teacher Education programs at UW-River Falls. The program will use service-based pricing. Classes will be offered fully online, with supervised practica occurring in person with technology support.

COST REVENUE NARRATIVE

Section I – Enrollment

Initial projections for headcount enrollment are conservative estimates based on both the student survey data and enrollment of similar MSE in Teacher Education programs at UW-River Falls (e.g., reading, Montessori, and elementary education). The retention rate of 74% follows these programs' trends as well. Full-time equivalent (FTE) calculations use a 9-credit full-time graduate student enrollment as the foundation. Using the assumption that students in this program will also be working full time, it is anticipated that students would follow a 2/3 FTE load schedule, taking only 2 courses at a time. The online program offers flexible degree planning for all pathways, with noted prerequisites as described here. Most of the program courses will be offered in fall and spring semesters, with one course during J-term (winterim). Pathway 1 students must take SPED 530, TED

¹ See <https://nces.ed.gov/programs/coe/indicator/tls/elem-sec-teacher-openings?tid=300>

701, and TED 706 courses in an early summer term. These courses are prerequisites for the advanced TED courses (e.g., TED 711 and TED 731) and for all other SPED coursework. All TED and SPED coursework must be completed before the TED 746 Student Teaching requirement, during which formal assessments will occur, including one of the following: the Foundations of Reading Test (FoRT), GPA, Praxis scores, or the results from the Student Teaching Performance Assessment (STPA).

While the course offering schedule allows for flexibility to meet individual student needs, it is anticipated that students will follow the provided degree plan. In this model, the students from all three pathways will be together throughout the program. In Year 1, students in pathways 2 and 3 will start classes in the fall term. Pathway 2 is designed for students seeking an initial MSE degree and Special Education license. This pathway is 31 credits long and requires a 1-credit course in J-term. Pathway 3 is designed for educators who seek an additional license in Special Education, but not the full MSE degree. This pathway is 28 credits long. Pathway 1 students must take 3 summer courses, prior to starting graduate courses in the fall term, and will complete 40 credits. In Year 1, the projected enrollment will be 5 students (3 FTE) in Pathway 1 starting in summer 2026 at the end of Year 1, 10 students (7 FTE) in Pathway 2 starting in fall 2025, and 5 (3 FTE) students in Pathway 3 starting in fall 2025. From this starting point, the projected enrollment is expected to increase in Years 2 and 3 and then remain steady in Years 4 and 5.

Factoring in a retention rate of 74% from Year 1 to Year 2 based on similar UW-River Falls' programs, and numbers of graduates starting in Year 3, the enrollment projections are as follows:

- Year 1 will have 20 students enrolled, with a total of 13.33 FTE.
- Year 2 will have 35 students enrolled, with a total of 23.33 FTE.
- Year 3 will have 51 students enrolled, with a total of 36.67 FTE.
- Year 4 will have 51 students enrolled, with a total of 38.67 FTE.
- Year 5 will have 51 students enrolled, with a total of 40.67 FTE.

The program will also accept transfer students, and advisors will work with them individually to design academic plans that will meet their personal goals.

Section II – Credit Hours

The program requires 28-40 credits, depending on the pathway. Students enrolled in the new program will need to take 21 of the 28-40 required credits from existing Teacher Education courses, foundational to the MSE in Special Education degree. Seven new courses, for a total of 19 credit hours, have been designed specifically for the new program and have been approved through campus processes. The new courses focus on special education knowledge and skills required by the Council of Exceptional Children (CEC) guidelines².

² See <https://exceptionalchildren.org/standards/initial-special-education-preparation-standards>

New and existing credit hours were calculated using the course sequence for all pathways in the MSE Special Education program, factoring in attrition rates and graduation timelines differing by pathway. Using the formula *(number of projected MSE Special Education students in each class) x (number of credits)* the following list summarizes the generated new and existing credits hours each year:

- In Year 1, 170 new credit hours and 90 existing credit hours will be generated.
- In Year 2, 323 new credit hours and 183 existing credit hours will be generated.
- In Year 3, 399 new credit hours and 276 existing credit hours will be generated.
- In Year 4, 412 new credit hours and 306 existing credit hours will be generated.
- In Year 5, 412 new credit hours and 327 existing credit hours will be generated.

Section III – Faculty and Staff Appointments

The MSE in Special Education program will require one new full-time faculty member (1 FTE), hired for Year 1, to teach two 3-credit SPED courses during fall and spring semesters, plus a 1-credit research course in J-term and spring. The 1 FTE faculty member will also be responsible for program coordination in Year 1 (1 course release). During Years 1 and 2, the salary for this new position will come from an allocation out of the one-time funds supplied by the Joint Finance Committee in the amount of approximately \$95,637 per year. In Years 3 and beyond, the faculty position will be funded from the MSE in Special Education program revenue funds. In Years 2 and beyond, the new faculty member will teach 3 SPED courses in both fall and spring terms. Additionally, instructional academic staff will be hired in Years 1 and beyond to teach existing TED courses, equating to 0.375, 0.5, 0.625, and 0.875 FTE for each year the program grows. Existing courses, offered to all Teacher Education programs, will have seats available to new program students.

University staff appointments will be made pending program revenue. Assuming the enrollment projections and resulting revenue is as calculated, a 0.5 FTE program administrative assistant will be hired starting in Year 2. This position will alleviate some of the duties managed by the new faculty member in Year 1, allowing more teaching flexibility as all pathways begin and additional classes are offered. Through Year 5, the current faculty and staff resources are sufficient. Pending program growth and revenue, additional hiring may be needed.

Section IV – Program Revenues

The MSE in Special Education will utilize service-based pricing. In Years 1 and 2, a one-time GPR allocation of workforce development monies from the Joint Committee on Finance will be employed to support the program.

Tuition

The cost of tuition per credit is \$550 regardless of residency. Using the assumption that the nontraditional students will take a part-time courseload of two courses per term, new and existing credit hours were calculated factoring in attrition and graduation losses.

The tuition rate was multiplied by total credit hours to arrive at tuition revenue for each year. Special course fees will not be initially required but may be added as appropriate.

Program Revenues and GPR

Initial GPR funding allocation of \$95,637 from the Joint Committee on Finance will be used to initiate the program in Years 1 and 2. The program will use service-based pricing and projections suggest a self-sustaining program. Year 1 revenue is estimated to be \$283,637 and is expected to increase to \$373,937 in Year 2. Projected revenue will be \$371,250 in Year 3, \$396,550 in Year 4, and \$406,450 in Year 5.

Section V – Program Expenses

The total anticipated expense of the program in the first fiscal year is \$175,037 and increasing each year (i.e., Year 2 expenses total \$227,037, Year 3 expenses total \$244,371, Year 4 expenses total \$279,773, and Year 5 expenses total \$281,258). As the program enrollment stabilizes, the program expenses should also stabilize.

Salary and Fringe

Initial program expenses will include hiring a total of 1 new FTE faculty member designated to the MSE in Special Education program, plus the equivalent of <1 FTE instructional academic staff each year. In Year 1, program expenses will include 1 new FTE faculty member salary (\$67,350) and 41.3% composite fringe (\$27,815) plus a 0.375 FTE instructional academic staff member at \$1500 per credit (\$4500) with 41.3% composite fringe (\$1,858). In Year 2, the 1 FTE faculty member will continue (\$67,350 plus \$27,815 = \$95,165), and the equivalent of a 0.5 FTE instructional academic staff member will be needed (\$1,500 per credit with 41.3% fringe). In Year 3, the 1 FTE faculty member will continue plus a total of 0.625 FTE instructional academic staff member will be needed. In Years 4 and 5, the need will be 1 continuing FTE faculty member plus 0.875 FTE instructional academic staff.

The initial new faculty salary will be paid using the one-time Joint Committee on Finance GPR allocation in Years 1 and 2 and using program revenue funds in Years 3 and beyond. Instructional academic staff will be added starting in Year 1 and each year as enrollment grows and advanced courses are added into the schedule. Instructional academic staff will be paid \$1,500 per credit with 41.3% fringe costs. In Year 3, students will start field placement work and require field supervision. Field supervisors will be paid a lump sum (no fringe) of \$600 per student per semester.

Facilities and Capital Equipment

The service-based pricing program will pay an overhead cost of 15% of revenue to the university to cover facilities usage and other supports, although coursework will be 100% online. A common system charge will be assessed based on faculty and staff salaries and using a rate of 5.5% in Year 2 and 7% in Years 3 and beyond.

Other Expenses

The program will invest in technology to support the students' learning. \$15,000 in Year 1 is needed to purchase Swivl technology and iPads, with an annual maintenance cost of \$5,000 in Years 2 and beyond. Further, program marketing support of \$5,000 is allocated each year to support program recruitment. Program supplies and expenses are budgeted at \$5,000 per year.

Section VI – Net Revenue

The program is projected to be self-sufficient starting in Year 3, with service-based pricing covering the entire program's expenses. The projected fund balance after 5 years is \$579,348, offering options for reinvestment in program growth needs such as hiring additional core faculty, converting Instructional Academic Staff (IAS) to tenure-track faculty positions, paying forward the GPR Joint Finance Committee one-time funds from Years 1 and 2 to allow other programs to grow, increasing technology options, or supporting faculty professional development and research. Positive net revenue will be held within the program for future expenses or to withstand any periods of low enrollment. The program's budget will be examined annually during the budget review process and reduced tuition rates will be considered if the fund balance remains exceptionally high.

April 11, 2025

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

Dear President Rothman:

The proposed M.S.E. degree in Special Education 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.E. in Special Education.

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.E. in Special Education 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)
BACHELOR OF SCIENCE IN
ARTIFICIAL INTELLIGENCE,
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

REQUESTED ACTION

Adoption of Resolution C.10., authorizing the implementation of the Bachelor of Science in Artificial Intelligence at the University of Wisconsin-Stevens Point.

Resolution C.10. That, upon the recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Artificial Intelligence program at the University of Wisconsin-Stevens Point.

SUMMARY

The University of Wisconsin (UW)-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Artificial Intelligence (AI). As an applied AI program, it will provide students with a comprehensive education in AI concepts, algorithms, and techniques, as well as direct experience in developing AI-based solutions. The program fits within the suite of computing programs offered by the Department of Computing and New Media Technologies and offers a distinct new area of growth for the university. This program will provide students with the necessary education and training to address the growing demand for applied AI development skills in the workforce and address the shortage of skilled professionals in this field, especially regionally. Industry demand and labor-market projections indicate a need for higher education institutions in the U.S. to expand training in AI as AI-related occupations are expected to experience double digit growth through early 2030s, both nationally and in Wisconsin specifically. The development of this program is supported through funding provided to UW-Stevens Point through the UW 2023-2025 Workforce Development Plan biennial budget allocation.

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE
AT UNIVERSITY OF WISCONSIN-STEVENS POINT
PREPARED BY UW-STEVENS POINT**

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Artificial Intelligence (AI).. As an applied AI program, it will provide students with a comprehensive education in AI concepts, algorithms, and techniques, as well as direct experience in developing AI-based solutions. The program consists of 120 credits, of which 64 credits will be completed through major requirements, approximately 37 credits as a part of the general education requirements, and the remaining credits as elective coursework. The program fits within the suite of computing programs offered by the Department of Computing and New Media Technologies and offers a distinct new area of growth for the university. This program will provide students with the necessary education and training to address the growing demand for applied AI development skills in the workforce and address the shortage of skilled professionals in this field. Industry demand and labor-market projections indicate a need for higher education institutions in the U.S. to expand training in AI. Further, AI-related occupations are expected to experience double digit growth through early 2030s, both nationally and in Wisconsin specifically. The development of this program is supported through funding provided to UW-Stevens Point through the UW 2023-25 Workforce Development Plan biennial budget allocation.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Stevens Point

Title of Proposed Academic Program

Artificial Intelligence (AI)

Degree Designation(s)

Bachelor of Science (B.S.)

Proposed Classification of Instructional Program (CIP) Code

11.0102

Mode of Delivery

Single institution, in-person

Department or Functional Equivalent

Department of Computing and New Media Technologies

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

August 2025

PROGRAM INFORMATION**Overview of the Program**

The proposed Bachelor of Science (B.S.) in Artificial Intelligence (AI) program will have an applied focus and provide students with the knowledge, skills, and dispositions required to work in areas related to the responsible design, development, deployment, and maintenance of AI and automation systems. Of the 120 credits required for the degree, the new major will consist of 64 credits. Students are also required to complete approximately 37 credits in general education courses (though the exact number will vary for students depending on math testing placement and any credits earned prior to matriculation).

New required AI courses (21 credits) will be introduced on the following topics:

- Foundations of AI
- Programming for AI and machine learning
- Deep learning and neural networks
- Natural language processing
- Reinforcement learning
- AI for cloud environments
- AI for cybersecurity

The Foundations of AI course will be open to all students at UW-Stevens Point to provide introductory AI knowledge and skills applicable to non-computing disciplines. The department plans to have the Foundations of AI course fulfill the outcomes of the Critical Thinking category of the UW-Stevens Point General Education Program.

Students in the AI program will also be required to select a programmatic elective course from among a variety of AI, computing, and mathematics topics, such as computer vision, big data and high-performance computing, and operations research. The development of some of the new elective AI courses is expected to attract cross-disciplinary interest from students in the Computer Information Systems (CIS) and Data Analytics (DA) programs. AI 348 (Advanced Topics in AI) is a special topics course that allows faculty and students to explore new AI technologies. AI 445 (Big Data and High-

Performance Computing) is expected by the department to eventually replace the existing CIS 444 (Advanced Database) course. The program also includes a capstone course focused on AI-systems development. Significantly, several local Stevens Point employers have already conveyed interest in employing AI students in paid internships while they complete the degree program.

Projected Enrollments and Graduates by Year Five

As a high demand discipline in the industry, the program has strong potential for enrollment. The primary benchmark used to project the annual enrollments was experience gained from another rapidly growing area in computing. The cybersecurity option of the B.S. in Computer Information Systems (CIS) was introduced in fall 2020, and it has grown to 67 enrollments (as of fall 2024) over five years, with double-digit year-over-year enrollment growth. We anticipate a similar pattern for the proposed program given the high industry demand and interest in artificial intelligence.

Given the B.S. in AI's specific curricular focus on the design and development of AI systems, it is not anticipated that this program will have a significant enrollment impact on other current programs at UW-Stevens Point. However, it is likely that a modest number of students currently enrolled in the CIS program may elect to pursue the proposed program when it becomes available. Similarly, current data analytics and math majors might also choose to either double major with the B.S. in AI or possibly switch entirely to this new major. Cumulatively, the effect on enrollment in current programs is expected to be minimal.

Table 1 below represents enrollment and graduation projections for students entering the program over the next five years. As indicated in the table, the program is projected to enroll 115 new students and graduate 43 students over the first five years. The projected retention rate, as a new program in a high demand field, is predicted to be high and student retention will be supported through existing departmental and institution-wide efforts, including collaborations with community stakeholders and student organizations. Additional examples of these efforts include class visits by industry experts, on-site visits to local IT businesses, promotion of internship fairs, and local co-op programs. However, while retention is likely to be lower (modestly) than 100%, the loss of students due to attrition is predicted to be offset by the number of existing students in other programs at UW-Stevens Point adding the B.S. in AI over the first five years of the program. Therefore, for simplicity of predicted student enrollments and resulting revenue generation, an attrition rate of 0% has been assumed (see budget narrative).

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	20	25	25	30
Continuing Students	0	15	33	55	64
Total Enrollment	15	35	58	80	94
Graduating Students	0	2	3	16	22

Tuition Structure

For students enrolled in the B.S. in AI program, standard baccalaureate tuition and fee rates will apply. For the current academic year, in-state residential tuition and segregated fees total \$4,614.29 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester amount, \$3,689.16 is attributable to tuition, \$835.13 is attributable to segregated fees, and \$90.00 is attributable to textbook rental. Non-resident tuition and segregated fees total \$9,124.37 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester nonresident tuition amount, \$8,199.24 is attributable to tuition and \$835.13 is attributable to segregated fees, and \$90.00 is attributable to textbook rental.

The courses for this program will be delivered through in-person classes. However, some general education and university elective courses, depending upon student choice, may be available in hybrid and 100% online modalities. As previously approved by UW System, to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a \$50/credit distance education fee for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and for materials for projects that result in tangible products retained by the students in a course. Funding provided to UW-Stevens Point through the UW 2023-25 Workforce Development Plan biennial budget allocation is included in the budget as repurposed GPR to support instructional expenses. This is detailed and discussed in the budget narrative. Beyond this repurposed GPR allocation, no additional grants, extramural funding, or program revenue are planned or budgeted to support the B.S. in AI.

Student Learning Outcomes and Program Objectives

The B.S. in AI program has the following program learning outcomes that address students' knowledge, skills, and dispositions:

1. Demonstrate proficiency in fundamental artificial intelligence concepts, techniques and programming languages commonly used in AI applications.

2. Design and implement AI systems for real-world problems across various domains with industry-relevant tools and techniques.
3. Communicate AI concepts and findings to diverse audiences and collaborate effectively in multidisciplinary teams.
4. Analyze ethical and societal implications of artificial intelligence and machine learning technologies.

The goal of the program is to train well-rounded professionals able to contribute broadly to computing occupations, with an emphasis on intelligent systems development. Students in the applied AI program will gain a strong foundation in AI principles and techniques, learn how to apply AI techniques to solve real-world problems, collaborate to create solutions to challenges in various domains, and develop understanding of ethical and social issues related to the application of AI systems.

Although not a traditional computer science program, the proposed curriculum broadly aligns with several core knowledge areas in the Computer Science Curricula 2023 guidelines¹, developed recently by leading professional organizations (e.g., the Association for Computing Machinery (ACM), the Institute of Electrical and Electronics Engineers (IEEE), the Computer Society, and the Association for the Advancement of Artificial Intelligence (AAAI)). The core courses cover topics on artificial intelligence, software development fundamentals, mathematical and statistical foundations, and professional ethics.

Program Requirements and Curriculum

Program requirements consist of general education courses and major-specific courses, which include coursework from adjacent disciplines as outlined in Table 2. The program includes several courses that incorporate high-impact practices (HIPs) such as the AI systems development courses. Additionally, each of the 300 and 400-level AI and CIS-prefixed courses that include programming and implementation projects require collaboration and application of problem-solving skills. Finally, students will complete the departmental capstone project (CNMT 480) as a culminating experience to apply their knowledge in solving real-world problems. For example, co-op students typically work on employer-provided projects that are integrated into the co-op program or internship experience. Additionally, some projects may be easily classified as service learning since students will work with local community nonprofits, governmental, or religious organizations to complete projects.

¹ The Joint Taskforce on Computer Science Curricula (2024, January), *Computer Science Curricula 2023*. Accessed at <https://ieeecs-media.computer.org/media/education/reports/CS2023.pdf>

Table 2: BS in Artificial Intelligence Program Curriculum

General education courses required for graduation:		
	Written Communication	6 credit(s)
	Critical Thinking	3 credit(s)
	Quantitative Literacy ⁱ	0 credit(s)
	Wellness	1 credit
	Human Cultures and the Sciences	18 credits
	Social and Environmental Responsibility	9 credit(s)
Total		37 credits
Academic degree program course requirements:		
	AI 230 – Foundations of Artificial Intelligence	3 credits
	AI 320 – Deep Learning and Neural Networks	3 credits
	AI 321 – Artificial Intelligence for Cybersecurity	3 credits
	AI 323 – Introduction to Natural Language Processing	3 credits
	AI 324 – Reinforcement Learning	3 credits
	AI 331 – Artificial Intelligence in the Cloud	3 credits
	CIS 120 – Data Structures and Algorithms	4 credits
	CIS 210 – Database Design and Implementation	4 credits
	CNMT 110 – Object Oriented Programming	4 credits
	CNMT 199 – Computing Major Seminar	1 credit
	CNMT 211 – Programming for Artificial Intelligence and Machine Learning	3 credits
	CNMT 410 – Professional IT Communication	3 credits
	CNMT 479 – Senior Project Preparation	1 credit
	CNMT 480 – Applied Development Project	3 credits
	DAC 111 – Introduction to Programming for Data Analytics	3 credits
	DAC 310 – Machine Learning and Data Mining	4 credits
	MATH 109 – Mathematics for the Social and Management Sciences	4 credits
	MATH 209 – Mathematics for Information Sciences	4 credits
	MATH 255 – Elementary Statistical Methods	4 credits
	Upper division program elective course ⁱⁱ	4 credits
Total		64 credits
Electives		
	Elective courses to satisfy the remaining graduation requirements ⁱⁱⁱ	19 credits
Total Credits		120 credit(s)
<i>i)</i> Requirement satisfied by Mathematics courses included in the major. <i>ii)</i> Select one of AI 322 (Computer Vision), AI 348 (Advanced Topics in AI), AI 445 (Big Data and High-Performance Computing), CIS 345 (Alternate Programming Language), CIS 346		

(Contemporary Topics in Computing), CIS 397 (Internship in Computing), or MATH 309 (Optimization Modeling). <i>iii)</i> Total of 120 credits required for baccalaureate degree; 32 credits of upper division (courses numbered at 300/400-level).
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Collaborative Nature of the Program

The program incorporates significant existing coursework from the Computer Information Systems (CIS) and Computing and New Media Technologies programs (a total of 23 credits) offered within the Department of Computing and New Media Technologies, and from programs housed in the Department of Mathematical Sciences (12 credits) and the Sentry School of Business and Economics (7 credits). These interdisciplinary collaborations extend existing collaboration between data analytics and CIS, and mathematics and CIS. Moreover, students in the proposed AI program are well-positioned to extend their knowledge and skills by electing to pursue minors in data analytics or applied mathematics.

As noted earlier in the narrative, the department’s existing majors frequently complete internships with local employers, such as Sentry and Skyward. During planning for the B.S. in AI, the department engaged these and additional local employers to provide guidance on learning outcomes and discuss potential placement opportunities for student interns.

Projected Time to Degree

Given that all required courses will be regularly offered, it is predicted that full-time students will complete the proposed B.S. in AI in four years. The regular offering of required courses will also permit transfer students the opportunity to complete program requirements efficiently. It is assumed that students transferring into the program in their sophomore or junior year will have already fulfilled a large subset of the general education requirements.

Accreditation

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

PROGRAM JUSTIFICATION

Rationale

The B.S. in AI program aligns with the institutional strategic plan—Purpose Made Possible²—supporting the specific goal to expand educational opportunities and programming that meets regional workforce needs. Additionally, it also aligns with the mission of the College of Letters and Science and the School of Mathematics, Computing, Physics, and Astronomy. Significantly, a primary motivator for this program was the requests by local businesses related to training students for AI programming needs. These local businesses already host many UW-Stevens Point students for internships, and opportunities for internships will expand with the B.S. in AI. Finally, as noted previously, to assist in building this program and serving regional workforce needs, funding supporting instruction for this program was provided through the UW 2023-2025 Workforce Development Plan biennial budget allocation.

Institution and Universities of Wisconsin Program Array

The proposed program will be offered by the UW-Stevens Point Department of Computing and New Media Technologies. The department currently offers a Computer Information Systems baccalaureate degree program under the 11.0103 CIP Code (Information Technology). The department also sponsors a B.A./B.S. in Web Development and participates in the collaborative B.S. in Applied Computing. Across the Universities of Wisconsin system, there are currently no degree programs offered, at either a baccalaureate or graduate level, that are classified with the CIP Code of 11.0102 (Artificial Intelligence). Note that UW-Whitewater has been approved to plan an AI program under this CIP Code. In February 2025 UW-Eau Claire received authorization from the Board of Regents to offer a B.A./B.S. in Artificial Intelligence, but this program proposed to use the CIP Code 30.3101 (Human Computer Interaction) and not 11.0102 (Artificial Intelligence). There are eight (8) UW institutions that offer computer science and related programs at the baccalaureate level under the CIP Code: 11.0101 (Computer and Information Sciences, General). These include Computer Science(s) at: UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-Platteville, UW-Superior, and UW-Whitewater. UW-River Falls also offers a Computer and Information Systems baccalaureate program under the 11.0101 CIP Code.

Need as Suggested by Student Demand

In fall 2024, UW-Stevens Point enrolled 238 majors across its computing programs, including its longstanding B.A./B.S. in Computer Information Systems (CIS) program and the collaborative B.S. in Applied Computing program. The new proposed AI program will provide an additional avenue for students interested in information technology to specialize in the development of intelligent systems. As noted previously, the proposed

² See UW-Stevens Point Institutional Strategic plan for details: <https://www.uwsp.edu/uwsp-strategic-planning/>

program will share 23 credits with the existing CIS Application Development and Support option. Majors in the B.S. in AI may also be interested in enrolling in the existing minor in data analytics or a newly planned mathematical computing minor that is being proposed by the Department of Mathematical Sciences. Additionally, currently enrolled students in the B.S. in Data Analytics (DA) program would also be able to pursue a double-major in AI given the overlap of 22 credits between both majors. This curricular alignment presents an opportunity for DA students to further enhance their expertise in AI, thereby broadening their skill set and improving their career prospects in emerging fields at the intersection of data science and intelligent systems.

A UW-Stevens Point market survey of AI undergraduate programs revealed a strong demand for AI-related degrees as demonstrated by degree conferrals in the United States. For example, according to the Center for Security and Emerging Technology (CSET) at Georgetown University³, “AI-related degree conferrals have grown dramatically over the past decade; both AI-related undergraduate and master’s degree conferrals have increased about 120 percent since 2011.” The growth is primarily produced by large public universities and elite public and private universities. This suggests that opportunities exist for regional institutions, such as UW-Stevens Point, to offer an affordable program aimed at increasing the local talent pool of AI professionals in central Wisconsin. As noted in the 2024 Advisory Action Plan of the Wisconsin Governor’s Task Force on Workforce and Artificial Intelligence, while job postings specifically related to AI tend to involve both high-level cognitive skills along with social and managerial skills, constructing and implementing AI models requires skills in computer programming, statistics, data engineering, and IT operations along with specialized knowledge of AI tools and methods⁴. This need for AI-relevant training in U.S. institutions is also highlighted in the White House Council of Economic Advisers “AI Talent Report”⁵. The findings of the report indicate that the demand for AI talent is growing faster than U.S. colleges and universities can supply graduates, which could be addressed in part by increasing the number of students training in U.S. institutions.

Need as Suggested by Market Demand

Within many industries—including information technology, healthcare, manufacturing, education, finance, and retail—the use of AI and automation tools is rapidly accelerating. Concomitantly, the workforce lacks professionals capable of designing,

³ Center for Security and Emerging Technology (2023), Leading the Charge: A Look at the Top-Producing AI Programs in U.S. Colleges and Universities, Georgetown University, <https://cset.georgetown.edu/publication/leading-the-charge-a-look-at-the-top-producing-ai-programs-in-u-s-colleges-and-universities>

⁴ Governor's Task Force on Workforce and Artificial Intelligence Advisory Action Plan, July 2024. Accessed at: <https://dwd.wisconsin.gov/ai-taskforce/pdf/ai-advisory-action-plan.pdf>

⁵ Council of Economic Advisers (2025), AI Talent Report, <https://bidenwhitehouse.archives.gov/cea/written-materials/2025/01/14/ai-talent-report/>

developing, and operating such systems. A recent Organization for Economic Co-operation and Development (OECD) report⁶ highlighted the need for a diverse workforce with AI skills, both to develop and maintain AI systems and to use and interact with AI applications. A 2023 global survey⁷ of over 10,000 employers commissioned by Amazon Web Services revealed that 42% of employers are actively looking for employees with AI-development qualifications and 75% of employers report difficulties in finding qualified candidates. An analysis of the U.S. AI workforce labor market dynamics⁸ by CSET also indicates strong future growth in demand for AI workers and AI-related skills. Artificial Intelligence occupations are projected to account for almost 17 percent of the total increase in U.S. employment between 2019-2029.

Labor market projections support the industry analysts. The overall occupational demand for computing professionals is strong. The following outlines job growth for AI-related occupations based on Bureau of Labor Statistics national data⁹ for 2023-2033 changes and Projection Management Partnership's state-specific 2022-2032 long-term occupational projections¹⁰:

- Data Scientists: 36% (43% in Wisconsin)
- Software Developers: 18% (31% in Wisconsin)
- Computer Systems Analysts: 11% (14% in Wisconsin)

Students trained in the proposed AI bachelor's program can meet this regional and national demand for skilled workers that can advance the development and application of AI systems and automated workflow solutions.

⁶ Organization for Economic Co-operation and Development (2023), OECD Employment Outlook 2023: Artificial Intelligence and the Labour Market, OECD Publishing, Paris, <https://doi.org/10.1787/08785bba-en>

⁷ Access Partnership (2023), Accelerating AI Skills: Preparing the Workforce for Jobs of the Future, <https://accesspartnership.com/global-ai-skills-study/>

⁸ Center for Security and Emerging Technology (2021), U.S. AI Workforce: Labor Market Dynamics, Georgetown University, <https://cset.georgetown.edu/publication/u-s-ai-workforce/>

⁹ U.S. Bureau of Labor Statistics (2025), Employment Projections, <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

¹⁰ Projections Management Partnership (2025), Long-term Occupational Projections (2022-2032), <https://projectionscentral.org/longterm>

University of Wisconsin - Stevens Point						
Cost and Revenue Projections For Newly Proposed Bachelor of Science in Artificial Intelligence						
	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	15	20	25	25	30
	Enroliment (Continuing Student) Headcount	0	15	33	55	64
	Enrollment (New Student) FTE	15	20	25	25	30
	Enrollment (Continuing Student) FTE	0	15	33	55	64
II	Total New Credit Hours	225	552	1020	1355	1575
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	0.31	0.80	1.46	1.89	2.21
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.10	0.10	0.10	0.10	0.10
IV	Revenues					
	Tuition	\$51,214	\$125,644	\$232,168	\$308,420	\$358,495
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation - From Workforce Development	\$48,792	\$125,915	\$157,394	\$157,394	\$157,394
	Total Revenue	\$100,006	\$251,559	\$389,562	\$465,814	\$515,889
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$27,857	\$73,728	\$139,350	\$185,776	\$223,410
	Instuctional Academic Staff					
	Administrative and Student Support Staff	\$6,100	\$6,283	\$6,471	\$6,666	\$6,866
	Other Staff					
	Fringe Faculty and Academic Staff	\$12,146	\$32,145	\$60,756	\$80,998	\$97,407
	Fringe University Staff	\$3,288	\$3,387	\$3,488	\$3,593	\$3,701
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Supplies & Expenses (Consistent technology update	\$9,663	\$29,914	\$27,773	\$26,523	\$26,724
	Other (please list)					
		Total Expenses	\$59,054	\$145,457	\$237,838	\$303,556
	Net Revenue	\$40,952	\$106,102	\$151,724	\$162,258	\$157,781

Provost's Signature:

Date:



5/8/2025

Chief Business Officer's Signature:

Date:



5/8/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STEVENSON BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Stevens Point proposes to establish a Bachelor of Science (B.S.) in Artificial Intelligence (AI). As an applied AI program, it will provide students with a comprehensive education in AI concepts, algorithms, and techniques, as well as direct experience in developing AI-based solutions. The program fits within the suite of computing programs offered by the Department of Computing and New Media Technologies and offers a distinct new area of growth for the university. This program will provide students with the necessary education and training to address the growing demand for applied AI development skills in the workforce and address the shortage of skilled professionals in this field, especially regionally. Industry demand and labor-market projections indicate a need for higher education institutions in the U.S. to expand training in AI as AI-related occupations are expected to experience double digit growth through early 2030s, both nationally and in Wisconsin specifically. The development of this program is supported through funding provided to UW-Stevens Point through the UW 2023-2025 Workforce Development Plan biennial budget allocation.

COST REVENUE NARRATIVE

Section I – Enrollment

Table 1 below provides enrollment and graduation projections for students entering the program over the next five years. The projections are based on historic enrollments and retention in new programs and emphases offered by the Department of Computing and New Media Technologies and other departments in the College of Letters and Science. As a high demand discipline in the industry, the program has strong potential for enrollment. The primary benchmark used to project the annual enrollments was experience gained from another rapidly growing area in computing. The cybersecurity option of the B.S. in Computer Information Systems (CIS) was introduced in fall 2020, and it has grown to 67 enrollments (as of fall 2024) over five years, with double-digit year-over-year enrollment growth. We anticipate a similar pattern for the proposed program given the high industry demand and interest in artificial intelligence. Overall, a conservative enrollment forecast has been used to demonstrate the financial viability of the major program.

As provided in Table 1, in Year 1 of the major program, 15 new incoming students are expected to declare the B.S. in AI, resulting in 15 students in Year 1 of the major program. Table 1 assumes no attrition (i.e., 0% per year) and is based on the very modest actual attrition rates from existing computing programs being offset by new major

declarations by existing B.S. in Computer Information Systems (CIS), transfer students, and students currently enrolled in other majors. The modest number of transfer and continuing students who will declare the major are anticipated to graduate in Year 2 (two students) and Year 3 (three students). Beginning in Year 4, and continuing for each year thereafter, 35% of continuing students are assumed to graduate each year. This percentage is consistent with historical graduation percentages for students enrolled in the computing programs and emphases.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	15	20	25	25	30
Enrollment (Continuing Student) Headcount	0	15	33	55	64
Total Enrollment	15	35	58	80	94
Enrollment (New Student) FTE	15	20	25	25	30
Graduating	0	2	3	16	22
Attrition	0	0	0	0	0

Section II – Credit Hours

Table 2 below represents credit hour projections for the first five years of the program. The annual projections are based on credit hours generated by students enrolled in all of the program courses during the year. To calculate the program-specific student credit hour production, UW-Stevens Point employs a summative table where course-by-course enrollments of students in the major are projected for each year of the program. For example, in Year 1, the 15 enrolled students are projected to generate 225 student credit hours across the program courses in which they are enrolled. As table 2 illustrates, student credit hour production increases in Years 2 through 5 as overall student enrollments in the program increase and students take more courses in the program. As described in the curriculum table in the authorization document, the proposed program will require development and staffing of new courses. Additionally, due to the consistent offering of required courses in the proposed program, the frequency and timing of electives may change, but not the total number of courses offered in a given semester.

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)	225	552	1020	1355	1575
Existing Credit Hours	0	0	0	0	0

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed B.S. in AI for the next five years. The projections in Years 1 through 5 reflect faculty and staff teaching loads necessary to support the proposed program. As described in the authorization narrative, support for instruction through repurposed GPR has been provided to UW-Stevens Point through the UW 2023-2025 Workforce Development Plan biennial budget allocation. (The budgeting of this repurposed GPR support is more fully explained in the revenue section that follows.) Additionally, the inclusion of 0.10 FTE annually for current administrative staff is not intended to support a new additional position, but to acknowledge in the budget the modest increased administrative cost associated with providing courses and serving students in a new degree program. These include additional course scheduling, textbook rental orders, assignments of students to faculty advisors, and other program-support activities hosted by the department.

Table 3: Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of New Faculty/Instructional Staff	0.31	0.80	1.46	1.89	2.21
FTE of Current Fac/IAS					
FTE of New Admin Staff					
FTE Current Admin Staff	0.10	0.10	0.10	0.10	0.10

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed B.S. in AI for the next five years. Revenue sources are program tuition and workforce development funds designated as GPR reallocation to support instruction for this program. Annual contributions of each revenue type are described in the text following Table 4.

Table 4: Program Revenues

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
From Tuition	\$51,214	\$125,644	\$232,168	\$308,420	\$358,495
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
GPR Reallocation – From Workforce Development	\$48,792	\$125,915	\$157,394	\$157,394	\$157,394
Total Revenue	\$100,006	\$251,559	\$389,562	\$465,814	\$515,889

The tuition revenue projection in Year 1 reflects only the contribution of tuition revenue from new students while the projections for Years 2 through 5 reflect the contributions of tuition revenue from both new and continuing students.

For students enrolled in the B.S. in AI program, standard baccalaureate tuition and fee rates will apply. For the current academic year, in-state residential tuition and segregated fees total \$4,614.29 per semester for a full-time student enrolled in 12-18 credits per semester. Of this full-time semester amount, \$3,689.16 is attributable to tuition, \$835.13 is attributable to segregated fees, and \$90.00 is attributable to textbook rental. For the purpose of program tuition revenue calculations, only \$3,414 of the \$3,689 published resident tuition amount per semester is applied to the revenue calculations because \$275/semester per full-time student is specifically directed to advising, financial aid, and high-demand courses. Additionally, to account for the tuition plateau (where students enrolled for 12-18 credits pay the same full-time tuition amount), for program revenue calculations, the semester tuition amount of \$3,414 is divided by 15 credits to yield a per-credit program-estimated tuition of \$227.62. Therefore, the estimated annual program tuition revenue is calculated by multiplying this per-credit amount (\$227.62/credit) by the program-specific student credit hours generated each year. For example, multiplying the 225 student credit hours generated in Year 1 by \$227.62 results in an estimated tuition revenue of \$51,214 for the first year of the program. Calculations for Years 2 through 5 are completed in the same manner, by multiplying the expected student credit hours generated each year by \$227.62/per credit.

Due to annual increases in enrolled students and student credit hour generation, after Year 1 the projected tuition revenue continues to increase in each subsequent year of the program, and the revenue projected for Year 5 of the program is \$358,495. In support of creating a conservative program budget, tuition rates have been held constant for the first five years of the program.

The courses for this program will be delivered through in-person classes. However, some general education and university elective courses, depending upon student choice, may be available in hybrid and 100% online modalities. As previously approved by UW

System, to offset distance programming, infrastructure, and marketing expenses, UW-Stevens Point assesses a \$50/credit distance education fee for courses offered in the 100% online modality. Additionally, in accordance with UW System Administrative Policy 825 (Special Course Fees), some individual courses may charge additional course fees, such as access fees for online materials, transportation and admission costs incurred for required field trips for course instruction, and for materials for projects that result in tangible products retained by the students in a course.

As noted previously in the authorization and budget narrative above, UW-Stevens Point received funding through the UW 2023-2025 Workforce Development Plan biennial budget allocation to support program development in computing. For the B.S. in AI budget specifically, a faculty salary of \$110,000, fringe benefits of \$42,394, and an additional \$5,000 in supplies and expenses are budgeted as repurposed GPR in support of the development and instruction for the B.S. in AI. The total funding allocation for the faculty salary, fringe benefits, and supplies is \$157,394. Because the expected program faculty instructional FTE in Years 1 and 2 is 0.31 and 0.80 respectively, the repurposed GPR support for Years 1 and 2 was calculated by multiplying the instructional FTE by \$157,394. This results in repurposed GPR allocations of \$48,792 and \$125,915 in Years 1 and 2 respectively. For Years 3 through 5, since the instructional FTE exceeds 1.0 for each of these years, the full amount of \$157,394 is represented in Table 4 as repurposed GPR support for these three years. No additional grants, extramural funding, or other program revenue are planned or budgeted to support the B.S. in AI.

Section V – Program Expenses

Table 5 below depicts expenses relevant to the proposed B.S. in AI for the next five years. The projections in Year 1 reflect the new costs in creating and staffing new courses for the program as well as supplies and expenses associated with the program. As we will be utilizing existing classroom and computer lab spaces and equipment for this new program, the primary expenses in the budget are those directly associated with instruction. However, our internal review of the overall costs of academic programs also considers indirect costs (e.g., general facilities maintenance, student support services, and administrative costs) that are necessary to support the academic programs. These indirect costs are not reflected below. Instructional and support staff salaries are budgeted with increases due to possible pay-plan increases (at 3% per year).

The budgeted supplies and other expenses total \$9,663 in Year 1, with increased amounts budgeted for Years 2 through 5. These budgeted expenses are to support consistent annual updates in classroom technology and software for the program, and the increase from Year 1 to the annual amounts budgeted in the following years is due to the inclusion of new program courses with additional requisite software and hardware requirements.

Table 5: Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries plus Fringes					
Faculty/Instructional Staff	\$40,003	\$105,873	\$200,106	\$266,774	\$320,817
Other Staff	\$9,388	\$9,670	\$9,959	\$10,259	\$10,567
Other Expenses					
Facilities					
Equipment					
Supplies & Expenses	\$9,663	\$29,914	\$27,773	\$26,523	\$26,724
Other:					
Total Expenses	\$59,054	\$145,457	\$237,838	\$303,556	\$358,108

Section VI – Net Revenue

As indicated previously, the B.S. in AI program will provide students with a comprehensive education in AI concepts, techniques, and direct experience in developing AI-based solutions. We expect that increased program visibility and focus will result in modest increased demand for the B.S. in AI over the first five years of the program. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will ultimately generate net revenues consistently.

Table 6 below illustrates net revenues derived from the proposed B.S. in AI for the first five years of the program. Net positive revenues are projected for each year of the program. Net revenue is expected to increase from \$40,952 in Year 1 to \$157,781 in Year 5. The predicted net revenue decrease from Year 4 (\$162,258) to Year 5 (\$157,781) is due to faculty and staff salaries being conservatively budgeted to increase 3% per year while tuition increases have not simultaneously been budgeted for during the five years represented in this authorization request. Any tuition increase over the first five years of the program will result in increased net revenue for the affected years.

Table 6: Net Revenue

Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	\$40,952	\$106,102	\$151,724	\$162,258	\$157,781

**University of Wisconsin-Stevens Point**

Office of Provost and Vice Chancellor

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

To: Jay Rothman, President, University of Wisconsin System
From: La Vonne J. Cornell-Swanson, Provost & Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Bachelor of Science in Artificial Intelligence
Date: April 10, 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 Bachelor of Science in Artificial Intelligence (AI), for which we are currently seeking authorization. As outlined in the proposal, this innovative program aligns with UW-Stevens Point's mission to expand educational offerings in high-demand fields and directly supports our [*Purpose Made Possible*](#) strategic plan goal of enhancing workforce readiness in our region. The BS in AI represents a significant addition to our computing program offerings and will provide students with a strong foundation in AI concepts, algorithms, and techniques to prepare them for emerging careers in artificial intelligence development and application.

As the authorization narrative notes, the demand for AI professionals continues to grow, with labor-market projections indicating double-digit growth in AI-related occupations nationally and within Wisconsin. As industries increasingly incorporate AI technologies across sectors - including healthcare, manufacturing, education, and finance - there is an urgent need for graduates trained in responsible AI development. This program will help meet that need, equipping students with industry-relevant skills while reinforcing interdisciplinary collaboration through coursework in computing, mathematics, and business. Additionally, the AI program complements UW-Stevens Point's existing computing programs and establishes our institution as a leader in AI education.

In terms of modality, the program will be offered in a face-to-face format, ensuring students receive direct engagement with faculty and industry professionals. Students will complete 120 total credits, including 64 major-specific credits covering AI foundations, machine learning, deep learning, natural language processing, cybersecurity, and cloud computing. Significantly, several local employers have already expressed interest in providing paid internships for AI students, reinforcing strong industry support and ensuring graduates are well-positioned for employment opportunities upon completion.

Finally, the program will undergo rigorous assessment and review procedures to maintain academic quality and continuous improvement. It aligns with best practices in AI education and will contribute meaningfully to UW-Stevens Point's academic portfolio and regional educational opportunities.

Please let me know if further information is required. I look forward to receiving authorization from the Board of Regents for this vital program, which will further strengthen UW-Stevens Point's commitment to preparing students for careers in the AI-driven future. Thank you.

2023 WISCONSIN ACT 20 UPDATE

REQUESTED ACTION

For information and discussion.

SUMMARY

Each university has provided documentation certifying compliance with 2023 Wisconsin Act 20, which states: "The Board of Regents of the University of Wisconsin System shall ensure that, by July 1, 2025, any faculty or academic staff member of the University of Wisconsin System who teaches a course that includes curriculum in reading instruction designed for an individual who intends to apply for a license issued by the department of public instruction to teach a grade from kindergarten to 3, to be a principal, or to be a reading specialist has received the professional development training specified in par. (a) 1. and 2." (Section 27. (2)(b))

Presenter

- Johannes Britz, Senior Vice President for Academic and Student Affairs, Universities of Wisconsin
- Barbara Bales, Director, PK-20 Strategic Initiatives and Educational Programs, Universities of Wisconsin

BACKGROUND

[2023 Wisconsin Act 20](#) directs the Department of Public Instruction (DPI) to implement a comprehensive, statewide intervention to improve reading outcomes for children in PreK–12 public and private schools. This initiative mandates the use of evidence-based early reading instruction, commonly referred to as the Science of Reading (SOR).

As institutions that prepare principals, reading specialists, and teachers to teach reading and language arts to children in PreK through Grade 3, Act 20 impacts three key areas of the UWs' educator preparation programs:

1. The content of early literacy courses in PreK–3 certification programs;

2. The documentation teacher, principal, and reading specialist candidates must provide when applying for licensure; and
3. A requirement that the Board of Regents ensure all faculty and academic staff who teach early literacy courses have completed specific professional development in the Science of Reading (as specified in paragraphs (a) 1. and 2. of the Act).

The DPI verifies compliance with the first two statutory requirements—course content and candidate licensure documentation—through its review and approval of the UWs' educator preparation programs.

For the third requirement, the Vice President has confirmed that each of the 13 Universities of Wisconsin universities can ensure that any faculty or academic staff member teaching a course involving reading instruction for prospective PreK–3 teachers, principals, or reading specialists has received the professional development training specified in Act 20 by July 1, 2025.

ATTACHMENT

- A) Act 20 UW Assurances-July 2025



Academic and Student Affairs
 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706
www.wisconsin.edu

The Universities of Wisconsin
 Assurances of Faculty/Instructors Meeting
 Act 20 Professional Development Training by July 1, 2025

UW Campus	Faculty Meeting the Act 20 Requirements
UW-Eau Claire	100%
UW-Green Bay	100%
UW-La Crosse	100%
UW-Madison	UW-Madison ensures that the faculty and academic staff instructors who teach courses that include curriculum in reading instruction designed for an individual who intends to apply for a license issued by the department of public instruction to teach a grade from kindergarten to 3, to be a principal, or to be a reading specialist will have completed the professional development training specified in par. (a) 1. and 2 by the July 1, 2025, deadline.
UW-Milwaukee	100%
UW-Oshkosh	UW-Oshkosh has five instructors who fall into this category and each of them has completed the training or will have completed it by July 1.
UW-Parkside	100%
UW-Platteville	The University of Wisconsin-Platteville has determined that 100% of those faculty members are currently engaged in the required professional development and will complete the required professional development by July 1, 2025.
UW-River Falls	100%
UW-Stevens Point	100%
UW-Stout	100%
UW-Superior	100%
UW-Whitewater	100%
Universities of Wisconsin (entirety)	100%

**UNIVERSITIES OF WISCONSIN
2025 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS,
AND OTHER CHANGES OF STATUS**

REQUESTED ACTION

Adoption of Resolution E., approving 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 2025 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The 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) 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, KRYSTI	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

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	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	ASSOCIAT 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+	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KONG, JOOYOUNG	SANDRA ROSENBAUM SCHOOL OF SOCIAL WORK	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, ADELINE	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, MAICHO	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, YUHANG	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VARESCI, 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	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
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	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	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	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	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	MIRZA, SHAMA	CHEMISTRY AND BIOCHEMISTRY	TENURE	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		NEW APPOINTMENT	PROFESSOR
UW-MILWAUKEE	PACIFICO, DAVID	ART HISTORY	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
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	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	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PORTER, BRYAN	PSYCHOLOGY	TENURE		NEW APPOINTMENT	PROFESSOR
UW-MILWAUKEE	PYCHA, ANNE	LINGUISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	REDD, STEVEN	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ROBERTS, AKI	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RUPPEL, ERIN	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SHOREY, RYAN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	TEGELER, AMY	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ZHAO, JIAN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
OUT OF CYCLE						
UW-MILWAUKEE	AVDEEV, ILYA	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	BILEN-GREEN, CANAN	INDUSTRIAL AND MANUFACTURING ENGINEERING	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	CUZNER, ROBERT	ELECTRICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	EARL-BOEHM, JENNIFER	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RAHMAN, MOHAMMAD	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WANG, INGA	REHABILITATION SCIENCES AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WENDEL, MONICA	PUBLIC HEALTH	TENURE		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	HESSSEL, 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

**ACADEMIC UNIT REALIGNMENT PROPOSAL
UW-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution F.

Resolution F. That, upon the recommendation of the Chancellor of UW-Parkside and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin-Parkside to realign the academic administrative structures and the merger of four academic colleges into a single college led by a Senior Vice Provost and Dean of the Faculty.

SUMMARY

The University of Wisconsin-Parkside (UW-Parkside) seeks approval to realign academic administrative structures and merge the existing College of Arts & Humanities; College of Business, Economics, and Computing; College of Natural and Health Science; and College of Social Sciences and Professional Studies into a single academic college.

The proposed integration of academic colleges does not change the current program array or department structures at UW-Parkside, nor does it impact the accreditation status of any program.

The justification for the realignment of academic administrative structures and the integration of the four colleges include financial benefits from consolidating administrative positions and work, consistency of budgetary controls, elevation of faculty and staff voices, alignment of institutional strategy, streamlined and unified processes and procedures, and increased opportunity for interdisciplinary program and curricular collaboration and innovation.

The new administrative position of Senior Vice Provost and Dean of the Faculty will begin work on July 14, 2025, with the goal of integrating processes and budgets to be completed by June 30, 2026.

The University of Wisconsin-Parkside Faculty Senate endorsed the dissolution of the four colleges and their reconstitution as a single college on April 1, 2025, after two months of intensive consultation.

Presenter:

- Dr. Matt Cecil, Interim Provost and Vice Chancellor Academic and Student Affairs, UW-Parkside

BACKGROUND

UW-Parkside has identified the following stated objectives and benefits from the proposed realignment and merger.

1. **Leaner administrative structure.** The proposal reduces the number of academic colleges from four to one. A single college will allow increased coordination and integration of services and programs within and among other units. This coordination and integration will allow for more consistency and uniformity of services to employees and students.
2. **Efficiencies and cost savings with resources directed toward advancing mission.** The merger of academic colleges will result in fewer administrative positions with duplicated services. The colleges being merged and units realigned are relatively small, and there are efficiencies that can be gained from non-duplicated services and coordination. In addition, increased efficiencies and the recovery of limited resources can then be directed toward maintaining faculty and staff positions directly serving students and reinvesting in the university to advance its mission and strategic directions.
3. **Increased financial management.** The budget management functions of four colleges with four individual processes and four strategies will be consolidated allowing for more comprehensive and consistent financial control.
4. **Process improvement.** A Council of Chairs within the new college will bring departmental leadership together for informational and process improvement discussions. Alignment of other key units, such as the Office of the Registrar, under the assistant vice chancellor for student success within Academic Affairs, will reduce layers of supervision and allow for more direct process improvement conversations.
5. **Enhanced collaboration and innovation.** A flattened hierarchy and elimination of inter-college competition will allow enhanced academic communication, collaboration, and innovation.

Higher Learning Commission approvals for the proposed realignments are not required.

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

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

Related Policies

- Regent Policy Document 4-12 Academic Program Planning, Review, and Approval in the University of Wisconsin System
- SYS 102 Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, Section 8.2

LEADERSHIP PLANS, TIMELINE, IMPLEMENTATION

Leadership Plans:

The realignment of administrative structures and the merger of four academic colleges into a single college will bring forward a streamlined leadership and organizational structure with the following (see Attachment A, B and C for a campus proposal narrative, organizational structure, and senior leadership position explanations):

- A single college housing the existing departments, chairs, and department administrative support.
- Academic Departments that retain their current titles, rosters, chairs, administrative support, and advisors, if applicable.
- A Council of Chairs convened by the senior vice provost and dean of the faculty, including all chairs, to provide advice, consultation, advocacy, and feedback to the academic affairs leadership team.
- A senior vice provost and dean of the faculty to provide day-to-day management and leadership of the academic college.
- An academic services unit under the senior vice provost and dean of the faculty focused on functions formerly performed by distributed college-level staff.
- The current vice provost for academic affairs position clarified and expanded as vice provost for scholarship and administration with the addition of supervision of the library.
- The current assistant provost for student success position retitled to assistant vice chancellor for student success with supervision for units including registrar, academic advising, Parkside Academic Resource Center (tutoring), student success coaching, and TRIO/Student Support Services.
- A Parkside Partnerships area led by an executive director including several key existing partnership-oriented units such as the Alan E. Guskin Center for Community & Business Engagement, Professional & Continuing Education, Career Center, and Small Business Development Center.

- University areas of excellence (concepts, not structures) to be determined through an ongoing conversation that provides clear touchpoints for external stakeholders and potentially helps organize collaborative and interdisciplinary work.

Timeline:

At the beginning of the 2024-2025 academic year, Chancellor Akey asked the campus to pursue a strategic direction of transforming the university's structures for greater efficiency and effectiveness (see Attachment D for campus communications). The campus was asked to examine the structure of its academic units and consider how to organize for greater efficiency while advancing the core mission of educating and supporting students.

A dedicated workgroup of faculty, staff, and students met regularly throughout the fall semester, presenting its report, "Principles for Transforming UW-Parkside Administrative Structures 2024," to the Faculty Senate on November 26, 2024. This report was then shared with the campus on December 10, 2024. Based on the principles identified and further consultations with the workgroup and other constituencies, a proposed reorganization of the university's academic structure was presented at a university town hall held on January 29, 2025. This began a series of presentations, discussions, and feedback opportunities, including the Faculty Senate meeting on February 25, 2025, and the faculty meeting on March 17, 2025. On April 1, 2025, the Faculty Senate voted on a formal resolution.

Implementation:

A timeline for implementation of the realignment and college merger is attached (see Attachment E). Upon receipt of the University of Wisconsin System Board of Regents approval, UW-Parkside will continue work and formally enact the many concurrent efforts for successful realignment and college merger. It is anticipated that administrative reporting structures will formally transition by August 25, 2025, with the elimination of the current dean positions while other structures, procedures, and support systems will be merged and realigned by June 30, 2026. Until new systems are adapted, past practice will prevail. The change will be transparent to students as all programs and departments will continue under the new structure.

The merged academic college will be led by a senior vice provost and dean of the faculty identified through an internal search with an anticipated appointment effective on July 14, 2025. Following the appointment of the senior vice provost and dean of the faculty, the limited dean positions of the four current academic colleges will end on August 24, 2025. All current academic college deans hold concurrent appointments as tenured faculty members with an opportunity to transition to faculty appointments effective August 25, 2025.

Divisions and units beyond the new academic structure, including finance and administration, human resources, student affairs, enrollment services, campus technology services, communication and marketing, advancement, etc. will be aligned to meet the

needs of the new academic structure and college. The transition will take time as all areas continue serving the needs of students, faculty, and staff.

IMPACT OF PROPOSED REALIGNMENT ACTIONS ON ACADEMIC PROGRAMS, RESOURCE UTILIZATION, PERSONNEL, AND STUDENTS

Academic Programs: The proposed actions do not affect UW-Parkside's academic program array. The programs and associated faculty and instructional academic staff will remain in their current departments. As in the current structure, academic programs will continue to be delivered by faculty and academic staff and overseen by department chairs, directors, unit heads, and the senior vice provost and dean of the faculty. There is no anticipated negative impact on program support within the realigned units. The proposed realignment and merger of academic colleges is expected to lead to additional collaboration and interdisciplinary program development.

Scholarship and Research: The proposed realignment and merger of academic colleges is expected to impact opportunities for collaboration and interdisciplinary pursuits positively. With reduced barriers to communication and collaboration, it is anticipated that current interest in interdisciplinary scholarship, research, and creative activity will advance.

Community Engagement: UW-Parkside is nationally recognized for promoting civic engagement and is known for "learning in action" in partnership with our community. The university's community-based learning and engagement programs provide opportunities for students to apply their knowledge and skills to real-world experiences. UW-Parkside upholds the Wisconsin Idea and looks to further community engagement and transition from being an education provider to a true partner with business, industry, and nonprofits to offer new academic opportunities, high-impact career-ready experiences, and workforce development.

As a regional university, UW-Parkside is a steward of place with a mission to provide higher education services and partner in the region's economic and cultural development. Students and families want credentials and degrees with clear connections to the workplace of tomorrow. Employers in the region need educated workers who bring talent and can contribute from day one. UW-Parkside intends to be an active partner, collaborating to create and provide the right mix of academic and professional development programming that feeds graduates into key workforce areas to benefit students, partners, and the region.

In the realignment proposed, the university will further establish Parkside Partnerships, a clear front door to the institution for developing partnerships with businesses, industry, and nonprofits to ensure programming responsive to the region's workforce needs. Parkside Partnership deliverables include:

- Talent Development and Recruitment: Expand talent and workforce pipeline with employer-student connections through internship program development, co-op opportunities, career fairs, on-campus recruitment, and career programs.
- Workforce Professional Development and Education: Provide contract training, certificates, and professional development programs tailored to industry needs. Support employees' continuing education and degree completion through tailored work-based learning courses, credit for prior learning, and other services for adult learners.
- Partnership-Driven Research and Consulting: Establish research partnerships and consulting services to address specific business challenges and opportunities.
- Support for Local Businesses, Government, and Nonprofit Organizations: Deliver targeted support and consulting services to address specific small business challenges and opportunities.

Students: The proposed realignment and college merger will not negatively impact students. Faculty and staff will continue to serve students, and current program offerings remain within the new structure. With increased efficiencies and the recovery of limited resources, the focus is on maintaining faculty and staff positions directly serving students and reinvesting in the university to advance its mission and strategic directions.

Resource Utilization: The realignment and merger are expected to result in resource savings and allow for strategic resource reinvestment. The resource savings generated by the realignment and merger are estimated to be between \$200,000 and \$300,000 as administrative positions and work are consolidated. Most directly, savings will be generated from the reduction from four academic deans to one senior vice provost and dean of the faculty. In addition, potential staff reductions of 1.5 to 3 positions are anticipated as efficiencies in staff work are identified. In recognition of that possibility, the university has held vacant staff positions elsewhere in the institution for reassignment.

Personnel and Administrative Services: The realignment and merger will allow for the sharing of services to enhance student, faculty, and staff support. Due to years of budget reductions, many services in existing units have been reduced or eliminated. As a result, inefficiencies arose. By merging structures, combining resources, and sharing services, new opportunities will be pursued to enhance services and functions.

Space: The consolidation of four individual dean's offices into one senior vice provost and dean's office is anticipated to improve efficiency in the use and assignment of spaces or facilities. Programs will continue to use existing spaces and facilities, and staff will review opportunities and needs systemically as they arise in the future.

ATTACHMENTS

- A) Transformation Proposal with Organizational Structure
- B) Revised Transformation Proposal Organizational Structure
- C) Faculty Senate Endorsed Transformation Proposal Organizational Structure
- D) Campus Communications
- E) Implementation Planning Timeline

Transformation Proposal with Organizational Structure

January 29, 2025

Transforming UW-Parkside's Academic Structure: A Proposal

Chancellor Lynn Akey

Provost Matt Cecil

The Transforming Structures Workgroup examined the academic structure of UW-Parkside as charged by the Chancellor in Fall 2024 and offered a series of principles to guide the development of this proposal. In their report, members of the workgroup noted that the current four-college model has yielded excess administrative structure, a lack of desired transparency, and persistent inequities across colleges. According to the workgroup report, the current structure promotes competition among academic units and creates barriers that hinder interdisciplinary collaboration. The report also suggested that any new structure should promote greater departmental autonomy, with the administration providing support and promoting collaboration. The authors asserted that reverence for shared governance and a central focus on student success should guide any reorganization.

Specifically, the Transforming Structures Workgroup recommended ten principles for transforming the UW-Parkside administrative structures (pg. 34):

- Communication, Transparency, Accountability and Equity
- Student Support
- Teacher-Scholar Model
- Interdisciplinary Collaboration and Reduced Competition
- Shared Governance
- Academic and Student Affairs Synergy
- Administrative Organization and Responsibilities
- Campus Climate
- Academic Program Structure Review
- Budgetary Exercise

We agree that these are among the key principles to consider when redesigning the structure of our academic enterprise. The university must be more nimble and able to adapt more quickly to changing contexts to support its dual mission of access to educational services and responsiveness to the region's economic and cultural needs. It must also keep the students we serve at the center of our work.

One approach to reorganizing Parkside's academic enterprise *could* be simply to reduce the number of academic colleges, perhaps from four to two. We believe, however, that a traditional college-oriented structure still leaves the potential for undue focus on maintaining structures that foster competition and complicate process improvement efforts. We also believe that Parkside's small size is an asset that we should lean into. Why draw any unnecessary organizational lines

between groups of faculty who potentially may wish to collaborate? And given our size and future focus, just how much administrative structure is actually necessary for Parkside to excel?

As it happens, creating a highly streamlined and optimized administrative structure that focuses on collaboration while lifting up the voices of faculty and department-level leadership also offers the potential for the most significant resource savings and reinvestment for the institution. As the leaders of the workgroup noted from the beginning, both goals, collaboration and resource savings, are important as we embark on transforming our organizational structures.

We are thus proposing a highly streamlined organizational structure (see Addendum for a visual illustration of structure and senior leadership position explanations):

- A single college housing the existing departments, chairs, and department administrative support.
- Academic Departments that retain their current titles, rosters, chairs, administrative support, and advisors, if applicable.
- A Council of Chairs convened by the Senior Vice Provost and Dean for Academic Affairs, including all chairs, to provide advice, consultation, advocacy, and feedback to the academic affairs leadership team.
- A Senior Vice Provost and Dean for Academic Affairs to provide day-to-day management and leadership of the academic college.
- An Academic Services Unit under the Senior Vice Provost and Dean for Academic Affairs focused on functions formerly performed by distributed college-level staff.
- The current Vice Provost for Academic Affairs position clarified and expanded as Vice Provost for Scholarship and Administration with the addition of supervision of the Library.
- The current Assistant Provost for Student Success position retitled to Assistant Vice Chancellor for Student Success with supervision for units including Registrar, Academic Advising, Parkside Academic Resource Center (Tutoring), Student Success Coaching, and TRIO/Student Support Services.
- A Parkside Partnerships area led by an Executive Director including several key existing partnership-oriented units such as the Alan E. Guskin Center for Community & Business Engagement, Professional & Continuing Education, Career Center, and Small Business Development Center.
- University Areas of Excellence (concepts, not structures) to be determined through an ongoing conversation that provides clear touchpoints for external stakeholders and potentially helps organize collaborative and interdisciplinary work.

The proposed structure directly addresses many of the principles offered by the Workgroup.

- College boundaries are eliminated and a key goal of the Council of Chairs will be to offer strategies to enhance collaboration.
- The Council of Chairs elevates department chair voices in setting strategy and priorities across the academic enterprise.
- Student Success and greater synergy between academic and student affairs is supported.
- A single college is established that can be more nimble and agile than a four-college organizational structure with opportunities for greater transparency and equity.

- Budget authority and accountability are consolidated in the Senior Vice Provost and Dean for Academic Affairs.
- College-level staff and services are merged where appropriate for maximum efficiency.

There are challenges with this new structure that must be considered as well.

- Implementing changes to current structures will require time and energy, and this is occurring at a time when faculty, staff, and administrators already express being overstretched.
- The university will reduce administrative capacity, with current Dean and associate dean roles displaced, to absorb external mandates and support new initiatives.
- The merging of functions, processes, and positions across current academic colleges will need to occur.
- The clarification of the role and professional development support for Department Chairs will be needed.
- High-functioning and critically important Advisory Board structures will need to be adapted.
- The concurrent Workday changeover means significant work will need to occur next year to adapt the University's systems to these changes.

This proposal of structure for the academic enterprise is just a starting point. The possibilities offered by a unified structure include innovative academic programming, streamlined processes, increased sense of fairness across academic units, and clarity of communication. We believe that our university can be a leader within the Universities of Wisconsin in areas like academic innovation, partnership and regional development, and student success. We envision a university where structure does not dictate culture or action and where a flatter organizational structure allows new and innovative ideas to flourish.

We invite the campus community to consider this proposal and provide feedback through a series of feedback sessions that are being offered, the online survey that has been posted on the Transformation Proposal SharePoint site, and shared governance.

Addendum



- Position serves as a member of the Chancellor's Cabinet *
- Internal Search – Search open to internal candidates
- Interim Appt – Chancellor appointment

Senior Vice Provost and Dean for Academic Affairs

Chosen through an internal search, this limited position reports to the Provost and Senior Vice Chancellor. The Senior Vice Provost and Dean for Academic Affairs provides day-to-day management of the university's academic departments and curricular centers, supervision of department chairs/directors, and supervision of the Academic Affairs shared administrative staff. The Senior Vice Provost and Dean for Academic Affairs will work with the Provost and the Council of Chairs to develop processes for appropriate consultation on personnel and budget management, course scheduling, student/faculty/staff recruitment, curriculum, fundraising, and resource allocation. In addition, the Senior Vice Provost and Dean for Academic Affairs will participate in community outreach, fundraising, and partnership efforts. The Senior Vice Provost and Dean for Academic Affairs may have other administrative duties as assigned by the Provost.

Vice Provost for Scholarship and Administration

This full-time limited position is a title change for the current singular Vice Provost position in Academic Affairs. This position would maintain responsibility for current functions with the addition of supervision of the Library.

Assistant Vice Chancellor for Student Success

This limited position is a title change from the current Assistant Provost for Student Success position. This position would provide supervision for units including Registrar, Academic Advising, Parkside Academic Resource Center (Tutoring), Success Coaching, and TRIO/Student Support Services.

Council of Chairs

Consisting of academic department chairs and faculty leaders of curriculum-offering centers, the Council of Chairs is the primary consultative and advisory group where issues of policy and procedures within Academic Affairs should be raised for discussion and development of recommendations. The Council of Chairs will meet at least bi-weekly, convened by the Provost or designee. The Provost or designee may invite subject matter experts from Academic and Student Affairs or other parts of the university as information resources for the council. The Council of Chairs will serve an advisory and advocacy function.

Academic Affairs Services and Units

Staff from college offices are combined in functional areas to support academic departments and centers. Academic Affairs Services will support activities like personnel management, expense reimbursement, procurement, event planning and execution, professional development logistics, and other services as needed.

Executive Director for Parkside Partnerships

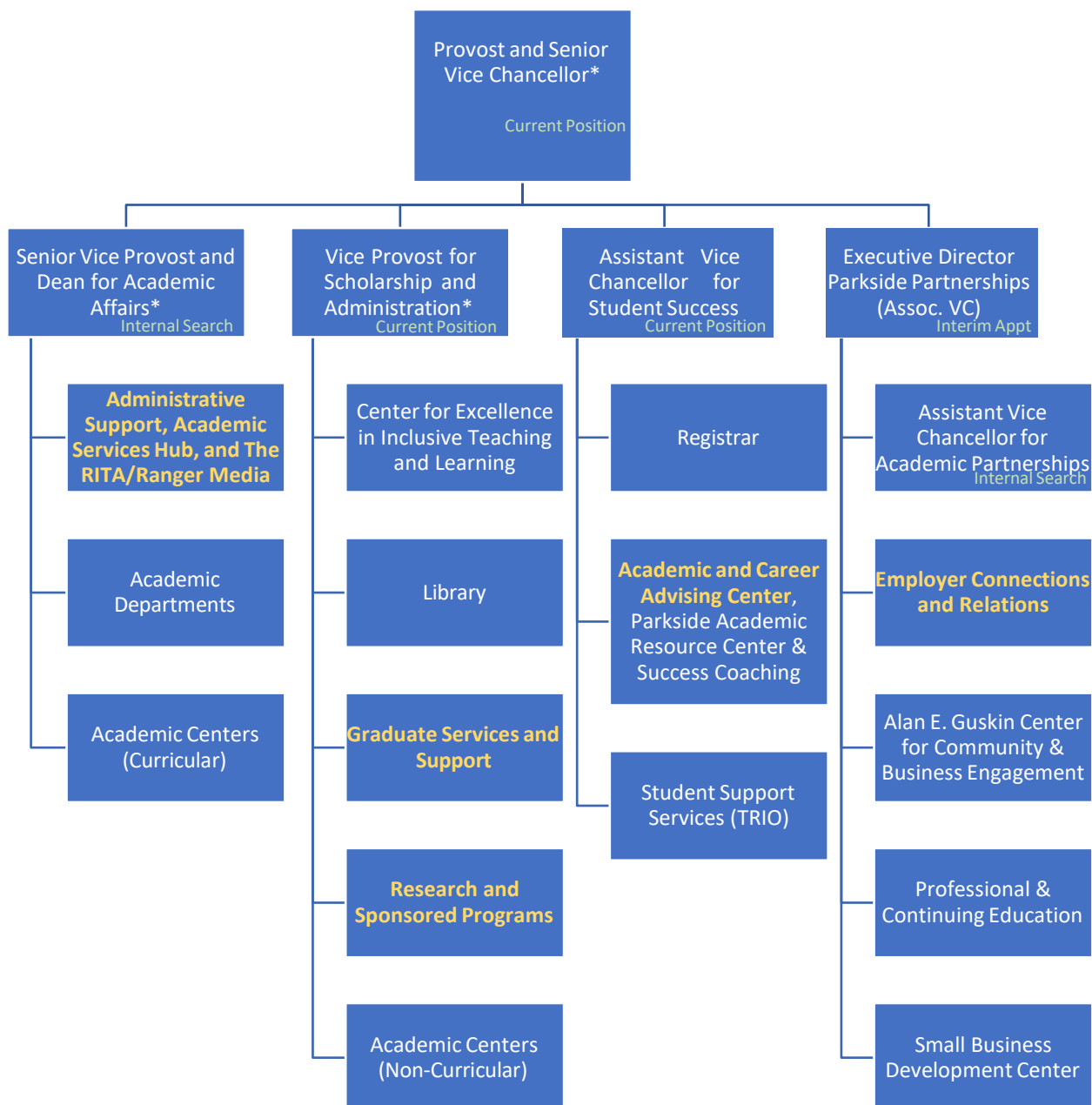
The Executive Director for Parkside Partnerships is a limited position that will lead the University in launching a robust partnership initiative and facilitate a campus-wide culture of partnership collaboration. Reporting to the Provost, the Director will supervise a number of units and functions foundational to partnerships. Parkside Partnerships will provide a "front door" to UW-Parkside for businesses, industry, and non-profits seeking to partner with the institution in advancing the economic, cultural, and social development of the region.

Assistant Vice Chancellor for Academic Partnerships

Chosen through an internal search, the Assistant Vice Chancellor for Academic Partnerships is a limited position responsible for working with faculty and staff across the university to review and consider partnership opportunities and identify engagement requirements. This position also provides planning support and coordination to ensure partnership experiences are sustainable and scalable.

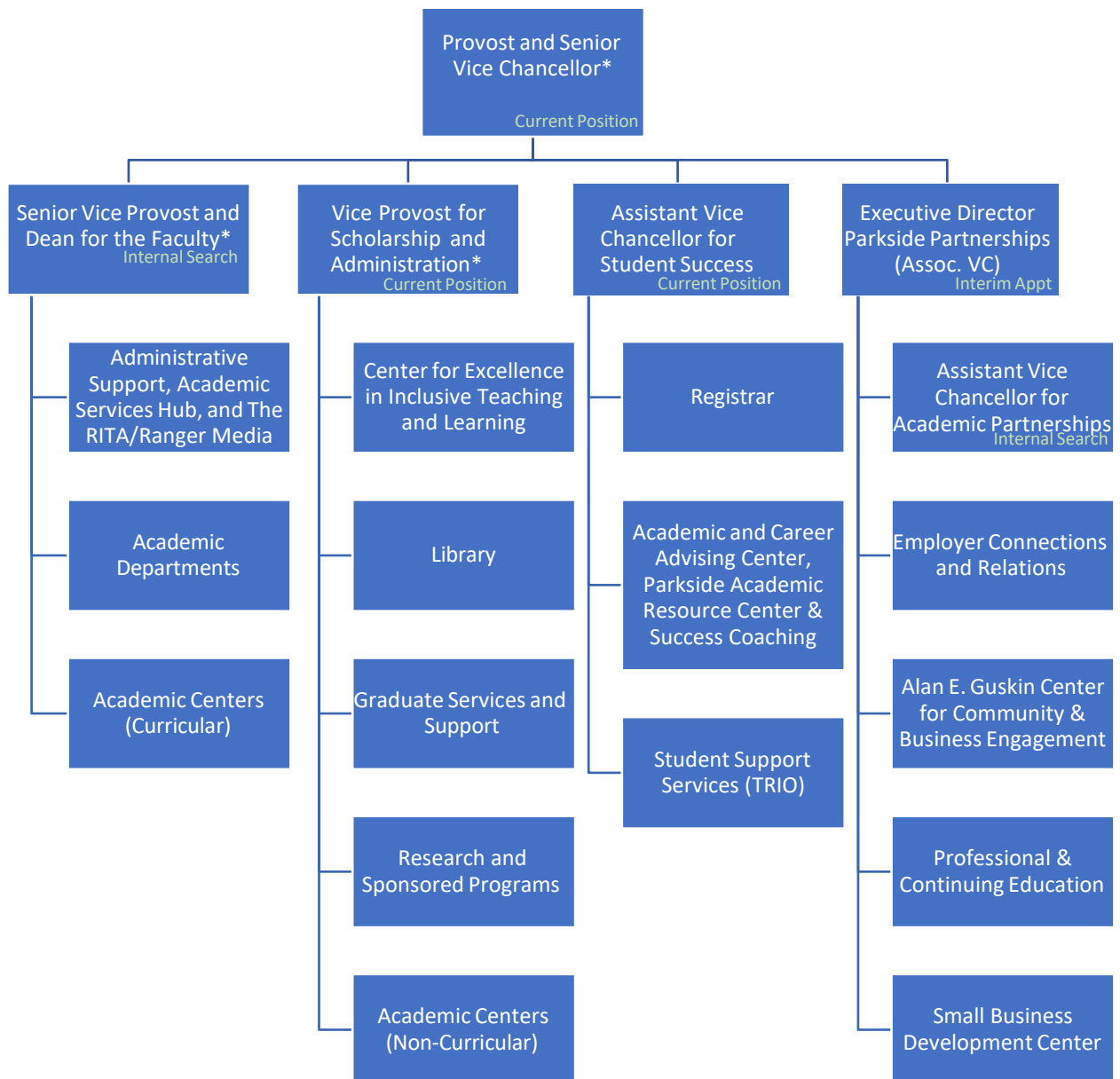
Revised Transformation Proposal Organizational Structure

March 3, 2025



- Position serves as a member of the Chancellor's Cabinet *
- Internal Search – Search open to internal candidates
- Interim Appt – Chancellor appointment
- Yellow font – Changes in position titles proposed in the Addendum to Attachment A: Transformation Proposal with Organizational Structure 1.29.2025

Faculty Senate Endorsed Transformation Proposal Organizational Structure April 1, 2025



- Position serves as a member of the Chancellor's Cabinet *
- Internal Search – Search open to internal candidates
- Interim Appt – Chancellor appointment

Campus Communications

Forward Focus Strategic Directions August 30, 2024

Dear Parkside Community,

It was wonderful to see so many of you at Convocation, connecting with colleagues in preparation for the academic year ahead. The start of the academic year is so special, filled with energy and anticipation. I can't wait to engage with new and returning students next week who will begin or continue their journey of making connections, discovering new ideas, and exploring opportunities that Parkside makes possible.

Our university upholds a meaningful legacy, and our strategic pillars adopted in 2025 provide a strong foundation: be a premier regional university that transforms lives, advance economic growth and quality of life, and achieve sustainable growth.

Looking ahead to the academic year, as I noted during my address, we must focus on positioning UW-Parkside's vibrancy and sustainability for decades to come. In late Spring, I invited the campus community to contribute to Parkside's future vision by reflecting on questions such as: Who are our students now and in the future? What experiences must we provide them? How do we differentiate ourselves from others? We also engaged in Table Talks on student enrollment, academic offerings, student success, the student experience, and recruiting and retaining employee talent. The University Leadership Council has since refined Parkside's strategic position and focus.

With a forward focus, we will pursue three strategic directions:

1. First-Choice University in Southeast Wisconsin for Working Students
2. Partner with Business and Industry in Regional Economic and Cultural Vitality
3. Transform Structures for Greater Efficiency and Effectiveness

A workgroup for each strategic direction (see attached) will meet this fall to complete work and submit reports on actions that we will take this year. You may [express interest](#) in serving on a workgroup by submitting interest prior to September 9, 2024.

These strategic directions require us all to work together with Parkside's best interests in mind, embracing innovative approaches while acknowledging the necessity of change. I am confident that, working together, we can strengthen Parkside's unique role in our region and the broader Universities of Wisconsin.

I am honored to serve as your Chancellor and deeply appreciate your dedication and commitment to our students. Here's to a meaningful year ahead!

Warm regards,



Chancellor

Chancellor Fall Semester Mid-Term Update October 17, 2024

Dear Faculty and Staff,

It has been an eventful start to the fall semester, and I am writing today with a brief campus update as we approach mid-term. As I experience my first fall semester at UW-Parkside, I continue to be truly impressed by the dedication of our faculty and staff to the success of every student. It's abundantly clear that UW-Parkside fosters a unique and supportive learning community filled with stories of student triumph thanks to your collective efforts.

Already this fall, we have hosted the University of Wisconsin Board of Regents, gathered with alumni, emeriti faculty and staff, and community members for inauguration activities, and celebrated Homecoming 2024, "Always a Ranger." These events showcased why UW-Parkside is so special, and I am grateful to everyone who made them a success.

As I shared at our University Convocation held in August, we are at a point of forward focus. I am confident that the three work groups launched this past month will identify recommendations to ensure that we:

- will be a first-choice university in the Milwaukee-Chicago corridor proudly serving students who live, learn, and work;
- will partner with business and industry in regional economic and cultural vitality; and
- will transform our structures to be more efficient and effective.

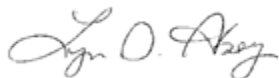
The recommendations of these work groups will be shared later this semester as they are received, and I look forward to future conversations as we pursue these important strategic directions.

Last year, we confronted our budgetary challenges, putting our University on a path to financial sustainability and significantly reducing our structural budget deficit. This year, we are working to address the remaining balance of our structural budget deficit. To support achieving this goal, I have authorized the offering of a one-time voluntary separation incentive program. Employees eligible to apply for this program will receive notice from Human Resources shortly.

Ensuring our University's long-term vibrancy requires innovation, forward-looking perspectives, and a willingness to see beyond past ways of doing and being. Change is rarely easy, but it's necessary for us to thrive, and Parkside deserves to thrive.

I have every confidence that we can take the necessary steps by working together this year. I welcome your participation at our upcoming University Town Hall, scheduled for Monday, October 21, 2024, from 12:00 to 12:50 p.m. in Bedford Concert Hall ([Live Link](#)).

With Ranger pride,



Chancellor Akey

Strategic Direction Work Group Reports and End of Term Update December 10, 2024

Dear Faculty and Staff,

It has been an active several weeks since my mid-semester update in October. I am writing today to share the work of the strategic direction work groups that launched in September and to provide a brief campus update as we approach the end of the fall semester.

Ensuring our University's long-term vibrancy requires innovation, forward-looking perspectives, and a willingness to see beyond past ways of doing and being. As I shared at our University Convocation in August, we are at a point of forward focus. Three work groups launched in September to identify recommendations to ensure that we:

- will be a first-choice university in the Milwaukee-Chicago corridor, proudly serving students who live, learn, and work;
- will partner with business and industry in regional economic and cultural vitality; and
- will transform our structures to be more efficient and effective.

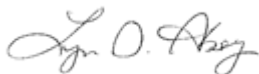
The reports and recommendations from each work group are now being shared with the campus community. You may access the reports on the UW-Parkside J Drive under J:\Campus Info\Strategic Planning. I sincerely appreciate each individual who served on a work group for their outstanding work.

While I respect that some would prefer I move quickly to decision-making to reduce speculation and uncertainty, I remain committed to engaging in shared governance by providing opportunities for campus conversation and leadership feedback. Your review of the reports, insights, and engagement are encouraged. You may submit feedback directly to me via an online survey (survey link and QR code provided below). Campus conversations will also be held at the start of the spring semester to gather additional input and feedback (see Anticipated Work Group Recommendation Review and Decision-Making Timelines below). In addition, University Town Halls are scheduled to be held monthly.

Last academic year, we confronted our budgetary challenges, putting our University back on a path to financial sustainability and significantly reducing our structural budget deficit. We continue to make progress toward addressing the remaining balance of our structural budget deficit by utilizing an array of financial management strategies. I am tremendously grateful for the dedication of our faculty and staff to the success of every student and the University. Thanks to your collective efforts, UW-Parkside stands apart as a unique and supportive learning community filled with countless stories of student triumph.

The change we are experiencing is not easy, but it's necessary for us to thrive. Together, I am confident that we can embrace this moment with courage and collaboration to advance a bright future for UW-Parkside.

With Ranger pride,



Chancellor Akey

Survey Link to Provide Strategic Direction Work Group Report Feedback

https://uwparkside.qualtrics.com/jfe/form/SV_8ul7ZtYTe7bDfro



Anticipated Work Group Recommendation Review and Decision-Making Timelines

	Governance Engagement	Transform our Structures	Partner with Business and Industry	First-Choice University
December	Dec 2 Town Hall Dec 10 ULC* Dec 14 End of Term	Share Recommendations with Campus Community Share Proposal with Work Group Collect Feedback from Work Group	Share Recommendations with Campus Community	Share Recommendations with Campus Community
January	Jan 6 Winterim Jan 28 ULC Jan 29 Town Hall	Share Proposal with Campus Campus Conversations and Leadership Feedback	Campus Conversations and Leadership Feedback	Campus Conversations and Leadership Feedback
February	Feb 3 Spring Term Feb 10 Town Hall Feb 11 ULC Feb 25 Faculty Senate	Campus Conversations/Feedback	Campus Conversations/Feedback Identify Recommendations for Implementation	Campus Conversations/Feedback Identify Recommendations for Implementation
March	Mar 3 Town Hall Mar 11 ULC Mar 17 All Faculty Meeting	Final Conversations/Feedback		
April	Apr 1 Faculty Senate Apr 8 ULC Apr 14 Town Hall	Prepare for Implementation		

*ULC – The University Leadership Council (ULC) was established as a part of the governance structure at UW-Parkside in March 2024. The Council represents academic and administrative units and comprises the cabinet, deans, and shared governance leaders. The University Leadership Council is advisory to the Chancellor. The University Leadership Council meets monthly during the academic year (spring and fall terms regularly, summer as needed) and is chaired by the Chancellor.

Our Forward Focus in 2025 January 23, 2025

Dear Parkside Faculty and Staff,

And just like that, 2025 is here! Wow, it has been an incredible year of change, challenge, and accomplishment since I joined the Parkside community. Every day, I continue to learn more about our remarkable faculty, staff, students, alums, and the communities we serve. And, every day, I continue to be very proud of what it means to be a Ranger committed to making more possible and providing opportunities that transform the lives of others.

Yes, we have many accomplishments from the past year to celebrate. Let me point out just a few at a very high level:

- For the second year, our new student enrollment continued to recover from the low enrollment points observed during and immediately after the COVID-19 pandemic.
- Difficult actions were taken to confront multi-year financial challenges to put the University back on a path to financial sustainability.
- A record number of students were engaged in high-impact undergraduate research, scholarship, creative activity, and intercollegiate athletics.
- Targeted fundraising efforts launched in 2019 have successfully raised over \$17 million in gifts and pledges to the University, with annual giving nearly doubling over the past five years.
- Priority actions in enrollment, marketing and communication, and workforce climate were pursued, and the campus engaged in conversations about a strategic focus for UW-Parkside's future.

As we closed out 2024 with a forward focus, three work groups comprised of faculty, staff, and students shared recommendations to advance our strategic directions and position the university to:

- be a first-choice university in the Milwaukee-Chicago corridor, proudly serving students who live, learn, and work;
- partner with business and industry in regional economic and cultural vitality; and
- transform structures for greater efficiency and effectiveness.

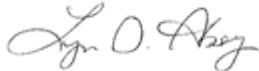
It is now time to take bold steps forward!

First, we have a critical opportunity to bring together our strong history and foundation of work in community and business engagement with our region's dynamic business and industry landscape. I support the Partner Work Group's recognition that new leadership is needed to facilitate the success of a robust partnership initiative and a campus-wide culture engaged in partnership collaboration. To provide leadership for this important work, I will authorize an Executive Director position for Parkside Partnerships, reporting to the Provost (see attached overview). This position will be established through an interim appointment supported with resources received by the university specifically for workforce development initiatives. I anticipate making an appointment for this position shortly.

Second, in response to the principles offered by the Transforming Administrative Structures Work Group, the Provost and I are ready to present a proposal to transform the organizational structure of our academic enterprise for campus consideration and feedback. To learn about this proposal, I invite you to join the Provost and me for a town hall on Wednesday, January 29, 2025, from 12:00-1:00 p.m. in Frances Bedford Concert Hall or by Zoom at <https://wisconsin-edu.zoom.us/s/96436506529>. The town hall will begin several listening sessions held throughout February to provide feedback. The proposal and slides from the town hall will be made available following the town hall next week. Your voice is essential to the success of this process, and I look forward to the robust conversations we will have together as a community.

This year, we have opportunities to take big steps forward for our future. This will require a forward-looking perspective, seeing beyond traditional ways of doing and being and considering innovative and appropriate new ways. I have every confidence that by working together, we can shape a bright future for Parkside.

With Ranger Pride,



Lynn D. Akey
Chancellor

Transforming Our Organizational Structures January 28, 2025

Dear Parkside Faculty and Staff,

As I shared last week, now is the time for us to take bold steps forward!

In response to the principles offered by the Transforming Administrative Structures Workgroup, the Provost and I look forward to presenting a proposal to transform the organizational structure of our academic enterprise for campus consideration and feedback. To learn about this proposal, I invite you to join the Provost and me for a town hall tomorrow (Wednesday, January 29, 2025), from 12:00-1:30 p.m. in Frances Bedford Concert Hall or by Zoom at <https://wisconsin-edu.zoom.us/s/96436506529>. The proposal and slides from the town hall will be available on a [Transformation Proposal SharePoint](#) site *following* the town hall. You can also find the various workgroup reports submitted in November and December on this site.

The town hall begins a month of feedback opportunities. Your voice is essential to the success of this process, and I look forward to the robust conversations we will have together as a community. The following feedback sessions are being held in **Wyllie D182** for faculty and staff:

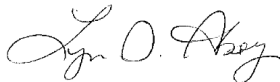
- Tuesday, Feb 4, 12:00-1:00 p.m.
- Tuesday, Feb 11, 12:00-1:00 p.m.
- Friday, Feb 14, 9:00-10:00 a.m.
- Friday, Feb 14, 3:00-4:00 p.m.
- Tuesday, Feb 18, 12:00-1:00 p.m.

- Thursday, Feb 20, 2:00-3:00 p.m.
- Friday, Feb 21, 11:00 a.m.-12:00 p.m.
- Friday, Feb 21, 2:00-3:00 p.m.

In addition to the in-person feedback sessions, you may also provide feedback through an [online survey](#). The feedback collected in February will help inform further conversations with decision-making to occur by early April.

I have every confidence that by working together, we can shape a bright future for Parkside.

With Ranger Pride,



Lynn. D. Akey
Chancellor

Advancing Our Forward Focus in 2025 February 28, 2025

Dear Parkside Faculty and Staff,

I hope we are finally seeing the end of the coldest winter days, with spring just around the corner. As we look forward to warmer temperatures and longer daylight hours, we are excited to welcome future Rangers to our campus. Whether it's a high school senior planning to enroll this fall, a student transferring from another institution, an adult learner starting a new career or completing a degree, or a middle-school student exploring a future at their local university, we embrace the energy that each new student brings. I appreciate all the efforts we make every day to support the success of our current students and the recruitment of future Rangers. Thank you!

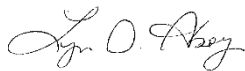
I also want to express my gratitude for your engagement with the Transformation Proposal shared on January 29, 2025. This proposal, which outlines an organizational restructuring of our academic enterprise, is a crucial conversation for our community. As I mentioned previously, these conversations are challenging but necessary to move us forward. The feedback sessions held since January have involved over 100 faculty, staff, and students, and I look forward to discussing your feedback during the town hall on Monday, March 3, 2025, from 12:00-1:00 p.m. in Frances Bedford Concert Hall (you can also attend via Zoom at <https://wisconsin-edu.zoom.us/j/94772987028>).

Looking ahead, we have an exciting opportunity to strengthen our foundation of community and business engagement while also leveraging the dynamic business and industry landscape of our region. As highlighted by the Partner Workgroup, additional leadership is essential to driving the success of our partnership initiative and fostering a campus-wide culture of collaboration. I'm pleased to share that Mr. Steve Donovan has accepted an interim limited appointment as Executive Director for Parkside Partnerships (biography attached). Mr. Donovan will bring his

expertise in business and partnership development, as well as his passion for engagement and commitment to collaboration to this critical role. I am confident in his ability to lead us forward.

Together, we are shaping a bright and successful future for Parkside, and I look forward to the continued progress we will make in 2025.

With Ranger Pride,



Lynn D. Akey
Chancellor

Transforming our Structures April 7, 2025

Dear Parkside Faculty and Staff,

At the beginning of the academic year, I asked the campus to pursue a strategic direction of transforming our structures for greater efficiency and effectiveness. I asked us to examine the structure of our academic units this year and consider how to organize them for greater efficiency while advancing our core mission of educating and supporting students.

A dedicated workgroup of faculty, staff, and students met regularly through the fall semester, presenting its report, “Principles for Transforming UW-Parkside Administrative Structures 2024,” to the Faculty Senate on November 26, 2024. This report was then shared with the campus on December 10, 2024. Based on the principles identified and further consultations with the Workgroup and other constituencies, a proposed reorganization of the university's academic structure was presented at the University Town Hall held on January 29, 2025. This began a series of presentations, discussions, and feedback opportunities, including the Faculty Senate meeting on February 25, 2025, and the Faculty Meeting on March 17, 2025. On April 1, 2025, the Faculty Senate voted on a formal resolution.

I am sharing today that we will move forward in implementation planning to transform our academic structures. As such, several important actions need to be taken. To start, a formal request will be submitted to the Board of Regents for approval to transition from four academic colleges to a single college. We will begin an internal search for a Senior Vice Provost and Dean of the Faculty supported by the Universities of Wisconsin Human Resource office. In addition, the Provost will convene planning sessions this spring to further articulate changes in roles and functions.

Transforming our structure as envisioned will take time, with key steps and conversations along the way. I will share more and request your feedback on our approach to this work and timelines for implementation at the University Town Hall on Monday, April 14, 2025, from 12:00 to 1:00 p.m. in Frances Bedford Concert Hall (you can also attend via Zoom at <https://wisconsin-edu.zoom.us/j/95717348161>).

Together, we are shaping a bright future for Parkside!

With Ranger Pride,

A handwritten signature in cursive script, reading "Lynn D. Akey". The signature is written in black ink and is positioned above the printed name.

Lynn D. Akey

Implementation Planning Timeline

Timeline to Complete Transition: June 30, 2026

- New Reporting Relationships Established
- New Organizational Charts Published
- Revised Position Descriptions and Work Body Charges/Charters Established
- Academic Transformation Evaluation/Assessment Methods Established

Key Milestones

- Board of Regents Formal Approval: June 2025
- Transition Reporting Relationships (Scholarship and Admin, Student Success, Parkside Partnerships)
- Appoint SVP/Dean: June 2025
- Transition Academic Dean Leadership: July/August 2025
- Transition Reporting Relationships (Academic College): July/August 2025
- Begin New College Structure and Functions: Fall 2025
- Identification and Articulation of Areas of Excellence: Fall 2025
- University Website Reflecting Singular College
- University Materials Reflecting Singular College
- University Shared Governance Documents Reflecting Singular College: May 2026
- Various Handbooks, Policies and Procedures Reflecting Singular College: May 2026
- Academic Catalog Format Reflecting Singular College: 2026-2027 Catalog

Organizational Structure

- Leadership Identification and Transitions
- Reporting Relationships: Academic College
- Reporting Relationships: Scholarship and Administration
- Reporting Relationships: Student Success
- Reporting Relationships: Parkside Partnerships
- Key Stakeholder Connections: College Advisory Boards (Students, Alumni, Partners, etc.)
- Structure and Function: Department Chair Role, Responsibilities and Compensation
- Structure and Function: Council of Chairs, Graduate Programs, Program Directors
- Structure and Function: Academic Services Hub, Administrative Support, and Specialty Units
- Structure and Function: Academic Centers

Academic College Transition Support (reassigned time for 2025-2026 academic year)

- Advisory to Provost and SVP/Dean
- Oversight/Guidance on Transition Progress and Establishing Academic College Core Work Functions
- Coordination of Communication, Engagement and Actions
- Establish Outcomes and Methods for Assessment and Evaluation of Academic Structure

Academic College Core Work Functions/Processes (Establish Framework to Manage Responsibility and Approval Workflow)

- Course Schedule
- Curriculum and Catalog
- Personnel Processes
- Budget and Procurement Processes
- Program Marketing and PR
- Assessment and Specialized Accreditation
- Co-curricular Programming and Special Events

ADA TITLE II DIGITAL ACCESSIBILITY WORKGROUP FOLLOW-UP

REQUESTED ACTION

For information and discussion.

SUMMARY

At the April 2025 meeting of the UW System Board of Regents Education Committee, a panel including presenters from the ADA Title II Digital Accessibility Workgroup provided a brief overview of digital accessibility and the collective approach being taken to support compliance and implementation of best practices pursuant to a new federal rule that applies to all websites and mobile applications in use across the Universities of Wisconsin. The committee invited the presenters to return for a follow-up discussion of their work to help UW universities meet the April 2026 compliance deadline.

Presenters

- John Achter, Senior Director of Student Success and Wellbeing, Universities of Wisconsin Administration
- Amber Handy, Associate Vice Provost and director of the Center for Excellence in Inclusive Teaching & Learning, UW-Parkside
- Ruben Mota, ADA Coordinator, UW-Madison
- Paige Smith, Chief Compliance and Risk Officer, Universities of Wisconsin Administration

BACKGROUND

In April 2024, the Department of Justice (DOJ) implemented a new rule—[Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities](#) (“rule”)—for Title II of the [Americans with Disabilities Act](#). This rule requires public universities’ digital tools to be accessible. By April 24, 2026, all Universities of Wisconsin must ensure digital tools, including web and mobile applications, electronic documents, multimedia, and social media, used in their programs, services, and activities, are accessible. The DOJ’s standard for compliance is the [Web Content Accessibility Guidelines at level 2.1 AA \[w3.org\]](#).

A systemwide workgroup was established to coordinate ADA Title II compliance activities across the Universities of Wisconsin, including interpretation of the new rule and identifying priorities, timelines, and resources to support the work. Attachments A and B provide materials shared at the April 2025 meeting that will be used as the basis for this follow-up discussion.

Related Policies

- [Regent Policy 14-10: Nondiscrimination on Basis of Disability](#)
- [System Administrative Policy 655: Accessibility of Web Content and Mobile Applications](#) (Published May 13, 2025)

RESOURCES

- [Federal Register: Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities](#) (full text of new rule)
- [Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments \(ADA.gov\)](#) (new rule summary)
- [New ADA Title II Rule on Web Accessibility: Fact Sheet Guide | Accessible.org](#) (updated March 10, 2025)
- [State and Local Governments: First Steps Toward Complying with the ADA's Title II Web and Mobile Application Accessibility Rule \(ADA.gov\)](#) (DOJ's implementation guidance)
- [New Universities of Wisconsin Digital Accessibility Webpage](#)

ATTACHMENTS

- A) ADA Title II Digital Accessibility - PowerPoint from the April 16, 2025, Education Committee Meeting
- B) Video Introductions to Digital Accessibility Requirements and Remediation Examples Impacting Instructional Staff



ADA TITLE II DIGITAL ACCESSIBILITY

Presentation to the Education Committee
Board of Regents Meeting
Universities of Wisconsin
April 16, 2025



NEW TITLE II REGULATIONS: DIGITAL ACCESSIBILITY

What is required?

- Beginning April 24, 2026, all digital tools and electronic resources used in programs, services, and activities must comply with the Web Content Accessibility Guidelines (WCAG) 2.1 AA technical standard.

What does it do?

- Ensures disabled individuals have the same timely, easy, and independent access as nondisabled individuals.

Digital accessibility = POUR principle



NEW TITLE II REGULATIONS: DIGITAL CONTENT

What is digital content?

- Any information that is presented by software.

Examples:

- Websites and webforms
- Learning management systems (Canvas)
- Video conferencing platforms (Zoom)
- Mobile apps
- Multimedia (videos, audio recordings, podcasts)
- Electronic documents (Word, Excel, PowerPoint, and Google docs)
- Third-party tools, such as ParkMobile, WorkDay, DUO, Navigate, etc.
- Research and library systems and content



NEW TITLE II REGULATIONS: SCOPE & IMPACT

- Volume, Type and Format of Digital Content Varies
 - Taking risk-focused approach
- UWSA examples
- DOJ [Federal Regulatory Impact Analysis](#) indicates initial compliance cost should be less than 1% of revenue



EXAMPLES: CANVAS COURSE ACCESSIBILITY CHECKER UDOIT

☰ [Redacted] > Course accessibility checker (UDOIT)

PKS Fall 24-25

Home
Announcements
Assignments
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes
Quizzes
Modules
Collaborations
Rubrics
Item Banks
Office 365
New Analytics
Yuja
Zoom
Course accessibility checker (UDOIT)
UWP Bookstore

UDOIT Home UFIXIT Review Course Files

2025-03-28 Scan Now

Content

81% of UDOIT issue checks passed

101 ✓ Errors

69 ✓ Suggestions

0 Issues Fixed

0 Marked Resolved

Files

Processing...

389 Total Files

0 Files Reviewed

Ways to Get Started

Show:

- ☒ Easiest to fix
- ☐ Errors only
- ☐ All open issues
- ☐ By issue type
- ☐ By content type
- ☐ By impact type

🔴 68 Errors ⓘ 16 Suggestions

Get Started

Most Common Errors

- 28 Avoid Using Color Alone for Emphasis
- 22 Insufficient Text Color Contrast With the Background
- 16 Youtube Captions Scanning Unavailable

Most Common Suggestions

- 32 External Content May Be Inaccessible
- 20 Headings Should Be Used in Content
- 8 Avoid Using Styles for Document Structure



MANUAL ACCESSIBILITY REMEDIATION

Insufficient Text Color Contrast With the Background

Text color should be easily viewable and should not be the only indicator of meaning or function. Color balance should have at least a 4.5:1 ratio for small text and 3:1 ratio for large text. Warning: using UDOIT to fix one section of text may invalidate the contrast in nested sections of text that are not the same color.

Background color

> Show Color Picker

Text color

> Show Color Picker

Contrast Ratio

3.14

Invalid Ratio

Preview | HTML

[Expand Preview](#)

Are you ready for the 2nd Midterm?

*Some preview content may be removed for brevity.

[discussion_topic](#) 10-01 - Review and Midterm #02

Resolution Status

Issues that are fixed in UDOIT are automatically marked as resolved. If you addressed the issue outside of UDOIT, you can manually mark the issue as resolved to remove it from the list of active issues.

☐ Mark as resolved

Issue 1 of 39

[Close](#)

[Previous Issue](#)

[Next Issue](#)

Avoid Using Styles for Document Structure

Bold and Italics are used to emphasize text, whereas headings are used to define the structure of the document. Headings like h1-h6 are extremely useful for non-sighted users to navigate the structure of the page, and formatting a paragraph to just be big or bold, while it might visually look like a heading, does not make it one.

Select heading level

☐ H2

☐ H3

☐ H4

☐ None

☐ Remove Color

☐ Apply to all identical issues (2)

[Save](#)

Preview | HTML

[Expand Preview](#)

Reflective Essay #1

*Some preview content may be removed for brevity.

[assignment](#) Reflective Essay #01 F23

Resolution Status

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☐ Mark as resolved

Issue 9 of 39

[Close](#)

[Previous Issue](#)

[Next Issue](#)



REMEDIATING INACCESSIBLE FILES IN CANVAS

(07c) States.pdf



[Download File](#) [View File](#)

Replace File

Replace the current version of this file here. Doing so will overwrite the file in the course, and any existing links to the original file will then point to the newly uploaded file.



Drag a file here, or

[Choose a file to upload](#)

Review Status

You can mark a file as reviewed to keep track of the files that have been checked for accessibility issues and do not require additional accessibility improvements.

☐ Mark as reviewed

PDF Accessibility

PDF Tags

PDF tags provide a hidden, structured representation of the PDF content that is presented to screen readers. They exist for accessibility purposes only and have no visible effect on the PDF file. There is more to an accessible PDF file than tags, but an untagged PDF would not be considered *accessible*.

Learn how to create tagged PDFs at WebAIM.org:

[PDF Accessibility](#)

File 8 of 32

Close

Previous File

Next File



FILE INACCESSIBILITY IS EASY TO MISS

How to Weave a Basket

Weaving a basket can be a fun and rewarding craft project. Here are some step-by-step directions to get you started:

Materials Needed:

- Basket weaving reed or natural materials like willow, rattan, or bamboo
- Scissors or pruning shears
- A large bowl or bucket of warm water (to soak the reeds)
- Clothespins or small clamps
- A flat work surface

[Click here](#) for recommended shopping sites

Steps:

1. Soak the Reeds:

Begin by soaking your basket weaving reeds in warm water for about **30 minutes**. This makes them flexible and easier to work with.

2. Create the Base:

Cut an even number of reeds to the desired length for your basket's base.

Lay half of the reeds vertically on your work surface, spaced evenly apart.

Weave the remaining reeds horizontally over and under the vertical reeds to form a grid. This will be the base of your basket.

3. Secure the Base:

Use clothespins or small clamps to hold the edges of the base together while you start weaving the sides.



How to Weave a Basket

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- A flat work surface



[Basket Makers Supply](#) has all of these supplies at reasonable prices.

Steps:

1. Soak the Reeds:

Begin by soaking your basket weaving reeds in warm water for about **30 minutes**. This makes them flexible and easier to work with.

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3. Secure the Base:

Use clothespins or small clamps to hold the edges of the base together while you start weaving the sides.

COMMON ACCESSIBILITY ERRORS IN A DOCUMENT

Yellow: Improper use of headings

Green: Improper use of numbering and bullet points

Light blue: Improper use of italics and headings

Dark blue: Non-descriptive link

Orange: Not enough color contrast and use of color as sole means of emphasis

Red: Image is not in line with text and lacks alt-text description

How to Weave a Basket

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[Click here](#) for recommended shopping sites

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VIDEO ACCESSIBILITY CHALLENGES




Hapticity

Ex: Give the hapticity for each of the following ligand:




(a)


Bidentate
n'




(b)




(c)




(d)



(e)



(f)



(g)

Def: Hapticity is the # of contiguous atoms
and we know that metal center.
methyl is this, right?

01:29 / 08:34



DIGITAL ACCESSIBILITY WORKGROUP PROJECT

- Initiated in Fall of 2024
- Comprised of UWSA and UW experts and stakeholders
- Includes seven subgroups with special assignments depending on content
- Currently on track to complete deliverables for successful implementation of requirements by April 2026



DIGITAL ACCESSIBILITY WORKGROUP

PROJECT DELIVERABLES

- ✓ Inform and educate communities about the new rule
- ✓ Develop SYS policy and guidance
- ✓ Create designated webpage
- ✓ Create training modules for specific users
- Maintain (or procure) digital software that will scan content and remediate, as needed
- Implement a culture of accessibility standards



KEY TAKEAWAYS

- Deadline for compliance – April 24, 2026
- Collaborative engagement in planning stages
- Commitment toward progress
- Useful tools will support compliance efforts
- Goal is long-term culture shift for success



**QUESTIONS
OR
COMMENTS?**

THANK YOU!

Video Introductions to Digital Accessibility Requirements and Remediation Examples Impacting Instructional Staff

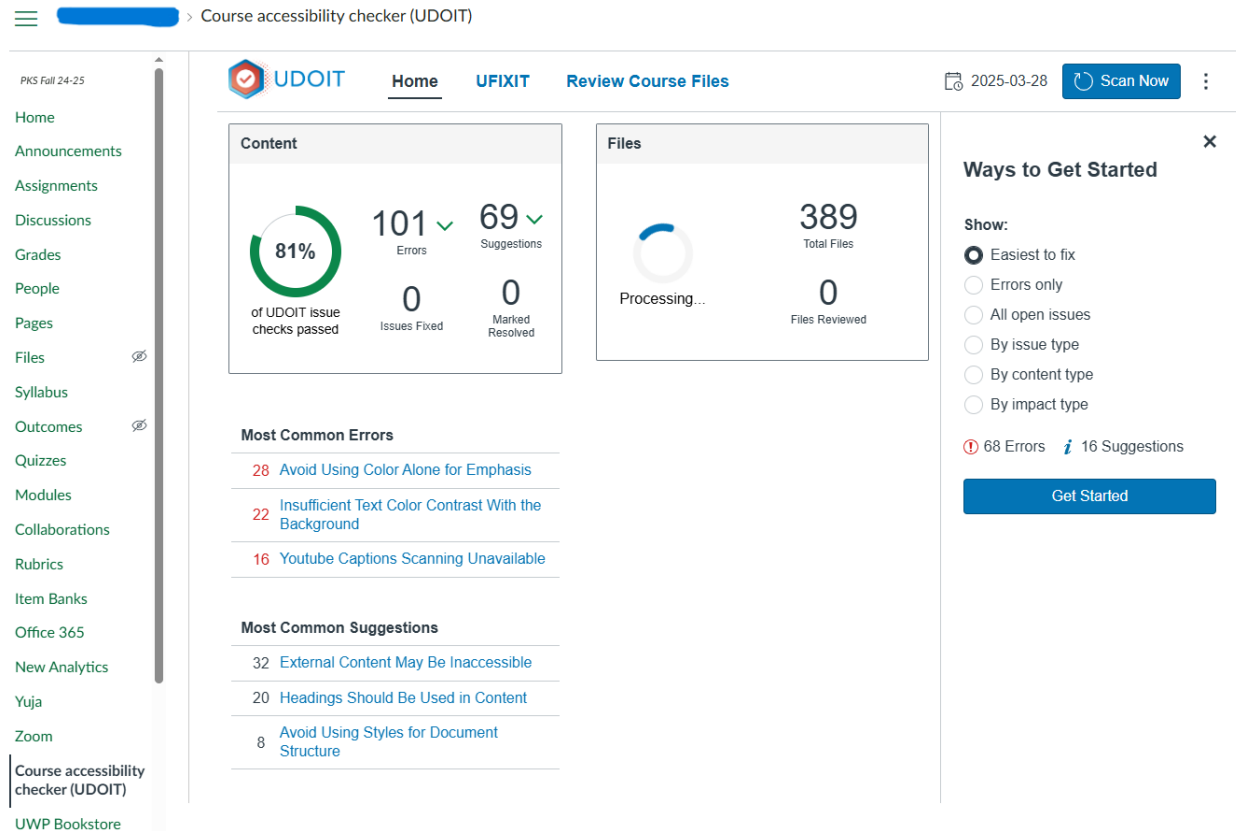
Video introductions to key digital accessibility requirements

- [Introduction to Web Accessibility and World Wide Web Consortium \(W3C\) Standards](#) (4 minutes; captions and [text transcript with description of visuals](#) available)
- [Alternative Text](#) (5 minutes; open captioned video)
- [Color Contrast](#) (3:40 minutes; open captioned video)
- Screen Reader Demonstrations
 - [Text Formatting with Headings](#) (0:15 minutes; captions available)
 - [Hyperlinks: A “Click Here” Demo](#) (0:34 minutes, captions available)
 - [Screen Reader Reads Lists](#) (0:49 minutes, captions available)
- Video Captions
 - [Why Auto-Captions are Not Enough](#) (5 minutes, open captioned video)

Remediation Examples in Canvas

This section explains some of the challenges faced by instructional staff working to make their Canvas course contents accessible in compliance with the new rule.

1. UDOIT Canvas course accessibility checker home page



UDOIT is an accessibility detection tool available within Canvas at all 13 institutions. It is able to detect [44 accessibility issues](#) and guide the course instructor through locating and remediating them. UDOIT distinguishes between errors, which the tool can confidently determine need to be resolved for accessibility, and suggestions, which are items that may need remediation, but human attention is required to be certain. UDOIT provides users with suggestions about how to remediate the errors. However, with our current license all remediation must be done manually, and each issue must be addressed individually.

2. UDOIT: Using the UFIXIT tool to address individual errors

While in the UDOIT tool in Canvas, faculty can select individual or groups of errors and suggestions to fix based on categories including type of error, level of difficulty, or level of impact for users, and more. After choosing how to approach their accessibility remediation work, faculty are moved into UFIXIT, where each error and suggestion is individually presented to the faculty for manual remediation.

a. Insufficient Color Contrast

Insufficient Text Color Contrast With the Background

Text color should be easily viewable and should not be the only indicator of meaning or function. Color balance should have at least a 4.5:1 ratio for small text and 3:1 ratio for large text. Warning: using UDOIT to fix one section of text may invalidate the contrast in nested sections of text that are not the same color.

Background color

#ffffff

> Show Color Picker

Text color

#ff00ff

> Show Color Picker

Save

Contrast Ratio

3.14

Invalid Ratio

Resolution Status

Issues that are fixed in UDOIT are automatically marked as resolved. If you addressed the issue outside of UDOIT, you can manually mark the issue as resolved to remove it from the list of active issues.

☐ Mark as resolved

Preview | HTML

Expand Preview

Are you ready for the 2nd Midterm?

*Some preview content may be removed for brevity.

discussion_topic 10-01 - Review and Midterm #02

Issue 1 of 39

Close

Previous Issue

Next Issue

In the example above, the error is insufficient text color contrast with the background. The faculty member can select different text and background colors within the UFIXIT tool to reach the required minimum contrast ratio or can follow the link to the actual error inside their Canvas course and fix it there. They will then

Page 3 of 10

need to repeat the same action for each instance of color contrast error within the course.

b. UDOIT: Using the UFIXIT tool to address inappropriate use of styles

Avoid Using Styles for Document Structure

Bold and Italics are used to emphasize text, whereas headings are used to define the structure of the document. Headings like h1-h6 are extremely useful for non-sighted users to navigate the structure of the page, and formatting a paragraph to just be big or bold, while it might visually look like a heading, does not make it one.

Select heading level

☐ H2

☐ H3

☐ H4

☐ None

☐ Remove Color

☐ Apply to all identical issues (2)

Save

Preview | HTML

Expand Preview

Reflective Essay #1

*Some preview content may be removed for brevity.

assignment Reflective Essay #01 F23

Resolution Status

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☐ Mark as resolved

Issue 9 of 39

Close

Previous Issue

Next Issue

In this example, the UDOIT tool detected a stylistic error where the faculty member used bold and italics to emphasize text rather than using the built-in headings structure. Relying on styles like bold and italics are not sufficient for screen readers to recognize and alert their users to the importance of the highlighted text. Again, the faculty member can choose to fix the issue within the tool or click the link to visit and remediate the error directly within Canvas. Here there is an additional option to apply their selected fix to all identical issues in the course, but, given the variety of places and reasons the error may have occurred, it is recommended that faculty view and fix each error individually to be sure they are choosing the best resolution.

Page 4 of 10

3. UDOIT: Identifying and remediating uploaded files within Canvas

(07c) States.pdf

Download File

View File

Replace File

Replace the current version of this file here. Doing so will overwrite the file in the course, and any existing links to the original file will then point to the newly uploaded file.

Drag a file here, or

Choose a file to upload

Review Status

You can mark a file as reviewed to keep track of the files that have been checked for accessibility issues and do not require additional accessibility improvements.

☐ Mark as reviewed

PDF Accessibility

PDF Tags

PDF tags provide a hidden, structured representation of the PDF content that is presented to screen readers. They exist for accessibility purposes only and have no visible effect on the PDF file. There is more to an accessible PDF file than tags, but an untagged PDF would not be considered *accessible*.

Learn how to create tagged PDFs at WebAIM.org:
[PDF Accessibility](#)

File 8 of 32

Close

Previous File

Next File

The UDOIT tool can also scan for and present a list of every uploaded file within a Canvas course. Files can include documents, PDFs, slide decks, spreadsheets, etc. Unfortunately, UDOIT cannot scan those uploaded files to determine if they are accessible nor can it remediate files that are inaccessible. Instead, faculty will need to manually review each file by downloading it, making the file accessible in its own software, and then uploading the remediated file in UDOIT to replace the inaccessible file. UDOIT will then seek out and replace all copies of the inaccessible file within the Canvas course with the remediated file.

4. Accessible Files, PDF Example

Accessible PDFs, like most electronic documents, contain tags to provide hidden structural information to screen readers to help those tools navigate a document and correctly interpret the information to the screen reader user. These tags have no visible effect on the document itself, which means that they cannot be detected using a simple visual

inspection. Each document must be scanned individually with an accessibility checker to discover and manually remediate errors to ensure that it is accessible.

a. Example of an inaccessible PDF

How to Weave a Basket

Weaving a basket can be a fun and rewarding craft project. Here are some step-by-step directions to get you started:

Materials Needed:

- Basket weaving reed or natural materials like willow, rattan, or bamboo
- Scissors or pruning shears
- A large bowl or bucket of warm water (to soak the reeds)
- Clothespins or small clamps
- A flat work surface

[Click here](#) for recommended shopping sites

Steps:

- 1. Soak the Reeds:**


Begin by soaking your basket weaving reeds in warm water for about **30 minutes**. This makes them flexible and easier to work with.
- 2. Create the Base:**

Cut an even number of reeds to the desired length for your basket's base.

Lay half of the reeds vertically on your work surface, spaced evenly apart.

Weave the remaining reeds horizontally over and under the vertical reeds to form a grid. This will be the base of your basket.
- 3. Secure the Base:**

Use clothespins or small clamps to hold the edges of the base together while you start weaving the sides.

A photograph showing a person's hands weaving a basket. The person is wearing a blue and white plaid shirt. They are sitting on a green cushion. The basket is made of brown reeds and is in the process of being woven. The background is slightly blurred, showing some outdoor elements.

The document above may appear to be accessible, but in fact it contains many accessibility errors as described below.

b. Highlighting errors in PDF

How to Weave a Basket

Weaving a basket can be a fun and rewarding craft project. Here are some step-by-step directions to get you started:


Materials Needed:

- Basket weaving reed or natural materials like willow, rattan, or bamboo
- Scissors or pruning shears
- A large bowl or bucket of warm water (to soak the reeds)
- Clothespins or small clamps
- A flat work surface

[Click here](#) for recommended shopping sites

Steps:

- 1. Soak the Reeds:**
Begin by soaking your basket weaving reeds in warm water for about 30 minutes. This makes them flexible and easier to work with.
- 2. Create the Base:**
Cut an even number of reeds to the desired length for your basket's base.
Lay half of the reeds vertically on your work surface, spaced evenly apart.
Weave the remaining reeds horizontally over and under the vertical reeds to form a grid. This will be the base of your basket.
- 3. Secure the Base:**
Use clothespins or small clamps to hold the edges of the base together while you start weaving the sides.



This document contains the following errors:

- i. Yellow: Improper use of headings. These were manually created rather than using the built-in heading tools in Word.
- ii. Green: Improper use of numbering and bullet points. These were manually created rather than using the built-in list tools in Word.
- iii. Light blue: Improper use of italics and headings.
- iv. Dark blue: Non-descriptive link.
- v. Orange: Not enough color contrast between text and background and use of color as sole means of emphasis.

- vi. Red: Image lacks alt text description and is not in line with the main text, which can confuse screen readers about how to read the surrounding text.


c. Remediated PDF

How to Weave a Basket

Weaving a basket can be a fun and rewarding craft project. Here are some step-by-step directions to get you started:

Materials Needed:

- Basket weaving reed or natural materials like willow, rattan, or bamboo
- Scissors or pruning shears
- A large bowl or bucket of warm water (to soak the reeds)
- Clothespins or small clamps
- A flat work surface



[Basket Makers Supply](#) has all of these supplies at reasonable prices.

Steps:

1. Soak the Reeds:
Begin by soaking your basket weaving reeds in warm water for about **30 minutes**. This makes them flexible and easier to work with.
2. Create the Base:
Cut an even number of reeds to the desired length for your basket's base.
Lay half of the reeds vertically on your work surface, spaced evenly apart.
Weave the remaining reeds horizontally over and under the vertical reeds to form a grid. This will be the base of your basket.
3. Secure the Base:
Use clothespins or small clamps to hold the edges of the base together while you start weaving the sides.

After manually correcting the errors noted above, the accessible PDF might look like this. Note how difficult it is to determine visually whether this version or the initial version of the PDF is the accessible document.

5. Accessible Video Content

To meet accessibility standards, course video content must have accurate captions and audio descriptions. Captions capture video audio in a visual way for those with auditory disabilities, while descriptions are audio voiceovers that describe visual elements of the video content to users with visual disabilities.

a. Captioning challenges

Machine-generated caption technology is improving, but it does not yet reliably deliver caption accuracy at the levels required for the Web Content Accessibility Guidelines (WCAG) 2.1AA standards we must meet. Faculty may encounter challenges if they speak with an accent that is not easily interpreted by the captioning tool. As an example, please view this [Faculty Introduction Video](#) for a business course (1:28 minutes, open captioned video). Introductory videos of this type are very common and encouraged as a best practice, especially but not exclusively in online courses. Faculty often include a general introduction for the course as well as separate lecture videos and introductions for each module. When you watch the video, compare the machine-generated captions to what you hear as the international faculty member follows all best practices for speaking speed and volume.

Another frequent faculty challenge with machine-generated captions involves the use of disciplinary jargon. As an example, please view a portion of this [Supplementary Support Video](#) (8:34 minutes, open captioned video) from a chemistry course, focusing particularly on the second minute as a good example of the whole video. This is a supplementary, not required, video from a long and popular series created by the instructor to address student requests for additional support on challenging key concepts. The instructor's use of technical jargon causes errors in the machine-generated captions despite his American midwestern accent, which is usually captioned with better accuracy by these software programs.

It can take a reasonably experienced user up to 10 minutes to remediate captions for one minute of video content.

b. Description challenges

Video description software is currently not available to our faculty for individual use and must be contracted out to a third-party vendor. While some issues can be resolved by training faculty to describe images they are sharing on slides during a lecture, other imagery proves more challenging. For example, in the [Supplementary Support Video](#) above, the instructor uses a light board to draw molecular compounds and illustrate how they interact, which poses a significant challenge to video description.

**UW-MILWAUKEE HOST CAMPUS PRESENTATION:
SUCCESS IS IN THE DATA**

REQUESTED ACTION

For information and discussion.

SUMMARY

UW-Milwaukee (UWM) has a tripartite mission of access, research, and engagement with the community. UWM is especially focused on helping each student succeed while ensuring impact in the community through its research and community engagement. This presentation will highlight the innovative ways that UWM uses data generated regarding student enrollment, retention, course grades, progress reports, and other historical and real-time data to improve courses, engage students, and ensure the access population of students have the opportunities to succeed. This session will include initiatives and pilot programs from the Office of Assessment and Institutional Research, data-driven programs from the Center for Excellence in Teaching and Learning to enhance teaching and learning practices, and examples of data supporting its positive impact on student success at UWM.

Presenters

- Andrew Daire, Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee
- Jonathan Hanes, Assistant Vice Provost/Institutional Research Director, UW-Milwaukee
- Natasha Jankowski, Director, Center for Excellence in Teaching & Learning, UW-Milwaukee

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

REQUESTED ACTION

For information and discussion.

SUMMARY

Senior Vice President Johannes Britz will provide an update on several strategic initiatives advanced during the 2024-25 fiscal year in support of the Universities of Wisconsin Strategic Plan. The discussion will share progress and other strategic actions taken on issues presented to the Education Committee or full Board of Regents and related initiatives.

Presenter

- Dr. Johannes Britz, UW Senior Vice President for Academic and Student Affairs
- Tracy Davidson, UW Associate Vice President for Academic Affairs
- Julie Amon, UW Associate Vice President for Enrollment and Student Success
- John Achter, UW Senior Director of Student Success and Wellbeing
- Betsy Morgan, UW-La Crosse Provost and Vice Chancellor for Academic Affairs

BACKGROUND

As in the 2023-24 fiscal year, each of the Education Committee meetings in 2024-25 included a topic for an extended discussion. The goal of these discussions was to involve stakeholders, inform Regents about relevant issues on UW campuses, and lead to future actions aligned with the [UW Strategic Plan](#). Topics in 2024-25 included: 1) Direct Admit Wisconsin (August 2024); 2) continuing education across the Universities of Wisconsin (September 2024); 3) developmental education (November and December 2024); 4) generative artificial intelligence (February 2025); and 5) digital accessibility (April and June 2025).

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