

5/22/26

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, June 4, 2026

Time: 10:30 a.m. – 12:00 p.m.

Fireside Lounge, 1st Floor
UW-Milwaukee Student Union
2200 E Kenwood Boulevard, Milwaukee, WI
& By Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the Minutes of the April 20, 2026 Meeting of the Education Committee
 - 2. Approval of the Annual Request for Funding from the Vilas Trust Fund for UW-Madison and UW-Milwaukee
 - 3. UW-Madison: Approval of a Master of Business Administration in Business: Administration and Management
 - 4. UW-Madison: Approval of a Master of Science in Education: Instructional Coaching
 - 5. UW-Madison: Approval of a Master of Science in Special Education Teacher Certification
 - 6. UW-Oshkosh: Approval of a Master of Business Administration in Business Analytics
- D. Approval of the 2026 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
- E. Approval of UW-Stout Request to Rename UW-Stout to “University of Wisconsin–Stout Polytechnic”
- F. UW-Milwaukee Host Campus Presentation: Making Waves in Affordability for Student Success
- G. Opportunities for Open Educational Resources Across the Universities of Wisconsin
- H. Academic and Student Affairs Update

**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: \$10,037,915.46 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 \$10,156,184.46 in net and unallocated income for submission to the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2026, to June 30, 2027, 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, 2026, to June 30, 2027, is presented to the Board of Regents.

Presenters

- Dr. John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs, UW-Madison
- Dr. Tina Freiburger, Interim 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

In April 2026, UW Administration received an update regarding the funding available from the Vilas Trust for UW-Madison and UW-Milwaukee for the 2026-27 fiscal year. Following this update, UW-Madison Chancellor Jennifer Mnookin and UW-Milwaukee Chancellor Thomas Gibson were invited to submit annual Vilas Trust Fund funding requests for funding from the Vilas Trust Fund for their respective institutions.

UW-Madison's 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.

UW-Milwaukee's 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 2026-2027 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.

Further detail regarding the proposed Vilas Trust Funds expenditure for each campus during the 2026-2027 fiscal year is provided in Attachments C and D.

(1) UW-Madison Total Allocation: \$10,037,915.46

- 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 2026-2027 fiscal year.

ATTACHMENTS

- A) Letter dated April 30, 2026, from Executive-in-Charge Chris Patton to UW-Madison Chancellor Jennifer Mnookin.
- B) Letter dated May 5, 2026, from Executive-in-Charge Chris Patton to UW-Milwaukee Chancellor Thomas Gibson.
- C) Letter dated May 13, 2026, from UW-Madison Chancellor Jennifer Mnookin, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2026, to June 30, 2027, for the University of Wisconsin-Madison.
- D) Letter dated May 8, 2026, from UW-Milwaukee Chancellor Thomas Gibson, requesting funds from the Vilas Trust Estate for fiscal year July 1, 2026, to June 30, 2027, for the University of Wisconsin-Milwaukee, with attached letter dated May 7, 2026, 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.edu

president@wisconsin.edu or 608-262-2321

April 30, 2026

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 2026-27 year. The Trust has indicated that net income available to UW-Madison for allocation is \$10,037,915.46. The request should be categorized by continuation of approved programs, one-time program allocations, and other requests in accordance with the terms of the Vilas Trust.

After receiving your request, it will be conveyed to the Board of Regents for review and approval. Please send your request no later than May 14, 2026 to Sheryl Zajdowicz (sheryl.zajdowicz@wisconsin.edu).

Sincerely,

Chris Patton
Executive-in-Charge, Universities of Wisconsin



Office of the President

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

www.wisconsin.edu

president@wisconsin.edu or 608-262-2321

May 5, 2026

Via Electronic Mail

Chancellor Thomas Gibson
University of Wisconsin-Milwaukee
Chapman Hall 202
Milwaukee, WI 53201

Dear Chancellor Gibson:

I write to ask for your annual request to the Vilas Trust Estate for the 2026-27 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 2026-27 academic year, which may not exceed \$58,269.

After receiving your request, it will be conveyed to the Board of Regents for review and approval. Please send your request no later than May 14, 2026 to Sheryl Zajdowicz (sheryl.zajdowicz@wisconsin.edu).

Sincerely,

Chris Patton
Executive-in-Charge, Universities of Wisconsin



May 13, 2026 (replaces request of May 1, 2026)

Universities of Wisconsin
Office of the President
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Colleagues,

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2026, to June 30, 2027, 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 2026-27 is:

\$10,037,915.46.

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 nine (9) Vilas Professors at \$2,500 each: Bethea, Brock, Cronon, Hauser, Keisler, Kimble, Kung, Sober, and Wu		\$22,500
7.	Eleven (11) Vilas Associates in the Arts and Humanities		\$516,466
8.	Eleven (11) Vilas Associates in the Social Sciences		\$580,574
9.	Thirteen (13) Vilas Associates in the Physical Sciences		\$786,828
10.	Nine (9) Vilas Associates in the Biological Sciences		\$352,890
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>		\$3,823,425

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Eighteen (18) Vilas Distinguished Achievement Professorships at \$50,000 each	\$900,000
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").	\$2,520,000
3.	Additional Vilas Life Cycle Professorship Program support	\$338,956.16

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. Two-hundred fourteen (214) graduate student travel grants at \$1,500 each	<u>\$321,000</u>	\$326,000
<u>Total of One-Time Part B. Program Allocations:</u>		\$4,084,956.16
<u>Total of Part A and Part B:</u>		\$7,908,381.16
<u>Special Building Fund Request</u>		
Addition to the established special building fund for Irving and Dorothy Levy Hall		\$2,129,534.30
<u>TOTAL</u>		\$10,037,915.46

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 L. Mnookin
Chancellor

cc: John Zumbrunnen, Provost and Executive 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)
Sheryl Zajdowicz, Universities of Wisconsin, Office of Academic Affairs

Attachment to UW-Madison Vilas Budget Request 2026-27

UW-Madison Vilas Research Professors

Anjon Audhya – Vilas Research Professor of Biomolecular Chemistry
School of Medicine and Public Health

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

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

Katherine Cramer - Vilas Research Professor of Political Science
College of Letters and Science

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

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

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

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

Shannon Stahl – Vilas Research Professor of Chemistry
College of Letters and Science

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

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

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

Stephen Wright – Vilas Research Professor of Computer Sciences
College of Letters and Science

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

Vilas Distinguished Achievement Professors, 2025-26 Cohort

Laura Albert, College of Engineering, Industrial and Systems Engineering

Rozalyn Anderson, School of Medicine and Public Health, Medicine

Lesley Bartlett, School of Education, Educational Policy Studies

Nader Behdad, College of Engineering, Electrical and Computer Engineering

Joshua Coon, School of Medicine and Public Health, Biomolecular Chemistry

Brian Fox, College of Agricultural and Life Sciences, Biochemistry

Judith Houck, College of Letters and Science, Gender and Women's Studies

Katie Hustad, College of Letters and Science, Communication Sciences and Disorders

Young Mie Kim, College of Letters and Science, Journalism and Mass Communication

Lynn Schnapp, School of Medicine and Public Health, Medicine

Jessica Weeks, College of Letters and Science, Political Science

Lian Yu, School of Pharmacy, Pharmaceutical Sciences



Office of the Chancellor

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

May 8, 2026

To: Chris Patton, Executive-in-Charge
Universities of Wisconsin

From: Thomas Gibson, Chancellor
University of Wisconsin-Milwaukee

A handwritten signature in black ink, appearing to read "Thomas Gibson".

RE: UW-Milwaukee 2026-27 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2026-27 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English and the Humanities. Total Request: \$60,000 (\$10,000 for salary and \$50,000 for auxiliary allowance)
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.

C: Tina Freiburger, Interim Provost and Vice Chancellor for Academic Affairs
Dave Clark, Vice Provost for Academic Affairs
Scott Gronert, Dean, College of Letters and Science
Elyse Newman, Dean, College of the Arts and Architecture
Johannes Britz, Senior Vice President for Academic and Student Affairs, UWs





College of the Arts & Architecture
Peck School of the Arts

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

May 7, 2026

TO: Tina Freiburger, Interim Provost;
Winifred Elyse Newman, Dean, College of the Arts & Architecture
FROM: Gillian Rodger, Chair, Department of Music

RE: 2026-2027 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 (Khemia Ensemble, Flannau Duo, Cabaret Connexion, Neil Kimel, etc.), instrumental and vocal performances (Chamber Music Milwaukee, Brian Lynch, Pop Music Ensemble, Roshan Mamedkuliev, 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 2026-2027
UW-Milwaukee Peck School of the Arts Department of Music

Area(s)	Proposal Title	Request
All	Prelude Day	\$1,000
All	Chamber Music Milwaukee Recital Series	\$6,000
Bands	Middle School and High School Honors Band Festival 2026	\$4,500
Brass	Brass Guest Artists including Neil Kimel	\$750
Choirs	Sing Out Tenor-Bass Festival	\$1,000
Choirs	Choir Tours and High School Runouts	\$3,000
Choirs, MusEd	Choral & Music Education Guest Artist Rollo Dilworth	\$1,500
Choirs, Voice	Vocal Arts Festival	\$3,000
Composition, All	Khemia Ensemble Residency	\$4,500
Guitar, Strings	Guitar Guest Artists including Rovshan Mamedkuliev	\$3,500
Jazz, Brass, Composition	Jazz Guest Artists including Brian Lynch	\$2,000
Orchestra	UWM Chamber Orchestra High School Runouts	\$1,500
Orchestra, Strings	Guest Artists for Orchestral Studies	\$2,500
Orchestra, Strings	Korea Day Guest Artist for UWM Symphony Orchestra (Jinjoo Cho)	\$2,500
Percussion, Composition	Percussion Guest Artists including Flannau Duo & Jonathan Doyle	\$3,000
Piano	Piano Recital and Masterclass Series including Piano Duo Shapiro-Varshavski	\$3,000
Strings	Viola Guest Artists including Ann Marie Brink	\$500
Strings	Violin Guest Artists Francisco Cabán and Mélanie Clapiès	\$750
Voice	Pop Music Ensemble Instrumentalists	\$1,000
Voice	Cabaret Connexion Residency for UWM Voice Area	\$2,500
Voice, Orchestra	Opera Theatre/Voice Area Productions	\$9,169
Woodwind	UWM Flute Guest Artists including Jennifer Debiec Lawson	\$1,100

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF BUSINESS ADMINISTRATION IN
BUSINESS: ADMINISTRATION AND MANAGEMENT,
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

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

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

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Business Administration (M.B.A.) in Business: Administration and Management. This proposal is part of the School of Business's restructuring of its M.B.A. programs. The M.B.A. in Business: Administration and Management will replace six specialized in-person M.B.A. programs and will feature a flexible 53-credit "career pathway" framework that allows for personalized course selection. This approach is a strategic response to evolving market demands, declining national rankings, and the need to enhance student outcomes. Key features of the proposed degree include a required two-course sequence in Artificial Intelligence, expanded experiential learning opportunities, and a structure that leverages the existing strengths of the School of Business graduate program portfolio and career services infrastructure.

According to industry surveys, employer demand for M.B.A. graduates remains strong. Both curricular and co-curricular experiences will equip students with the tools to successfully pursue a range of employment opportunities leading to top careers in areas such as consulting, finance, technology management, marketing, human resources, risk

management, and entrepreneurship. The School of Business profession-specific graduate per-credit tuition and fee rates will apply.

Presenters

- John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

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

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

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF BUSINESS ADMINISTRATION IN
BUSINESS: ADMINISTRATION AND MANAGEMENT
AT THE UNIVERSITY OF WISCONSIN–MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Master of Business Administration (M.B.A.) in Business: Administration and Management. This proposal is part of the School of Business’s restructuring of its M.B.A. programs. The M.B.A. in Business: Administration and Management will replace six specialized in-person M.B.A. programs and will feature a flexible 53-credit “career pathway” framework that allows for personalized course selection. This approach is a strategic response to evolving market demands, declining national rankings, and the need to enhance student outcomes. Key features of the proposed degree include a required two-course sequence in Artificial Intelligence, expanded experiential learning opportunities, and a structure that leverages the existing strengths of the School of Business graduate program portfolio and career services infrastructure.

According to the Graduate Management Admissions Council (GMAC) Corporate Recruiter Survey 2025, employer demand for M.B.A. graduates remains strong.¹ Both curricular and co-curricular experiences will equip students with the tools to successfully pursue a range of employment opportunities leading to top careers in areas such as consulting, finance, technology management, marketing, human resources, risk management, and entrepreneurship. While many students will focus on one pathway, others may choose an additional area of interest. The School of Business profession-specific graduate per-credit tuition and fee rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

¹ Graduate Management Admission Council. (2024). Application Trends Survey – 2024 Summary Report retrieved at <https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2024-application-trends-survey-report>

Title of Proposed Academic Program

Business: Administration and Management

Degree Designation

Master of Business Administration (M.B.A.)

Proposed Classification of Instructional Program (CIP) Code

52.0201 Business Administration and Management, General

Mode of Delivery

Single institution; In-Person

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

School of Business

Proposed Date of Implementation

Fall 2027

PROGRAM INFORMATION**Overview of the Program**

The proposed M.B.A. in Business: Administration and Management is the result of a strategic restructuring of the School of Business's full-time M.B.A. portfolio. Currently, the school has three different M.B.A. program models:

1. The M.B.A. in Business: Executive, is a hybrid program offered on an accelerated 18-month timeline. It focuses on leadership, strategy, and decision-making for executive-level professionals with more than 10 years of work experience.
2. The M.B.A. in Business: General Management named option titled Professional MBA is a part-time hybrid program for students with 2-10 years of work experience.
3. A set of seven distinct full-time M.B.A. degrees differentiated by specialization, namely the M.B.A.-Business: Supply Chain Management; M.B.A.-Business: Risk Management and Insurance; M.B.A.-Business: Finance, Investment and Banking with associated options in Corporate Finance and Investment Banking and Applied Security Analysis; M.B.A.-Business: Management and Human Resources with an option in Strategic Human Resource Management; M.B.A.-Business: Marketing; M.B.A.-Business: Operations and Technology Management with an option in Technology Strategy and Product Management; and the M.B.A.-Business: Real Estate and Urban Land Economics with options in Real Estate and Urban Economics and Global Real Estate.

The restructuring will maintain the current M.B.A. in Business: Operations and Technology Management and will consolidate the remaining six of the specialized full-time M.B.A. degree offerings into the new M.B.A. in Business: Administration and Management. This proposed program will serve as the flexible primary degree program for most M.B.A. students at UW-Madison. Unlike the previous model, which required applicants to commit to a narrow specialization before admission, this program employs a “career pathways” framework. This model allows students to combine a rigorous, modernized business core with customizable electives, enabling them to pursue deep expertise in traditional functional areas (e.g., corporate finance, brand management) or design cross-functional pathways suited, for instance, to consulting careers.

The curriculum will consist of 53 credits delivered over a two-year, full-time residential format; there are no summer enrollments. A defining characteristic of the program is its focus on the School of Business’s “Trusted to Lead” identity, which prioritizes evidence-based decision-making, balanced risk management, and resilience. To ensure graduates are prepared for the future of work, the core curriculum includes a mandatory two-course sequence in Artificial Intelligence (AI) and its enterprise applications. This degree is designed for early- to mid-career professionals seeking to pivot their careers or accelerate their advancement into leadership positions through a high-touch, cohort-based educational experience.

Projected Enrollments and Graduates by Year Five

Enrollment for the M.B.A. in Business Administration and Management will be strategically managed to prioritize student quality and program selectivity, which are critical drivers of national rankings and reputation in the full-time M.B.A. market. In the near term, the school anticipates a highly selective intake of approximately 50 students per cohort. The restructuring of the curriculum into flexible “career pathways” is designed to significantly widen the applicant funnel, restoring application volumes to levels consistent with historical performance and peer institutions. To support this objective, the school will leverage merit-based financial aid, a standard practice in the competitive M.B.A. landscape, to recruit a diverse and high-caliber student body.

As these strategic investments yield improvements in placement outcomes and program reputation, the school anticipates a corresponding increase in demand from qualified candidates. This growth trajectory is reflected in the five-year projection shown in Table 1. The program aims to scale to a steady state of approximately 80 students (i.e., two cohorts) by Year 5. This plan assumes the applicant pool supports this expansion without compromising academic standards. The projected enrollment for the first four years is limited to one cohort of 50 high-achieving new students and is based on prior recruitment history, as well as the budget allocated to marketing and merit-based financial aid. The school anticipates a 95 percent retention rate based on 20 years of M.B.A. program data. Faculty and staff offer programming, advising, and career check-ins that enhance the student experience and lead to strong student satisfaction. By the end of Year 5, it is

expected that 280 new students will have enrolled in the program and 192 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	50	50	50	50	80
Continuing Students	0	48	48	48	48
Total Enrollment	50	98	98	98	128
Graduating Students	0	48	48	48	48

Tuition Structure

For students enrolled in the M.B.A. in Business: Administration and Management, the School of Business’s profession-specific graduate per-credit tuition and fee rates will apply. Based on the published FY 2025-26 tuition and fee rates, Wisconsin residents enrolled in 8+ credits per semester will pay \$14,712.39 per semester, of which \$13,882.40 is attributable to tuition; nonresidents will pay \$26,536.63, of which \$25,706.64 is attributable to tuition. There will be no additional program and course fees, though students will incur additional textbook rental or purchase fees.

Student Learning Outcomes and Program Objectives

The M.B.A. in Business: Administration and Management will support the following program learning outcomes. Students will:

1. Apply analytical concepts and frameworks to evaluate business challenges, propose solutions, and make informed decisions, even in ambiguous situations.
2. Integrate emerging technologies to drive innovation, operational efficiency, and sustainable competitive advantage.
3. Design and evaluate business strategies that leverage innovative and entrepreneurial approaches to navigate economic, environmental, and social tradeoffs, in complex, global environments.
4. Synthesize and convey insights to influence a broad set of stakeholders through clear, compelling, and context-sensitive communication.
5. Facilitate effective collaboration within diverse teams by promoting shared goals, inclusive practices, and mutual accountability.

Graduates will emerge as versatile, future-ready leaders equipped to thrive in dynamic, global business environments. Upon completion of the program, students will be able to solve complex problems using frameworks learned in their core courses and confidently address ambiguous high-stakes business problems, ensuring sound strategic choices across diverse industries that align with School of Business pathways. With a required two-course sequence in AI and exposure to cutting-edge tools, graduates will integrate technology to drive innovation, operational efficiency, and a sustainable competitive advantage – skills that are increasingly in demand across sectors such as

consulting, finance, and technology. Students will learn to evaluate and implement strategies that balance economic, environmental, and social considerations, preparing them to lead responsibly in interconnected global markets and diverse communities.

Through coursework and experiential learning, graduates will master the ability to synthesize insights and deliver compelling, context-sensitive communication to stakeholders ranging from boards of directors to cross-functional teams. These outcomes position graduates for success in high-demand roles such as management consulting, corporate finance, product management, marketing leadership, and entrepreneurial ventures. The program’s emphasis on adaptability, technology fluency, and inclusive leadership ensures graduates can navigate rapid industry changes and contribute meaningfully to organizations committed to global engagement and diversity.

Program Requirements and Curriculum

The proposed curriculum requires 53 total credits for graduation. This consists of 26 credits of required core coursework and 27 credits of electives, as shown in Table 2.

Table 2: M.B.A. in Business: Administration and Management Program Curriculum

Core Requirements	26 credits
ACCT I S 700 Financial Accounting	2 credits
FINANCE 700 Introduction to Financial Management	2 credits
GEN BUS 704 Data to Decisions	2 credits
GEN BUS 707 Foundations of Artificial Intelligence in Business	2 credits
GEN BUS 708 Artificial Intelligence and the Enterprise	2 credits
GEN BUS 715 Career Management	1 credit
GEN BUS 716 Applied Learning and Industry Pathways	2 credits
GEN BUS 732 Economics for Managers	2 credits
GEN BUS 790 Consulting Project Capstone	3 credits
M H R 700 Leading People and Organizations	2 credits
M H R 723 Business Strategy	2 credits
MARKETNG 700 Marketing Management	2 credits
OTM 700 Operations and Supply Chain Management	2 credits
Elective/Specialization	27 credits
Any course numbered 600 or above offered by the School of Business (Including ACCT IS, ACT SCI, FINANCE, GEN BUS, INFO SYS, INTL BUS, MHR, MARKETNG, OTM, REAL EST, or RMI)	
Total Credits	53 credits

The core curriculum is organized into three key blocks: Business Fundamentals, Career Jumpstart and Experiential Learning, and the AI Sequence. The Business Fundamentals block provides a strong foundation in core business disciplines. The Career Jumpstart and Experiential Learning block delivers immediate career focus and hands-on

experience through new courses and a consulting capstone. Finally, the two-course AI sequence equips all graduates to understand and leverage AI in a business context.

The curriculum is intentionally structured to build foundational knowledge, provide immediate career-focused skills, and ensure all students are literate in the strategic application of AI. Students will be guided through this structure by a dedicated career pathway advising team that leverages the school's excellent existing infrastructure and personnel. This team will work with each student to select a tailored set of electives aligned with their career aspirations. This advising model ensures a personalized educational journey that prepares students for success in their chosen field.

Projected Time to Degree

The program is designed to be completed in four semesters (i.e., fall/spring, fall/spring) over 21 months in a full-time residential cohort model. There are no summer enrollments.

Accreditation

No specialized accreditation or Higher Learning Commission (HLC) pre-approval is required. The Association to Advance Collegiate Schools of Business (AACSB International) is the relevant specialized accrediting body and accredits the School of Business's existing degrees. AACSB will review the M.B.A. in Business: Administration and Management for accreditation at its next visit in 2026-27.

PROGRAM JUSTIFICATION

Rationale

The rationale for this significant restructuring of the university's M.B.A. offerings is grounded in a thorough assessment of the full-time M.B.A. marketplace and the School of Business's current position within it. There are several critical challenges facing the school and its existing program, including:

- Declining national rankings, from a high of 25 down to 42,
- A 40-percent drop in applications since 2017, and
- Employment outcomes that trail peer institutions.

Implementation of the proposed program will be more responsive to market needs and will directly address these challenges. The flexible career pathways model provides the customization that prospective students now expect, while the mandatory AI curriculum addresses a clear and growing employer demand for AI-literate leaders. By leveraging existing high-demand courses from its successful Master of Science in Business programs, the school can offer deep expertise in areas such as business analytics, real estate, and supply chain management, thereby creating a more attractive and competitive program. The 53-credit structure aligns the program with the national standard for top full-time

M.B.A. programs, ensuring well-prepared graduates and positioning the program as a premier choice for prospective students.

Institution and Universities of Wisconsin Program Array

In the context of the Classification of Instructional Programs (CIP) codes, the proposed M.B.A. in Business: Administration and Management is slated to carry the CIP code 52.0201, Business Administration and Management, General. UW-Madison currently offers nine M.B.A. programs in similar CIP areas. These include the two M.B.A. programs offered in alternative formats: the M.B.A. in Business: Executive and the M.B.A. in Business: General Management option titled Professional M.B.A., as well as the seven M.B.A. programs offered in specializations. This proposal will reduce UW-Madison's existing set of seven full-time M.B.A. programs down to two: the new M.B.A. in Business: Administration and Management and the existing M.B.A. in Business: Operations and Technology Management. The M.B.A. in Business: Operations and Technology Management will persist due to its unique curriculum and content focus; the other six existing degree programs will be eliminated in conjunction with the proposal for the new degree. The existing M.B.A. in Business: Executive, a hybrid program offered on an accelerated timeline, will persist, as will the M.B.A. in Business: General Management named option titled Professional M.B.A., which is a part-time hybrid program for students with 2-10 years of work experience. Due to the differentiation of the target population, program delivery mode, and enrollment status, the proposed degree program is not expected to impact interest and enrollment in the professional or executive M.B.A. programs.

Nine other UW universities offer M.B.A. programs in the same or similar CIP area. UW-Green Bay offers an Impact M.B.A.; UW-Oshkosh and UW-Milwaukee offer an Executive M.B.A.; UW-Milwaukee, UW-Parkside, UW-River Falls, and UW-Whitewater offer an M.B.A. in Business Administration; and UW-Stevens Point offers an M.B.A. in Applied Leadership and Decision Making. Jointly, UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Parkside offer the UW Consortial M.B.A. in Business Administration. All but two M.B.A. programs (UW-Milwaukee and UW-Green Bay) are offered in either a mixed mode or via fully distance education, whereas the proposed program will be offered predominantly in person.

Need as Suggested by Student Demand

The decline in applications to the current set of specialized full-time M.B.A. degree offerings indicates a mismatch between existing offerings and student preferences. Prospective M.B.A. students are increasingly seeking flexible programs that allow them to customize their education to meet their specific career goals, rather than specialized degrees like the existing structure of seven separate degrees. The proposed M.B.A. in Business: Administration and Management career pathways model directly addresses this demand, offering a more personalized and adaptable curriculum without forcing prospective students to select their area of study at the time of application.

Peers including The Ohio State University (Fisher), Indiana University (Kelley), Michigan State University (Broad), University of Maryland-College Park (Smith), and the University of Minnesota (Carlson), all offer full-time M.B.A. programs and do not require a specialization, pathway, concentration, or major at the time of application or at the start of the program. According to U.S. News & World Report, which collects application data from business schools, these peers all receive many more applications than the UW-Madison School of Business. Over the past three years, Fisher at Ohio State and Kelley at Indiana University each received between 1,000 and 1,300 applications annually for M.B.A. programs comparable to the proposed. Broad at Michigan State increased applications from 600 to 1,000 over the same period, and Smith at Maryland and Carlson at Minnesota each received between 400 and 500 applications. Application rates indicate demand, yet UW-Madison's apply-to-a-specialization model received only 300 to 350 applications per year during the same three-year period.

The proposed M.B.A. in Business: Administration and Management program is most closely based on Ohio State's Fisher College of Business's approach and is anticipated to aid in increasing the application pool and enhancing selectivity. The approval of a new academic degree will continue to allow the university's full-time M.B.A. offering to be a robust, vibrant part of the M.B.A. portfolio and complement the university's executive and professional M.B.A. programs.

Need as Suggested by Market Demand

The Master of Business Administration (M.B.A.) degree remains one of the most prominent graduate degrees in the United States. In the 2021-22 academic year, U.S. institutions conferred more than 205,000 master's degrees in business, representing 23 percent of all master's degrees awarded and making it the single largest field of study at the graduate level.² According to the Graduate Management Admissions Council (GMAC) Corporate Recruiter Survey 2025, employer demand for M.B.A. graduates remains strong, with 85 percent of technology companies, 77 percent of consulting firms, and 72 percent of finance/accounting firms planning to hire the same or more M.B.A.s in 2025. While national application trends have fluctuated, recent data from GMAC shows a significant rebound in interest for full-time, in-person M.B.A. programs following the pandemic.³ According to the GMAC 2025 Prospective Students Survey, nearly 73 percent of global candidates now prefer full-time, in-person programs, reversing a multi-year decline in favor of online and hybrid formats. The goal of the proposed new degree is to create a more competitive, market-aligned M.B.A. program that improves student employment, boosts the program's national reputation, and reverses recent declines in applications and enrollment.

² National Center for Education Statistics. (2023). Graduate Degree Fields. <https://nces.ed.gov/programs/coe/indicator/ctb/graduate-degree-fields>

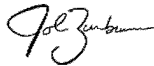
³ Graduate Management Admission Council. (2024). Application Trends Survey – 2024 Summary Report. <https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2024-application-trends-survey-report>

The UW-Madison School of Business is exceptionally well-positioned to meet this demand. As a top-tier business school, it has a reputation for excellence firmly established by its highly ranked programs and world-class faculty. The undergraduate business program, for example, is ranked seventh among public universities by Poets & Quants (a preferred Bachelor of Business Administration ranking since it is data-driven),⁴ demonstrating the school's ability to attract high-caliber students and deliver a premier educational experience. This strength in the undergraduate program, coupled with a strong research reputation, highlights a clear opportunity. A revitalized, nationally competitive full-time M.B.A. program is not just an addition to the school's portfolio, it is a strategic imperative. It will enable the school to leverage its established brand and academic strengths to reclaim its position as a leader in graduate management education, ensuring that the reputation of the UW-Madison M.B.A. program aligns with the recognized excellence of the School of Business as a whole.

⁴ Wisconsin School of Business. (2025). WSB Undergraduate Program Jumps to Top 7 Among Publics in Poets & Quants' 2025 Rankings. <https://business.wisc.edu/news/wsb-undergraduate-program-jumps-to-top-7-among-publics-in-poetsquants-2025-rankings/>

University of Wisconsin-Madison					
Cost and Revenue Projections For MBA-Business: Administration and Management					
Items	Projections				
	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5
I Enrollment (New Student) Headcount	50	50	50	50	80
Enrollment (Continuing Student) Headcount	0	48	48	48	48
Enrollment (New Student) FTE	50	50	50	50	80
Enrollment (Continuing Student) FTE	0	48	48	48	48
II Total New Credit Hours	0	288	288	288	288
Existing Credit Hours	1350	2310	2310	2310	3120
III FTE of Current Faculty	2	7	7	7	9
FTE of Current Lecturers	3.7	8	8	8	9
FTE Current Administrative Staff	2	4	4	4	5
IV Revenues					
Tuition	\$ 1,624,725	\$ 3,184,461	\$ 3,184,461	\$ 3,184,461	\$ 4,159,295
Total Revenue	\$1,624,725	\$3,184,461	\$3,184,461	\$3,184,461	\$4,159,295
V Expenses					
Salaries plus Fringes					
Faculty Salary (\$200,000)	\$400,000	\$856,800	\$873,936	\$891,415	\$1,266,446
Lecturer (\$120,000)	\$444,000	\$734,400	\$749,088	\$764,070	\$876,770
Administrative Staff (\$60,000)	\$120,000	\$244,800	\$249,696	\$254,690	\$324,730
Fringe Faculty and Academic Staff (36.5%)	\$351,860	\$670,140	\$683,543	\$697,214	\$900,800
Other Expenses					
Scholarships	\$200,000	\$400,000	\$400,000	\$400,000	\$590,550
Marketing and Recruiting	\$108,865	\$278,321	\$228,198	\$177,073	\$200,000
Total Expenses	\$1,624,725	\$3,184,461	\$3,184,461	\$3,184,461	\$4,159,295
Net Revenue	\$0	\$0	\$0	\$0	\$0

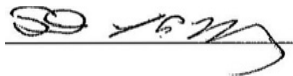
Provost's Signature:



Date:

3/9/2026

Chief Business Officer's Signature:



Date:

3/16/2026

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

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Master of Business Administration (M.B.A.) in Business: Administration and Management. This new degree represents the centerpiece of a comprehensive restructuring of the university's full-time M.B.A. portfolio. The proposal consolidates seven existing specialized degrees into two programs: this proposed degree (which will serve as the primary degree for most M.B.A. students) and the existing M.B.A. in Business: Operations and Technology Management. By shifting from a siloed, specialization-based model to a flexible "career pathways" framework, this program allows the School of Business to modernize its curriculum and better align with market demands.

COST REVENUE NARRATIVE**Section I - Enrollment**

Enrollment for the new program will be strategically managed to prioritize student quality and program selectivity. In the near term, the school anticipates an intake of approximately 50 students per year/cohort. This targeted class size allows for a more rigorous selection process, ensuring a high-caliber student body that will drive improved placement outcomes and reputational capital. This growth trajectory is reflected in the five-year projection, whereby the program aims to scale to a steady state of approximately 80 students (i.e., two cohorts) by Year 5. The average student retention rate is projected to be 95 percent based on historical patterns in the school's full-time M.B.A. programs. Regarding student residency, 80 percent of students are projected to be Wisconsin residents, based on historical enrollment data from the existing M.B.A. programs. By the end of Year 5, it is expected that a total of 280 new students will have enrolled in the program, and 192 students will have graduated.

Section II - Credit Hours

The program consists of 53 credits delivered over two years. Students will enroll in the fall and spring terms of Year 1, and again in the fall and spring terms of Year 2; there are no summer-term enrollments. For ease of calculation in the Cost and Revenue Projections spreadsheet, students are slated to complete 27 credits in their first year and 26 in their second year. The school will be creating three new courses totaling 6 credits to administer the new degree program. The 6 new credits will be taken in the second year.

With a projected cohort size of 50 new students per year in Years 1-4, the program is expected to generate 1,350 credits in Year 1 and 2,598 in Years 2-4. When the program admits two cohorts in Year 5, total credits generated will be 3,408.

Section III – Faculty and Staff Appointments

The program will leverage the existing robust M.B.A. infrastructure of the School of Business. Instruction will be delivered by current faculty and instructional staff who are being redeployed from the seven legacy specialized programs into this consolidated degree. No new faculty or staff lines are required to launch this program. As is true for the current programs, faculty and staff time reallocation will increase as credits administered in the program increases.

Section IV – Program Revenues

Students in the proposed M.B.A. in Business: Administration and Management will pay the School of Business' profession-specific graduate per-credit tuition and fee rates. The costs and revenues of the program will be managed as part of the UW–Madison instructional/tuition pool (i.e., Fund 101). Tuition revenues will be allocated from the pool to the School of Business to support faculty and staff for instructional, advising, and administrative purposes within the regular budget allocation process.

Tuition

For students enrolled in the M.B.A. in Business: Administration and Management, the School of Business' profession-specific graduate per-credit tuition and fee rates will apply. Based on the published FY 2025-26 tuition and fee rates, Wisconsin residents enrolled in 8+ credits per semester will pay \$14,712.39 per semester, of which \$13,882.40 is attributable to tuition; nonresidents will pay \$26,536.63, of which \$25,706.64 is attributable to tuition. There will be no additional program and course fees, though students will incur additional textbook rental or purchase fees. The program will generate \$1,624,725 in Year 1, growing to \$4,159,295 in Year 5.

Fees

Students will pay segregated fees; however, these fees are not included in the cost and revenue estimates, as they are not accessible to the program.

Program Revenues and GPR

The program will be funded through a reallocation of resources currently assigned to the seven specialized degrees being consolidated. Crucially, the program is also supported by substantial gift funds (Fund 233) specifically earmarked for the M.B.A. program. These funds, which currently flow into the existing specialized degrees, will be fully directed toward this new consolidated program to support student scholarships, experiential learning, and programmatic enhancements. This robust philanthropic support provides a stable financial foundation independent of state GPR.

Section V – Program Expenses

The restructuring of the school's full-time M.B.A. portfolio is designed to generate significant operational efficiencies compared to the current model. By consolidating seven distinct degrees into two, the School of Business will eliminate the structural inefficiencies inherent in the previous model, in which small, specialized tracks often required running low-enrollment course sections.

Salary and Fringe

Personnel costs will be managed through the efficient redeployment of existing faculty and staff. The new curriculum features a larger, unified core set of courses taken by all students, ensuring that core course sections run at optimal capacity. Furthermore, the flexible "career pathways" model allows for the elimination of smaller, niche electives; the school will implement a minimum class size of 15 for elective sections, significantly improving the student-to-faculty cost ratio. Additionally, the reduction in the full-time M.B.A. cohort size will free up teaching capacity among highly qualified faculty. These resources will be used "in-load" to cover teaching needs in the M.B.A. in Business: Executive and M.B.A. in Business: General Management subplan/named option titled Professional MBA programs, thereby reducing the school's reliance on costly overload payments.

Facilities and Capital Equipment

No new costs are anticipated in this category.

Other Expenses

Marketing and recruitment costs will be streamlined as the school shifts its focus from promoting seven distinct specialized M.B.A. programs to marketing this new degree program. There will be additional marketing costs to highlight the initial changes, but in steady state the program will operate more efficiently. Annual merit-based scholarship costs are also shown in the Cost and Revenue Projections spreadsheet.

Section VI – Net Revenue


The M.B.A. in Business: Administration and Management program is a traditional pooled tuition program. As such, tuition revenues from students in this program will be pooled at the institution level and used to support student instruction and services.



Date: 9 March 2026

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

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

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

Subject: Request for Authorization to Implement: MBA-Business: Administration and Management

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 the new MBA-Business: Administration and Management at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with enrollments in fall 2027. We are requesting that this proposal be scheduled for consideration at the June 2026 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

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

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
 Vallabh Sambamurthy, Dean, School of Business
 Daniel Bauer, Senior Associate Dean for Programs, Business
 Brigid Patterson, Academic Planner, Business
 Aimee Hanna, Academic Planner, Business
 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, Associate Vice Provost for Academic Planning
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Executive Vice Chancellor for Academic Affairs

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June 4, 2026

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN EDUCATION: INSTRUCTIONAL COACHING,
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Science in Education: Instructional Coaching program at the University of Wisconsin-Madison.

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

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Education: Instructional Coaching. The program is intended to elevate and replace the M.S. in Educational Psychology named option, Professional Educator. The M.S. in Education: Instructional Coaching is designed for practicing educators seeking career advancement in the classroom and beyond. Graduates will be prepared to advance their careers in the education sector as instructional coaches, mentor teachers, professional learning specialists, and other roles focused on enhancing teaching and learning. The M.S. in Education: Instructional Coaching provides a high-value credential for school districts and educational organizations that increasingly seek leaders requiring advanced expertise in applying learning and motivation theories and coaching practices to improve teaching effectiveness and student learning. The M.S. in Education: Instructional Coaching is not an Educator Preparation Program (EPP) and does not lead to teacher licensure. Service-based tuition pricing will apply.

Presenters

- John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

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

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

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN EDUCATION: INSTRUCTIONAL COACHING
AT THE UNIVERSITY OF WISCONSIN–MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Education: Instructional Coaching. The program is intended to elevate and replace the M.S. in Educational Psychology named option, Professional Educator. The M.S. in Education: Instructional Coaching is designed for practicing educators seeking career advancement in the classroom and beyond. Graduates will be prepared to advance their careers in the education sector as instructional coaches, mentor teachers, professional learning specialists, and other roles focused on enhancing teaching and learning. The M.S. in Education: Instructional Coaching provides a high-value credential for school districts and educational organizations that increasingly seek leaders requiring advanced expertise in applying learning and motivation theories and coaching practices to improve teaching effectiveness and student learning. The M.S. in Education: Instructional Coaching is not an Educator Preparation Program (EPP) and does not lead to teacher licensure. Service-based tuition pricing will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

Title of Proposed Academic Program

Education: Instructional Coaching

Degree Designation

Master of Science (M.S.)

Proposed Classification of Instructional Program (CIP) Code

13.0404 Educational, Instructional, and Curriculum Supervision

Mode of Delivery

Single University; Fully Distance Education

Department

Department of Educational Psychology

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

September 2026

PROGRAM INFORMATION**Overview of the Program**

The M.S. in Education: Instructional Coaching will be a skills-based graduate program designed for working professionals, strengthening their instructional, analytical, and leadership skills. The 30-credit master's degree program will be completed over 24 months of continuous enrollment in a cohort model and is offered via fully distance education (online). The program integrates learning sciences, educational psychology, assessment, and applied professional practice to prepare educators to engage in evidence-based decision-making and advance inclusive, equitable learning environments. The curriculum emphasizes research literacy, data interpretation, collaboration within school systems, and ethical and legal professionalism. Courses are structured to support working educators while maintaining rigorous academic standards aligned with UW-Madison Graduate School expectations.

The M.S. in Educational Psychology currently has three associated options: Learning Analytics, Research, and Professional Educator. The 10-year average annual enrollment in the degree program is 139 students. In 2025, 112 students were enrolled. Among the options, Professional Educator enrolls the most students. The option has existed for more than 20 years. Within the last five years, and since the inclusion of the embedded instructional coaching certificate, enrollment has increased by more than 66 percent, to 51 enrollments in 2025.

The proposed M.S. in Education: Instructional Coaching will benefit from a unique degree name and requirements that are not currently available to the program as a subdegree. Education: Instructional Coaching was selected as the proposed program name, given the embedded certificate's popularity and recognition. In addition, updated and unique program learning outcomes will better reflect the curriculum's goals and priorities. The program will also adopt a different Classification of Instructional Program (CIP) code that better reflects the curricular components of instructional coaching, namely 13.0404, Educational, Instructional, and Curriculum Supervision. The existing option, like its associated degree program (the M.S. in Educational Psychology) uses the CIP of 42.2806 Educational Psychology.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Projections are based on the demonstrated demand of the current Professional Educator option, evidenced by 66 percent enrollment growth in the last five years. Elevating the current option to a standalone program will enable the program to sustain and grow its capacity. Continuing students will be moved from the existing M.S. in Educational Psychology option in Professional Educator into the new degree program; that is expected to be 23 continuing students in Year 1. Those second-year (of the two-year program) students will graduate at the end of Year 1. The projected five-year average enrollment is expected to remain steady. The average student retention rate is projected to be 90 percent based on the UW-Madison Graduate School's average completion rate for master's degrees. By the end of Year 5, it is expected that 148 students will have enrolled in the program and 115 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	25	25	25	25	25
Continuing Students	23	23	23	23	23
Total Enrollment	48	48	48	48	48
Graduating Students	23	23	23	23	23

Tuition Structure

The tuition structure for the proposed program will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The fully distance education curriculum will be delivered in a flexible format to accommodate working professionals. This is the same financial model used for the current option. For students enrolled in the M.S. in Education: Instructional Coaching, the tuition rate will be \$800/credit for both residents and nonresidents. With a total of 30 credits in the degree program, the total cost will be \$24,000 for the entire 24-month program. Students are expected to enroll in the program part-time within a fixed cohort model.

The pricing structure was determined to maintain continuity with the existing option/subplan and to be consistent with other UW-Madison service-based pricing programs offered to working educators and pupil services staff. Those programs include the Ed.S. in School Psychology offered by the Department of Educational Psychology and the M.S. in Educational Leadership and Policy Analysis option in Wisconsin Idea Principal Preparation program that will transition to the newly authorized Ph.D. in Wisconsin Ideal Educational Executive Leader Preparation Program. The tuition rate also seeks to be competitive with similar programs at peer institutions while balancing expected program costs and revenue. Additional program or course fees are not anticipated.

Student Learning Outcomes and Program Objectives

The learning outcomes of the M.S. in Education: Instructional Coaching program include the following:

1. Integrate research and data into professional practice to inform decision-making, assess instructional strategies, and measure impact on student achievement.
2. Apply knowledge of learning and motivation theories to design, implement, and evaluate instructional coaching practices that improve teaching and learning outcomes.
3. Collaborate with fellow educators, families, community members, and school/district/organizational staff to create supportive, inclusive, and linguistically responsive learning environments that help all learners meet high standards and reach their full potential.
4. Demonstrate commitment to ethical practice and lifelong learning by engaging in reflection, self-assessment, and ongoing professional learning as an instructional leader.
5. Display advanced skills in instructional coaching, including observation, feedback, facilitation of reflective practice, and collaborative goal setting

Program Requirements and Curriculum

The M.S. in Education: Instructional Coaching is proposed as an online 30-credit program completed over six academic semesters, equivalent to 24 months. The program is designed for students who plan to pursue careers in education as instructional leaders. Application requirements include at least one year of prior teaching experience. In addition, students must maintain continuous classroom teaching experience throughout the two years enrolled in the program. Table 2 illustrates the required courses, which are the same curricular requirements as the existing Professional Educator option.

Table 2: M.S. in Education: Instructional Coaching Program Curriculum

CURRIC 731: Collaborative Teamwork for Inclusive School Reform	3 Credits
ED PSYCH 752: Engaging with Educational Research	3 Credits
ED PSYCH 633: Supporting Students' Social Emotional Well-Being	3 Credits
ELPA 640: Understanding Legal Rights and Responsibilities	3 Credits
ED PSYCH 640: Foundations of Instructional Coaching	3 Credits
ED PSYCH 501: Thinking and Learning	3 Credits
ED PSYCH 791: Capstone Project	4 Credits
ED PSYCH 642: Assessment Analysis & Instructional Decision-Making	4 Credits
ED PSYCH 643: Instructional Coaching for Effective Learning Environments	4 Credits
Total	30 Credits

Projected Time to Degree

Students are expected to complete the degree within six semesters (including summers) or two full years. Ninety-six percent of enrolled students in the existing option have completed the program in 24 contiguous months, with an overall completion rate of

92 percent in the last 10 years of the program. Should a student need to temporarily leave the program, they will submit an official Leave of Absence request and return to the same place the following year when the course is offered.

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. No specialized accreditation will apply, in part because the proposed M.S. in Education: Instructional Coaching is not an Educator Preparation Program (EPP) and does not lead to teacher licensure.

PROGRAM JUSTIFICATION

Rationale

The Department of Educational Psychology at UW-Madison is a leader in its field and on the forefront of new innovations and practices. The program was ranked first in the nation in the 2025 U.S. News & World Report Best Graduate Schools ranking. The existing M.S. in Educational Psychology currently offers three subplans/options: Professional Educator, Learning Analytics, and Research. The online Professional Educator option is designed for practicing teachers seeking career advancement. Students currently earn the graduate-level Certificate in Instructional Coaching simultaneously with the completion of the M.S. in Educational Psychology Professional Educator option. The last 10 years of graduates from the existing option include 163 alumni active in the field of education. Many students have leveraged the program into a job promotion or a new career. Alumni are working in positions such as instructional coach, elementary literacy coach, consultant, and learning specialist.

The proposed M.S. in Education: Instructional Coaching elevates the existing Professional Educator option to a standalone degree. The program will benefit from a unique degree name and requirements, integrating the sought-after "instructional coaching" component into the degree name. Planning for the proposed standalone M.S. in Education: Instructional Coaching was prompted by both programmatic needs and institutional priorities. Over the past several years, student demand for a graduate program centered on instructional coaching and applied practice has grown substantially. While the option in Professional Educator has thrived within the M.S. in Educational Psychology, its curricular focus and career pathways are distinct from the existing research-oriented master's degree. Establishing the program as a standalone degree strengthens its visibility, clarifies its identity for prospective students and employers, and better reflects the applied expertise it provides.

The standalone M.S. in Education: Instructional Coaching also advances the university's broader academic program array by expanding access to flexible graduate

education for working professionals, enhancing the university's outreach mission, and supporting the Wisconsin Idea through direct service to schools and communities. Supported by faculty and instructors across the School of Education, strong alumni outcomes, and community partnerships, the proposed program is well-positioned to extend the School of Education's reputation for excellence in preparing educators while aligning with institutional priorities for innovation, engagement, and student success.

Institution and Universities of Wisconsin Program Array

The proposed CIP of 13.0404 Educational, Instructional, and Curriculum Supervision is not currently in use at UW-Madison. One UW university, UW-River Falls, offers a program classified under this CIP code, the M.S.E. in School Supervision and Instructional Leadership. This program has two pathways – the Principal License and Director of Instruction License track and the Teacher Leadership track. The Teacher Leadership track is most consistent with the proposed M.S. in Education: Instructional Coaching; however, the proposed program is offered online, and the River Falls program is in person.

In addition to UW-Madison, eight UW universities, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Stout, UW-Superior, and UW-Whitewater, offer master's programs in a similar curricular area; however, these program curricula are focused on advanced elements of curriculum and instructional design. The proposed program integrates learning sciences, educational psychology, assessment, and applied professional practice to prepare educators to engage in evidence-based decision-making and advance inclusive, equitable learning environments.

Need as Suggested by Student Demand

The M.S. in Education: Instructional Coaching program is geared towards practicing educators who are seeking advancement opportunities. The existing Professional Educator option is exceeding its enrollment expectations. The program has enrolled an average cohort of 25 students in the last five admissions cycles from 2021-25, increasing from an average cohort size of 15 students in the five-year period prior (i.e., 2016-20). It is projected that the transition to a standalone degree program will maintain consistent enrollment. This program provides an opportunity for teachers to pursue professional development and training, rather than seek training pathways to principal and district-level leadership roles.

Need as Suggested by Market Demand

The proposed M.S. in Education: Instructional Coaching addresses a critical and emerging need among educators seeking to transition into leadership roles in education. As of 2024, more than 244,000 individuals were employed in such positions across the

United States, and this number is projected to grow by 4.2 percent by 2034¹. This anticipated growth reflects sustained demand for educators equipped to lead, mentor, and support their peers in advancing instructional practices. School districts and educational organizations have increasingly sought graduates of advanced educator programs for leadership roles, including instructional coaches, mentor teachers, professional learning specialists, and other positions focused on enhancing teaching and learning.

¹ Lightcast. (2025). Program Overview: Educational, Instructional, and Curriculum Supervision report: Lightcast Q3 2025 Data Set

University of Wisconsin-Madison						
Cost and Revenue Projections For M.S. in Education: Instructional Coaching						
	Items	Projections				
		2027	2028	2029	2030	2031
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	25	25	25	25
	Enrollment (Continuing Student) Headcount	23	23	23	23	23
	Enrollment (New Student) FTE	12.5	12.5	12.5	12.5	12.5
	Enrollment (Continuing Student) FTE	11.5	11.5	11.5	11.5	11.5
II	Existing Credit Hours	720	720	720	720	720
III	FTE of Faculty	1.2	1.2	1.2	1.2	1.2
	FTE of Instructional Staff	1	1	1	1	1
	FTE of Administrative Staff	0.5	0.5	0.5	0.5	0.5
	FTE of Adjunct Instructors	1	1	1	1	1
IV	Revenues					
	Tuition (based on \$800/credit)	\$576,000	\$576,000	\$576,000	\$576,000	\$576,000
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$576,000	\$576,000	\$576,000	\$576,000	\$576,000
V	Expenses					
	Salaries plus Fringes					
	Faculty (\$100,000)	\$120,000	\$122,400	\$124,848	\$127,345	\$129,892
	Instructional Staff (\$60,000)	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
	Administrative Staff (\$45,000)	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
	Adjunct Instructors (\$50,000)	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
	Fringe (34.7%)	\$87,618	\$89,370	\$91,157	\$92,980	\$94,840
	Other Expenses					
	Capstone Expenses	\$8,650	\$8,823	\$8,999	\$9,179	\$9,363
	Classroom Speakers	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
	Marketing	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Program Support	\$600	\$612	\$624	\$637	\$649
	Graduation Expenses	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
	Total Expenses	\$365,368	\$372,675	\$380,128	\$387,731	\$395,486
	Net Revenue - Reinvestment Margin	\$210,633	\$203,325	\$195,872	\$188,269	\$180,514

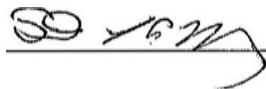
Provost's Signature:



Date:

2/27/2026

Chief Business Officer's Signature:



Date:

3/2/2026

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–MADISON
MASTER OF SCIENCE IN EDUCATION: INSTRUCTIONAL COACHING

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Education: Instructional Coaching. The proposed new degree program is intended to replace the existing M.S. in Educational Psychology subplan/named option titled Professional Educator; essentially elevating the existing option to a standalone degree program. Graduates will be prepared to enter jobs in the education sector as instructional coaches, mentor teachers, professional learning specialists, and other roles focused on enhancing teaching and learning. The 30-credit program, designed for working professionals, is offered in a fully distance education (online) format. The current option is a service-based pricing program, and the proposed elevated degree will follow that same financial model at a rate of \$800 per credit. Students are expected to complete the degree within six semesters, including summers. The Professional Educator option will be discontinued following implementation of the new degree program.

COST REVENUE NARRATIVE**Section I – Enrollment**

The program will maintain the part-time, cohort-based model that exists in the current option. Student enrollment will begin in Summer 2027, with a projected 25 new students in the first year, followed by a steady 25 new students per year for the first five years. Continuing students will have the option to move from the existing M.S. in Educational Psychology (Professional Educator) option to the new M.S. in Education: Professional Educator; that is expected to include 23 continuing students in Year 1. Those second-year (of the two-year program) students will graduate at the end of Year 1. Students are expected to complete the degree within six semesters (including summers) or two full years. The projected five-year average enrollment is expected to remain unchanged; new student counts and total enrollment are based on historical data for the Professional Educator option. The average student retention rate is projected to be 90 percent based on the UW-Madison Graduate School's average completion rate for master's degrees. By the end of Year 5, it is expected that 125 students will have enrolled in the program and 115 students will have graduated.

Section II – Credit Hours

The M.S. in Education: Instructional Coaching requires 30 credits over 24 months or 6 terms, including summers. Students complete the program in a cohort model with 16

credits in year one and 14 credits in year two of the two-year program. For ease of calculation in the Cost and Revenue Projections spreadsheet, this is averaged out to 15 credits per year over two years. Students are expected to enroll in the program part-time within a fixed cohort model. Based on these assumptions, the program will generate 720 credit hours in Years 1-5. Because the program and all required courses are currently being offered as an option, no new courses/credits will be required; coursework will be drawn from existing courses.

Section III – Faculty and Staff Appointments

The proposed M.S. in Education: Instructional Coaching will continue to be staffed as it is in the existing option program. The department estimates that no new faculty FTE will be necessary to implement and sustain the program, with responsibilities distributed among existing faculty who already serve the M.S. in Educational Psychology option in Professional Educator. Instructional staffing for the M.S. in Education: Instructional Coaching will be covered by a combination of current faculty (1.2 FTE) and instructional academic staff (1.0 FTE) in the Department of Educational Psychology, as well as adjunct instructors (1.0 FTE) employed as working professionals in the field of education. Administrative staff totaling 0.5 FTE will support the program. The Department Administrator and Graduate Program Manager will provide limited support to the program as a portion of their broader support for the Department of Educational Psychology.

Section IV – Program Revenues

This program will operate on the tuition revenue generated by the credits taught in the degree program. With current projected tuition revenue and expenses, the program will be sustainable in each of its first five years.

Tuition

Anticipated tuition revenues are calculated by multiplying the service-based per-credit tuition rate of \$800 by total credit hours. The M.S. in Education: Instructional Coaching requires 30 credit hours over 24 months or 6 terms, including summers. For ease of calculation in the Cost and Revenue Projections spreadsheet, this is averaged out to 15 credits per year over two years. For planning purposes, all students are expected to be Wisconsin residents, which is consistent with enrollment in the current option. The program is expected to produce \$576,000 in tuition revenue in Years 1-5.

Fees

There are no program or course fees.

Program Revenues and GPR

The program will be funded from tuition. Revenue realized from the existing option will transition to the new standalone degree program. Per the Cost and Revenue Projection

spreadsheet, the program will generate revenue to support itself starting in Year 1. The program will have a net positive revenue of \$978,613 at the end of Year 5.

Section V – Program Expenses

Salary and Fringe

Instructional and non-instructional expenses, including salaries and fringe benefits for faculty, instructional staff, and other staff, are projected to total \$340,118 in Year 1. This total includes faculty, instructional academic staff, administrative staff, and adjunct instructors. Salaries are projected to increase at a rate of 2 percent annually. All fringe benefits are set at 34.7 percent applied to the faculty and staff salary total.

Facilities and Capital Equipment

No new costs are anticipated in this category. Students in the M.S. in Education: Instructional Coaching will enroll online, and the infrastructure for the existing Professional Educator option will continue to serve the standalone degree program.

Other Expenses

Current expenses associated with administering the option will transition to the new standalone degree. This includes \$8,650 for Capstone expenses, \$3,000 for classroom speakers, \$3,000 for graduation expenses, \$10,000 for marketing, and \$600 for program support, for a total of \$25,250 in other program expenses in Year 1. These expenses are expected to increase by two percent per year and are detailed in the Cost and Revenue Projection spreadsheet. No new expenses are anticipated.

Section VI – Net Revenue


This program will maintain the same funding model as the existing M.S. in Educational Psychology option in Professional Educator. Sufficient instructional and administrative resources are available among faculty and staff who support the current program. Anticipated net revenue is \$210,633 in the first year of the program and will level to \$180,514 in Year 5. Over the first five years of the program, total net revenues are estimated to be \$978,613. Net revenue from the M.S. in Education: Instructional Coaching will be reinvested into the program itself, other academic programs in the department, and, as appropriate and feasible, other programs in the School of Education.



Date: 12 March 2026

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

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

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

Subject: Request for Authorization to Implement: MS-Education: Instructional Coaching

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 the new MS-Education: Instructional Coaching at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with enrollments that same term. We are requesting that this proposal be scheduled for consideration at the June 2026 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
 Marcelle Haddix, Dean, School of Education
 Percival Matthews, Associate Dean, School of Education
 Cindy Waldeck, Academic Planner, School of Education
 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, Associate Vice Provost for Academic Planning
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN
SPECIAL EDUCATION TEACHER CERTIFICATION,
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Master of Science in Special Education Teacher Certification program at the University of Wisconsin-Madison.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Special Education Teacher Certification program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Special Education Teacher Certification. The proposed program is intended to elevate and replace the existing M.S. in Special Education named option in Teacher Certification, elevating it to a standalone degree program. The program will benefit from having a unique program name and set of requirements, something that is not possible as an option. In addition, updated and unique program learning outcomes will better reflect the curriculum's goals and priorities. The new standalone program will continue the use of summer semesters and evening courses so students can work full-time while still completing their master's degree. To qualify for a license as a special education teacher, the Wisconsin Department of Public Instruction (DPI) requires individuals to complete a qualified degree. Like the current option, the proposed program will lead to certification in K-12 cross-categorical Special Education in Wisconsin. Graduates will be prepared to enter jobs working in the high-demand field of special education. The Wisconsin Department of Instruction has reported a major shortage of special education teachers in Wisconsin. Service-based pricing will apply.

Presenter

- John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

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

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

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN
SPECIAL EDUCATION TEACHER CERTIFICATION
AT THE UNIVERSITY OF WISCONSIN–MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Special Education Teacher Certification. The proposed program is intended to elevate and replace the existing M.S. in Special Education named option in Teacher Certification, elevating it to a standalone degree program. The program will benefit from having a unique program name and set of requirements, something that is not possible as an option. In addition, updated and unique program learning outcomes will better reflect the curriculum’s goals and priorities. The new standalone program will continue the use of summer semesters and evening courses so students can work full-time while still completing their master's degree. To qualify for a license as a special education teacher, the Wisconsin Department of Public Instruction (DPI) requires individuals to complete a qualified degree. Like the current option, the proposed program will lead to certification in K-12 cross-categorical Special Education in Wisconsin. Graduates will be prepared to enter jobs working in the high-demand field of special education. The Wisconsin Department of Instruction has reported a major shortage of special education teachers in Wisconsin. Service-based pricing will apply, and this financial model is consistent with the current option.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

Title of Proposed Academic Program

Special Education Teacher Certification

Degree Designation

Master of Science (M.S.)

Proposed Classification of Instructional Program (CIP) Code

13.1001 Special Education and Teaching, General

Mode of Delivery

Single university; In person

Department

Department of Rehabilitation Psychology and Special Education

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

September 2026

PROGRAM INFORMATION**Overview of the Program**

The proposed M.S. in Special Education Teacher Certification is an in-person 44-credit program completed over four semesters. The program is designed for students who plan to pursue careers in special education teaching in K-12 classrooms. The curriculum of the proposed program matches the existing M.S. Special Education option in Teacher Certification. The new standalone program makes continued use of summer semesters and evening courses so students can work full-time while still completing their master's degree. The program starts with summer-term enrollment, followed by the next fall and spring terms, concluding at the end of the second summer of enrollment.

The M.S. in Special Education currently has two associated options: Research and Theory and Teacher Certification. The 10-year average enrollment in the degree program is 61 students. The enrollment trend has been upward, from 31 students in 2016 to 91 in 2025. The Research and Theory option focuses on graduate-level research and theory skills contributing to the development of high-quality scholars and leaders in the field. Most graduates choose to pursue further study in a doctoral program. The Teacher Certification option is an applied professional training program preparing students to directly enter positions as special education teachers. Most students are in the Teacher Certification option.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the M.S. in Special Education Teacher Certification program over the next five years. The average retention rate is projected to be 90 percent based on the UW-Madison Graduate School's average completion rate for master's degrees. Continuing students will move from the M.S. in Special Education option in Teacher Certification into the new M.S. in Special Education Teacher Certification; that is expected to be 36 continuing students in Year 1. Those second-year (of the two-year program) students will graduate at the end of Year 1.

The new student counts, and the total Enrollments reflected in Table 1 are based on historical data for the Teacher Certification option. The projected five-year average enrollment is expected to remain steady and unchanged. By the end of Year 5, it is expected that 186 students will have enrolled in the program and 144 students will have graduated.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	30	30	30	30
Continuing Students	36	27	27	27	27
Total Enrollment	66	57	57	57	57
Graduating Students	36	27	27	27	27

Tuition Structure

The tuition structure for the proposed program will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The curriculum will be delivered in a flexible format to accommodate working professionals. This is the same financial model used for the current option. Enrolled students will pay \$670.47 per credit. This rate is equitable to the resident per-credit standard tuition for FY 2025-26. In addition, students will pay segregated fees. The FY 2025-2026 segregated fee rate is \$143.92 per credit.

Student Learning Outcomes and Program Objectives

The learning outcomes of the proposed M.S. in Special Education Teacher Certification include the following:

1. Research and Theory Proficiency: Describe current and emerging theories and research methods in special education.
2. Critical Thinking and Evidence-Based Decision-Making: Identify, critically analyze, and evaluate research in special education and related fields to inform practice.
3. Inclusive, Equitable, and Culturally Responsive Practices: Apply inclusive, equitable, and culturally responsive teaching and expansive learning practices to facilitate academic, social, and emotional growth of individuals with disabilities.
4. Collaboration and Teaming: Apply culturally responsive and transformative practices to collaborate with students, families, communities, and other related professionals to promote the well-being of individuals with disabilities across a range of settings.
5. Ethical and Professional Practice: Engage in professional learning and practice within ethical standards articulated by professional organizations (e.g., Council for Exceptional Children) and legal guidelines (e.g., Individuals with Disabilities Education Act).

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program. The M.S. in Special Education Teacher Certification is an in-person 44-credit program completed over four academic semesters, including summer semesters. Graduates will have completed the requirements to apply for a Wisconsin teaching license in special education. The program will feature the same curricular requirements as the existing Teacher Certification option. The proposed degree program will retain the necessary approvals to endorse graduates to apply for teaching licenses through the Wisconsin Department of Public Instruction (DPI), which has already reviewed and approved the proposed program. DPI will periodically review the new degree program to ensure it continues to meet licensing requirements.

Table 2: M.S. in Special Education Teacher Certification Program Curriculum

Required Courses:		30 credits
RP & SE 320	Introduction to Teaching Special Education	3 credits
RP & SE 365	Teaching Mathematics in Inclusive Settings	3 credits
RP & SE 464	Diagnosis, Assessment and Instructional Planning in Special Education	3 credits
RP & SE 465	Language and Reading Instruction for Students with Disabilities	3 credits
RP & SE 472	Methods in Transition and Vocational Education	3 credits
RP & SE 473	Classroom Management for Inclusive Classrooms	3 credits
RP & SE 515	Access to the General Curriculum for Students with Disabilities	3 credits
RP & SE 605	Development, Learning, and Education Foundations in Special Education	3 credits
RP & SE 710	Multicultural Issues in Special Education	3 credits
RP & SE 780	Introduction to Research in Special Education	3 credits
Practicum Requirements:		5 Credits
RP & SE 475	Special Education Practicum: Early Childhood Elementary	
RP & SE 476	Special Education Practicum: Secondary (Grades 4-12)	
	OR	
RP & SE 480	Practicum in Teaching Literacy: Secondary Special Education (Grades 4-12)	
Student Teaching and Seminar Requirements:		9 Credits
RP & SE 467	Elementary Student Teaching Seminar	
RP & SE 477	Special Education Student Teaching: Elementary (PK – Grade 9)	
	OR	
RP & SE 468	Secondary Student Teaching Seminar	
RP & SE 478	Special Education Student Teaching: Secondary (Grades 4-12)	
Total Credits		44 credits

Projected Time to Degree

Students are expected to complete the degree within four semesters, including summers. Eighty-seven percent of enrolled students in the existing option have completed the program within two years. Should a student need to temporarily leave the program, they will submit an official Leave of Absence request and will return to align with a summer or fall entry cohort, depending on the timing of their return. The program is designed for working professionals, so the time to degree may vary depending on prior preparation and unique factors impacting workload.

Accreditation

The proposed program will not require additional programmatic accreditation, as it will fall under UW-Madison's institutional accreditation by the Higher Learning Commission (HLC) and be subject to HLC standards. Additionally, the proposed degree program is expected to retain the necessary approvals to endorse graduates for special education licensure through the Wisconsin DPI. The program curriculum has been reviewed and approved by DPI under the current M.S. in Special Education program, Teacher Certification option.

PROGRAM JUSTIFICATION

The Department of Rehabilitation Psychology and Special Education at UW-Madison seeks to elevate the M.S. in Special Education option in Teacher Certification to the proposed program. This change will enable the program to have a unique degree name, total credit requirement, and set of program learning outcomes; all things that are not possible with an option. The proposed M.S. in Special Education Teacher Certification is an applied professional training program that prepares graduates to enter positions as special education teachers.

The M.S. in Special Education Teacher Certification will continue to address the severe shortage of special education teachers in Wisconsin. The program is tailored to the needs of current school employees who have earned a bachelor's degree and wish to become special education teachers, including those who currently work in special education who lack formal academic training in this area. The program design and recruitment will target school-based staff serving as paraprofessionals and provisionally licensed special education teachers, providing them with high-quality training in special education through a master's degree program. The collaborative development of the program requirements with statewide school districts, including those in rural settings, ensures that students will be supported by their employing school district while deepening their professional skills to serve better the children with whom they work. Graduates of the program will continue to serve the schools where they are employed, bringing a deeper knowledge base and academic skills to their work in special education.

Institution and Universities of Wisconsin Program Array

The proposed Classification of Instructional Program (CIP) code of 13.1001 matches the CIP code of the existing M.S. in Special Education and the Teacher Certification option. The department offers existing teacher certification programs at the undergraduate and graduate levels. In addition, the department offers special education programs without the addition of teacher certification at the master's and doctoral levels. These programs utilize the same CIP code.

Six other UW universities offer related master's programs, all sharing the CIP code 13.1001. UW-La Crosse, UW-Oshkosh, UW-River Falls, UW-Superior, and UW-Whitewater offer master's degree-level programs in Special Education. UW-Milwaukee offers an M.S. in Exceptional Education. UW-Stout offers educator preparation pathways to Special Education licensure at multiple levels. UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Stevens Point, and UW-Whitewater offer additional undergraduate educator preparation pathways to Special Education licensure through bachelor's programs sharing the CIP code.

Need as Suggested by Student Demand

Prospective students and school district leaders have indicated they have a strong need for support and collaboration from UW-Madison to train special education teachers. Because of the staffing crisis and lack of certified teachers, districts have been hiring individuals who are not certified/trained in special education to serve in the role of special education teachers. This is the primary group of students the proposed program seeks to attract and educate. The existing option in Teacher Certification within the M.S. in Special Education has consistently enrolled students over the prior five academic years, with an average of 34 new matriculants per year from 2021 through 2025. Enrollment in the proposed new degree program is expected to continue at similar levels.

Need as Suggested by Market Demand

The critical shortage of special education teachers in the State of Wisconsin has been well documented. The Wisconsin DPI has reported a major shortage of special education teachers in Wisconsin. Almost 900 individuals working in Wisconsin schools held a special education license with stipulations (LWS) in the Academic Year (AY) 2023-2024.¹ In the past decade, the number of individuals working with an LWS has increased by more than 200%. Rural and town districts combined account for nearly 40% of the statewide LWS instances.² Furthermore, Accounting for changes in occupational demand and projecting the supply of graduates based on the current Wisconsin university program array, the data

¹ Wisconsin Department of Public Instruction (2026), Educator Preparation Program and Workforce Analysis Report. Retrieved from <https://dpi.wi.gov/education-workforce>

² Wisconsin Center for Education Research (2025). The current and future educator Workforce in Wisconsin's rural schools. Retrieved from https://wcer.wisc.edu/docs/working-papers/WCER_Working_Paper_No._2025-4_.pdf

indicate a labor supply deficit of 150 special education educators in Wisconsin between 2025 and 2035.³

The Wisconsin Department of Public Instruction and institutions of higher education across the state are seeking new ways to address the critical shortage of teachers in the field, including changes to licensure requirements and development of innovative programs to attract and train new special education teachers. This program addresses this important statewide initiative and needs. The demand for special education teachers is so great that the federal government has awarded UW-Madison several personnel preparation grants to provide stipends and tuition support to help students complete this program.

³ JobsEQ (October 2025). Exported by the Universities of Wisconsin Office of Policy Analysis and Research.

University of Wisconsin-Madison						
Cost and Revenue Projections For M.S. in Special Education Teacher Certification						
	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	36	27	27	27	27
	Enrollment (New Student) FTE	30	30	30	30	30
	Enrollment (Continuing Student) FTE	36	27	27	27	27
II	Existing Credit Hours	1452	1254	1254	1254	1254
III	FTE of Faculty	1	1	1	1	1
	FTE of Instructional Staff	1	1	1	1	1
	FTE of Administrative Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	Tuition (based on \$670.47/credit)	\$973,522	\$840,769	\$840,769	\$840,769	\$840,769
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$973,522	\$840,769	\$840,769	\$840,769	\$840,769
V	Expenses					
	Salaries plus Fringes					
	Faculty (\$100,000)	\$100,000	\$102,000	\$104,040	\$106,121	\$108,243
	Instructional Staff (\$60,000)	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
	Administrative Staff (\$45,000)	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
	Fringe (34.7%)	\$63,328	\$64,594	\$65,886	\$67,204	\$68,548
	Other Expenses					
	Course Development	\$4,500	\$4,590	\$4,682	\$4,775	\$4,871
Total Expenses	\$250,328	\$255,334	\$260,441	\$265,650	\$270,963	
	Net Revenue - Reinvestment Margin	\$723,195	\$585,435	\$580,329	\$575,120	\$569,807

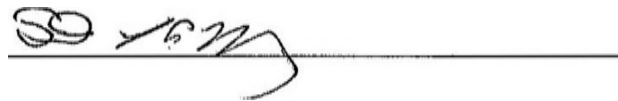
Provost's Signature:



Date:

3/6/2026

Chief Business Officer's Signature:



Date:

3/2/2026

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN–MADISON
MASTER OF SCIENCE IN SPECIAL EDUCATION
TEACHER CERTIFICATION**

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Madison proposes to establish a Master of Science (M.S.) in Special Education Teacher Certification to be offered by the Department of Rehabilitation Psychology and Special Education within the School of Education. The proposed new degree program is intended to replace the existing M.S. in Special Education named option in Teacher Certification; essentially elevating the existing option to a standalone degree program. The 44-credit program is an applied professional training program that prepares graduates to enter directly into positions as special education teachers. This program leads to certification in K-12 cross-categorical special education in Wisconsin, just as the existing option does currently. The M.S. in Special Education Teacher Certification will be offered in person and will use the service-based pricing model.

Section I – Enrollment

The program will maintain the cohort-based model, which is the current option in Teacher Certification. The program will begin enrolling new students in summer 2026, with a projected Year 1 enrollment of 30 students, while maintaining new cohorts of 30 students each year for the first five years. Continuing students in the existing Teacher Certification option will have the option to transfer from that program to the new standalone degree in fall 2026. It is expected that 36 continuing students will make that switch in Year 1. Enrollment estimates are based on enrollment patterns in the existing Teacher Certification option, which has an identical curriculum to the proposed M.S. in Special Education Teacher Certification. For planning purposes, the program projects a 90 percent retention rate, based on the average retention rate of master's degree students in the Graduate School for cohorts beginning in 2010-18. By the end of Year 5, it is expected that 186 students will have enrolled in the program and 144 students will have graduated.

Section II – Credit Hours

The M.S. in Special Education Teacher Certification program requires 44 credits. The program starts with summer-term enrollment, followed by the next fall and spring terms, concluding at the end of the second summer of enrollment. Students complete an average of 27 credits in their first year in the program and 17 in their second. Students enroll full-time across the four semesters. For ease of calculation in the Cost and Revenue Projections spreadsheet, this is averaged out to 22 credits per year over two years. Based on these assumptions, the program enrollment will generate approximately 1,452 credit hours in Year 1 and 1,254 credit hours in Years 2-5. Because the program and all required courses

are currently being offered as an option, no new courses/credits will be required; coursework will be drawn from existing courses.

Section III – Faculty and Staff Appointments

The proposed M.S. in Special Education Teacher Certification will continue to be staffed as it is in the existing option program. The department estimates that no new faculty FTE will be necessary to implement and sustain the program, with responsibilities distributed among existing faculty who already serve the M.S. in Special Education named option in Teacher Certification. Instructional staffing for the M.S. in Special Education Teacher Certification will be covered by a combination of current Department of Rehabilitation Psychology and Special Education faculty (1.0 FTE) and instructional academic staff (1.0 FTE). A 0.5 FTE administrative staff member supports the program. The Department Administrator and Graduate Program Manager will provide limited support to the program as a portion of their broader support for the Department of Rehabilitation Psychology and Special Education.

Section IV – Program Revenues

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

Tuition

The tuition structure for the proposed program will apply service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The curriculum will be delivered in a flexible format to accommodate working professionals. This is the same financial model used for the current option. Enrolled students will pay \$670.47 per credit. This rate is equitable to the resident per-credit standard tuition for FY 2025-26. In addition, students will pay segregated fees. The FY 2025-2026 segregated fee rate is \$143.92 per credit.

This is a 44-credit program completed over two years. For ease of calculation in the Cost and Revenue Projections spreadsheet, this is averaged out to 22 credits per year over the two years. Tuition revenues are estimated using the standard tuition rate of \$670.47 per credit hour. With the initial enrollment of 30 new students in the first-year cohort combined with 36 continuing students from the existing option, anticipated tuition revenues are \$973,522 in Year 1, and \$840,769 in Years 2-5.

Fees

There are no program or course fees.

Program Revenues and GPR

The program will be funded from tuition per the service-based pricing model. Revenue realized from the existing option will transition to the new standalone degree program. Per the Cost and Revenue Projection spreadsheet, the program will generate revenue to support itself starting in Year 1. The budget shows the program will have a net positive revenue of \$3,033,886 at the end of Year 5.

Section V – Program Expenses

Salary and Fringe

Instructional and non-instructional expenses, including salaries and fringe benefits for faculty, instructional staff, and administrative staff, are projected to total \$250,328 in Year 1, increasing to \$270,963 in Year 5. Salaries are projected to increase at a rate of 2 percent annually. All fringe benefits are set at 34.7 percent applied to the faculty and staff salary total.

Facilities and Capital Equipment

No new costs are anticipated in this category. Students in the M.S. in Special Education Teacher Certification will enroll in person, and the infrastructure for the existing Professional Educator option will continue to serve the standalone degree program.

Other Expenses

Current expenses associated with administering the option will transition to the new standalone degree, namely \$4,500 annually for course development. This expense is expected to increase by two percent per year and is detailed in the Cost and Revenue Projection spreadsheet. No new expenses are anticipated.

Section VI – Net Revenue

This program will maintain the same funding model as the existing M.S. in Special Education subplan/named option in Teacher Certification. Sufficient instructional and administrative resources are available among faculty and staff who support the current program. Anticipated net revenue is \$723,195 in the first year of the program, leveling to \$569,807 by year 5. Revenue from the M.S. in Special Education Teacher Certification will be reinvested in the program itself, other academic programs in the department, and, as appropriate and feasible, other programs in the School of Education.



Date: 12 March 2026
To: Jay O. Rothman, President, Universities of Wisconsin
CC: Johannes Britz, Senior Vice President for Academic and Student Affairs
Diane Treis, Director of Academic Programs and Student Learning Assessment JZ
From: John Zumbrunnen, Provost and Executive Vice Chancellor for Academic Affairs
Subject: Request for Authorization to Implement: MS-Special Education Teacher Certification

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 the new MS-Special Education Teacher Certification at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with enrollments that same term. We are requesting that this proposal be scheduled for consideration at the June 2026 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
- Marcelle Haddix, Dean, School of Education
- Percival Matthews, Associate Dean, School of Education
- Cindy Waldeck, Academic Planner, School of Education
- 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, Associate Vice Provost for Academic Planning
- Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

June 4, 2026

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ANALYTICS,
UNIVERSITY OF WISCONSIN-OSHKOSH**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Master of Business Administration in Business Analytics at the University of Wisconsin-Oshkosh.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Business Administration in Business Analytics program at the University of Wisconsin-Oshkosh.

SUMMARY

The University of Wisconsin (UW)-Oshkosh proposes to establish a Master of Business Administration (M.B.A.) in Business Analytics. This program is an elevation of an existing graduate certificate in Data Analytics and the Data Modeling and Visualization emphasis within the M.B.A. program. The proposed 36-credit M.B.A. in Business Analytics will have a STEM-designated CIP code, increasing appeal for international students. Program-specific tuition rates for a Business Masters at UW-Oshkosh will apply.

The proposed M.B.A. in Business Analytics addresses growing employer demand for business professionals with advanced analytical and data-driven decision-making skills. Building on UW-Oshkosh's AACSB-accredited M.B.A. and its established graduate certificate in Data Analytics, the program emphasizes applied analytics, managerial insight, and effective communication to enable graduates to translate data into strategic value for their organizations. The curriculum includes an integrated capstone experience featuring a sustained, project-based learning experience that mirrors real-world analytics environments, with emphasis on collaboration, proposal development, project management, and professional communication. Students synthesize technical and managerial skills through reflective portfolio work, culminating in a presentation that demonstrates mastery of data analytics and evidence-based decision making. Graduates of the UW-Oshkosh M.B.A. in Business Analytics will be prepared for leadership

roles that integrate business strategy with data-informed decision-making.

Representative career paths include Business Analytics Manager, Financial Analyst, Marketing Analytics Specialist, Business Intelligence Analyst, and Health Care Data Analyst. Graduates will be especially well-positioned for employment in Wisconsin's Fox Valley and broader regional economy, where employers in manufacturing, health care, insurance, logistics, and financial services increasingly rely on data-driven management. National, state, regional, and local labor markets also project strong growth in the areas related to business analytics (with occupation growth between 10-40%) over the next decade.

Presenter

- Dr. Edwin Martini, Provost and Vice Chancellor for Academic Affairs, UW-Oshkosh

BACKGROUND

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

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

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ANALYTICS
AT UNIVERSITY OF WISCONSIN-OSHKOSH
PREPARED BY UW-OSHKOSH**

ABSTRACT

The University of Wisconsin (UW)-Oshkosh proposes to establish a Master of Business Administration (M.B.A.) in Business Analytics. This program is an elevation of an existing graduate certificate in Data Analytics and the Data Modeling and Visualization emphasis within the M.B.A. program. The proposed 36-credit M.B.A. in Business Analytics will have a STEM-designated CIP code, increasing appeal for international students. Program-specific tuition rates for a Business Masters at UW-Oshkosh will apply.

The proposed M.B.A. in Business Analytics addresses growing employer demand for business professionals with advanced analytical and data-driven decision-making skills. Building on UW-Oshkosh's AACSB-accredited M.B.A. and its established graduate certificate in Data Analytics, the program emphasizes applied analytics, managerial insight, and effective communication to enable graduates to translate data into strategic value for their organizations. The curriculum includes an integrated capstone experience featuring a sustained, project-based learning experience that mirrors real-world analytics environments, with emphasis on collaboration, proposal development, project management, and professional communication. Students synthesize technical and managerial skills through reflective portfolio work, culminating in a presentation that demonstrates mastery of data analytics and evidence-based decision making. Graduates of the UW-Oshkosh M.B.A. in Business Analytics will be prepared for leadership roles that integrate business strategy with data-informed decision-making.

Representative career paths include Business Analytics Manager, Financial Analyst, Marketing Analytics Specialist, Business Intelligence Analyst, and Health Care Data Analyst. Graduates will be especially well-positioned for employment in Wisconsin's Fox Valley and broader regional economy, where employers in manufacturing, health care, insurance, logistics, and financial services increasingly rely on data-driven management. National, state, regional, and local labor markets also project strong growth in the areas related to business analytics (with occupation growth between 10-40%) over the next decade.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Oshkosh

Title of Proposed Academic Program

Business Analytics

Degree Designation(s)

Master of Business Administration (M.B.A.)

Suggested Classification of Instructional Programs (CIP) Code

30.7102 – Business Analytics

Mode of Delivery

Mixed modality delivery format – in-person and hybrid; this program will not be delivered fully online. The program will be delivered by a single institution.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Arts, and Communication

Proposed Date of Authorization

June 2026

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION

Overview of the Program

The proposed M.B.A. in Business Analytics is a 36-credit program designed to meet the growing demand among business professionals for advanced analytical and decision-making skills. For this program, students will complete 7.5 credits of Entry and Tools Courses, 19.5 credits of Core courses, and 9 credits of Business Analytics courses. Building on UW-Oshkosh's AACSB-accredited M.B.A. and successful graduate certificate in Data Analytics, this program integrates core business leadership training with specialized courses in data management, visualization, and predictive analytics. The capstone experience engages students in a sustained, project-based learning experience using the

CRISP-DM framework with authentic university-provided data. The course emphasizes collaboration, proposal development, project management, and persuasive storytelling to mirror real-world analytics environments. Students integrate their technical and managerial skills through reflective portfolio work, culminating in a professional presentation that demonstrates mastery of data analysis and evidence-based decision making.

Projected Enrollments and Graduates by Year Five

Projected enrollments for the M.B.A. in Business Analytics were determined using multiple data sources: (1) historical M.B.A. enrollments at UW-Oshkosh; (2) employer and market demand for analytics, data-driven management, and related skills; and (3) national and international trends in graduate management education, particularly the rapid growth of interest in STEM-certified business programs. Retention is estimated at 85%, consistent with historical outcomes in UW-Oshkosh's M.B.A. program.

Enrollment of six (6) students is projected for Year 1, reflecting a deliberately conservative estimate grounded in three complementary pipelines: (1) international students attracted by the STEM designation (CIP 30.7102) and OPT-extension eligibility; (2) recent UW-Oshkosh undergraduates from business, computer science, economics, and engineering programs; and (3) working professionals across Northeast Wisconsin seeking to upskill in analytics.

Given the anticipated timing of program authorization in June 2026 relative to a Fall 2026 launch, international enrollment in Year 1 is expected to be modest, as the initial recruitment cycle will occur within a compressed implementation timeline. Accordingly, the inaugural cohort is projected to draw primarily from established domestic pipelines, while international recruitment efforts are expected to gain stronger momentum beginning in Year 2 as a full recruitment cycle becomes available. This estimate reflects measured expectations relative to prior enrollment patterns, including a historical target of approximately 10 students in the Data Analytics Certificate and an initial estimate of two (2) to five (5) international students, using the lower end of that range. Together, these assumptions support a prudent initial cohort size of six (6) students and position the program for measured, sustainable growth.

The enrollment model assumes an increase of approximately three (3) new students per year, reflecting a steady and sustainable growth trajectory. This growth is expected to result from targeted recruitment of UW-Oshkosh undergraduates and expanded international outreach. Continued growth in the undergraduate Business Analytics major will further strengthen the internal pipeline of academically prepared candidates for the M.B.A. in Business Analytics.

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

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	9	12	15	18
Continuing Students	0	5	8	10	13
Total Enrollment	6	14	20	25	31
Graduating Students	0	0	3	4	5

New student enrollment in Year 1 is projected to start at six (6) students and projected to increase to 18 new students by Year 5. By the end of Year 5, it is predicted that a total of 60 new students will have enrolled in the program and 12 students will have graduated.

Tuition Structure

For students enrolled in the M.B.A. in Business Analytics program, program-specific tuition and fee rates for Business Masters will apply. For the current academic year, (2025-26), graduate residential tuition and fees for Business Masters total \$5,614.51 for a full-time student taking nine (9) credits per semester. Of this amount, \$4,824.99 is attributable to tuition (\$536.11 per credit) and \$789.52 is attributable to segregated fees.

Student Learning and Program Outcomes

Graduates of the UW-Oshkosh M.B.A. in Business Analytics will be prepared for leadership roles that integrate business strategy with data-informed decision-making. Building on the strengths of UW-Oshkosh’s AACSB-accredited M.B.A. program, this degree emphasizes applied analytics, managerial insight, ethical leadership, and communication skills that enable graduates to turn data into strategic value for their organizations.

1. Students will integrate knowledge of core business disciplines to analyze and apply key concepts, vocabulary, and frameworks in developing and implementing effective organizational strategies.
2. Students will be able to make effective decisions that solve an organization’s complex tactical and strategic problems.
3. Students will be able to communicate complex business issues in a clear, concise, and effective manner.
4. Students will be able to extract, clean, and organize data from diverse sources; apply statistical, analytical, and machine learning techniques using common

business tools; and develop appropriate models to support predictive and prescriptive decision-making.

5. Students will be able to effectively visualize and communicate analytical insights to decision makers, and critically evaluate the risks, limitations, and ethical implications of data use, including issues of privacy and bias.

Representative career paths include Business Analytics Manager, Financial Analyst, Marketing Analytics Specialist, Business Intelligence Analyst, and Health Care Data Analyst. Graduates will be well positioned to contribute immediately in organizations that rely on data-driven management. Graduates will be particularly well positioned in Wisconsin's Fox Valley region and broader regional economy, where manufacturing, health care, insurance, logistics, and financial services sectors increasingly depend on data-informed strategy.

By equipping students to integrate analytics with leadership and strategic thinking, the UW-Oshkosh M.B.A. in Business Analytics will prepare graduates to succeed in a dynamic global economy characterized by technological innovation, rapid information flow, and diverse teams and markets.

Program Curriculum

The M.B.A. in Business Analytics builds upon the foundation of UW-Oshkosh's AACSB-accredited M.B.A. program, combining rigorous coursework in management, strategy, and leadership with specialized courses in data analytics, predictive modeling, and data visualization. The 36-credit curriculum integrates the existing M.B.A. core with a 9-credit analytics sequence derived from UW-Oshkosh's Graduate Certificate in Data Analytics or the Data Modeling and Visualization Emphasis. Specifically, students will complete 7.5 credits of Entry and Tools courses, 19.5 credits of Core courses, and 9 credits of Business Analytics courses. Students develop proficiency in statistical analysis, data management, and business applications of machine learning, while strengthening their ability to communicate technical findings and lead data-informed decision making.

High-impact educational practices are woven throughout the program. Applied analytics projects in multiple courses allow students to work directly with real-world business data, often in collaboration with regional employers. Capstone experiences further connect students with organizations in manufacturing, health care, insurance, and financial services, fostering practical experience and professional networking.

Through this integrated design, the curriculum ensures that graduates will be able to apply analytical tools effectively, interpret complex data in strategic contexts, and lead organizations toward ethical, data-driven innovation in a global and diverse business environment. Table 2 summarizes the curriculum plan for the program.

Table 2: M.B.A. in Business Analytics Program Curriculum

M.B.A. Entry and Tools Courses:	
BUS 700 Financial Reporting for Executives	1.5 credit(s)
ECON 704 Managerial Economics	1.5 credit(s)
BUS 712 Data Driven Decision Making OR BUS 779 Intro to Data Analysis	1.5 credit(s)
BUS 791 The Strategic Context of the Organization	1.5 credit(s)
BUS 798 Business Communications	1.5 credit(s)

M.B.A. Core Courses:	
BUS 752 Strategic Cost Management	2 credit(s)
BUS 731 Strategic Financial Management	2 credit(s)
BUS 754 Information Systems in Organizations	2 credit(s)
BUS 771 Marketing Strategy	2 credit(s)
BUS 761 Human Resource Management	2 credit(s)
BUS 741 Supply Chain Management	2 credit(s)
BUS 736 Leading Organizations	2 credit(s)
BUS 738 Innovation and Efficiency	2 credit(s)
BUS 737 Making Good Decisions	2 credit(s)
BUS 794 Strategic Management	1.5 credit(s)

Business Analytics Courses (choose 9 credits):	
CHOOSE EITHER DATA ANALYTICS CERTIFICATE:	
BUS 781 Foundations of Data Analysis	1.5 credit(s)
BUS 782 Extracting and Preparing Data for Analysis	1.5 credit(s)
BUS 783 Predictive Analytics and Machine Learning	1.5 credit(s)
BUS 784 Choosing Models for Predictive Analytics	1.5 credit(s)
BUS 785 Information Risk Management, Data Stewardship, and Storytelling with Visualization	1.5 credit(s)
BUS 786 Data Analytics Capstone	1.5 credit(s)
OR CHOOSE DATA MODELING AND VISUALIZATION:	
INFO SYS 501 Python for Data Analytics	3 credit(s)
INFO SYS 502 Data Visualization	3 credit(s)
INFO SYS 503 Generative AI for Business and Data Analysis	3 credit(s)

Total Credits	36 credit(s)
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Students must choose either the Data Analytics Certificate curriculum or the Data Modeling and Visualization curriculum to satisfy the Business Analytics courses requirement.

Collaborative Nature of the Program

The M.B.A. in Business Analytics is inherently interdisciplinary, combining expertise from multiple business disciplines and analytic domains. Within the UW-Oshkosh School of Business, the program draws on faculty expertise in accounting, economics, finance, human resources, information systems, Management, and Marketing. The analytics curriculum integrates coursework and faculty from Economics, Computer Science, Information Systems, and Statistics, reflecting the cross-disciplinary nature of data-driven decision making.

Externally, the program features strong connections with regional employers and organizations, particularly in manufacturing, health care, financial services, and logistics—industries that are increasingly reliant on data analytics. These collaborations will support applied learning and capstone experiences, allowing students to analyze real organizational data and address strategic business challenges.

While no formal articulation agreements are currently planned, the program's structure aligns closely with UW-Oshkosh's Graduate Certificate in Data Analytics, enabling seamless progression for certificate completers into the M.B.A. in Business Analytics. Future collaboration opportunities may include transfer pathways and joint programming with other UW universities as demand for graduate-level analytics education continues to grow.

Projected Time to Degree

A full-time student is expected to complete the degree in two (2) years, while part-time students may take four (4) years.

Accreditation

No additional approvals are needed by HLC for the proposed degree program. This program will be accredited under the existing UW-Oshkosh AACSB accreditation.

JUSTIFICATION

Rationale

The proposed M.B.A. in Business Analytics represents a natural progression of UW-Oshkosh's School of Business's program array and responds to sustained student interest and regional workforce demand for advanced analytical and decision-making skills. Over the past several years, UW-Oshkosh has expanded its capacity in analytics through the development of a graduate certificate in Data Analytics, analytics- focused M.B.A. coursework, and most recently the authorization of a Bachelor of Business Administration in Business Analytics. The proposed M.B.A. in Business Analytics builds on this foundation by providing a clear pathway for students and working professionals seeking advanced preparation in applied analytics and business leadership.

The program is designed to serve several learner populations. These include regional professionals with undergraduate degrees in business or related fields who seek to strengthen analytical and managerial skills; high-achieving undergraduate students who will be able to complete the M.B.A. through an accelerated 4+1 pathway linked to the BBA in Business Analytics; and international students who benefit from programs classified under STEM-designated CIP codes. Together, these populations represent both existing and emerging demand for graduate-level analytics education.

The proposed program aligns closely with UW-Oshkosh's strategic priorities to meet regional workforce needs, expand graduate offerings in high-demand fields, and provide flexible pathways that support student success and career readiness. It also advances the strategic objectives of the Universities of Wisconsin to enhance student success, support innovation, and contribute to the economic prosperity of the state.

External program portfolio analyses and market studies have identified analytics and data-informed business programs as areas of strong opportunity for UW-Oshkosh, reinforcing institutional planning efforts and supporting the development of additional credentials in this field. Together, these factors demonstrate that the proposed M.B.A. in Business Analytics is a deliberate and evidence-based expansion of UW-Oshkosh's academic portfolio, designed to meet the needs of students, employers, and the region

Institution and Universities of Wisconsin Program Array

The proposed M.B.A. in Business Analytics complements UW-Oshkosh's existing AACSB-accredited M.B.A. program and builds upon the university's graduate certificate in Data Analytics and M.B.A. emphasis in Data Modeling and Visualization. The program represents a natural extension of UW-Oshkosh's graduate business offerings and responds to increasing demand for professionals who combine managerial leadership with analytical expertise.

A review of the Universities of Wisconsin program array using CIP 30.7102 (Business Analytics) identified several graduate programs in related fields, including the M.S. in Business: Data, Insights, and Analytics at UW–Madison; the M.H.A. in Healthcare Administration at UW–Milwaukee; the M.S. in Healthcare Analytics at UW–River Falls; and the M.S. in Data Analytics at UW–Whitewater. These programs reflect systemwide interest in analytics-focused graduate education while also demonstrating variation in disciplinary focus and degree structure. In a similar curricular area, UW-Madison also offers an M.S. in Business: Analytics (CIP code 52.1399 – Management Sciences and Quantitative Methods, Other) and an M.S. in Learning Analytics (CIP code 30.7199 – Data Analytics, Other). It is also noted that there are various concentrations or credentials that exist within the same or related curricular areas.

The UW-Oshkosh M.B.A. in Business Analytics will fill a distinct niche by emphasizing applied analytics within a professional M.B.A. framework designed to serve regional

learners, including recent graduates of UW universities, international students seeking STEM-designated graduate business education, and professionals pursuing advanced analytical training connected to the Fox Valley economy. The proposed program complements UW-Oshkosh's existing graduate business portfolio and builds on established pathways such as the graduate certificate in Data Analytics and the B.B.A. in Business Analytics, including potential accelerated 4+1 pathways. In recognition of the existing fully online University of Wisconsin M.B.A. Consortium (CMBA), of which UW-Oshkosh is a partner university, the proposed M.B.A. in Business Analytics will be offered in in-person and hybrid formats only and will not be offered as a fully online program. This approach supports systemwide program diversity while avoiding duplication of the CMBA's online M.B.A. offering.

Need as Suggested by Current Student Demand

Enrollment data across the Universities of Wisconsin demonstrate sustained student interest in analytics-oriented graduate programs. From 2018 to 2024, graduate enrollment in business, management, and data-related programs increased by approximately 17% systemwide. At UW-Oshkosh, consistent enrollment growth in the graduate certificate in Data Analytics and strong participation in analytics-focused M.B.A. electives further affirm this demand.

Undergraduate enrollment patterns across the Universities of Wisconsin also indicate a strong and expanding pipeline. Business, management, and data-oriented majors now account for more than 17% of all undergraduate students, up from approximately 15.7% in 2018. At UW-Oshkosh, the recently launched B.B.A. in Business Analytics enrolled 11 declared majors in its initial term (Fall 2025), demonstrating early student demand and interest in advanced study pathways. The proposed M.B.A. in Business Analytics is therefore well positioned to meet a growing statewide need for graduate-level analytics education.

The program is designed to serve multiple learner populations while strengthening workforce talent needs in Northeast Wisconsin. First, current regional professionals have already demonstrated demand through enrollment in UW-Oshkosh's Graduate Certificate in Data Analytics, which has attracted cohorts of up to 20 students seeking to strengthen analytical and managerial skills. Second, high-achieving undergraduates will have an accelerated pathway through a planned 4+1 structure connecting the B.B.A. in Business Analytics to the proposed M.B.A. Third, the program will provide an attractive option for international students seeking STEM-designated graduate business credentials. While overall international enrollment has fluctuated in recent years, UW-Oshkosh continues to maintain a meaningful international student presence, averaging more than 220 international students annually over the last five reporting cycles. The institution also maintains active partnerships and recruitment channels in two key markets with strong demand for STEM graduate education: India and China. UW-Oshkosh works with international program providers, including Imperial Overseas Education Consultants in

India, and has established relationships with the Consulate General of India (Chicago region) and Henan Normal University in China. Representatives from these partnerships have expressed interest in expanding opportunities as additional STEM-eligible graduate programs become available. In addition, advising conversations with current international students have identified interest among students who would prefer to remain at UW-Oshkosh for graduate study if an eligible program such as the proposed M.B.A. in Business Analytics were available. Together, these existing relationships and demonstrated student interest position the university to recruit effectively into the proposed program as market conditions evolve.

According to the Graduate Management Admission Council's 2024 Prospective Students Survey, global interest in STEM-certified graduate management education programs increased 39% over five years and reached new highs in Asia, particularly in India and Greater China. This trend reflects sustained demand for programs that combine analytics, technology, and management – the precise focus of the proposed M.B.A. in Business Analytics—and aligns with recruitment opportunities already present through UW-Oshkosh's partnerships and current international student pipeline.

Need as Suggested by Market Demand

State, regional, and national labor-market data all indicate a strong and growing demand for professionals who can apply data analytics to business decision-making. Nationally the labor market is predicted to show strong demand for analytics related positions. The U.S. BLS projects demand for management analysts to increase by nearly 100,000 jobs over the next ten years (a rate of 9% growth).¹ Similarly, demand for data scientists is projected to grow by over 80,000 jobs (a rate of 34%) over the same ten year period.² Operations research analysts are projected to increase by over 110,000 jobs (24%) and financial analysts are projected to increase by nearly 430,000 jobs, or 6%.^{3,4}

Within Wisconsin, demand for data analytics expertise is rising even more rapidly. The Wisconsin Department of Workforce Development identifies business and data analytics among the state's fastest-growing skill areas, with projections showing 43 percent growth for data-science occupations and approximately 1,200 new jobs statewide through 2032.⁵ In addition, demand for Financial Analysts, Management Analysts, Market Research Analysts and Marketing Specialists, and Operations Research Analysts are projected to increase by 10.4%, 14.6%, 17.7%, and 24.8 % from 2022-2032.⁶

Locally, employers in the Fox Valley region – including Oshkosh Corporation, ThedaCare, Thrivent, Amcor, and Associated Bank – consistently report a need for professionals who combine managerial experience with strong quantitative and technical skills. Manufacturing, health care, insurance, and logistics firms are rapidly expanding their reliance on analytics for performance optimization and strategic planning.

The proposed M.B.A. in Business Analytics directly addresses these workforce needs by preparing leaders who can integrate advanced analytical methods with managerial insight to guide organizations in a data-driven economy.

To complement the demonstrated market demand, the proposed M.B.A. in Business Analytics has been intentionally designed with a cost structure that minimizes financial risk to the institution. By leveraging existing courses, faculty expertise, and established program infrastructure, the program can be launched with near-zero marginal cost. This approach allows UW–Oshkosh to enter the market efficiently while avoiding significant upfront investment or long-term financial exposure.

This design supports a “succeed or fail fast” model. Initial cohorts will allow the university to directly observe realized student demand and program performance at minimal cost. If demand proves strong, the program can be rapidly scaled through increased sections, expanded recruitment, and additional instructional capacity. If demand is limited, the institution can adjust or discontinue the program with negligible financial impact. This approach ensures responsible stewardship of resources while maintaining the flexibility to respond quickly to market signals.

University of Wisconsin - Oshkosh						
Cost and Revenue Projections For M.B.A. in Business Analytics						
	Items	Projections				
		2027	2028	2029	2030	2031
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	6	9	12	15	18
	Enrollment (Continuing Student) Headcount		5	8	10	13
	Enrollment (New Student) FTE	4	6	8	10	12
	Enrollment (Continuing Student) FTE	0	3.333	5.333	6.667	8.667
II	Total New Credit Hours	72	168	240	300	372
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2.5	2.5	2.5	2.5	2.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	2	2	2	2	2
IV	Revenues					
	Tuition	\$38,600	\$90,066	\$128,666	\$160,833	\$199,433
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	\$660,121	\$622,629	\$598,076	\$580,029	\$555,624
	Total Revenue	\$698,721	\$712,695	\$726,742	\$740,862	\$755,057
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$360,000	\$367,200	\$374,400	\$381,600	\$388,800
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$125,223	\$127,727	\$130,282	\$132,888	\$135,545
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$213,498	\$217,768	\$222,060	\$226,375	\$230,712
	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)					
	Total Expenses	\$698,721	\$712,696	\$726,742	\$740,862	\$755,057
	Net Revenue	\$0	\$0	\$0	\$0	\$0

Provost's Signature:

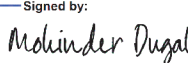
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Chief Business Officer's Signature:

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COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-OSHKOSH
MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ANALYTICS

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Oshkosh proposes to establish a Master of Business Administration (M.B.A.) in Business Analytics in the School of Business. The program is an elevation of the existing graduate certificate in Data Analytics and the Data Modeling and Visualization emphasis in the M.B.A. program. The proposed 36-credit M.B.A. in Business Analytics carries a STEM-designated CIP code (30.7102), which is expected to increase its appeal to international students and extend eligibility for Optional Practical Training (OPT). Program-specific tuition rates for Business Masters at UW-Oshkosh will apply. The program is fully supported by the School of Business and the College of Business, Arts, and Communication.

Because this program is an elevation of existing offerings, all courses required to fulfill the M.B.A. in Business Analytics are already taught within the School of Business with seat capacity within current GPR allocations. No new courses or course sections are needed in the initial years of the program, and no new faculty or staff are required with projected enrollments.

COST REVENUE NARRATIVE**Section I - Enrollment**

Anticipated enrollments are classified as student headcount and full-time equivalent (FTE). New student enrollment in Year 1 is projected to start at six (6) new students and increase by approximately three new students per year to reach 18 new students annually by Year 5. A student retention rate of 85% was used in the enrollment calculations. This retention rate is consistent with UW-Oshkosh's historical M.B.A. retention. Enrollment projections are drawn from three complementary student pipelines: international students attracted by the STEM designation and OPT eligibility, recent UW-Oshkosh undergraduates from business and related fields and working professionals in Northeast Wisconsin seeking to upskill in analytics.

FTE is calculated using an average load of six (6) credits per semester against a full-time benchmark of nine (9) credits per semester, yielding an FTE factor of 2/3 per student. This reflects the typical pattern observed in the UW-Oshkosh M.B.A., where students average approximately six (6) credits per semester rather than a full 9-credit load. Applying this factor, six (6) new students in Year 1 corresponds to 4.0 FTE, growing to 12.0 FTE for

new students by Year 5. Continuing-student FTE follows the same methodology, rising from 0 in Year 1 to 8.667 by Year 5 as students progress through the program.

Section II – Credit Hours

The M.B.A. in Business Analytics is a 36-credit program comprising 7.5 credits of Entry and Tools Courses, 19.5 credits of Core Courses, and 9 credits of Analytics Courses. Credit hours reported in this section are limited strictly to those attributable to program requirements; credits associated with prerequisites or general university requirements are excluded.

For the purposes of this budget, all credit hours are classified as new, meaning they are new students to UW-Oshkosh. Credit hours are calculated using the same 6-credit-per-semester average established in Section I, yielding 12 program-attributable credits per student per year. In Year 1, 6 new students generating 12 credits each produces 72 total credit hours. From Year 2 onward, both new and continuing students contribute: for example, in Year 2, 9 new students and 5 continuing students each generating 12 credits yields 168 total credit hours. This methodology is applied consistently across all five years.

Because all required courses are already offered within the School of Business – through the existing AACSB-accredited M.B.A. and the Graduate Certificate in Data Analytics – existing sections have sufficient capacity to absorb program enrollment without the need for new course sections.

Section III – Faculty and Staff Appointments

The program will be implemented and sustained using existing faculty and staff. On the instructional side, 2.5 FTE of existing faculty currently deliver the courses required by the M.B.A. in Business Analytics curriculum. These faculty collectively cover the 60 credits taught across the existing AACSB-accredited M.B.A. and Graduate Certificate in Data Analytics, within which all program-required courses are already embedded. This continuing faculty capacity is sufficient to absorb the credit hour demand generated by the new program without the need for any new instructional appointments in the first five years. No instructional academic staff (IAS) appointments are currently planned.

On the administrative and student support side, 2.0 FTE of staff currently support the School of Business M.B.A. program in areas including advising, program coordination, and student services. This existing administrative capacity is sufficient to support the M.B.A. in Business Analytics throughout the five-year forecast horizon. No new administrative staff appointments are anticipated.

Section IV – Program Revenues

Tuition

For students enrolled in the M.B.A. in Business Analytics program, program-specific tuition and fee rates for Business Masters will apply. For the current academic year, (2025-26), graduate residential tuition and fees for Business Masters total \$5,614.51 for a full-time student taking nine (9) credits per semester. Of this amount, \$4,824.99 is attributable to tuition (\$536.11 per credit) and \$789.52 is attributable to segregated fees.

Tuition revenues are calculated by multiplying each student's annual credit hours by the per-credit tuition rate. As established in Sections I and II, students average 6 credits per semester, or 12 credits per year. In Year 1, 6 new students generating 12 credits each at \$536.11 per credit yields tuition revenue of \$38,600. From Year 2 onward, continuing and new students are added together, generating 12 credits of tuition revenue annually. For example, in Year 2, 9 new students and 5 continuing students each generating 12 credits at \$536.11 per credit yields tuition revenue of \$90,066. This methodology is applied consistently across all five years. The per-credit tuition rate is assumed to remain fixed over the five-year forecast horizon and does not account for credits taken above the plateau or for non-resident tuition rates.

Fees

Segregated fees are excluded from revenue calculations.

Program Revenues and GPR

No extramural grants or gifts are currently anticipated for the M.B.A. in Business Analytics. No additional non-tuition, non-fee revenue sources are currently planned. Existing GPR resources within the School of Business are sufficient to cover instructional and administrative costs at initial enrollment levels.

Section V – Program Expenses

Program expenses are reported to match the scope of program revenues detailed in Section IV. The program has been designed to build upon current course offerings. Thus, the program budget assumes faculty and staff expenditures will remain at current levels.

Salary and Fringe

All program-required courses are delivered by 2.5 FTE of existing faculty whose compensation is already supported through existing School of Business GPR allocations. An average base salary of \$144,000 is used based on the average of existing faculty salaries, with an increase annually of 2% to accommodate estimated pay plan increases. The current UW-Oshkosh composite fringe rate for FY27 is used, 44% for faculty and academic staff.

The 2.0 FTE of continuing administrative and student support staff described in Section III support the program within their existing appointments and compensation, with no new or redirected administrative staff costs anticipated.

Facilities and Capital Equipment

No new facilities, renovations, or capital equipment are required to implement or sustain the M.B.A. in Business Analytics. All instruction will take place in the existing School of Business classrooms and meeting spaces, which have sufficient capacity to accommodate projected enrollment levels throughout the five-year forecast. No new construction or renovation of university buildings is planned. No capital equipment purchases are anticipated. Operations and maintenance expenses associated with existing facilities are covered through the university's standard facilities budget and are not attributed as incremental costs of this program.

Other Expenses

The following additional expense categories are addressed by line:

Library: No incremental library expenses are anticipated. The M.B.A. in Business Analytics will draw on existing UW-Oshkosh library resources, databases, and research support services currently available to graduate business students. No new subscriptions or acquisitions are required.

Marketing and Recruitment: No separate marketing budget line is attributed to this program. Promotional and recruitment materials specific to the M.B.A. in Business Analytics will be incorporated into the general marketing activities of the School of Business and the university, including digital outreach, recruitment events, and materials targeting regional employers, current undergraduates, and international students.

Travel: No dedicated travel budget is anticipated for this program. Any faculty travel related to program development, accreditation, or professional development will be supported through existing School of Business faculty development funds.

Program Materials and Course Development: No course development expenses are planned, as all required courses already exist and are actively maintained within the School of Business. Program materials costs are expected to remain at current levels and will be absorbed within the existing School of Business operating budget.

Indirect and University Service Charges: No new indirect charges or university service fees are attributed to this program.

Section VI – Net Revenue

The M.B.A. in Business Analytics is not expected to generate positive net revenue for UW-Oshkosh. Tuition revenues for this program will be pooled at the university level. Instruction and support for the program will be funded from the university general program revenues.



Date: 10 April 2026
To: Chris Patton, Acting Executive-in-Charge and Vice President of University Relations
From: Ed Martini, Provost and Vice Chancellor for Academic Affairs *EM*
Subject: Authorization Proposal: M.B.A. in Business Analytics

In keeping with UW System and Board of Regents policy, I am submitting for your consideration a proposal to establish a Master of Business Administration in Business Analytics at the University of Wisconsin (UW) Oshkosh. The proposal has broad university-wide support and my full endorsement.

The program is designed to meet UW Oshkosh's standards of academic quality and to make a meaningful contribution to the university's regional comprehensive mission, academic plan, and degree program array. Students will be required to meet all requirements and standards for a Master of Business Administration degree at UW Oshkosh.

In accordance with UW Oshkosh policy, the proposal has been fully vetted through faculty governance at the school, college, and university levels. It also successfully completed the UW System Notice of Intent process in March 2026.

Program faculty have developed a robust plan for curriculum delivery, student success, and ongoing program review. The program is an elevation of the existing graduate certificate in Data Analytics and M.B.A. emphasis in Data Modeling and Visualization. Due to the increased use of data and market research across all industries, students with an M.B.A. in Business Analytics will address growing employer demand for business professionals with advanced analytical and data-driven decision-making skills.

Because the program builds on existing graduate offerings and utilizes courses already supporting other School of Business credentials, it can be implemented within current faculty, staff, and facility resources, without requiring new upfront investments.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with first enrollments in the fall of 2026. We are requesting that this proposal be scheduled for consideration at the June 2026 Board of Regents meeting. Please contact Caroline Geary (gearyc@uwosh.edu) with any questions about these materials.

Attachments: Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

cc: Johannes Britz, Vice President, Academic and Student Affairs
Wayne Weber, Associate Vice President, Academic and Student Affairs
Sheryl Zajdowicz, Director of STEM and Applied Research Initiatives
Manohar Singh, Chancellor, University of Wisconsin Oshkosh
Caroline Geary, Associate Vice Chancellor of Curricular Affairs, UWO Academic Affairs

OFFICE OF THE PROVOST AND VICE CHANCELLOR

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**APPROVAL OF THE
2026 REPORT ON FACULTY PROMOTIONS,
TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

REQUESTED ACTION

Adoption of Resolution D., approving the 2026 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 2026 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

SUMMARY

The 2026 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 2025-26 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 2025 Report was issued are also included in the 2026 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) 2026 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status

UNIVERSITIES OF WISCONSIN						
2025-26 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS						
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	AIRTH-KINDREE, NORAH	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	AKAR, EZGI	BUSINESS COMMUNICATION AND INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BHAGAT, SARBOTTAM	BUSINESS COMMUNICATION AND INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	DUNBAR, LAURA	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FARRAR, STEPHANIE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FINE, BENJAMIN	COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	FREEMAN, EMILY	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HAWES, FRANCES	MANAGEMENT AND LEADERSHIP PROGRAMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	JAHNKE-WEGNER, JOANNE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KABADURMUS, OZGUR	MARKETING AND SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	KRINGS, BENJAMIN	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KUNZ, ADAM	POLITICAL SCIENCE AND CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LANGES, RAE	RACE, ETHNICITY, GENDER, AND SEXUALITY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LODGE, ROBERT	GEOLOGY AND ENVIRONMENTAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MCINNES, BRIAN	AMERICAN INDIAN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MOODY, HEATHER ANN	AMERICAN INDIAN STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MOTTO, JUSTIN	BARRON COUNTY ACADEMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	OH, YOONSIN	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	ORR, BRIAN	SPEECH, LANGUAGE, AND HEARING SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PLOEGER-LYONS, NICI	BUSINESS COMMUNICATION AND INFORMATION SYSTEMS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	ROZARIO, PAPIA	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	SCHOLZE, SAM	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SMITH, JENNIFER	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-EAU CLAIRE	TIAN, WUFENG	BARRON COUNTY ACADEMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	TILY, SUSAN	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	WANG, XINRUO	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	YANG, XIAOYU	MANAGEMENT AND LEADERSHIP PROGRAMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MARTINI, EDWIN	HISTORY	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	AXELTON, ZHOULI	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	BUBOLTZ-DUBS, SADIE	ATHLETIC TRAINING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	GONZALEZ-VALLE, ULISES	ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HAMMOURI, MAHMOUD	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	KAMINSKI, HEATHER	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-GREEN BAY	KOPISCHKE, ALAN	THEATRE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MALONE, SHAWN	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MARTINGANO, ALISON JANE	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	MEQDADI, OMAR	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	NEHRKORN BAILEY, ABIGAIL	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	PURZYCKI, KRISTOPHER	APPLIED WRITING AND ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	STEVENS, LOIS	FIRST NATIONS EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	WEFFERLING, KEIR	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	YAKUSHKINA, MARIA	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	AHMED, RIAZ	ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	BAKSHI, MANDEEP	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	THOTA, JAGADEEP	ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	MAYSHEVA, TETYANA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	HOLLY, MICHAEL	ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-GREEN BAY	WELSCH, BRIAN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-LA CROSSE	HAN, YE	INFORMATION SYSTEMS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	ANDERSON, BRANDON	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	BRETL, DANIEL	MICROBIOLOGY	TENURE	ASSISTANT PROFESSOR W/ TENURE	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	FELIX, SHANNA	SOCIOLOGY & CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	HULTQUIST, AGATHA	POLITICAL SCIENCE & PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	LAPLANT, KRISTINA	POLITICAL SCIENCE & PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	LU, WEIXU	COMMUNICATION STUDIES	TENURE	ASSISTANT PROFESSOR W/ TENURE	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MARTIN GOMEZ, ANTONIO	GLOBAL CULTURES & LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MEANS, W. THOMAS	RECREATION MANAGEMENT & RECREATIONAL THERAPY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MILLER, TAYLOR	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	MITRA, DIPANKER	COMPUTER SCIENCE & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-LA CROSSE	OCHOA CAMPO, ASTRID	GLOBAL CULTURES & LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	SACKIRIYAS, KANIKKAI STENI	HEALTH PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	SCHNEIDER, ADAM	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	STENSON, ZACH	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GARCIA, MERIDETH	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	KINCMAN, LAURIE	THEATRE & DANCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	MAY, JOHN	CHEMISTRY & BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	STIVERS, ADAM	FINANCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	TOBIN, CASEY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-LA CROSSE	PETULLO, W. MICHAEL	COMPUTER SCIENCE & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	SCHMIDT, SAMUEL	EXERCISE & SPORT SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

UW-LA CROSSE	ASCENCIO, CHRISTINE	MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-LA CROSSE	GODDEN, LAURA	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-LA CROSSE	SCHNEIDER, DANIEL	PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	SARIOGLU, FATIH	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	CHURCH, JEFFREY	POLITICAL SCIENCE	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	FELKER-KANTOR, MAX	AFRICAN AMERICAN STUDIES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SYRETT, NICHOLAS	GENDER AND WOMEN'S STUDIES	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	THOMAS, SABRINA	AFRICAN AMERICAN STUDIES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DANDELET, SOPHIA	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BRAKE, ELIZABETH	PHILOSOPHY	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	HANNAN, JOHANNA	UROLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BURRIS, NICHOLAS	RADIOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SAMARASINGHE, AMALI	MEDICINE	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AHUJA, NITA	SURGERY	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	MAYS, JACQUELINE	DERMATOLOGY	TENURE TRACK	CLINICAL RESEARCH SCHOLAR, INVESTIGATOR II	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LU, CHAOQUN (CRYSTAL)	SOIL AND ENVIRONMENTAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	COSTINETT, DAN	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	ORMAN, MEHMET	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MOLZAHN, DAN	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RICH, PETER	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CAPUTO, NINA	MOSSE/WEINSTEIN CENTER FOR JEWISH STUDIES	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SCHELLY, CHELSEA	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	BAKER, SCOTT	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DIAMOND, WILLIAM	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HANNAH, MATTHEW	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KLINGER, JULIE	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SU, DEJUN	FAMILY MEDICINE AND COMMUNITY HEALTH	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	LEE, CHRISTOPH	RADIOLOGY	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	LEMKE OLIVER, ROBERT	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DEMPSEY, ADAM	MECHANICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COBLE, JAMIE	NUCLEAR ENGINEERING AND ENGINEERING PHYSICS	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	ELLIS, SHELLIE	MEDICINE	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	ZETTERBERG, HENRIK	PATHOLOGY & LABORATORY SCIENCES	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	LO SASSO, TONY	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	FLEMING, ALLISON	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	DEDIC, CHLOE	NUCLEAR ENGINEERING AND ENGINEERING PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DURAN, LEAH	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

UW-MADISON	HAKUN, JON	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NEUNER, JOAN	MEDICINE	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	SHEEAN, ANDREW	ORTHOPEDICS & REHABILITATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BUCKLAND, DANIEL	EMERGENCY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CAO, HONGYUAN	MEDICINE	TENURE	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-MADISON	JENKINS, NATHANIEL	KINESIOLOGY	TENURED	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MCDONALD, PETER	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PHA, KONG PHENG	GENDER AND WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RATHGEBER, JESSE	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BANERJEE, MOU	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HUYNH, TU-ANH	FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PONIK, SUZANNE	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FENG, DAWEI	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ZHU, ZHENHUA	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	WAGNER, TILL	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BONAMICI, CHLOE	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ZHANG, KE (COCO)	ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RHODES, DANIEL	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YU, XIANGYAO	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YESILKOY, FILIZ	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MA, CHU	ELECTRICAL AND COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LINDLEY, BEN	NUCLEAR ENGINEERING AND ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DIAKONIKOLAS, JELENA	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MEYER, JACOB	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SHALABY, MARWA	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	EDWARDS, MORGAN	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHINN, SEDONA	LIFE SCIENCES COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NI, CHAOQUN	INFORMATION SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BRAVER, JOSHUA	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	COLEMAN, FRANCISKA	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BRAXTON, CARTER	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BOERMA, JOB	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JENSEN, KATHERINE	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HOLLAND, LESLIE	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SELKIE, ELLEN	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MOHR, EMMA	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ADCOCK, SARAH	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ORTEGA OBANDO, MARTHA SOFIA	ANIMAL & DAIRY SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UW-MADISON	KONOPKA, ADAM	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WITZENBURG, COLLEEN	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ANDREWS, JOSEPH	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WAGNER, MICHAEL	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	RAMIREZ TAHUADO, MARLA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DETWYLER, ANATOLY	ASIAN LANGUAGES & CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WOHN, DAWN	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROOS, LIINA-LY	GERMAN, NORDIC, AND SLAVIC+	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	POWERS USECHE, ALLISON	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MARSHALL, NATE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SIDES, KIRK	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	EDORO, AINEHI	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHANG, YIWEI	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZUELSHORFF, MEGAN	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHUN, JINA	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MA, ANYI	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BABAR, YASH	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HE, CHENG	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BHUNGALIA, LISA	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	COCHRAN, AMY	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SUZUKI, AUSSIE (OJI)	ONCOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ELLISON, SHELBY	PLANT AND AGROECOSYSTEM SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HALL, STEVEN	PLANT AND AGROECOSYSTEM SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	NASCIMENTO MARTINS, JOAO PAULO (JP)	MEDICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	HAMPTON, JESSE	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	QIN, MOHAN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WEI, HAORAN	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LYU, HANBAEK	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WU, CHENXI	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	WEBER, JESSE	INTEGRATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHAO, SHUANG GEORGE	HUMAN ONCOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AL-ADRA, DAVID	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHAO, FEI	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KUCHNIA, ADAM	NUTRITIONAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DIGENNARO, PETER	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KEMENY, MICHAEL	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MARTELL, JEFF	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ROWE, ANGELA	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-MADISON	STOWE, RYAN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MUKHERJEE, PRIYA	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	AN, ZHE (GIGI)	REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	OUAYOGODE, MARIETOU	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CAO, YING (JESSICA)	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	DIEM, STEPHANIE	NUCLEAR ENGINEERING AND ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	YANG, YANG	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	PAZICNI, SAM	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ZHU-BARKER, XIA	SOIL AND ENVIRONMENTAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SINCLAIR, MATT	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MASEDA, MICHAEL	ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SCHREIER, MARCEL	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	MUENCHMEYER, MORITZ	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	LYU, LU	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	CHEN, MIN	FOREST & WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	ANDREAE, SUSAN	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	O'CONNELL, MARTIN	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KEIL-STIETZ, KIM	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KIRCHDOERFER, ROBERT	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	SOUSA, ANDRE	NEUROSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	TAMPLIN, OWEN	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	BOLY, MELANIE	NEUROLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	STAJKOVIC, ALEXANDER	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHURPEK, MATTHEW	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GITTER, ANTHONY	BIOSTATISTICS & MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LAMMING, DUDLEY	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LOCONTE, NOELLE	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MORRIS, ZACHARY	HUMAN ONCOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MURTAZA, MUHAMMED	SURGERY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NETT, JENIEL	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PATTNAIK, BIKASH	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHELEF, MIRIAM	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STUTTGEN, SANDRA	DEPARTMENT OF EXTENSION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KULWIEC, ALEXIA	LABOR STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROBERTS, TONYA	SCHOOL OF NURSING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GADDIS, JENNIFER	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LITZELMAN, KRISTIN	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PATE, DAVID	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	GRIFFITH, EMILY	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KELLEY, STACIE	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SACKS, DANIEL	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FORD, JAY	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	COLLIER, LARA	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LIM, BYUNG-JIN	ASIAN LANGUAGES & CULTURES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RIDGELY, STEVEN	ASIAN LANGUAGES & CULTURES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ZHU, WEIHUA	ASIAN LANGUAGES & CULTURES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BOROS, ESZTER	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GREER, AARON	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SWANSON, ASHLEY	ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WELLS, SARAH	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CALHOUN, JOSHUA	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALLEN, HEATHER	FRENCH & ITALIAN	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CAMPBELL, ANNA	GENDER AND WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GAO, SONG	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GOCMEN, ASLIGUL	INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FERRIER, KEN	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANDERSEN, CLAUS	GERMAN, NORDIC, AND SLAVIC+	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	IBER, PATRICK	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KUBY, EMMA	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CIANCIA, KATHRYN	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHAMEDES, GIULIANA	HISTORY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SENCZYNE, JONATHAN	INFORMATION SCHOOL	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WANG, YANG	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RONIS, DAVID	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DE OLIVEIRA FARAH, MARIA	MEAD WITTER SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WHITTLE, BRUNO	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BECHTOL, KEITH	PHYSICS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SCHLOSS, KAREN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ARMSTRONG, GRANT	SPANISH & PORTUGUESE	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HENNESSY, ELIZABETH	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AMADOR-NOGUEZ, DANIEL	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GUEDOT, CHRISTELLE	ENTOMOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HUA, JESSICA	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VAN LEHN, REID	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HICKS, ANDREA	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TINJUM, JAMES	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE

UW-MADISON	DEL PIA, ALBERTO	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MCCLEAN, MEGAN	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PAN, XUAN	MEDICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CADMUS-BERTRAM, LISA	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TRAVERS, BRITTANY	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RUSS, ROSEMARY	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TURNER, ERICA	EDUCATIONAL POLICY STUDIES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PUSTEJOVSKY, JAMES	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PADILLA, DARCY	ART	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BAVAFA, HESSAM	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	EPP, AMBER	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHEN, YUDONG	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR W/ TENURE	PROMOTION	PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	BASSETT, SHARITY	WOMEN'S AND GENDER STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BO, AI	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BOWMAN, CAITLIN	PSYCHOLOGICAL AND BRAIN SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CAO, XIAOXIA	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	CHAN, ESTHER	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	DIVALERIO, DAVID	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	GIBSON, THOMAS	ADMINISTRATIVE LEADERSHIP	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	HARRISON, LAURA	FILM, VIDEO, ANIMATION, & NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HERETH, JANE	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LAESTADIUS, LINNEA	PUBLIC HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	LOPEZ-PINEIRO, SERGIO	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MIRER, MICHAEL	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MEUNINCK GANGER, JESSICA	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	NAMBISAN, PRIYA	PUBLIC HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	O'BRIEN, TIMOTHY	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PIEHL, ANGELA	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	PREMNATH, PRIYA	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PRICE, JAMES	FRESHWATER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	QUINN, CHRISTOPHER	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RANK-CHRISTMAN, TRACY	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	REYNOLDS, KYLE	ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	RIOS, ALVARO SAAR	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SEIFODDINI, HAMID	INDUSTRIAL AND MANUFACTURING ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SERTSIOS, GIORGO	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SZCZEPANIAK-GILLEGE, JOCELYN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-MILWAUKEE	TURNER, CRYSTASANY	TEACHING AND LEARNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WALLICK, KARL	ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WANG, JINSUNG	PUBLIC HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WANG, YANG	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WIER, ALEX	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WILCOXEN, JARETT	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	XU, SHANGPING	GEOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-OSHKOSH	ALLRED, RYAN	MEDIA, ARTS & COMMUNICATION	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	ANIMASHAUN, ABAYOMI	MEDIA, ARTS & COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	BIRKINBINE, BENJAMIN	MUSIC, ARTS & COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	BLAKESLEE, TERESE	NURSING & HEALTH PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	GRAF, MARIA	NURSING & HEALTH PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	HANAI, YOSHIRO	PUBLIC AFFAIRS & GLOBAL ENGAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	HERSEY, ANNA	MEDIA, ARTS & COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	HUETTL, MARGARET	PUBLIC AFFAIRS & GLOBAL ENGAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	IHDE, KRISTIN	MUSIC, ARTS & COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	LADWIG, LAURA	SCIENCE, TECHNOLOGY, ENGINEERING & MATH	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	LUSVARDI, AMBER	PUBLIC AFFAIRS & GLOBAL ENGAGEMENT	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	MORGAN, LINDSAY	NURSING & HEALTH PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	NASIF, AHMED	SCIENCE, TECHNOLOGY, ENGINEERING & MATH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	NICHOLLS, HEIDI	PUBLIC AFFAIRS & GLOBAL ENGAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	OCHONICKY, ADAM	MEDIA, ARTS & COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	OLSZEWSKI, PAWEL	SCIENCE, TECHNOLOGY, ENGINEERING & MATH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	PETIT, KYLE	NURSING & HEALTH PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	PRITZL, BARTON	SCIENCE, TECHNOLOGY, ENGINEERING & MATH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	ROGERS, MICHAEL	SCIENCE, TECHNOLOGY, ENGINEERING & MATH	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-OSHKOSH	SCHMITT, CATHERINE	NURSING & HEALTH PROFESSIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-OSHKOSH	SINGH, MANOHAR	BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-OSHKOSH	TOMASIEWICZ, JESSICA	NURSING & HEALTH PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-OSHKOSH	WOLDT, JASON	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	BREKKE, ANJULI	COMMUNICATION & DIGITAL MEDIA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	FRANSHAW, MARIA	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	HILLARD, ERIN	PSYCHOLOGY, PROFESSIONAL COUNSELING, AND	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	KIM, BOM-SOO	MATH & PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	MCDONALD, AUBRI	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UW-PARKSIDE	RASMUSSEN, HILARY	COMMUNICATION & DIGITAL MEDIA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	RIVERO-COVELO, IGNACIO	PSYCHOLOGY, PROFESSIONAL COUNSELING, AND	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	OYOTODE-ADEBILE, RENEE	BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	BENSON, JOSEF	LITERATURES & LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	REXROTH, LAURA	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	ADAMS, DOUGLAS	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	BORIL, HYNEK	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CAMACHO, JORGE	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CARLSON, CHRISTOPHER	APPLIED ENGINEERING TECHNOLOGY MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	DORNAK, L. LYNNETTE	ENVIRONMENTAL SCIENCES AND SOCIETY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KING, FRANK	HISTORY AND SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KOHLER-BUSCH, MADELON	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	LAMMERS, PETER	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	OSTERGAARD, TYLER	PERFORMING AND VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	PALER, MARY	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	REUTER, VICTORIA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	SANFORD, JOSEPH	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	STIPE, STORMY	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	TESDAHL, EUGENE	HISTORY AND SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	WACKWITZ, DANIEL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	WU, YANWEI	COMPUTER SCIENCE AND SOFTWARE ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ZOLPER, THOMAS	MECHANICAL AND INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	LOPER, MICHAEL	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	CARVER, KATERI	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HUA, MEIYING	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	BERGHUIS, BRANDT	CROP AND SOIL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	LEWIS, GRACE	ANIMAL AND FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	MORADI, NEGIN	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HENDRICKS, JACOB	COMPUTER, INFORMATION AND DATA SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	REMBLE, AMBER	AGRICULTURAL ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	BREGER, DAVID	ACCOUNTING AND FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	SCHABEN, JODEE	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	CLARK, AMY*	SOCIAL WORK	TENURE	PROVOST AND VICE CHANCELLOR FOR ACADEMIC	NEW APPOINTMENT	PROFESSOR W/ TENURE
*Amy has been hired as Provost and Vice Chancellor for Academic Affairs, beginning 7/1/2026. Department of Social Work voted and approved her back-up appt as Professor with Tenure.						

UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	SCHARENBRUCH, BRYANT	SOIL AND WASTE RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	LIDDICOAT, KENDRA	ENVIRONMENT AND SOCIETY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	CROMWELL, ANNA	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	ELZA, CARY	MEDIA STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	O'CONNELL, JIM	ARTS MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	ALGER, SARAH JANE	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BERRY, JAMES	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	BOWERS, JESS	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	CHUNYU, DAVID	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	HEIMONEN, TOMI	COMPUTING AND NEW MEDIA TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	LIANG, SENGFENG	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	MONDLOCH, JOE	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SNOWBARGER, JEFF	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SUEHRING, STEVE	COMPUTING AND NEW MEDIA TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	AMIRFAKHRI, SEYED	PAPER SCIENCE AND CHEMICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ANDERSON, TARA	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	JOHNSON, CHAD	COMPUTING AND NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KUBEK, MARGARET	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	MOONEY-LEBER, SEAN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SERVI, JAMES	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BENKERT, STUART	MUSIC	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR
UW-STEVENS POINT	ANDERSON, PENCE	EDUCATION	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	EL-MAGROUS, AHMED	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	HYNES, KEVIN	COUNSELING, REHABILITATION AND HUMAN SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	OSS, KEIF	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	POLIN, AFROZA	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	DROEGE, KELLY	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HAYES, NICOLE	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	JUELICH, COURTNEY	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	STURGILL, DEREK	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	XING, YUAN	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	ATYIM, DANIEL	VISUAL AND PERFORMING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	BESTON, JULIE	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	DEGRUSON, MIN	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	LEGLEITNER, RICKIE-ANN	ENGLISH, PHILOSOPHY AND COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	LOKEN, KIMBERLY	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UW-STOUT	REIMER, CODY	ENGLISH, PHILOSOPHY AND COMMUNICATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	SKORCZEWSKI, TYLER	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	WEISS, TAMI	TEACHING, LEARNING AND LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	RAMAKRISHNAN, LATHA	CHEMISTRY AND PHYSICS	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-SUPERIOR	CHRUSCIEL, MEG	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	PECK, BRITTNIE	COMMUNICATION, MEDIA AND THEATRE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	SHARP, JENNIFER	DEPARTMENT OF COUNSELOR EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	VOGLER, JENNIFER	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	POTTER, DAVID	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW UNIVERSITY	NAME [LAST, FIRST]	DEPARTMENT	CURRENT STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	BARNES-GILBERT, ASHLEY	WOMEN'S AND GENDER STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	BUSCH, CODY MARIE	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HURIE, ANDREW	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MARTIN, GINA	COUNSELOR EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ONSTAD, MATTHEW	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WILT, COURTNEY	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ANDERSON, JENNIFER	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	BERGSTRAND OTHMAN, LAMA	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	CROSSGROVE, KIRSTEN	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	DALY, ABBIE	ACCOUNTING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	KUZOFF, ROBERT	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	LETOURNEAU, PASCAL	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	LOEPP, ERIC	POLITICS, GOVERNMENT, AND LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	O'NEILL, BRIAN	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	PARK, SANGHEE	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	ROMERO, ANDREA	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	TALUKDAR, BAKHTEAR	FINANCE AND BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	WINCHELL, BROOKE	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	ZHANG, WENQUAN	SOCIOLOGY, CRIMINOLOGY, AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	DEHART, PIETER	BIOLOGY	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE

**REQUEST TO RENAME UW-STOUT TO
“UNIVERSITY OF WISCONSIN-STOUT POLYTECHNIC”**

REQUESTED ACTION

Adoption of Resolution E., authorizing the changing of the name of UW-Stout to the “University of Wisconsin–Stout Polytechnic.”

Resolution E. That, upon the recommendation of the Chancellor of UW-Stout and the President of the UW System, the Board of Regents of the University of Wisconsin System grants authorization to change the name of UW-Stout to the “University of Wisconsin–Stout Polytechnic.”

SUMMARY

The University of Wisconsin-Stout is proposing to change its name to the “University of Wisconsin–Stout Polytechnic” in alignment with its mission, vision, and values. The proposed change was discussed with university leadership and all four governance bodies at UW-Stout, and resolutions were received from all four governance bodies by December 2025. This change will allow UW-Stout to better articulate the distinct work of the university and its resource needs and will help distinguish UW-Stout among the Universities of Wisconsin and throughout the state, broader region, nationally and internationally.

Presenters

- Chancellor Katherine Frank, UW-Stout
- Provost Glendalí Rodríguez, UW-Stout

BACKGROUND

The Board of Regents has broad authority under Wis. Stat. ss. 36.09(1)(a) and (L) and 36.11(1)(a) to name institutions.

In January 1974, the UW System Board of Regents designated UW-Stout as a special mission university. On October 7, 1977, a presentation titled “Interpreting Stout as a Special Mission Institution” was given to the Board of Regents that identified Stout’s educational

approach “to offer career programs which draw their content from: Industry, Technology, Home Economics, and Art.”

In 2001, UW-Stout received the Malcolm Baldrige National Quality Award, a performance excellence award that traditionally honors recipients in business, industry, and healthcare sectors. UW-Stout remains the only full four-year institution of higher education to receive this award. The Baldrige framework (<https://www.nist.gov/baldrige>) informs UW-Stout’s approach for long-term organizational sustainability and informed its pursuit of a polytechnic designation.

In March 2007, the UW System Board of Regents adopted [Resolution 9310](#) in support for UW-Stout’s designation as “Wisconsin’s Polytechnic University.” The designation was presented as an opportunity to further strengthen UW-Stout’s educational opportunities, enhance its branding and marketing strategies, and bolster the university’s ability to attract outside funding.

In October 2021, the Board adopted [Resolution 11724](#) approving a revised select mission statement for UW-Stout which highlights its identity as a polytechnic institution, including both its curriculum that combines interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative problem-solving, communication, and social and ethical reasoning skills to better the human condition, as well as its commitment to preparing students for careers through applied learning and research, professional experiences, and collaborative partnerships.

On August 22, 2024, the Board of Regents adopted [Resolution 12230](#) amending Regent Policy Document 1-1, “Mission Statements,” to create a new core mission statement for the polytechnic university in addition to the existing core mission statements for the doctoral and comprehensive university clusters. This new core mission statement further differentiates UW-Stout’s distinct program offerings, enrollment profile, and long-term goals, plans, and priorities.

These revisions to UW-Stout’s core and select mission statements were intended to amplify the polytechnic focus of the university, which has continued to mature and develop since UW-Stout’s official designation as “Wisconsin’s Polytechnic University” in 2007.

ATTACHMENTS


- A) Chancellor Letter on UW-Stout Process



**University of
Wisconsin-Stout**
Wisconsin's Polytechnic University

DATE: May 22, 2026 *via electronic mail*

TO: Renée Wachter
Interim President, Universities of Wisconsin

FROM: Katherine P. Frank 
Chancellor

SUBJECT: UW-Stout Name Change Request

In advance of the consideration of the UW-Stout name change request by the Board of Regents, this is to provide a summary of the process that occurred and brief rationale for the revision. The request aligns with recommendations from the 2024 Deloitte report, will assist with the university's advocacy efforts, amplifies the Board of Regent's approval of the polytechnic designation, and distinguishes the Universities of Wisconsin from neighboring states and systems.

The discussion for the name change officially began on October 15, 2025, as part of a Chancellor's Advisory Council meeting. The council is comprised of a broad representation of university leadership and the chairs from the four senates. During that meeting, there was agreement that pursuing a name change was the next logical step following the approval of the university's polytechnic designation from the Board of Regents in 2007 and the revision of RPD 1-1 that established a Polytechnic University Core Mission category in August 2024. The name change proposal was discussed by the shared governance groups throughout the 2025 fall semester and resolutions were received from all four governance groups by December 2025.

After consultation with the Office of General Counsel and with support from the Universities of Wisconsin Administration President and several members of the Board, we advanced the request to the Board of Regents for approval.

**UW-MILWAUKEE HOST CAMPUS PRESENTATION:
MAKING WAVES IN AFFORDABILITY FOR STUDENT SUCCESS**

REQUESTED ACTION

For information and discussion.

SUMMARY

UW-Milwaukee is tackling textbook affordability as a key part of student success. The high cost of textbooks and course materials creates major financial stress, making it harder for students to stay enrolled and fully participate in their classes. Many students put off buying textbooks, or skip buying them altogether, which can hurt their confidence, preparation, and academic performance. To address this challenge, UWM has expanded the use of low- or no-cost course materials through Open Educational Resource (OER) training for faculty and staff, partnerships between UWM Libraries and the Center for Advancing Student Learning, increased access to library materials, and the addition of low- or no-cost materials in the general education curriculum. These efforts are making a real difference, saving thousands of UW-Milwaukee students millions of dollars across hundreds of courses while also improving student success, persistence, and access to learning.

Presenters

- Tina Freiburger, Interim Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee
- Michael Doylen, Associate Vice Provost & Library Director, UW-Milwaukee
- Natasha Jankowski, Executive Director, Center for Advancing Student Learning, UW-Milwaukee

**OPPORTUNITIES FOR OPEN EDUCATIONAL RESOURCES
ACROSS THE UNIVERSITIES OF WISCONSIN**

REQUESTED ACTION

For information and discussion.

SUMMARY

The panel will provide an overview of their experiences with Open Educational Resources (OER), while highlighting opportunities to expand OER use across the Universities of Wisconsin. The UW OER Advisory Council received a grant from Driving OER Sustainability for Student Success (DOERS), a national organization that supports state and systemwide OER initiatives. This grant-funded project focuses on understanding how each UW university is considering course material affordability as a student success initiative. From initial university interviews, some common themes emerged; panelists will highlight their experiences around the identified themes, while also suggesting opportunities to enhance the use of OER materials across the Universities of Wisconsin. The panel will close with a current student, who will share their experiences on this topic.

Presenters

- Shanna Nifoussi, Director of Academic Student Success Initiatives, UW Administration
- Richard Dhyanchand, Professor and Department Chair, Biology Department, UW-Platteville
- Dylan Polkinghorne, Assistant Teaching Professor, Human Resource Management, UW-Green Bay
- Kristin Woodward, Librarian, Teaching and Learning Team Lead, UW-Milwaukee
- Graham Thiel, Student, UW-Stevens Point

BACKGROUND

Open Educational Resources (OERs) are educational materials that have free and perpetual permissions, meaning that instructors can retain, reuse, revise, remix, and redistribute them without fear of violating copyright permissions. OER can include textbooks, streaming

videos, software, courses, recordings or many other tools and techniques used for instruction. One benefit of OER materials compared to eBooks available through university libraries or digital textbooks is that students retain access to the OER materials (open textbooks) long after completing the course and graduating from their university. OER initiatives are typically developed to address the rising cost of traditional textbooks and other course materials, which continue to place a financial burden on Universities of Wisconsin students, 20-25% of whom have received Pell grants over the last decade¹.

The Universities of Wisconsin have prioritized OER as a key student success initiative, aligning with systemwide priorities outlined in [Regent Policy Document 4-18, Making Textbooks Affordable](#) and the UWSA 2023–2028 Strategic Plan, including *Enhancing the Student Experience and Social Mobility* and *Creating and Disseminating Knowledge that Contributes to Innovation and a Better Understanding of the Human Condition*. Across the Universities of Wisconsin, the 13 universities prioritize Open Educational Resources (OER) as a student success initiative in varied ways. These differences are influenced by several factors, most notably whether a university operates a textbook rental service funded through segregated fees and whether the school is an open access institution. While approaches vary, all UW universities share a commitment to student success and recognize that affordability is a critical component of that success. Several campuses – such as UW-Milwaukee, UW-Green Bay, UW-Platteville, UW-Eau Claire, UW-Superior, and UW-Stout – have invested resources to expand OER adoption in courses, recognizing its role in reducing costs and improving access for students. Each of these campuses have run successful programs, most with short-term, non-renewable funding to establish the minimal infrastructure necessary to show a substantial return on investment.

The grant project team has engaged with stakeholders – staff, faculty/instructors, administrators, and students – at the five UW universities participating in the project this spring. Common themes that emerged across the participating universities and often across stakeholder groups include: the perceived difficulty in finding quality OER materials for STEM courses and/or upper level courses; the development of course resources (e.g., homework assignments, quizzes, test bank questions) aligned with the adopted textbook; the workload and available support associated with creating an OER; students perceptions of OER materials; and transparency in knowing the cost of course materials associated with courses in advance of the start of the semester, among others. The panelists will share their experiences with adopting and creating OER and accompanying course materials, their perceptions of OER material quality, student access and success with the OER materials, as well as areas where collaboration across the UWs could encourage expansion of OER adoption. Building upon the initial work at select UW universities and the benefits of potential collaboration across the Universities of Wisconsin, there are many opportunities to support instructors to help enhance the inclusion of OER materials into courses.

¹ OPAR financial aid dashboard

ONGOING ACADEMIC AND STUDENT AFFAIRS UPDATES

REQUESTED ACTION

For information and discussion.

SUMMARY

Senior Vice President Johannes Britz will provide an update on system level policy development to support universities in operationalizing RPD 20-25, "Teaching Workload" and RPD 4-23, "Core General Education Requirements", including any progress toward implementation.

Presenter

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

BACKGROUND

[2025 Wisconsin Act 15 Section 137](#)

Section 36.115 (10) of the statutes establishes new requirements for instructional workloads across the Universities of Wisconsin, effective September 1, 2026. The statute defines faculty teaching responsibilities in terms of credit hours and mandates that full-time faculty and instructional academic staff teach a minimum number of courses each academic year, with different standards for universities classified as Research 1. It also provides for limited workload reductions for department chairs and employees with approved administrative duties, subject to oversight by the Joint Committee on Employment Relations. Additionally, the statute requires the development of a buyout plan, annual reporting on instructional workloads, and evaluation by the Legislative Audit Bureau to ensure compliance. As a result, the Universities of Wisconsin must update policies, procedures, and reporting mechanisms to align with these statutory requirements while balancing instructional, administrative, and research responsibilities. The Instructional Employee Teaching Workload workgroup revised RPD 20-25, "Teaching Workload Policy," to comply with Wis. Stat. § 36.115(10) under 2025 Wisconsin Act 15. On November 19, 2025, Resolution 12407 was adopted by the Board of Regents, approving the revised RPD 20-25

and authorizing its submission to the Joint Committee for Employment Relations (JCOER), with implementation directed no later than September 1, 2026. RPD 20-25 was submitted to JCOER on November 24, 2025, and was reviewed and approved and approved by JCOER on December 11, 2025. UW System Administrative Policy 200-Interim 3, "Faculty and Instructional Academic Staff Teaching Responsibilities and Workload" was developed, approved, and published. A second workgroup was formed to outline guidance for collection and reporting of teaching workload by UW universities.

[2025 Wisconsin Act 15 Section 134](#)

Recent amendments to Wisconsin Statute §36.11(3)(b) require the Universities of Wisconsin to update and align transfer credit policies to ensure consistency and equity across the system. Specifically, the statute mandates that by September 1, 2026, all credits for core general education courses must be fully transferable between universities within the system and apply toward general education requirements at the receiving university. On November 19, 2025, Resolution 12408 was adopted by the Board of Regents, approving RPD 4-23, "Core General Education Requirements", establishing six curricular categories totaling 30-36 credits and defining how Core General Education courses will transfer and apply to degree requirements across the Universities of Wisconsin. RPD 4-23 was submitted to JCOER on November 24, 2025. To operationalize CGER implementation, two additional work groups – Academic Affairs and Operational – were formed to collaboratively address technical, procedural, and communications needs, develop a new system policy, and revise related policies through shared governance consultation. UW System Administrative Policy (SYS) 100-Interim 13, "Universities of Wisconsin Core General Education Requirements" was approved and published. Efforts are currently in progress to support technical and procedural aspects of this work.

Resources

- [Act 15 Section 134 Wis. Stat. § 36.11 \(3\)\(b\) General Education Course Transfer](#)
- [Act 15 Section 137 Wis. Stat. § 36.115 \(10\) Teaching Hours](#)

Related Policies

- [Regent Policy Document 4-23, "Core General Education Requirements"](#)
- [Regent Policy Document 20-25, "Teaching Workload Policy"](#)
- [UW System Administrative Policy 100-Interim 13: Universities of Wisconsin Core General Education Requirements](#)
- [UW System Administrative Policy 200-Interim 3: Faculty and Instructional Academic Staff Teaching Responsibilities and Workload](#)