

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, December 10, 2015  
2:45 - 4:15 p.m.  
Gordon Dining and Event Center  
770 W. Dayton Street, 2<sup>nd</sup> floor  
Symphony Room  
Madison, Wisconsin

- a. Approval of the Minutes of the October 8, 2015 meeting of the Education Committee;
- b. Report of the Vice President:
  1. Update on the Vice President for Academic and Student Affairs search; and
  2. Remedial Education.
- c. UW-Madison: Approval of an Online Doctor of Occupational Therapy; [Resolution I.1.c]
- d. UW-Milwaukee:
  1. Approval of a Bachelor of Science in Engineering (B.S.E.) in Biomedical Engineering; [Resolution I.1.d.(1)]
  2. Approval of a Master of Science in Information Technology Management; [Resolution I.1.d.(2)]
  3. Approval of a Master of Science in Athletic Training; and [Resolution I.1.d.(3)]
  4. Approval of a Master of Fine Arts in Dance; [Resolution I.1.d.(4)]
- e. UW-River Falls: Approval of a Bachelor of Science in Neuroscience; [Resolution I.1.e]
- f. UW-Green Bay: Approval of the institutional reorganization of the University by creating three Colleges and one stand-alone School:
  - The College of Health, Education and Social Welfare (formerly the College of Professional Studies);
  - The College of Science and Technology (created from the existing College of Liberal Arts and Sciences);
  - The College of Arts, Humanities and Social Sciences (created from the existing College of Liberal Arts and Sciences); and
  - The Austin E. Cofrin School of Business (formerly housed in the College of Professional Studies);[Resolution I.1.f]

- g. UW-Stevens Point: Approval of a University College;  
[Resolution I.1.g]
- h. Second Reading and Approval of the proposed UW-Stevens Point select mission change;  
[Resolution I.1.h]
- i. Second Reading and Approval of the proposed UW-Extension select mission change;  
[Resolution I.1.i]
- j. UW-Superior: Approval of changes to the Faculty Rules; and  
[Resolution I.1.j]
- k. University of Wisconsin System Board of Regents' 2015 Statement Reiterating the Board's Commitment to Academic Freedom and Affirming its Commitment to Freedom of Expression.  
[Resolution I.1.k]

Program Authorization (Implementation)  
Online Doctor of Occupational Therapy  
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.c:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the online Doctor of Occupational Therapy at UW-Madison.

**NEW PROGRAM AUTHORIZATION  
ONLINE DOCTOR OF OCCUPATIONAL THERAPY  
UNIVERSITY OF WISCONSIN -MADISON**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctor of Occupational Therapy (O.T.D.) at the University of Wisconsin-Madison is presented to the Board of Regents for consideration. UW-Madison's Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.c., approving the implementation of the online Doctor of Occupational Therapy degree program at the University of Wisconsin-Madison.

**DISCUSSION**

The University of Wisconsin-Madison proposes to establish a distance education Doctor of Occupational Therapy (O.T.D. standing for Occupational Therapy Doctorate) to be housed in the School of Education, in the Department of Kinesiology. The proposed 64-credit program responds to a market demand for advanced practitioners of occupational therapy who are prepared to train occupational therapists in the classroom and at clinical sites, to generate evidence in support of practice interventions, and to fill gaps in health care leadership and management. The O.T.D. will serve practicing professionals who will be able to complete the program part-time while continuing to be employed. Students will enter as a cohort and be enrolled in the curriculum over nine semesters of part-time enrollment. By the end of Year Five after implementation, approximately 88 students will have enrolled in the program and 43 students will have graduated from the program.

O.T.D. students will pay \$1,150 per credit, consistent with UW-Madison's market-based tuition for online programs that target adult learners and non-traditional markets.

According to the Bureau of Labor Statistics Department of Safety and Professional Services (<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>), the market demand for occupational therapy practitioners and health service managers is projected to significantly increase in the next ten years. The U.S. Bureau of Labor Statistics projection for the increase in available positions for Health Services Managers over this time period is 23 percent, a rate more than double the expected average of 11-percent increase in overall employment. The Wisconsin Department of Workforce Development predicts a nearly 10-percent increase in occupational therapy jobs and a nearly 16-percent increase in medical and health service manager jobs by 2022.

Occupational therapists will be trained to become visionary leaders, engage in inter-professional education and practice, facilitate research translation, and acquire the knowledge and skills required for the transformation of the nation's health and education.

### **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN  
ONLINE DOCTOR OF OCCUPATIONAL THERAPY DEGREE  
AT UW-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin-Madison proposes to establish a distance education Doctor of Occupational Therapy (O.T.D. standing for Occupational Therapy Doctorate) to be housed in the School of Education, in the Department of Kinesiology. The O.T.D. will complement two current departmental degrees: the Master of Science in Occupational Therapy (M.S.O.T.) and the Ph.D. in Kinesiology-Occupational Science track. The former prepares students to become professional entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The proposed program responds to a market demand for advanced practitioners of occupational therapy who are prepared to train occupational therapists in the classroom and at clinical sites, to generate evidence in support of practice interventions, and to fill gaps in health care leadership and management. The O.T.D. will offer a structured, predominantly online program to serve practicing professionals who will be able to complete the program part-time while continuing to be employed. The program will require 34 credits beyond the M.S.O.T. Occupational therapists will be trained to become visionary leaders, engage in inter-professional education and practice, facilitate research translation, and acquire the knowledge and skills required for the transformation of the nation's health and education systems.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Madison

**Title of Proposed Program**

Occupational Therapy

**Degree/Major Designations**

Doctor of Occupational Therapy

**Mode of Delivery**

Single institution; Distance Education (Online); Oriented towards part-time students.

**Projected Enrollment over the First Five Years of the Program**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year Five, it is expected that 88 students will have enrolled in the program and 43 students will have graduated from the program.

Table 1: Five-year Projected Enrollment in the O.T.D.

	<b>Year 1 2016-17</b>	<b>Year 2 2017-18</b>	<b>Year 3 2018-19</b>	<b>Year 4 2019-20</b>	<b>Year 5 2020-21</b>
New students admitted	15	15	18	20	20
Continuing students	0	14	27	30	34
Lost to attrition	0	1	2	2	2
Total enrollment	15	29	45	50	54
Graduating students	0	0	13	14	16

### **Tuition Structure**

O.T.D. students will pay \$1,150 per credit, consistent with UW-Madison’s market-based tuition for online programs that target adult learners and non-traditional markets.

### **Department**

The proposed program will reside within the Department of Kinesiology.

### **College or School**

The proposed program will be housed within the School of Education.

### **Proposed Date of Implementation**

Summer 2016

## **INTRODUCTION**

### **Rationale and Relation to Mission**

The proposed O.T.D. will serve the needs of occupational therapists who are seeking to enhance their knowledge, build new skills, and advance in their careers. The program mission is to educate trained occupational therapists to become visionary leaders in inter-professional practice contexts through the translation and application of evidence. The UW-Madison Occupational Therapy (O.T.) Program is aligned with the strategic plans of the Department of Kinesiology, the School of Education, and the University. The O.T.D. degree will advance the Wisconsin Idea by increasing the leadership skills and diversity of occupational therapy practitioners in the state of Wisconsin and beyond.

The O.T.D. will provide students an inter-professional focus that will give enrolled students opportunities to collaborate with peers and instructors in a range of health sciences programs available at UW-Madison. Students will learn to work with other health professionals to address urgent and complex problems related to individuals’ health, daily functioning, and well-being. Students will bring current practice problems to the learning environment and work with peers and faculty to generate strategies and solutions which they will then apply in their place of employment, through involvement in professional activities or with the global community.

UW-Madison has a 70-year history of training occupational therapists, at the bachelor's and master's level. The M.S.O.T. program is nationally ranked in the top 10 percent of entry-level Occupational Therapy Programs; 100 percent of M.S.O.T. graduates passed the national boards for the past three years. Alumni of the UW-Madison Occupational Therapy program and other such programs in Wisconsin will be among the prospective student pool.

### **Need as Suggested by Current Student Demand**

The market for the O.T.D. is potentially several thousand students in Wisconsin alone. There are currently 3,496 licensed occupational therapists in Wisconsin; very few of whom hold a clinical doctorate. Nationally, there are over 100,000 employed occupational therapists with 48 percent having bachelor's degrees, 47 percent having master's degrees, and fewer than 5 percent having an O.T.D. Colleges and universities in Wisconsin are producing approximately 150 new graduates with master's degrees in occupational therapy per year. A market analysis by EduVentures suggests that 55 percent of surveyed therapists report an interest in enrolling in an online O.T.D. program in the future. The most frequently cited goals for pursuing an O.T.D. were advancing clinical practice, seeking personal enrichment and enhancing career options<sup>1</sup>.

### **Need as Suggested by Market Demand**

According to the Bureau of Labor Statistics Department of Safety and Professional Services (<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>), the market demand for occupational therapy practitioners and health service managers is projected to significantly increase in the next ten years. National labor statistics suggest that the "employment of occupational therapists is expected to increase 29 percent from 2012 to 2022, much faster than the average for all occupations." The U.S. Bureau of Labor Statistics projection for the increase in available positions for Health Services Managers over this time period is 23 percent, a rate more than double the expected average of the 11-percent increase in overall employment. The Wisconsin Department of Workforce Development predicts a nearly 10 percent increase in occupational therapy jobs and a nearly 16-percent increase in medical and health service manager jobs by 2022. A recent graduate survey conducted by the American Occupational Therapy Association (available at <http://www.aota.org/Education-Careers/Advance-Career/Salary-Workforce-Survey.aspx>) indicated that 84% of respondents received their first job offer within three months of graduation and 97% within six months. Most (84%) reported finding employment in their preferred practice setting.

Interviews with employers (N=12) of recent UW-Madison M.S.O.T. graduates were conducted by the Division of Continuing Studies in collaboration with School of Education staff. The employers reported that one of the key challenges facing the profession is the need for additional training in health care reform, insurance mechanisms, and the increased demand for documentation of evidence supporting practice. The employers endorsed the proposed O.T.D. program competencies and mentioned the importance of leadership, application of research, and inter-professional skills in the current practice environment. About half of the employers interviewed stated that they would encourage employees to enroll in an O.T.D. program, and a majority provides some financial support for continuing education.

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<sup>1</sup> EduVentures, Demand for an Online Occupational Therapy Doctorate (O.T.D.): Custom Analysis, Catalog No. 474CPECCR0810, 2010.

Doctoral training will enable therapists to achieve excellence in the practical application of scientific inquiry and translational research. Graduates of the O.T.D. program will have the training to address the employers' concerns and will be qualified for positions as advanced master practitioners, health service managers, entrepreneurs, policy advisers, and faculty in entry-level OT programs. At UW-Madison, O.T.D. students will learn the pragmatic benefits of data-driven practice decisions and will develop the necessary skills for applying research to their clinical reasoning. Emphasis will be placed on the critical examination of theories and practices in occupational therapy and related disciplines.

## **DESCRIPTION OF PROGRAM**

### **Institutional Program Array**

UW-Madison enrolls 25 new students annually in the Master of Science in Occupational Therapy (M.S.O.T.), which serves as the entry-level OT degree. UW-Madison has been continuously accredited to offer O.T. education since 1946, currently by the Accreditation Council for Occupational Therapy Education (ACOTE).

The Ph.D. in Kinesiology Occupational Science track provides advanced research and scholarly training to trained professionals in occupational therapy or a closely related field. Graduates pursue academic careers as faculty, and as researchers in the basic and applied sciences upon which O.T. professional practice ultimately depends. UW-Madison faculty generates funding for research and training of students enrolled in the program. The proposed O.T.D. will fill a gap between the current M.S.O.T. and the Ph.D. in Kinesiology within the Occupational Science Track as a degree for students seeking advanced leadership and practical training for careers as managers, advanced practitioners, entrepreneurs, policy advisers, and faculty in O.T. programs.

### **Other Programs in the University of Wisconsin System**

Currently there are no advanced practice O.T.D. programs in the UW System. UW-Milwaukee and UW-La Crosse both have master's degree entry-level programs for occupational therapists. Only one private university in the state, Concordia University Wisconsin, offers an advanced practice O.T.D. degree. This institution offers an online O.T.D. program with an emphasis in one of three specialty tracks: education, hand and upper extremity rehabilitation, or pediatrics. The program being proposed at UW-Madison will differ significantly with its mission of training for visionary leadership, inter-professional education and practice, and research translation. It will be the first O.T.D. offered online by a major public research university in the Midwest. Nationwide, only eleven public universities currently offer O.T.D. degrees. Five of the 11 universities are major research universities and two universities offer their programs online (University of Utah and University of Kansas). Two programs are offered within relatively easy driving distance of Madison: one by the University of Illinois-Chicago (UIC) and the other by Governor's State University in Parkview, Illinois, both of which are onsite or hybrid programs.

### **Collaborative Nature of the Program**

Solving the complex health care, policy and lifestyle management issues facing society will require collaboration across the disciplinary boundaries of the health professions and related

sciences. The structured O.T.D. curriculum, with its capstone project requiring inter-professional collaboration with other health professions and links to direct practice, will teach students to excel in the inter-disciplinary practice community. O.T.D. students will collaborate as well with students in the M.S.O.T. and Ph.D. curricula. O.T.D. curriculum will draw on a suite of one-credit professional literacy courses developed for inter-disciplinary access by the Department of Engineering Professional Development.

### **Diversity**

The O.T. program values diversity, equity, inclusion and excellence in student, professional, and therapeutic relationships. The profession's Code of Ethics explicitly states a commitment to seven core values which will be embraced and upheld in the O.T.D.: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. The profession's 2017 Centennial Vision includes a commitment to creating a "diverse workforce," and the O.T. program has implemented the School of Education policies and procedures, as set forth and monitored by its Equity and Diversity Committee, to enhance diversity through communication, recruitment, and hiring efforts.

The O.T. Program has recruited a diverse M.S.O.T. student body with 17 percent of enrolled students from minority groups. The admissions criteria emphasize varied life experiences and engagement with persons from a multiplicity of demographic, ability, cultural, and social backgrounds. The online delivery of the O.T.D. program will further enhance diversity since the distance education model enables students, particularly working professionals, from a broad array of geographic areas, including rural areas, and cultural and employment settings to enroll. Recruitment efforts will intentionally target communities with limited access to advanced training programs. The curriculum includes elements that encourage students to understand and reflect on occupational therapy professional values and behaviors. Students will learn and reflect on how their own personal values and lifestyle vary from that of their patients, families or colleagues. Readings draw from literature beyond the field of occupational therapy to reflect diverse individual and population perspectives and to raise awareness of local, national and global issues.

### **Program Objectives and Student Learning Outcomes**

Students in the proposed O.T.D. program will develop advanced competencies in: (1) articulating and integrating the intersection of human occupation and health into work roles and settings; (2) measuring and monitoring outcomes of therapy at the individual and population levels; (3) developing systems for data collection and management, translation of research findings, and application of new evidence to promote best inter-professional practice, policy and advocacy in their work environments; (4) collaborating and communicating complex ideas in inter-professional contexts; (5) leading and managing inter-professional teams; (6) designing, implementing and evaluating innovative programs; and (7) developing and achieving professional career goals. The assessment plan is aligned with the UW-Madison Graduate School doctoral learning goals and includes a map of learning goals in the curriculum, a description of the planned direct and indirect measures of learning outcomes, and plans for faculty review of the findings and annual reporting. Graduates of the program will be able to:

1. Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice.
2. Articulate and apply underlying theories, concepts and techniques of occupational therapy intervention to health promotion and well-being for the prevention of disease and dysfunction.
3. Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice.
4. Formulate systems to gather, analyze and interpret data from a practice setting.
5. Translate evidence into best practice for the continued development of the profession.
6. Develop and implement an inter-professional, scholarly capstone project that addresses an identified service system, intervention or programmatic problem, relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.
7. Demonstrate an understanding of the process for locating and securing grants and how grants can serve as a fiscal resource for scholarly and programmatic activities.
8. Evaluate the outcomes of the capstone project and communicate findings to an inter-professional audience in a clear, understandable manner through a peer-reviewed report or presentation.
9. Empirically monitor client progress and treatment efficacy in practice.
10. Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level.
11. Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.
12. Demonstrate the skills necessary to lead and manage an inter-professional team.
13. Demonstrate commitment to professional growth through the creation, implementation and monitoring of a career development plan.
14. Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.

### **Assessment of Objectives**

Direct assessment methods will include: (1) embedded exams, (2) pre- and post-program self-assessment of professional skills and development plans, (3) peer and faculty evaluation of professional e-portfolios, and (4) performance on a capstone project (as evaluated by the graduate faculty project review committee using established criteria).

Indirect assessment methods will include: (1) course evaluations; (2) student satisfaction surveys and exit interviews; (3) alumni surveys at one, five, and ten years post-graduation; (4) biennial employer surveys; and (5) biennial advisory committee meetings. The post-assessment of core inter-professional competencies, student focus groups and exit interviews will occur at the end of the curriculum during the students' second visit to campus.

The results of these evaluations and student comments will be reviewed at an annual O.T.D. Program Evaluation meeting of the faculty to make adjustments in course content, instructional delivery or program process, as needed.

## Program Curriculum

The O.T.D. Program will adhere to Graduate School policies for minimum degree requirements and satisfactory progress for doctoral degrees. Enrollees who have an M.S.O.T. degree or a B.S.O.T. and a Master's degree in a related field (minimum of 30 graduate credits) will complete 34 graduate credits in the O.T.D. program over 9 semesters (3 years). Of these 34 credits, 22 credits will be core didactic content, 5 credits will be specific to a student's individualized curriculum and professional development plan, and seven credits will be associated with the capstone project. Occupational therapists with B.S.O.T. degrees without a master's degree must complete an additional 30 graduate credits (see Table 2).

The curriculum design (Table 2) includes three key tracks: (1) *Foundation courses* will enhance student understanding of the theories contributing to occupational science and occupational therapy practice. Students will explore the evolution and changing landscape of the practice environment, particularly as they relate to current policy initiatives; trends in leadership, administrative, management and educational practices; and emerging inter-professional models of practice. Scientific evidence supporting or refuting current practices of occupational therapy in health, education and community contexts will be critiqued. (2) In the *Advanced Professional Development* track, students will identify professional goals and advanced skills in the areas of communication, leadership, and management. Using their real-world practice experiences, students will self-assess their current competencies, apply leadership theories, manage complex projects, develop effective communication strategies, and more fully integrate occupational therapy within inter-professional contexts. (3) The third track of the curriculum, *Translating Evidence*, will facilitate student critique of the theoretical, clinical, and empirical evidence from multi-disciplinary perspectives to inform best practice of occupational therapy in their own practice context. They will learn methods for gathering, analyzing, synthesizing and interpreting relevant data and apply these skills to the completion of a capstone project that fills a gap or need in the current practice environment.

Students will enter the O.T.D. program as a cohort and progress through the prescribed curriculum synchronously. The proposed O.T.D. curriculum requires three years of part-time online course work to complete the 34 credits. Faculty will deliver content primarily online, enhancing interactions with students through use of project-based learning, chats, discussion boards, facilitated virtual synchronous discussions, and other active learning opportunities. To support the need for flexibility, online didactic content will be structured to enable students to complete activities according to their own scheduling needs but within the time constraints of the course offering. Students will make two visits to campus for three to five days each over the course of the three-year program. At the beginning of the program, students will visit campus for orientation activities, meet and build a learning community with other students and faculty, and create their professional development plan. A research and capstone project presentation featuring the work of the graduating O.T.D. students (after the first three years of the program) will also be a part of the campus visits. The second visit will occur at the end of the program and will include a meeting with the capstone project review committee, a capstone project presentation, preparation for peer-review and dissemination, and program evaluation activities.

Table 2: Proposed Curriculum Design for the O.T.D.

<b>Minimum Graduate Credits for Admissions</b>		<b>Credits</b>
Master's degree in O.T. OR Bachelor's degree in O.T. plus Master's degree in related field (e.g., Special Education, Public Health, Educational Policy)		30
<b>OR</b>		
Bachelor's degree in Occupational Therapy plus completion of graduate work equivalent to the following:	<b>Deficiency Requirements</b>	
1. Graduate Statistics Course		3
2. OT 671 Scientific Inquiry in O.T. I: Evidence-Based Practice OR Comparable Graduate course in Evidence-Based Practice		2
3. OT 672 Scientific Inquiry in O.T. II: Methods of Inquiry OR Comparable Graduate course in Research Design & Methods		2
4. OT 673 Scientific Inquiry in O.T. III: Data Collection/Analysis OR Comparable Graduate course in Statistical Analysis		3
5. OT 674 Scientific Inquiry in O.T. IV: Sci Writing for Publication OR Comparable Graduate course in Scientific Writing		2
6. OT 612 Prof. Skills III: Org & Management in O.T. Practice OR Comparable Graduate course in Health Systems Org & Mgmt		3
7. OT 613 Prof Skills IV: Community-Based O.T. Practice OR Comparable Graduate course in Community Interventions		2
8. Additional Graduate Course Work (Advanced Practice Board Certification may be substituted for 4 of the 13 Graduate Credits)		13
Minimum Graduate credits required for admission to O.T.D.		30
<b>O.T.D. Curriculum - In residency at UW-Madison</b>	<b>Semester</b>	<b>Credits</b>
EPD Professional Literacy Courses Based on the findings of a competency assessment completed at admission, students will enroll in 2-3 of the following: EPD 7XX Managing Information EPD 7XX Digital Proficiency EPD 7XX Effective Professional Communication	S1	2
Occ Ther 811 Applied Inter-professional Leadership and Management	F1	3
Kines 785 Human Occupation and Health	F1	2
Occ Ther 812 Current Trends Shaping OT Practice	Sp1	3
Occ Ther 891 Capstone Project I - Need Identification: Development of Problem Statement	Sp1	1
Occ Ther 813 Advanced Practice in Inter-professional Contexts	S2	3
Breadth Requirement I (3 credits required by end of program)	S2	1
Occ Ther 871 Application of O.T. Evidence in the Practice Environment	F2	2
Occ Ther 891 Capstone Project II - Gathering Evidence: Theoretical, Clinical & Empirical	F2	1
Breadth Requirement II	F2	1
Occ Ther 872 Using Information to Optimize Practice	Sp2	3
Occ Ther 891 Capstone Project III - Project Design & Proposal: Program Description, Evaluation, Funding & Dissemination Plan	Sp2	1
Occ Ther 814 Communicating O.T. to Inter-professional Audiences	S3	3
Occ Ther 873 Advanced Outcome Measurement in Occupational Therapy	F3	3
Occ Ther 891 Capstone Project IV: Project Implementation	F3	1
Occ Ther 892 Capstone Project V: Project Completion, Presentation & Dissemination	Sp3	3
Breadth Requirement III	Sp3	1
Subtotal		34
TOTAL Graduate Credits for O.T.D. Degree		64

In keeping with the UW-Madison Graduate School requirements for depth and breadth of content, students in the O.T.D. program will expand their view of occupational therapy's role in inter-professional contexts and global arenas through curricular elements that require exposure to content from disciplines outside of their primary area of training and practice. Course readings, assignments and activities will require integration of multidisciplinary theories, global perspectives and practices. The capstone project will provide students with direct experience in an inter-professional collaborative activity under the guidance of a mentor committee. Students will design and develop this project in a series of capstone project courses (7 credits) with a faculty mentor's guidance. Explicit criteria for development of the capstone project will be provided to each enrolled student and, at a minimum, will require that the project: (a) include ideas, concepts, or techniques beyond those currently in practice; (b) make a substantive contribution to knowledge or practice in the field; (c) demonstrate breadth of learning; and (d) advance inter-professional practice for the benefit of society. All final capstone projects must be approved by a review committee consisting of five faculty.

Requirements for admission will include a current state O.T. license in the U.S., a minimum equivalency of 30 UW-Madison Graduate credit hours beyond the bachelor's degree, and a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale in graduate coursework. The Graduate Record Examination (GRE) is not required for applicants who have a master's degree from an accredited institution, but will be required for applicants whose terminal degree is a bachelor's degree.

### **Projected Time to Degree**

Students will enter as a cohort and be enrolled in the curriculum over nine semesters of part-time enrollment.

### **Institutional Review**

The proposed O.T.D. program will meet UW-Madison requirements for a Year Three progress report. In accordance with UW-Madison requirements, a program review will be conducted five years after implementation. Thereafter, the O.T.D. will be incorporated into the regular ten-year review process.

### **Accreditation**

No external accreditation is required for the proposed O.T.D.

University of Wisconsin-Madison  
Cost and Revenue Projections for the Doctor of Occupational Therapy

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	15	18	20	20
	Enrollment (Continuing Student) Headcount	0	14	27	30	34
	Total Headcount Enrollment	15	29	45	50	54
	Enrollment (New Student) FTE	5.0	5.0	6.0	6.7	6.7
	Enrollment (Continuing Student) FTE	0.0	4.7	9.0	10.0	11.3
II	Annual Student Credit Hours (Est 11 cr per student per year)	165	319	495	550	594
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS (Note 1)	0.50	0.70	0.90	0.98	1.02
	FTE of Graduate Teaching Assistants	0.33	0.67	1.00	1.00	1.00
	FTE of New Admin Staff	0.00	0.00	0.00	0.00	0.00
	FTE Current Admin Staff (Note 2)	0.6	0.6	0.6	0.6	0.6
V	New Revenues					
	From New Tuition	\$190,000	\$360,000	\$569,000	\$629,000	\$685,000
	From Fees	\$0	\$0	\$0	\$0	\$0
	Reallocation and Start Up Investment	\$74,000	\$33,000	\$0	\$0	\$0
	Total Revenue/Funding	\$264,000	\$393,000	\$569,000	\$629,000	\$685,000
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Continuing Expenses					
	Faculty and Instructional Academic Staff Salaries	\$51,000	\$70,000	\$95,000	\$99,000	\$103,000
	Administrative Staff and Teaching Assistants	\$103,000	\$137,000	\$178,000	\$185,000	\$193,000
	Fringes	\$34,000	\$44,000	\$57,000	\$59,000	\$61,000
	Other: Supplies and Expenses	\$34,000	\$28,000	\$33,000	\$55,000	\$66,000
	Overhead Allocation to Campus and School of Education	\$42,000	\$114,000	\$176,000	\$194,000	\$213,000
	Total Expenses	\$264,000	\$393,000	\$539,000	\$592,000	\$636,000
VII	Net Revenue	\$0	\$0	\$30,000	\$37,000	\$49,000

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

- Nine program faculty will participate in the program, each at a percentage of total appointment with participation increasing as enrollment grows.
- Includes 25% student services coordinator, 25% OTD program coordinator, 5% OTD Faculty Director, 5% University Staff assistant.  
Program will also be supported by ~100 hours of student hourly work annually.

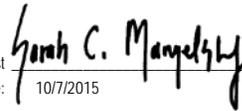
The direct expenses of the program will be funded through tuition revenue.

Costs in the first two years will be supported by School of Education and Division of Continuing Studies investments in program development and delivery. Allocation to the campus and to the School of Education will cover indirect program costs.

Starting in the third year, net revenue is available for reinvestment in the Occupational Therapy program.

Signature by the Provost

Date: 10/7/2015





**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

Date: October 7, 2015

To: Ray Cross, President, University of Wisconsin System

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs *SCM*

RE: Authorization Proposal: Doctor of Occupational Therapy

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new degree named Doctor of Occupational Therapy at University of Wisconsin-Madison. This degree will be housed in the Occupational Therapy Program, Department of Kinesiology in the School of Education.

The program has been designed to meet UW-Madison's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array.

There is institution-wide support for the program, including faculty governance approval. In keeping with UW-Madison policy, this program has been reviewed and endorsed by the faculty of the Department of Kinesiology, the School of Education, the Graduate Faculty Executive Committee, and approved by the University Academic Planning Council.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. Initial development of the proposal was funded through an Educational Innovations grant. The Division of Continuing Studies is providing assistance for online program development. The School of Education has committed resources to assisting the Department of Kinesiology in its efforts to initiate the program. Ongoing funding for direct educational expenses will come from the tuition revenue generated by the program. The necessary financial and human resources are in place and are committed to implement and sustain the program. The faculty plan to implement the new degree in Summer 2016.

I am pleased to send you this proposal with my support.

Attached is a draft of documents for Board of Regent consideration. We are expecting this proposal can be scheduled for consideration at the December 2015 Board of Regents meeting. Please contact Jocelyn Milner ([jocelyn.milner@wisc.edu](mailto:jocelyn.milner@wisc.edu)) for additional information and development of these materials.

#### Attachments

##### Copies:

Rebecca Blank, Chancellor, UW-Madison

Stephen Kolison via UWSA Academic Affairs ([afgp@uwsa.edu](mailto:afgp@uwsa.edu))

David J. Ward, Senior Vice President, UW System Administration

Diane Treis Rusk, Academic Planner, UW System Administration

Diana Hess, Dean, School of Education

David Rosenthal, Associate Dean, School of Education

Dorothy Farrar-Edwards, Chair, Department of Kinesiology

Ruth Benedict, Associate Professor of Kinesiology

Jocelyn Milner, Associate Provost, Academic Planning and Institutional Research

Sarah Kuba, Academic Planner, Academic Planning and Institutional Research

Program Authorization (Implementation)  
Bachelor of Science in Engineering in Biomedical Engineering  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Engineering in Biomedical Engineering at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN ENGINEERING IN BIOMEDICAL ENGINEERING  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Engineering in Biomedical Engineering at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. UW-Milwaukee's Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.d.(1), approving the implementation of Bachelor of Science of Engineering in Biomedical Engineering degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The University of Wisconsin-Milwaukee proposes to establish a 120-credit Bachelor of Science in Engineering (B.S.E.) in Biomedical Engineering. The proposed engineering degree housed within the College of Engineering and Applied Science will complement the existing STEM programs array at UW-Milwaukee by combining several disciplines within the College of Engineering and Applied Science, the College of Letters and Sciences, the College of Health Sciences, the School of Nursing, and the Zilber School of Public Health. The College of Engineering and Applied Science (CEAS) currently has over twelve faculty members with research and teaching interests in this area and offers a Master of Science in Engineering degree with Biomedical Engineering as one of the areas of concentration.

Students will take selected courses from engineering, biological sciences and other basic sciences. Further, students will complete 16 credits of elective coursework in a specialized track such as rehabilitation and bio-robotics, imaging, or general biomedical engineering. Graduates will be prepared to fill workforce demand in the biomedical field pursuing careers in healthcare, manufacturing, and research. The institution will need to develop only a few new courses in order to implement and deliver the proposed program.

The proposed program will meet curricular requirements established by the American Board of Engineering and Technology (ABET), as needed for accreditation. Students will complete coursework in mathematics, basic sciences, engineering sciences, general education, elective courses in engineering, as well as a capstone experience.

Only the University of Wisconsin-Madison currently offers a B.S. in Biomedical Engineering. It is anticipated that the proposed program will not significantly affect students' enrollment at UW-Madison because UW-Milwaukee traditionally draws students from

Southeastern Wisconsin—many of whom are first-generation college attendees that are place-bound and are from economically disadvantaged backgrounds.

Tuition and fees for a Wisconsin resident enrolled full-time are \$4,715, of which \$669 is attributable to segregated fees. Students also pay an additional per credit academic fee applicable to engineering and computer science credits at \$21.63 per credit. This per-credit course fee was previously approved by the Board of Regents.

According to the U.S. Department of Labor, employment of biomedical engineers will grow 27% over the period of 2012 to 2022. This growth is at a much faster rate than the average for all occupations. In Wisconsin, Department of Workforce Development occupational projections indicate the field may grow by as much as 18%. Occupational and industry growth may be attributable to demographic factors, such as an aging population that will increase demand for medical care.

National trends show a combined growth rate of more than 8% annually for the biotechnology and medical devices business sectors. Consequently, the proposed program has potential to support increased economic activity in the region by increasing the availability of trained professionals in biomedical engineering.

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN ENGINEERING  
IN BIOMEDICAL ENGINEERING  
AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY THE UNIVERSITY OF WISCONSIN-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science in Engineering (B.S.E.) in Biomedical Engineering. The 120-credit cross-disciplinary program will prepare students to apply basic science and engineering analysis and design techniques to medical academic and career fields. Students will complete 16 credits of elective coursework in a specialized track such as rehabilitation and bio-robotics, imaging, or general biomedical engineering. Graduates will be prepared to fill workforce demand in the biomedical field pursuing careers in healthcare, manufacturing, and research.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Biomedical Engineering

**Degree/Major Designation**

Bachelor of Science in Engineering (B.S.E.)

**Mode of Delivery**

Primarily face-to-face classroom and laboratory-based instruction

**Single Institution or Collaboration**

Single institution

**Projected Enrollment by Year Five**

It is projected that in year five, approximately 257 students will be enrolled in the program. Table 1 illustrates anticipated program enrollments and graduates across the first five years of the program.

Table 1: Projected enrollees and graduates over five years

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment New Student FTE	35	44	58	81	119
Enrollment Continuing Student FTE	0	29	61	98	138
Graduates	-	-	-	18	28

## **Tuition Structure**

Standard undergraduate tuition and fees will apply, plus an additional per credit fee that is applicable to all engineering and computer science courses offered at UW-Milwaukee. Currently, standard tuition and fees for a Wisconsin resident enrolled full-time are \$4,715, of which \$669 is attributable to segregated fees. The additional per credit academic fees applicable to engineering and computer science credits is \$21.63 per credit. This differential per credit course fee was previously approved by the Board of Regents.

## **Department or Functional Equivalent**

The Biomedical Engineering program will be housed within the College of Engineering and Applied Science.

## **College, School or Functional Equivalent**

College of Engineering and Applied Science

## **Proposed Date of Implementation**

January 2, 2016

## **INTRODUCTION**

### **Rationale and Relation to Mission and Strategic Plan**

Biomedical engineering is a cross-disciplinary program that applies principles and methods from engineering, science, and technology to understand, define, and solve problems of life and medical sciences. Biomedical engineers design and manufacture devices and instrumentation such as electrocardiography, electroencephalography, and blood-flow monitoring systems, as well as electrical stimulators for muscles and nerves. These systems and devices assist medical specialists with diagnosis and treatment of patients. Biomedical engineers also design and manufacture therapeutic and prosthetic devices to improve the quality of life for individuals. These devices include cochlear and visual prosthesis, prosthetic fingers, joints, and limbs. Biomedical engineers are also involved in development of artificial/bionic pancreas, heart, eyes, and other human organs.

The proposed B.S.E. in Biomedical Engineering will complement the existing STEM program array at UW-Milwaukee by supporting several key aspects of the institution's select mission including the provision of high quality programs in professional areas, sustained research efforts, and the advancement of academic and professional opportunities for a broad and diverse population of students. The interdisciplinary nature of the program will build upon several science and engineering courses already offered through the institution's six American Board of Engineering and Technology (ABET)-accredited B.S.E. degrees. The College of Engineering and Applied Science (CEAS) currently has over twelve faculty members with research and teaching interests in this area and offers a Master of Science in Engineering degree with Biomedical Engineering as one of the areas of concentration.

CEAS leads a doctoral program in Biomedical and Health Informatics that is offered in collaboration with the Medical College of Wisconsin and the UW-Milwaukee. At UW-Milwaukee the collaboration includes the College of Health Sciences, the College of Nursing,

the Lubar School of Business, the School of Information Studies, and the Zilber School of Public Health. The proposed B.S.E. program will complement these graduate programs. The UW-Milwaukee partnership with the Medical College of Wisconsin will further advance these opportunities to students. In addition, biomedical engineering is one of the four areas of research concentrations in which CEAS has faculty and laboratory resources. Therefore, undergraduate research opportunities for students are expected to grow significantly.

Finally, the program will develop and extend academic and professional opportunities for minority students. National and regional enrollment trends suggest the field of biomedical engineering is becoming a more attractive area of study among underrepresented groups, especially women in engineering. For example, UW-Madison enrollment data show that in Fall 2014-15, the percentage of minority undergraduate students enrolled as majors in a biomedical engineering program represented 20% of all students enrolled in the degree program. This proportion is greater than that of any other engineering undergraduate majors offered at the institution, and almost twice that of Mechanical Engineering<sup>1</sup>. Furthermore, a 2014 survey by the American Society for Engineering Education (ASEE) showed that women accounted for 40.5% of degrees granted in biomedical engineering, a little more than twice the rate of 19.5% for all engineering disciplines. UW-Madison Fall 2014-15 undergraduate data indicated women made up 40% of the enrollment in biomedical engineering, and UW-Milwaukee seeks to pursue similar enrollments. Since Southeast Wisconsin is home to a number of biomedical-related industries, there are internship and job opportunities for the graduates. Furthermore, since it is a growing area, there is a strong possibility of entrepreneurship that will help with new economic development in the region.

### **Need as Suggested by Current Student Demand**

Many students are aware of potential growth in the biomedical engineering area. Student demand for degrees in biomedical engineering is evidenced by exceptionally high program enrollments at universities offering the degree as compared to other engineering and STEM degrees. The typical biomedical engineering programs in the Midwest region enroll about 350 students, and these programs seem at capacity. Consequently, UW-Milwaukee has received repeated inquiries from prospective students about the availability of a biomedical engineering program at UWM. Since the university's intent to plan this degree program was circulated in March 2014, dozens of prospective students have contacted the institution. The proposed program will fit the academic and career plans of students indicating an interest in engineering as well as in medicine, which the proposed degree meets well. Others find the program appealing because of entrepreneurship or research interests.

### **Need as Suggested by Market Demand**

According to the U.S. Department of Labor, employment of biomedical engineers will grow 27% over the period of 2012 to 2022. This growth is at a much faster rate than the average for all occupations<sup>2</sup>. In Wisconsin, Department of Workforce Development occupational projections indicate the field may grow by as much as 18%.<sup>3</sup> Occupational and industry growth

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<sup>1</sup> Data retrieved from [http://www.registrar.wisc.edu/documents/Stats\\_all\\_2014-2015Fall.pdf](http://www.registrar.wisc.edu/documents/Stats_all_2014-2015Fall.pdf).

<sup>2</sup> <http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>

<sup>3</sup> <http://worknet.wisconsin.gov/worknet/daocprj.aspx?menuselection=da>

may be attributable to demographic factors, such as an aging population that will increase demand for medical care.

National trends show a combined growth rate of more than eight percent annually for the biotechnology and medical devices business sectors<sup>4</sup>. Consequently, the proposed program has potential to support increased economic activity in the region by increasing the availability of trained professionals in biomedical engineering.

### **Emerging Knowledge and Trends in the Discipline**

The discipline of biomedical engineering brings together a diverse group of professionals fostering innovations in engineering design and medicine.

## **DESCRIPTION OF PROGRAM**

### **General Structure of the Program**

The B.S.E. in Biomedical Engineering will require students to complete 120 credits consisting of curricular requirements set by the American Board of Engineering and Technology (ABET), as needed for accreditation. Students will complete coursework in mathematics, basic sciences, engineering sciences, general education, elective courses in engineering, as well as a capstone experience.

### **Institutional Program Array**

In keeping with its interdisciplinary nature, the program combines several disciplines within the College of Engineering and Applied Science, the College of Letters and Sciences, the College of Health Sciences, the School of Nursing, and the Zilber School of Public Health. The proposed program complements the current UW-Milwaukee program array, particularly in the STEM area, as the program comprises selected courses from engineering, biological sciences and other basic sciences. The institution will need to develop only a few new courses in order to implement and deliver the proposed program.

### **Other Programs in the University of Wisconsin System**

Only the University of Wisconsin-Madison currently offers a B.S. in Biomedical Engineering. It is anticipated that the proposed program will not significantly affect students' enrollment at UW-Madison because UW-Milwaukee traditionally draws students from Southeastern Wisconsin—many of whom are first-generation college attendees who are place-bound and are from economically disadvantaged backgrounds.

### **Comparable Programs in the Region**

Within the Midwest region, bioengineering or biomedical engineering programs are offered at the University of Illinois at Chicago and the University of Minnesota-Twin Cities. Other institutions within the UW-Milwaukee service area that offer a bachelor's degree in biomedical engineering include Marquette University and the Milwaukee School of Engineering. The proposed program will improve options and access for Wisconsin students to complete a B.S.E. in Biomedical Engineering by providing a high-demand degree program at an in-state

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<sup>4</sup> <http://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-lshc-2015-life-sciences-report-united-states.pdf>

public institution at a lower cost to the student. In addition, the UW-Milwaukee program will offer elective tracks in imaging and rehabilitation as well as preparing students for entrepreneurial activity in the region.

### **Collaborative Nature of the Program**

UW-Milwaukee has established strong relationships with the Medical College of Wisconsin and General Electric (GE) Healthcare that support research and graduate education in biomedical engineering. GE Healthcare has sponsored a Center for Computational Imaging at the Medical College of Wisconsin, and a number of their engineers enroll in UW-Milwaukee programs to attain advanced degrees. Several senior engineers also teach as adjunct faculty at the College. The newly completed UW-Milwaukee Innovation Campus is close to the Medical College of Wisconsin and will facilitate collaborative activities. The university has received strong support for the proposed program from the Medical College of Wisconsin, and the program may serve as a potential feeder into the Medical College of Wisconsin graduate medical program.

### **Diversity**

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. The program and CEAS will work diligently to recruit students from groups that are traditionally underrepresented in engineering. As mentioned earlier in this document, biomedical engineering programs nationally attract, retain, and graduate women at twice the rate as other engineering programs; and UW-Milwaukee will seek to replicate this rate.

### **Student Learning Outcomes**

Upon the completion of the program, a graduate of the program will be able to:

1. Apply principles of engineering, biology, human physiology, basic science, mathematics (through differential equations), and statistics.
2. Solve biomedical engineering problems, including those associated with the interaction between living and non-living systems.
3. Analyze, model, design, and realize biomedical engineering devices, systems, components, or processes, and make measurements on and interpret data from living systems.
4. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
5. Demonstrate an understanding of professional and ethical responsibility.
6. Demonstrate the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
7. Demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Accreditation of an engineering program requires a continuous assessment of the learning outcomes. Similar to the UW-Milwaukee existing engineering programs, this program will also be assessed in multiple ways in order to receive and maintain accreditation.

## Program Curriculum

Students will be required to complete 120 credits to fulfill the requirements of the program. Table 2 illustrates the specific degree requirements that include 26 credits in engineering core courses, 37 credits in the biomedical engineering major, up to 16 credits in mathematics, 10 credits in physics, and 15 credits in General Education program coursework. The remaining 16 credits will be assigned to one of several specialized tracks that students may select according to their interests. Some of these students may select a track in higher education and additional graduate studies, while some others may select a broader spectrum and entrepreneurial emphasis. There will be more courses added to this group of courses as the program expands.

Table 2: B.S.E. in Biomedical Engineering Program Requirements

Engineering core courses (26 credits)	BME 101 Fundamentals of Biomedical Engineering (3) MechEng 101 Computational Tools for Engineers (2) EAS 200 Professional Seminar (1) CivEng 201 Statics (3) CivEng 202 Dynamics (3) MatlEng 201 Engineering Materials (4) ElecEng 301 Electrical Circuits I (3) MechEng 301 Basic Engineering Thermodynamic (3) ElecEng 305 Electrical Circuits II (4)
Biomedical Engineering Major (37 credits)	BioSci 202 Anatomy and Physiology I (4) BioSci 203 Anatomy and Physiology II (4) ElecEng 310 Signals and Systems (3) ElecEng 436 Introduction of Medical Instrumentation (3) MechEng 469 Introduction to Biomechanical Engineering (3) MechEng 474 Introduction to Control Systems (4) MechEng 479 Control and Design of Mechatronic Systems (3) MatEng 485 Introduction to Biomaterials (3) BME 495 Biomedical Instrumentation Lab/ Senior Lab (3)* BME 595 Capstone Design Project (4)* BioSci 465 Biostatistics OR IndEng 467 Introductory Statistics for Physical Science and Engineering Students (3)
Mathematics (14 - 16 credits)	One of the following Calculus sequences must be completed Math 231-232-233 (12) OR Math 221-222 (Honors) (10), AND ElecEng 234 Analytical Methods in Engineering (4)
Physics (10 credits)	Physics 209 & 214 (Lab) Physics 210 & 215 (Lab)
GER courses (15 credits)	
Elective tracks (16 credits)	Students will select a track of their choice, such as (i)

	rehabilitation and bio-robotics, (ii) imaging, or (iii) general biomedical engineering and will be advised to enroll in courses from the list of electives.
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### **Electives (16)**

EAS 001 Co-op Work Period  
 EAS 497 Study Abroad  
 CivEng 303 Strength of Materials  
 ElecEng 361 Electromagnetic Fields  
 ElecEng 410 Principles of Discrete Systems & Digital Signal Processing  
 ElecEng 437 Introduction to Biomedical Imaging  
 ElecEng 438 Bioanalytics and Biomedical Diagnostics  
 ElecEng 537 Fundamentals of Neuroimaging Technology  
 ElecEng 539 Introduction to Magnetic Resonance Imaging  
 IndEng 584 Biodynamics of Human Motion  
 IndEng 360 Engineering Economic Analysis  
 MechEng 320 Introduction to Fluid Mechanics  
 MechEng 370 Computer Aided Engineering Laboratory  
 BusAdm 447 Entrepreneurship  
 BioSci 354 Introduction to Neuroscience I  
 BioSci 355 Introduction to Neuroscience II  
 Psych 254 Physiological Psychology  
 Chem 102 General Chemistry  
 Chem 104 General Chemistry and Quantitative Analysis  
 Chem 343 Organic Chemistry  
 Chem 344 Organic Chemistry Laboratory  
 Chem 345 Organic Chemistry  
 CompSci 250 Introductory Computer Programming  
 Physics 305 Medical Physics  
 Physics 306 Introduction to Biophysics  
 BioSci 150 Foundations of Biological Sciences I  
 BioSci 152 Foundation of Biological Sciences II

### **Projected Time to Degree**

Students taking 15 credits per semester can finish the degree requirements in eight semesters. Students taking 12 credits per semester can finish the degree requirements in 10 semesters. Engineering students are encouraged to pursue co-operative learning experiences, also reflecting national best practices. Participation in co-op programs, which ABET encourages, may add one year to graduation time.

### **Program Review Process**

Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee. The initial review will take place five years after implementation with subsequent reviews occurring at the normal ten-year cycle. The details and criteria for review may be found at the following web address:

<http://www4.uwm.edu/secu/faculty/standing/apcc/upload/UWM-Program-Review-Schedule-2030-3.pdf>.

All existing engineering programs are accredited by ABET. The requirements include monitoring of student progress in attaining 11 outcomes, documenting processes for assessing and evaluating the extent to which student outcomes are being attained, and using this evaluation for continuous improvement. Students, alumni, and employers are included in the assessment process. An industrial advisory committee is involved for each engineering program. The proposed B.S.E. program will undergo these assessments in order to obtain and maintain ABET accreditation.

University of Wisconsin-Milwaukee  
Cost and Revenue Projections For Newly Proposed B.S.E. in Biomedical Engineering Program

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (1)	35	44	58	81	119
	Enrollment (Continuing Student) Headcount	0	29	61	98	138
	Enrollment (New Student) FTE	35	44	58	81	119
	Enrollment (Continuing Student) FTE	0	29	61	98	138
II	Total New Credit Hours (# new sections x credits per section)	490	529	1377	1565	2593
	Existing Credit Hours	0	490	529	1377	1565
III	FTE of New Faculty/Instructional Staff	2		1	1	1
	FTE of Current Fac/IAS	4	6	7	8	9
	FTE of New Admin Staff		0.5	2	1	
	FTE Current Admin Staff	0.5	1	3	4	4
V	New Revenues					
	From Tuition (new credit hours x FTE)	\$ 283,189	\$ 590,652	\$ 962,843	\$ 1,448,310	\$ 2,079,418
	From Fees	\$10,207	\$21,226	\$39,706	\$61,291	\$86,625
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	<b>Total New Revenue</b>	<b>\$ 293,396</b>	<b>\$ 611,878</b>	<b>\$ 1,002,549</b>	<b>\$ 1,509,601</b>	<b>\$ 2,166,043</b>
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	366,600	366,600	579,510	792,420	1,091,340
	Other Staff	7,380	14,760	155,760	226,260	226,260
	Other Expenses					
	Facilities		50,000	100,000	150,000	200,000
	Equipment		200,000	200,000	200,000	200,000
	Other:	15,000	15,000	30,000	40,000	50,000
	<b>Total Expenses</b>	<b>\$ 388,980</b>	<b>\$ 646,360</b>	<b>\$ 1,065,270</b>	<b>\$ 1,408,680</b>	<b>\$ 1,767,600</b>
VII	Net Revenue	\$ (95,584)	\$ (34,482)	\$ (62,721)	\$ 100,921	\$ 398,443

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

- I. UWM data for retention and persistence were used to project continuing student enrollment. Based on UWM experience, some of the new students will be junior year transfers.
- II. Credit hours based on full-time enrollment per presented curriculum.
- III. Assumes 4 current FTE's based on 8 people (BME Dept. like body plus 1 more) each moving .5 FTE to the BME Program. Recruitment ongoing for 2 new faculty. Additional faculty and staff needed in future years to support enrollment growth.
- V. Tuition and fees calculated at in-state full-time rates including approved engineering differential tuition.
- VI. Equipment expenses are related to the purchase, maintenance, and upgrade of various pieces of laboratory equipment needed for a biomedical engineering program. Facilities costs: installing and connecting equipment and building student labs. Other expense is the general S&E associated with a department.

Signature by the the Provost \_\_\_\_\_

Date: \_\_\_\_\_



**Academic Affairs**

Chapman Hall 230  
P.O. Box 413  
Milwaukee WI 53201-0413  
414-229-4503 *phone*  
414-229-4929 *fax*  
[www3.uwm.edu/dept/acad\\_aff/](http://www3.uwm.edu/dept/acad_aff/)

October 14, 2015

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

Re: Authorization to implement a Bachelor of Science in Engineering in the Biomedical Engineering major

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Bachelor of Science in Engineering in the Biomedical Engineering major.

While this is a new major for UWM, as you will see in the proposed curriculum, this requires the creation of only two new courses. Beginning with the strategic investments in the 2007-08 fiscal year, UWM had identified biomedical engineering as a theme in the hiring of new faculty. With support from external partners such as GE Healthcare, UWM has been engaged in increasing the quantity and quality of research in biomedical imaging and devices. It is now well poised to offer the biomedical engineering degree capitalizing on the investments made over the past eight years. This will be the only such program at a public institution in Southeastern Wisconsin offering a more affordable choice for students in this part of the state who are place bound. Based on average enrollment data in public institutions in the upper Midwest region, we expect a healthy level of enrollment making the program financially viable in the future.

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

I am pleased to strongly support this request for authorization for approval.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
David Ward, Interim Sr Vice President, UWSA Academic and Student Affairs  
Diane Treis-Rusk, UWSA Academic and Student Affairs  
Brett Peters, Dean, College of Engineering and Applied Science  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Master of Science in Information Technology Management  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Information Technology Management at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Master of Science in Information Technology Management at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. UW-Milwaukee's Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.d.(2), approving the implementation of the Master of Science in Information Technology Management degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Master of Science (M.S.) in Information Technology Management. Graduates of the program will possess cutting edge information technology design, development, and analytical skills, coupled with knowledge of best practices in the information technology management area. The proposed program will be comprised of 30 credits of coursework, distributed between 15 credits of core curriculum and 15 credits of Information Technology Management electives.

The proposed M.S. in Information Technology Management program will reside within the Lubar School of Business. The school is non-departmentalized, but has distinct subject areas. The M.S. in Information Technology Management program will be staffed by faculty in the Information Technology Management disciplinary area.

The development of this program responds to current trends across universities in the Midwest and expressed interest by both prospective students and employers. Currently, the UW-Milwaukee Lubar School of Business offers an information technology management sub-major within the M.S. in Management degree program. This existing sub-major serves the information technology needs of businesses in Southeast Wisconsin by providing students with opportunities to tailor and build proficiencies across a range of information system and technology management curricula.

Establishing a stand-alone degree program will permit graduates to clearly articulate and differentiate their knowledge, coursework, and preparation in information technology from other M.S. in Management programs. The establishment of the M.S. in Information Technology Management will also accord the program a STEM designation, creating additional value for employers and prospective students. By Year Five after implementation, approximately 80

students will annually enroll in the program. The student population will include part-time and full-time, as well as domestic and international, students.

The program will use the tuition structure currently in place for master-level students in business at UW-Milwaukee. For 2014-15, tuition for full-time students is \$6,241 for residents and \$12,827 for non-residents per semester. For part-time students enrolled in fewer than 8 credits per semester, the per-credit tuition cost is \$776.79 per credit for residents, and \$1,603.34 for non-residents. The current academic fees for online courses are a flat \$2,500 per 3-credit course.

The U.S. Bureau of Labor Statistics predicts substantial growth in STEM-related areas. Using the four most relevant occupations for this degree – computer systems analysts, software developers (applications), software developers (system software), and computer and information systems managers – the number of job openings projected for these occupations in Wisconsin for the period 2012 to 2022 exceeds 5,000, representing a 17% growth. Close to 3,000 of these future job openings are expected to be in the southeast Wisconsin area.

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT  
AT UW-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Master of Science (M.S.) in Information Technology Management. Graduates of the M.S. in Information Technology Management will possess cutting edge information technology design, development, and analytical skills, coupled with knowledge of best practices in the information technology management area. The proposed program will be comprised of 30 credits of coursework, distributed between 15 credits of core curriculum and 15 credits of Information Technology Management electives. The development of this program responds to current trends across universities in the Midwest and expressed interest by both prospective students and employers. Currently, the UW-Milwaukee Lubar School of Business offers an information technology management sub-major within the M.S. in Management degree program. This existing sub-major serves the information technology needs of businesses in Southeast Wisconsin by providing students with opportunities to tailor and build proficiencies across a range of information system and technology management curricula. Establishing a stand-alone degree program will permit graduates to clearly articulate and differentiate their knowledge, coursework, and preparation in information technology from other M.S. in Management programs. Establishment of the M.S. in Information Technology Management will also accord the program a STEM designation, creating additional value for employers and prospective students.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Information Technology Management

**Degree/Major Designations**

Master of Science

**Mode of Delivery**

Single institution. All required courses will be delivered face-to-face on campus in a classroom or lab setting. Some elective courses will be offered in both face-to-face and online delivery modes.

**Projected Enrollments by Year Five**

It is expected that by Year Five, 80 students annually will enroll in the program. The student population will include part-time and full-time, as well as domestic and international, students. Table 1 illustrates enrollment and graduation projections for the first five years of the

program after implementation. Student graduation and attrition projections were calculated using past patterns of retention and graduation in the current sub-major. The current sub-major retention rates are stable and above 90%.

Table 1: Five-Year Enrollment Projections

<b>Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>New students (PT FT)</b>	25 (10 15)	30 (10 20)	35 (10 25)	35 (10 25)	35 (10 25)
<b>Continuing students (PT FT)</b>	20 (20 0)	35 (20 15)	40 (20 20)	45 (20 25)	45 (20 25)
<b>Total enrollment</b>	45	65	75	80	80
<b>Graduating students (PT FT)</b>	9 (9 0)	23 (9 14)	27 (9 18)	32 (9 23)	32 (9 23)

### **Tuition Structure**

The program will use the tuition structure currently in place for business master-level students at UW-Milwaukee. For 2014-15, tuition for full-time students is \$6,241 for residents and \$12,827 for non-residents per semester. For part-time students enrolled in less than 8 credits per semester, the per-credit tuition cost is \$776.79 per credit for residents, and \$1,603.34 for non-residents. These figures exclude segregated fees, currently amounting to \$670 per semester for a full-time student. The current academic fees for online courses are a flat \$2,500 per 3-credit course. Online course tuition and fees are assessed independently from face-to-face courses.

### **Department or Functional Equivalent**

The proposed M.S. in Information Technology Management program will reside within the Lubar School of Business. The school is non-departmentalized, but has distinct subject areas. The M.S. in Information Technology Management program will be staffed by faculty in the Information Technology Management disciplinary area.

### **College, School, or Functional Equivalent**

Lubar School of Business

### **Proposed Date of Implementation**

Fall 2016

## **INTRODUCTION**

### **Rationale and Relation to Mission**

The elevation of the Information Technology Management sub-major to a stand-alone degree program will support the mission of the University of Wisconsin-Milwaukee in many ways. The university mission includes “to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise.” The Information Technology Management area is uniquely positioned to support student development of technological expertise. Faculty within the disciplinary area offer courses incorporating innovative information technology content. Information Technology

Management faculty manage two centers, one of which hosts and provides support for enterprise resource planning software for educational institutions in all of North America.

In addition, the university has a select mission “to develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.” This program addresses the high quality graduate programs aspect of the university mission. Since its inception as a sub-major in the M.S. in Management program in 1974, the Information Technology Management sub-major/concentration has graduated over 500 students. According to institutional records, many graduates have remained in the southeast Wisconsin area, and several have risen to top positions in their respective firms. The proposed program will support continued growth and advancement of graduates.

The M.S. in Information Technology Management will support the UW-Milwaukee Lubar School of Business mission to prepare students to become effective business leaders. It also aligns with and supports many of the strategic goals from the 2014 UW-Milwaukee Strategic Plan 2020. The proposed degree program will leverage existing community and business partnerships between the program and the business community. These partnerships include collaboration on industry projects and serve as a feeder for IT jobs. Further, they support internships that create a sustainable talent pool for local companies that often report difficulty filling information technology management positions due to the scarce talent pool.

Through the SAP<sup>1</sup> University Competency Center, the Information Technology Management program area has a unique opportunity to deliver specialized skills, such as in enterprise resource planning, which are in short supply nationwide. Furthermore, the M.S. in Information Technology Management program curriculum is designed to be flexible in order to respond to current developments in the field and will support the strategic planning goal to foster a culture that embraces innovation, creativity, and diverse perspectives. By drawing students globally and employing a curriculum that is cutting edge and dynamic, the curriculum will equip graduates with the latest knowledge and techniques in the information technology management area, thereby providing support for the institution’s objective of graduating highly educated individuals.

### **Need as Suggested by Current Student Demand**

Projected enrollment patterns consider the part-time student market demand for the existing M.S. in Management sub-major in Information Technology Management. It is expected that the new degree designation will increase full-time enrollment. It is anticipated that there will be 20 new full-time students admitted to the M.S. in Information Technology Management program in the first year, with potential to grow to about 40-50 new full-time students admitted by year five. These estimates are based on enrollment in similar graduate programs at peer institutions in the Midwest, including the University of Cincinnati, the University of Illinois at Chicago, and Indiana University.

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<sup>1</sup> SAP is an acronym for Systems, Applications, and Products, a leading enterprise resource planning software that has 25% of the global market. The SAP University Competency Center is a partnership with SAP that provides hosting services for SAP university courses in all of North America.

Current M.S. in Management sub-major in Information Technology Management enrollments include a significant number of international students, admitting five to ten international students each year. Several of these students have inquired about a STEM designation for the program, noting such a designation would provide them with extended practical training opportunities. Moving the current program from a sub-major to a stand-alone degree program permits the M.S. in Information Technology Management program to become a STEM-designated degree program, and hence more attractive to international students. Because international students are required to enroll full-time and typically register to take 12 credits per semester, an increase in international student participation will support program sustainability by supporting tuition revenue goals. Program graduates also provide a source of potential Ph.D. program applicants.

The Lubar School of Business currently offers an undergraduate Bachelor of Business Administration (B.B.A.) in Information Technology Management. This degree is not intended to be an immediate feeder for the M.S. in Information Technology Management program, but for undergraduates who wish to advance their careers may return for a graduate degree in future years. Information Technology Management program faculty recommend that B.B.A. in Information Technology Management graduates obtain work experience before returning to pursue an advanced degree. Undergraduates typically place into jobs in the programming cadre at an organization, while graduates from the M.S. in Information Technology Management will place into analyst and managerial positions.

### **Need as Suggested by Market Demand**

There is increasing acknowledgement that the United States is experiencing a shortage of skilled workers for high technology jobs that typically require knowledge and skills in the STEM areas. The U.S. Bureau of Labor Statistics has estimated that there will be substantial growth in STEM-related areas<sup>2</sup>. Using the four most relevant occupations for this degree – computer systems analysts, software developers (applications), software developers (system software), and computer and information systems managers – the number of job openings projected for these occupations in Wisconsin for the period 2012 to 2022 exceeds 5,000, representing a 17%-growth. Close to 3,000 of these future job openings are expected to be in the southeast Wisconsin area<sup>3</sup>.

Anecdotal evidence from the Lubar School of Business Career Services office indicates that employers in the information technology management area are consistently unable to fill all their positions using the current supply of graduates. Given the expected job growth, growing the M.S. program represents a logical strategy. In April 2008, the Department of Homeland Security created a list of degree programs that are termed STEM-designated programs, permitting international students that graduate from these programs to work in a practical training setting for longer periods than non-STEM-designated programs. The extended practical training period makes STEM-designated programs much more attractive to international students, and increases the supply of U.S.-trained Information Technology (IT) graduates.

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<sup>2</sup> U.S. Bureau of Labor Statistics. Occupational Outlook Handbook, (accessed at <http://www.bls.gov/ooh/>).

<sup>3</sup> Wisconsin Department of Workforce Development, Office of Economic Advisors Long Term Employment projections 2012-2022 (accessed at <http://worknet.wisconsin.gov/worknet/>).

Several Big Ten and other universities in the Midwest have obtained STEM designation for their master's programs in information technology and have seen their international student enrollments significantly increase as a result, admitting between 100 and 150 full-time students every year<sup>4</sup>.

## **DESCRIPTION OF PROGRAM**

### **General Structure**

The proposed M.S. in Information Technology Management program will be comprised of 15 credits of core curriculum and 15 credits of electives, and will maintain the same curriculum featured in the current M.S. in Management sub-major in Information Technology Management. Skills addressed in the core material fall into areas of IT design, development, and management. Courses employ current practices, and the latest technology tools and software. Course elective choices include streams of enterprise resource planning (ERP) and business analytics. ERP electives utilize the latest versions of SAP software, reflecting the need for current competencies. Business analytics courses emphasize state-of-the-art material relating to web analytics and text mining. All courses are structured to permit coverage of concepts using cutting edge material and technology.

### **Institutional Program Array**

At the master's level, the Lubar School of Business offers two distinct degree programs, a generalized M.B.A. and an M.S. in Management with focused sub-majors and concentrations across various disciplines. The M.S. in Management sub-major in Information Technology Management serves a dual function: transforming non-IT majors into IT professionals, and advancing existing IT professionals by providing them with advanced knowledge and skills. In addition, the school offers several graduate certificates, two of which are relevant to the proposed program, the Certificate in Enterprise Resource Planning (ERP) and the Certificate in Business Analytics. Both certificates share courses with the current M.S. in Management sub-major in Information Technology Management, and will share the same courses with the proposed degree program.

UW-Milwaukee also offers an M.S. in Computer Science, housed in the College of Engineering and Applied Sciences. The M.S. in Computer Science degree is comprised of 30-31 credits and requires 22 to 24 credits of coursework in Computer Science. There is no curricular overlap between the M.S. in Computer Science and the proposed M.S. in Information Technology Management. The M.S. in Computer Science has a more theoretical focus and draws students primarily from an undergraduate computer science background. The program curriculum emphasizes coursework with immediate application to computers, including algorithms, programming, compilers, artificial intelligence, and security. In contrast, the M.S. in Information Technology Management will offer more applied coursework, such as systems development, data management, and management of information systems.

Further, UW-Milwaukee offers an M.S. in Healthcare Informatics, housed in the College of Health Sciences. Comprised of 35 credits, the program focus is different from the proposed

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<sup>4</sup> Indiana University data from <http://kelley.iu.edu/ISGP/Academics/Profiles/page29791.html>. Information for other programs is based on personal communication with faculty.

degree in that it prepares graduates to meet the demand for highly trained health care informatics professionals, typically for a position in the healthcare industry. The M.S. in Healthcare Informatics is tied with the current M.S. in Management sub-major in Information Technology Management as it includes six courses (required and elective) that are also part of the M.S. in Management sub-major. This curricular relationship will continue with implementation of the proposed degree, and the M.S. in Information Technology Management will continue to support the M.S. in Healthcare Informatics, as well as students pursuing the ERP and Business Analytics certificates.

Finally, UW-Milwaukee hosts a joint Master of Science in Healthcare Informatics and Master of Library and Information Science program. The combined program includes 29 credits of coursework in Healthcare Informatics and 27 credits in Library and Information Science. The courses in Library and Information Science focus on information and libraries, including their organization, access, and retrieval. There is no curricular overlap with the information technology management coursework offered by the Lubar School of Business.

### **Other Programs in the University of Wisconsin System**

No other UW institution offers an M.S. in Information Technology Management. UW-Oshkosh is currently authorized to offer an M.S. in Information Systems within the area of business and management; however, because of curricular redirection, admission to the program was suspended in 2009.

Two other UW System institutions, UW-Stout and UW-Parkside, offer M.S. degree programs in the area of information systems; however, the program design of each program differs considerably from the proposed program. The M.S. in Information and Communication Technologies degree at UW-Stout is comprised of 30 credits and is offered online. This program requires 15 credits at the graduate level and emphasizes communication technology, information technology, and learning technology. There is little or no emphasis in the area of management.

The M.S. in Computer and Information Systems at UW-Parkside is a 30-credit program offered by the Department of Computer Science. The program curriculum features a strong focus on the technical aspects of information systems, with some emphasis on cyber-security, networks, and operations. The program offers a track in information technology management that includes limited coursework in project management and information system policy and strategy. While the track may feature some curricular overlap with the proposed M.S. in Information Technology Management, the UW-Milwaukee M.S. in Information Technology Management will offer more substantive curriculum in the area of information systems management.

Other UW System institutions include information systems tracks within general Master of Business Administration (M.B.A.) programs, but these programs include only a small number of courses (3-4) within the area of information technology and management.

### **Collaborative Nature of Program**

The M.S. in Information Technology Management degree will be staffed by existing Information Technology Management faculty in the Lubar School of Business at UW-Milwaukee. There are currently no plans for collaboration with other institutions.

### **Diversity**

The M.S. in Information Technology Management program will implicitly and continually address diversity issues. The introduction of a STEM-designated degree will serve to bolster international student enrollment in the degree and will necessitate the acknowledgement of the role of information technology in an ever-connected and increasing global context. Additionally, development of computer programs, software, websites, and mobile apps must factor in a global audience and incorporate accommodations for cultural differences. Placement in consulting and outsourcing organizations necessitates an understanding of cross-cultural communication.

### **Program Objectives**

The proposed M.S. in Information Technology Management will advance dual objectives to serve both individuals pursuing a career change as well as IT professionals desiring to deepen their knowledge to advance in their careers. Through the application of contemporary skills and knowledge, program graduates will be able to solve problems and address challenges in an ever-changing technology environment. Graduates of the program will possess critical thinking and analytical, interpersonal, and communication skills and proficiencies. In addition, the curriculum will prepare students who seek admission to a Ph.D. program within the discipline.

Program admission requirements will match the standard admission requirements of the UW-Milwaukee Graduate School, plus requirements for admission to the Lubar School of Business including the submission of qualifying GMAT scores. As well, the Information Technology Management program requires applicants to demonstrate completion of adequate coursework and preparation. Admitted students may be required to take some foundation courses, if academic preparation requirements are not met.

### **Student Learning Outcomes**

The M.S. in Information Technology Management is designed to prepare students with a range of competencies related to a variety of job opportunities. The curriculum includes a common core of knowledge and skills that all graduates must demonstrate, including the following discipline-specific and broader business skills:

- *Design and development skills:* A sizeable portion of an IT analyst's job responsibilities involves the need to address business problems through provision of IT solutions. Effectively identifying requirements, translating requirements into a viable design, and mapping them to a functioning IT artifact form the core skills in this area. Core skills in this area also incorporate critical thinking and analytical abilities. Graduates must be able to structure a problem using appropriate information technology and provide meaningful solutions.

- *Managerial skills:* Critical for effective IT management are abilities to manage a team of diverse individuals working on large projects and project estimation. Graduates must demonstrate ability to plan and manage an IT project.
- *Communication skills:* Graduates from the M.S. in Information Technology Management program must be able to communicate effectively with stakeholders to gather necessary information, and logically present their solutions to the stakeholders in an effective and convincing manner.
- *Programming skills:* To a lesser extent, graduates need to be able to translate IT designs into working solutions, necessitating some programming skills.

Through the use of elective coursework, graduates will have the opportunity to selectively acquire skills and knowledge in the following areas:

- *Enterprise resource planning:* Enterprise resource planning (ERP) software permits organizations to support business processes through selective configuration of reusable software, and avoid costly and time-consuming in-house development. Graduates taking electives in this area will be able to provide ERP solutions to a variety of business problems.
- *Business analytics:* Current business trends and emphases on analytics have fueled the introduction of several business analytics academic programs at universities. Elective courses in this area will provide students with skills to apply novel techniques in data mining and text mining to glean more insight from the vast quantities of data that most organizations are currently amassing.

General learning outcomes for masters programs at the Lubar School of Business have been operationalized as assessment goals and objectives and appear in Table 2 below.

Table 2: Goals and Objectives for the M.S.in Information Technology Management

Goals		Objectives	
1.	...organize information and communicate effectively with others.	1a.	...synthesize a business case or project and produce a well-written paper, summarizing it and detailing their own analysis.
		1b.	...deliver an oral presentation to explain findings and justify conclusions covering a case or project.
2.	...demonstrate analytical and problem-solving skills.	2a.	...demonstrate analytical skills through the use of appropriate techniques and evidence.
		2b.	...apply analytical skills to solve complex business issues and problems.
3.	...exhibit disciplinary competency with their functional areas of concentration.	3i	...understand how to design IT solutions to business problems or opportunities.
		3ii	...demonstrate an understanding of how to implement IT solutions.

## **Assessment of Objectives**

The new degree program will employ the assessment procedures that are currently in place within the Lubar School of Business. The M.S. in Information Technology Management program will be assessed using a two-year cycle. Course-embedded measures will be employed in this assessment. Because the accrediting organization, the Association to Advance Collegiate Schools of Business (AACSB), assesses at the degree level, Goals 1 and 2 in Table 2 apply to all M.S. in Management concentrations. The M.S. in Management sub-major in Information Technology Management is additionally assessed as a disciplinary competency through two learning objectives, 3i and 3ii, and from data collected in the capstone course. Assessment of objective 3i evaluates whether students understand how to design IT solutions to business problems or opportunities. Assessment of objective 3ii addresses whether students can demonstrate an understanding of how to implement IT solutions.

The Lubar School of Business assesses the learning outcomes of each program as part of its overall effort in maintaining AACSB accreditation. The M.S. in Management sub-major in Information Technology Management has been assessed in Fall 2010 and Fall 2012 vis-à-vis goals and learning objectives. In both assessments, results were found to be satisfactory.

The new M.S. in Information Technology Management program will be assessed in a similar manner, using the existing goals and objectives for all M.S. programs, as well as those in place for the current M.S. in Information Technology Management program. If the accreditation goals and objectives change, the Lubar School of Business AACSB Committee and the Lubar School of Business faculty will align the assessment goals.

## **Program Curriculum**

The program curriculum is comprised of 30 credits. The courses in the proposed M.S. in Information Technology Management program are the same as those in the current M.S. in Management sub-major in Information Technology Management and will include a capstone course.

### *Required Courses (15 credits)*

BUS ADM 744:	Information Technology Strategy & Management
BUS ADM 747:	Service-Oriented Analysis and Design
BUS ADM 748:	Managing Information Technology Projects (capstone course)
BUS ADM 749:	Data and Information Management
BUS ADM 810:	Development of Web-Based Solutions

### *Elective Courses (15 credits)*

Students choose at least five courses of the following:

BUS ADM 741:	Web Mining and Analytics
BUS ADM 743:	Information Privacy, Security & Continuity
BUS ADM 746:	Topics in Information Technology Management (subtitled)
BUS ADM 811:	Process and Work-Flow Management
BUS ADM 812:	Emerging Information Technologies for Business
BUS ADM 814:	Enterprise Knowledge & Semantic Management

BUS ADM 816:	Business Intelligence Technologies & Solutions
BUS ADM 817:	Infrastructure for Information Systems
BUS ADM 818:	Information Systems Practicum
BUS ADM 819:	Information Technology Management Internship
BUS MGMT 732:	Enterprise Resource Planning
BUS MGMT 733:	Enterprise Simulation Game

Core courses are offered once every year. Elective courses will be offered either once a year or once every two years depending upon demand and coordinated offerings with online certificates in ERP and business analytics.

### **Projected Time to Degree**

The projected time to completion of the degree is between 12 to 16 months for full-time students and two to three years for part-time students. Students will be assigned a faculty advisor who will work with the student to assemble a program of study. The advisor will monitor students' progress towards degree completion, including modification of program of study plans, if warranted.

### **Program Review Process**

All programs at UW-Milwaukee are subject to ten-year review cycles. This program, as a sub-major in the existing M.S. in Management Science degree program, was last reviewed by the Graduate School in 2013 with a successful outcome.

### **Institutional Review**

The program will undergo the normal UWM graduate program review process<sup>5</sup>. The initial review will be conducted in Year Five based on a self-study document following established guidelines. After the initial review, the regular review cycle will be 10 years, unless the Graduate Faculty Committee requires more frequent reviews.

### **Accreditation**

All degree programs in the Lubar School of Business are subject to the Association to Advance Collegiate Schools of Business (AACSB-International) accreditation. This is a more stringent review that requires the program to meet specific goals in terms of faculty qualification, staffing, content assessment vis-à-vis school mission, and continuous improvement. The current program, as a sub-plan of the existing M.S. in Management Science degree program, was last successfully accredited in spring 2013. Future accreditation will occur on a five-year cycle. As a separate degree program, the overall accreditation process will require additional data collection and assessment.

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<sup>5</sup> UWM Graduate School, Graduate Program Reviews (accessed at <http://www.graduateschool.uwm.edu/faculty-staff/governance/graduate-program-reviews/>).

University of Wisconsin-Milwaukee  
 Cost and Revenue Projections For Newly Proposed M.S. in Information Technology Management Program

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	30	35	35	35
	Enrollment (Continuing Student) Headcount	20	35	40	45	45
	Enrollment (New Student) FTE	20.0	25.0	30.0	30.0	30.0
	Enrollment (Continuing Student) FTE	10.0	17.5	20.0	22.5	22.5
II	<b>Total New Credit Hours (# new sections x credits per section)</b>	480	600	720	720	720
	Existing Credit Hours	180	270	300	330	330
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	3	3	3	3	3
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.2	0.2	0.3	0.3	0.3
V	<b>New Revenues</b>					
	From Tuition (new credit hours x FTE) - existing	139,822	139,822	139,822	139,822	139,822
	From Tuition (new credit hours x FTE) - new	478,016	750,584	926,952	975,052	975,052
	From Fees	0	0	0	0	0
	Program Revenue - Grants	0	0	0	0	0
	Program Revenue - Other	0	0	0	0	0
	Reallocation	0	0	0	0	0
<b>Total New Revenue</b>	617,838	890,406	1,066,774	1,114,874	1,114,874	
VI	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty/Instructional Staff - existing	404,468	404,468	404,468	404,468	404,468
	Faculty/Instructional Staff - new	0	0	0	0	0
	Other Staff	18,000	18,000	27,000	27,000	27,000
	<b>Other Expenses</b>					
	Equipment	4,500	4,500	4,500	4,500	4,500
Other:	25,000	15,000				
<b>Total Expenses</b>	451,968	441,968	435,968	435,968	435,968	
VII	<b>Net Revenue</b>	165,870	448,438	630,806	678,906	678,906

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

I	Enrollment New Headcount includes 10 local part time and international full time students of 15/20/25/25/25
I	Enrollment Continuing Headcount includes 10 local part time for 1.5 years and full time students of 15/20/25/25 for one semester
I	Enrollment New FTE assumes part time students take 6 credits, full time take 12 credits for 2 semesters each
I	Enrollment Continuing FTE assumes 10 part time students take 6 credits for 3 semesters and full time students take 6 credits for one semester
II	Total New credits is the cumulation of full time and part time new student credits based on the assumptions listed in the above two lines
II	Existing credit hours is the cumulation of full time and part time continuing student credits based on the assumptions listed in the above two lines
III	No new faculty are envisioned for the program
III	6 courses are offered a semester, or 12 a year, representing 3 faculty lines
III	Advising is handled by faculty, but admissions are managed by the MBA/MS program manager, and this is prorated across all programs
V	Tuition is calculated using Fall 2015 business masters data, assumes resident rates for part time, non-resident rates for full time, no scholarships
V	Existing tuition reflects the current sub-major, while new tuition reflects the new standalone program
V	LSB does not charge lab fees. Segregated fees are excluded from tuition, but Business Masters surcharge is included in tuition
V	No grants, other revenue streams, or reallocation is envisioned in this program
VI	Salaries assume 4 courses by full time faculty (\$139K/year) plus 2 courses by adjuncts (\$5K/course) and fringe of 40%
VI	Other staff - assumes 10% assignment of 2 staff members, and 15% in year 3 onward
VI	Equipment includes hardware and software costs that are prorated across multiple programs
VI	Other expenses include promotion costs
VI	Items in bold represent new revenues and expenses attributable to the program

a - Number of students enrolled

b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level

c - Number of faculty/instructional staff providing significant teaching and advising for the program

d - Number of other staff providing significant services for the program

Signature by the Provost \_\_\_\_\_

Date: \_\_\_\_\_



**Academic Affairs**

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October 14, 2015

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

A handwritten signature in black ink, appearing to be "JJB", written over the name Johannes J. Britz.

Re: Authorization to implement a Master of Science in Information Technology Management (M.S. in ITM)

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Master of Science in Information Technology Management (M.S. in ITM).

The Information Technology Management program has been offered for a number of years at UWM as a concentration in the M.S. in Management degree. This degree is classified as a business degree. As a stand-alone degree, the M.S. in ITM will qualify as a STEM degree which makes it more attractive to students and, in particular, to international students. It also fits with the mission of UWM to increase graduates in the STEM areas and to have the degree represent its content more transparently than being a part of a business degree.

The new degree will have the same curriculum as that established for the ITM concentration in the Management degree. With the approval of the new degree, we expect the enrollment to increase in the program – based on trends at comparable universities in Illinois, Michigan, and Minnesota. As a result, UWM expects to see an increase in its net revenues generated by this program.

The authorization document has been vetted through campus faculty governance processes – at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the master's level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I am pleased to strongly support this request for authorization for approval.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
David Ward, Interim Sr Vice President, UWSA Academic and Student Affairs  
Diane Treis-Rusk, UWSA Academic and Student Affairs  
V. Kanti Prasad, Interim Dean, Lubar School of Business  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Master of Science in Athletic Training  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Athletic Training at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN ATHLETIC TRAINING  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Master of Science in Athletic Training at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. UW-Milwaukee's Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.d.(3), approving the implementation of the Master of Science in Athletic Training degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The University of Wisconsin-Milwaukee proposes to establish a Master of Science (M.S.) in Athletic Training. The development of the 71-credit professional program in the Department of Kinesiology-Integrative Health Care and Performance, within the College of Health Sciences, responds to a shift in accreditation and licensure requirements that define the entry-level credentials required of practitioners. In June 2015, the National Athletic Trainer's Association, the Board of Certification, and the Commission on the Accreditation of Athletic Training Education (CAATE) announced that the requirement that the entry-level professional degree in Athletic Training must be at the graduate level. This recommendation was grounded in (1) the increasing complexity of the current and future healthcare systems; (2) the growing need for patient outcomes research in athletic training; (3) an expanding scope of requisite knowledge, skills, and abilities; and (4) the need to ensure proper professional alignment with other peer healthcare professions.

The proposed M.S. in Athletic Training will replace the Bachelor of Science (B.S.) in Athletic Training currently offered by UW-Milwaukee. Admission to the B.S. in Athletic Training was suspended in February 2015. UW-Milwaukee expects that the master's program will reach full enrollment capacity of 24 students in Year Five.

The proposed degree will provide graduates with skill required to become certified Athletic Trainers. Athletic trainers work in the athletic training industry as allied healthcare professionals who provide physically active people services such as injury/illness prevention, acute care, clinical diagnosis, and therapeutic interventions.

The M.S. in Athletic Training is designed as a residential program consisting of classroom-, technology-, and laboratory-based instruction. Some courses in Year Two of the

program will be delivered in hybrid or online format to facilitate students' opportunity for the capstone clinical education experience to occur outside of the Milwaukee area.

Tuition and fee costs for graduate students who are enrolled full-time currently are \$5,192 for residents and \$11,710 for non-residents per semester. Online course tuition is charged at a flat rate of \$2,500 per three-credit course. The fee is assessed separately from face-to-face courses and is applicable to both resident and non-resident students.

The U.S. Bureau of Labor and Statistics projects an increase in athletic training jobs of 19% from 2002-2022, which is faster than average. Projections from the Wisconsin Department of Workforce Development indicate that from 2012-2020, there will be an 18% increase in the number of athletic training jobs in the state of Wisconsin, and a 16% increase in the greater Milwaukee area (Milwaukee, Ozaukee, Waukesha and Washington counties). This exceeds the overall increase in allied healthcare practitioner positions (15%), indicating that athletic training continues as a strong area of growth in the healthcare professions.

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF SCIENCE IN ATHLETIC TRAINING  
AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY THE UNIVERSITY OF WISCONSIN-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee proposes to establish a Master of Science (M.S.) in Athletic Training. The development of the program responds to a shift in accreditation and licensure requirements that define the entry-level credentials required of practitioners. The proposed degree is a professional program comprised of 71 credits that will provide graduates with skill required to become certified Athletic Trainers. Athletic trainers work in the athletic training industry as allied healthcare professionals who provide physically active people services such as injury/illness prevention, acute care, clinical diagnosis, and therapeutic interventions. This proposed M.S. in Athletic Training will be accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The M.S. in Athletic Training will replace the Bachelor of Science (B.S.) in Athletic Training currently offered by UW-Milwaukee. Admission to the B.S. in Athletic Training was suspended in February 2015, due to the change in professional requirements.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Athletic Training

**Degree/Major Designation**

Master of Science

**Mode of Delivery**

Residential program consisting of classroom-, technology-, and laboratory-based instruction. Some courses in Year Two of the program will be delivered in hybrid or online format to facilitate students' opportunities for the capstone clinical education experience to occur outside of the Milwaukee area.

**Single Institution or Collaboration**

Single institution

**Projected Enrollment by Year Five**

Table 1 illustrates projected enrollment and graduates for the first five years after program implementation. It is expected that the program will reach full enrollment capacity of 24 students in Year Five. To strategically minimize the issues related to overlap in the delivery of the B.S. in Athletic Training and M.S. in Athletic Training programs, enrollments in the M.S. in Athletic Training will be held at a lower rate for the first two years of the program, thus

providing sufficient time for the final cohort of students in the B.S. in Athletic Training program to graduate.

Table 1: Five-Year Projected Student Enrollments and Graduates

	Year 1	Year 2	Year 3	Year 4	Year 5
New Enrollment	6	8	10	12	12
Continuing Enrollment	0	6	8	10	12
Total Enrollment	6	14	18	22	24
Graduating	0	5	7	9	11

Based on program retention data for the B.S. in Athletic Training, it is expected that the attrition rate in the program will be minimal. It is anticipated that the program will enroll a mix of in-state (75%) and out-of-state (25%) students.

**Tuition Structure**

The program will use the tuition structure for residential delivery of master-level course work at UW-Milwaukee. Tuition and fee costs for graduate students who are enrolled full-time currently are \$5,192 for residents and \$11,710 for non-residents per semester. These figures exclude segregated fees, currently \$670 per semester, and online course fees. Online course tuition is charged at a flat rate of \$2,500 per three-credit course. The fee is assessed separately from face-to-face courses and is applicable to both resident and non-resident students.

**Department or Functional Equivalent**

Department of Kinesiology- Integrative Health Care and Performance (KIN-IHCP)

**College, School, or Functional Equivalent**

College of Health Sciences

**Proposed Date of Implementation**

Summer 2017

**INTRODUCTION**

**Rationale and Relation to Mission and Strategic Plan**

In June 2015, the National Athletic Trainer’s Association, the Board of Certification, and the CAATE announced that the requirement that the entry-level professional degree in Athletic Training must be at the graduate level.<sup>1</sup> This recommendation was grounded in (1) the increasing complexity of the current and future healthcare systems; (2) the growing need for patient outcomes research in athletic training; (3) an expanding scope of requisite knowledge, skills, and abilities; and (4) the need to ensure proper professional alignment with other peer healthcare professions. To position UW-Milwaukee as a leader in the University of Wisconsin System in professional graduate Athletic Training education, and to continue to support UW-

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<sup>1</sup> Commission on Accreditation of Athletic Training Education. The Professional Degree. <http://caate.net/the-professional-degree/>. Accessed 5/20/15.

Milwaukee's leadership in the preparation of Athletic Trainers nationally, the Department of Kinesiology - Integrative Health Care and Performance Unit (KIN-IHCP) is proposing a graduate, professional program in Athletic Training in which students would earn a Master of Science in Athletic Training degree.

The vision for the proposed M.S. in Athletic Training program is to develop allied health clinician-scholars from diverse backgrounds who can integrate knowledge from kinesiology, varied learning experiences, and research to practice Athletic Training, and do so in an evidence-based way as part of an inter-professional healthcare team. The degree program will align with the UW System Core Mission of the Doctoral Cluster and with the strategic direction of the university's "UW-Milwaukee 4 Health" initiative, to establish UW-Milwaukee as the healthcare academic and research center in Southeastern Wisconsin. The proposed program also aligns with the mission and vision of the College of Health Sciences "[t]o become the leading urban health sciences college in which a diversity of students, scientists, and professionals combine learning, discovery, and technology to improve the health and well-being of UW-Milwaukee's [our] communities."

The M.S. in Athletic Training will be a unique program in that it will provide students with advanced knowledge of inter-professional practice, comprehension of research that informs evidence-based practice, and clinical reasoning skills that exceed the standards set forth by CAATE. This outcome will be achieved by embedding within the proposed curriculum specific themes that will be threaded across all courses, such as evidence-based practice, integrated patient-centered care, cultural competence, clinical problem solving. Further, community-based practical learning experiences will provide students with the opportunity to develop these skills in an inter-professional practice setting. These curricular components will best prepare students to enter the healthcare and athletic training industry workforce, as graduates will have a higher level of skills that will differentiate them from their peers when seeking employment.

Leveraging the collective strength and historical success of the current undergraduate Athletic Training program, the graduate professional education programs in the College of Health Sciences, and the productive research laboratories and faculty in KIN-IHCP, students will have the opportunity to put the mission of UW-Milwaukee into practice by engaging students in research efforts to advance academic and professional excellence and serve the needs of a diverse urban community. Students will contribute to cutting edge research and clinical practice, and will have access and opportunity to work with a diverse patient population with a wide variety of healthcare and athletic training industry needs.

### **Need as Suggested by Current Student Demand**

Given the new CAATE requirement that the entry-level professional degree for the athletic training industry should be at the graduate level, student demand for the degree is expected to grow. Nationally, there are only 34 graduate-level professional programs in athletic training, compared to 338 such programs at the baccalaureate level. Currently, there is one professional graduate program in athletic training in Wisconsin offered at a private college. The establishment of a public university degree completion option will serve to meet growing demand, and will serve to keep down the cost of degree completion for Wisconsin residents. The

program design and pricing structure may also be attractive to both in-state and out-of state students seeking a program at a large, research-intensive public university.

Data collected by College of Health Science's Office of Student Affairs suggests that as many as 25% of approximately 250 current students in the B.S. in Kinesiology program have previously expressed interest in the proposed program. The office also receives approximately 10 inquiries per year from individuals already holding a bachelor's degree who are seeking a degree in Athletic Training, and about 10% of these inquiries result in a new program enrollee. However, enrollment yield of students into the athletic training program has been impacted by the lack of a graduate-level degree. The majority of students with inquiries do not pursue admission and enrollment at UW-Milwaukee after learning their only option is attainment of a second bachelor's degree. These students represent a potential applicant pool for the proposed program.

There are several UW System institutions (UW-Green Bay, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stout, UW-Superior, and UW-Whitewater) that offer programs in Exercise Science or related fields. The proposed UW-Milwaukee M.S. in Athletic Training may serve as a destination program for some graduates of those programs seeking graduate professional preparation and credentials in an allied healthcare field.

Based on the potential student applicant pool, the UW-Milwaukee does not anticipate challenges to recruiting highly qualified applicants. There is a wide range of cohort sizes across peer institutions with graduate professional programs. Cohort size at peer institutions ranges from 12-24 students per cohort. Cohort size is partially determined by the number of clinical education opportunities and the 8:1 ratio of students to preceptors that must be maintained per CAATE standards.

### **Need as Suggested by Market Demand**

The U.S. Bureau of Labor and Statistics projects an increase in athletic training jobs of 19% from 2002-2022, which is faster than average.<sup>2</sup> Projections from the Wisconsin Department of Workforce Development indicate that from 2012-2020, there will be a 18% increase in the number of athletic training jobs in the state of Wisconsin, and a 16% increase in the greater Milwaukee area (Milwaukee, Ozaukee, Waukesha and Washington counties).<sup>3</sup> This exceeds the overall increase in allied healthcare practitioner positions (15%), indicating that athletic training continues as a strong area of growth in the healthcare professions. The proposed program will have a minimal impact on the supply of athletic trainers because the existing B.S. in Athletic Training program at UW-Milwaukee currently graduates the same number of students as the proposed M.S. in Athletic Training program will. Program outcome data indicate that over 90% of graduates of the B.S. in Athletic Training program secure employment or acceptance to graduate school within three months of graduation. This provides evidence that

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<sup>2</sup> Bureau of Labor and Statistics. Occupational Outlook Handbook, Athletic Trainers and Exercise Physiologists. <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>. Published 1/8/14, Accessed 1/21/15.

<sup>3</sup> Wisconsin Department of Workforce Development, Wisconsin's Worknet. Long term 2012-2022 Occupational Projections. <http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occpj>. Accessed 1/21/15.

graduates from UW-Milwaukee are highly desired by employers or post-graduate education providers.

### **Emerging Knowledge and Advancing New Directions**

Providing a professional athletic training program at the graduate level in response to new directions from the CAATE will serve the emerging need for the degree, and align with the mission and vision of UW-Milwaukee, the College of Health Sciences, and the Department of Kinesiology. The College and Department are in an optimal position to meet the CAATE program goals and provide professional preparation at the graduate level that will ultimately strengthen the athletic training profession, and the health and well-being of the people of Wisconsin.

## **DESCRIPTION OF PROGRAM**

### **Institutional Program Array**

The College of Health Sciences offers pre-professional, professional, and research-focused degrees through its five academic departments: Biomedical Sciences, Communication Sciences and Disorders, Occupational Sciences and Technology, Health Informatics and Administration, and Kinesiology. The College of Health Sciences also offers a multi-disciplinary Ph.D. in Health Sciences degree, allowing all of the above-named departments to offer courses and concentrations. The Department of Kinesiology currently offers four degree programs: the Bachelor of Science in Kinesiology, the Master of Science in Kinesiology, the Doctor of Physical Therapy, and the Doctor of Philosophy in Kinesiology.

### **Other Programs in the University of Wisconsin System**

Table 3 illustrates comparable programs to the M.S. in Athletic Training offered in Wisconsin. Five UW System institutions besides UW-Milwaukee offer the B.S. in Athletic Training. The standards and guidelines for athletic training education set by CAATE result in similarity among UW System Athletic Training programs. UW System Administration has already pre-authorized UW-Green Bay and UW-Stevens Point to bring their request for approval of master degrees in Athletic Training to the Board of Regents in the near future. Because they are in the same accrediting situation, UW-Madison, UW-La Crosse, and UW-Oshkosh are expected to bring forward their proposals by 2017.

The research mission of UW-Milwaukee, the availability of multiple professional and academic programs for healthcare professions within the institution's program array, and the metropolitan urban setting differentiates the UW-Milwaukee athletic training programs from those offered at other UW System universities. The current B.S. in Athletic Training program faculty operate active research laboratories that provide students an opportunity to be directly involved with research.

Table 3: Comparable Athletic Training Degree Programs in Wisconsin

University of Wisconsin System	Private Wisconsin Colleges and Universities
UW-Eau Claire	Carroll College
UW-La Crosse	Carthage College
UW-Madison	Concordia University
UW-Oshkosh	Marquette University
UW-Stevens Point	

### **Collaboration**

There is a strong collaboration among the programs in the KIN-IHCP unit. Students are currently utilizing common clinical spaces, teaching spaces, equipment, technology resources, and personnel. UW-Milwaukee has recently increased the number of inter-professional learning opportunities among these students in the classroom, community-engaged clinical education, and research settings.

In 2013, the College of Health Sciences began an inter-professional education initiative with a goal of facilitating increased opportunities for inter-professional education and practice across all programs within the College, such as Occupational Therapy, Speech and Language Pathology, Medical Laboratory Sciences, Healthcare Administration, as well as with the College of Nursing and the School of Public Health.

Since the early 1980's, the Department of Kinesiology has collaborated with the Department of Athletics by providing support for the UW-Milwaukee Sports Medicine Center and staff for athletic training services. These units cooperatively provide valuable services in the prevention, care, and treatment of athletic injuries to both the general student and the student athlete. Students in the master's level athletic training program may gain valuable clinical education experience under the supervision of clinical preceptors who work in the UW-Milwaukee Sports Medicine Center.

### **Diversity**

The College of Health Sciences is committed to having programs accessible to students of diverse backgrounds, and to providing exposure to coursework and clinical settings that promote diversity. The National Athletic Trainer's Association Ethnic Diversity Advisory Committee reports that 83% of members are Caucasian, 11% of members reported being of diverse backgrounds (with 6% unreported). The current B.S. in Athletic Training program has an average of 15% of students from underrepresented racial groups. The large urban areas surrounding Milwaukee and Chicago give UW-Milwaukee an advantage in recruiting and admitting qualified students from underrepresented racial groups.

One of the program's student learning objectives is "Athletic Training graduates will demonstrate cultural competency, ethical care, and appreciation of patient and community values to improve the patients' outcome." The curriculum contains objectives for cultural competency threaded throughout various courses. In particular, the Leadership and Professional Development seminar series will include modules on cultural, ethnic, socioeconomic,

gender/sexuality, and racial diversity. The courses on the psychosocial aspects of injury and illness will also integrate this content. Each student will complete clinical education experiences in diverse settings (i.e., according to gender, risk level, practice setting, age, and socioeconomic criteria).

### **Student Learning Outcomes and Objectives**

The minimal knowledge, skills, and professional behaviors required by program graduates are established by the CAATE and are divided into the following content domains:

1. Evidence-based practice
2. Prevention and health promotion
3. Clinical examination and diagnosis
4. Acute care of injury and illness
5. Therapeutic interventions
6. Psychosocial strategies and referral
7. Healthcare administration
8. Professional development and responsibility

To meet the program vision, the M.S. in Athletic Training program will establish the following program goals that not only meet, but exceed the CAATE expectations:

1. Develop a well-rounded athletic trainer who has comprehensive knowledge of the domains of athletic training practice, and is a patient-centered healthcare provider who will remain actively engaged in learning throughout their career. Specifically, the program will achieve the following student learning outcomes:
  - a. Athletic Training students will demonstrate mastery of knowledge, skills, and professional behaviors related to evidence-based athletic training practice.
  - b. Athletic Training students are prepared, capable, and experienced in working as part of an inter-professional healthcare team.
  - c. Athletic Training students will be able to integrate aspects of physical and mental health, cultural competence, ethics, and patient and community values to improve the patients' outcome.
  - d. Athletic Training students will demonstrate attitudes, behaviors, and practices that support personal well-being and life-long learning.
  - e. Athletic Training students will exemplify leadership, professional engagement and advocacy to strengthen the profession of athletic training.
2. Deliver a problem-based curriculum that draws from various biopsychosocial disciplines and includes inter-professional learning opportunities.
3. Provide clinical education experiences in numerous settings to develop culturally competent clinicians who represent the diverse populations of patients that they serve.
4. Recruit and retain faculty who are outstanding clinicians, educators, and researchers who provide mentorship to produce future leaders in the athletic training profession.
5. Actively contribute to the athletic training profession through the scholarship and leadership of the faculty, staff, and students.

## **Assessment**

The program faculty established a comprehensive assessment plan that includes regular assessment of the objectives related to each program goal. Both quantitative and qualitative methods will be used to collect and interpret data that will be compared against the benchmarks set for each objective. The Program Director will coordinate an annual faculty review of the program's outcomes against the benchmarks and determine the best course of action for objectives that fail to meet the benchmark.

The following types of assessments will be used to collect data that the program leaders will use to evaluate program effectiveness:

1. Course assignments and examinations
2. Clinical education including clinical integration proficiencies, cumulative practical examinations, preceptor evaluations of student performance, self-evaluations of student performance, clinical education placement matrix, and evaluation of clinical sites and preceptors
3. Completion of professional development units
4. Domain scores on Board of Certification examinations
5. Alumni surveys
6. Graduate exit interviews
7. Peer review of faculty
8. Student evaluations of instructional and preceptor performance

## **Program Curriculum**

The program will meet the above goals by providing a structured, tracked curriculum that contains coursework as well as community-engaged opportunities for clinical education, research, and professional development. The curriculum consists of 71 credits to degree completion, and meets all of the competencies and requirements set forth by the CAATE (see Table 4 below). At the completion of the program, students will be eligible to sit for the national certification exam, administered by the Board of Certification. Graduates will be qualified for jobs in multiple practice settings.

Students will take three “focused elective” credits, providing the opportunity for a student to work on an independent study or research project. This research experience would serve the student who is considering continuing education at the doctoral level. Alternatively, a student may take a course that provides additional breadth or depth in a content area such as psychology, advanced exercise physiology, sports nutrition, or sports biomechanics.

Students will begin the clinical education placements during the first semester, and will continue these placements each semester of the program. In the final two semesters of the program, students will complete a capstone clinical education placement. Clinical placements are guided by concurrent coursework, type of practice setting, injury risk level, and sociodemographic factors. All clinical education experiences will be strategically mapped to ensure that each student is exposed to as many of the above factors as possible.

## The M.S. in Athletic Training Curriculum

### Semester/Course number and title

#### *SUMMER 1* (9 credits, 12 if elective taken)

524	Gross Anatomical Kinesiology	3
710	Prevention, Recognition and Care of Emergent Medical Conditions	4
701	Introduction to Clinical Education	1
785	Clinical Education in Athletic Training I	1
	<i>Optional location of 3-credit elective course</i>	3

#### *FALL 1* (16 credits)

747	Clinical Examination and Diagnosis of the Lower Extremity	3
757	Foundations of Therapeutic Interventions in Athletic Training	3
521	Pathoetiology of Tissue Injury	3
550	Psychosocial Aspects of Human Movement	3
702	Ethics in Healthcare	1
703	Foundations of Inter-professional Practice	1
786	Clinical Education in Athletic Training II	2

#### *SPRING 1* (16 credits)

748	Clinical Exam and Diagnosis of the Head, Spine, and Pelvis	3
758	Therapeutic Modalities in Rehabilitation	2
753	Medical Physiology II	3
551	Psychology of Injury/Illness/Disease: Implications for Rehabilitation	3
705	Foundations of Clinical Research	3
787	Clinical Education in Athletic Training III	2

#### *SUMMER 2* (11, 14 if elective taken)

749	Clinical Exam and Diagnosis of the Upper Extremity	3
759	Therapeutic Intervention for the Upper Extremity	2
708	Clinical Gait Analysis	3
788	Clinical Education in Athletic Training IV	3
	<i>Optional location of 3-credit elective</i>	3

#### *FALL 2* (7, 10 if elective taken)

704	Professionalism and Leadership in the Health Professions	1
883	Capstone Clinical Education in Athletic Training (4-8 credits variable, totaling 12 over Fall and Spring)	6
	<i>Optional location of 3-credit elective</i>	3

#### *SPRING 2* (9, 12 if elective taken)

744	Healthcare Systems and Administration Practice of management skills in health care consistent with practice in the U.S. health care system and current practice environments.	3
883	Capstone Clinical Education in Athletic Training (4-8 credits variable, totaling 12 over Fall and Spring)	6
	<i>Optional location of 3-credit elective</i>	3

Didactic courses: 15 contact hours = 1 credit

Clinical education courses: 50 contact hours = 1 credit

Applicants must meet a number of prerequisites to be eligible for admission to the program. These include an earned bachelor's degree in any field with cumulative undergraduate 3.0 G.P.A. Students must have completed foundation courses with a cumulative G.P.A. of 3.0 in human anatomy and physiology with a laboratory section (lab), introduction to psychology, statistics, chemistry with lab, physics with lab, exercise physiology, biomechanics, introduction to nutrition, and motor learning. Students must also have completed 20 hours of observation of athletic training practice, and submit letters of recommendations and GRE scores. Students may be "conditionally admitted" to the program pending completion of prerequisite coursework as a special undergraduate student. Students will be assigned to one of the program faculty who will serve as a professional mentor and advisor during their studies.

### **Projected Time to Degree**

The M.S. in Athletic Training is a two-year program conducted on a 12-month calendar basis. Students will matriculate at the start of the summer term, and will take courses for the following Fall, Spring, and the subsequent Summer, Fall, and Spring. Graduation will occur at the end of the last spring term. Because of the tracked curriculum, students who receive a failing grade and must retake a course will have to wait a full year before that course is offered again, thus extending their time to degree.

### **Program Review**

UW-Milwaukee's graduate program review process can be found at <http://www.graduateschool.uwm.edu/faculty-staff/governance/graduate-program-reviews/>. New programs are required to undergo a full review at five years that will assess overall program quality by the UW-Milwaukee Graduate Faculty Committee. The program will undergo continued evaluation with a formal annual report produced every September. The evaluation plan consists of both qualitative and quantitative measurement of student learning, student outcomes, faculty and preceptor instructional performance, evaluation of clinical sites, and employment success. One further element of the program review is the evaluation of student placements at clinical sites that represent at least one element of a diverse population (age, gender, socioeconomic status, or ethnicity). The program reviewers will also review the ethnic demographics of qualified applicants and admitted students to evaluate whether the university is recruiting a pool of qualified applicants that represent the diversity found in the athletic training profession and other allied healthcare professions.

### **Accreditation**

The M.S. in Athletic Training will seek accreditation by the CAATE. Because the B.S. in Athletic Training program is in good standing, UW-Milwaukee will request a "substantive change" review concurrent with its scheduled comprehensive review in 2017 to 2018. The program must be fully accredited and in good standing prior to the graduation of the first cohort of students, planned for May 2019. The CAATE will conduct a comprehensive review of the program every ten years.

**University of Wisconsin System**  
**Cost and Revenue Projections For Newly Proposed *Master of Science in Athletic Training* Program**

	Items	Projections				
		2017	2018	2019	2020	2021
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	6	8	10	12	12
	<b>Enrollment (Continuing Student) Headcount</b>	0	6	8	10	12
	<b>Enrollment (New Student) FTE</b>	6	8	10	12	12
	<b>Enrollment (Continuing Student) FTE</b>	0	6	8	10	12
	<b>Total Enrollment</b>	6	14	18	22	24
<b>II</b>	<b>Total New Credit Hours (# new sections x credits per section)</b>	24	21	0	0	0
	<b>Existing Credit Hours (1)</b>	17	48	71	71	71
<b>III</b>	<b>FTE of New Faculty/Instructional Staff (7)</b>	0.5	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	3.81	4.31	4.31	4.31	4.31
	<b>FTE of New Admin Staff (3)</b>	0.5				
	<b>FTE Current Admin Staff</b>	0.5	1.0	1.0	1.0	1.0
<b>V</b>	<b>New Revenues</b>					
	<i>From Tuition (4)</i>	\$95,556	\$222,963	\$286,667	\$350,371	\$382,223
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other Reallocation</i>					
	<b>Total Revenue</b>	\$95,556	\$222,963	\$286,667	\$350,371	\$382,223
<b>VI</b>	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Program Associate (3)</i>	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
	<i>Director of Clinical Education (2)</i>	\$24,105	\$24,105	\$24,105	\$24,105	\$24,105
	<i>Faculty/Instructional Staff (5)</i>	\$21,000	\$27,000	\$47,000	\$47,000	\$47,000
	<i>Other Staff - Fall/Spring provisional (6)</i>	\$3,000	\$6,000	\$6,000	\$6,000	\$6,000
	<i>Other Staff- Cadaver Lab Teaching Assistant (7)</i>	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
	<b>Other Expenses</b>					
	<i>Therapeutic Modalities Equipment (8)</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<i>Cadaver Expenses (9)</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<i>Program S&amp;E Budget (10)</i>	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
<i>Other: CAATE Site Visit</i>	\$5,000					
	<b>Total Expenses</b>	\$135,105	\$139,105	\$159,105	\$159,105	\$159,105
<b>VII</b>	<b>Net Revenue</b>	-\$39,549	\$83,858	\$127,562	\$191,266	\$223,118

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

1. Total credits of degree = 71. In year 1, students take 41 credits (16 of which are current courses). In year 2, students take 30 credits (9 of which currently exist)
- existing 9 month position for the BSAT Clinical Education Coordinator to 12 months. No change in FTE from the conversion from 9 mo. to 12 mo. appt.
3. MSAT currently shares a 1.0 FTE with the Doctor of Physical Therapy Program. An additional 0.5 FTE Program Associate is requested to manage the expanded 12 month administrative needs. Salary (\$19,000) and fringes (15.175%) for new 0.5 FTE Program
4. Values based on in-state graduate tuition-full time student, with fees (2015-2016 rates for fall, spring, and summer)
5. Salary and fringe costs for summer teaching. All current faculty/instructional staff are currently on 9 mo. Contracts. No FTE
6. Teaching provisional needs for lab assistants in clinical skill courses. Individual contracts per University ad-hoc pay scale
7. Additional 50% Teaching Assistantship for IHCP 524 Gross Anatomical Kinesiology plus KIN 525 as well as management of the cadaver lab. Budget item includes 12 month salary, fringes, plus tuition remission.
8. Annual cost for rental or initial purchase or scheduled replacement of modalities identified by accreditation as required for
9. Cost of cadaver specimens occurs once each year and is necessary to meet the dissection and learning needs of the students.
10. Includes \$3500 for annual accreditation fees

Signature by the Provost: \_\_\_\_\_

Date: \_\_\_\_\_



**Academic Affairs**

Chapman Hall 230  
P.O. Box 413  
Milwaukee WI 53201-0413  
414-229-4503 *phone*  
414-229-4929 *fax*  
[www3.uwm.edu/dept/acad\\_aff/](http://www3.uwm.edu/dept/acad_aff/)

October 14, 2015

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

A handwritten signature in black ink, appearing to read "JJB", positioned to the right of the "From:" line.

Re: Authorization to implement a Master of Science in Athletic Training

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Master of Science in Athletic Training.

UWM has offered the B.S. in Athletic Training for a number of years. Recent changes in the professional standards have resulted in the Master's level degree to be the entry-level degree for certified professionals. Providing UWM graduates in Athletic Training a competitive edge in the job market necessitates us to offer the Master's level preparation in this field. UWM has the faculty, facilities, and external partners to successfully launch this degree that will be one of its kind in Southeastern Wisconsin. The program projects a net revenue generation based on reasonable projections on enrollment.

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

I am pleased to strongly support this request for authorization for approval.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
David Ward, Interim Sr Vice President, UWSA Academic and Student Affairs  
Diane Treis-Rusk, UWSA Academic and Student Affairs  
Ron Cisler, Interim Dean, College of Health Sciences  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Master of Fine Arts in Dance  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.(4):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Fine Arts in Dance at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION  
MASTER OF FINE ARTS IN DANCE  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Master of Fine Arts in Dance at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. UW-Milwaukee's Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.d.(4), approving the implementation of the Master of Fine Arts in Dance degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a 60-credit Master of Fine Arts (M.F.A.) in Dance to be housed within the Peck School of the Arts. The M.F.A. in Dance is a low-residency program (i.e., students are not required to be on campus) that incorporates face-to-face and distance-learning delivery. In the field of dance, an M.F.A. is considered the terminal degree in choreography and performance. The proposed degree program will provide graduates with advanced skills in the areas of dance technique; creating, staging, and performing dance; theory and application of dance; and complementary studies.

Currently, UW-Milwaukee offers a graduate-level dance program as a sub-major within the Master of Fine Arts in Performing Arts. Implementing the M.F.A. in Dance as a stand-alone degree program will satisfy the requirements of the accrediting body for Dance programs, the National Association of Schools of Dance (NASD), as well as improve career opportunities for dance professionals. The program is structured to meet the scheduling constraints of working dance professional performers, choreographers, and educators.

Current tuition and fees for Wisconsin residents enrolled full-time are \$5,862.36 per semester. By the end of Year Five, it is expected that 25 students will have enrolled in the program and 60 students will have graduated from the program.

Because the M.F.A. is considered the terminal degree in choreography and performance for Dance, applicants for higher education jobs in this field must obtain such a degree to be competitive in their job search, for instance, for tenure-track faculty positions. Wisconsin Statewide Occupational Employment Projections from [worknet.wisconsin.gov](http://worknet.wisconsin.gov) for 2012-2022 state that employment for 'Choreographers' is expected to increase by 24.4% in the state by 2022.

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF FINE ARTS IN DANCE  
AT UW-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee proposes to establish a Master of Fine Arts (M.F.A.) in Dance. The M.F.A. in Dance is a low-residency program (i.e., students are not required to be on campus to complete all courses) that incorporates face-to-face and distance-learning delivery. In the field of dance, an M.F.A. is considered the terminal degree in choreography and performance. The program is structured to meet the scheduling constraints of working dance professional performers, choreographers, and educators. It is designed to offer a balance of theoretical, creative, and practical coursework with the goal of preparing students for a variety of careers, including university dance faculty and teachers in K-12 education. Currently, a graduate-level dance program is offered as a sub-major within the Master of Fine Arts in Performing Arts within the Peck School of the Arts. Implementing the M.F.A. in Dance as a stand-alone degree will satisfy the requirements of the accrediting body for Dance programs, the National Association of Schools of Dance (NASD), as well as improve career opportunities for dance professionals. The M.F.A. in Dance will be comprised of 60 credits, and will provide graduates with advanced skills in the areas of dance technique; creating, staging, and performing dance; theory and application of dance; and complementary studies.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Dance

**Degree/Major Designation**

Master of Fine Arts

**Mode of Delivery**

Single institution. Combination of face-to-face and online/hybrid classes.

**Projected Enrollment by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that students enrolled in and applying to the current M.F.A. in Performing Arts with a concentration in Dance will transfer to the new M.F.A. in Dance. Therefore, enrollment and graduation projections are based on current enrollment and graduation data for students currently enrolled in the concentration. By the end of Year Five, it is expected that 25 students will have enrolled in the program and 60 students will have graduated from the program. The average attrition rate over the past six years in the current Dance concentration was 4%.

Table 1: Projected enrollees and graduates for the first five years

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment New Student FTE	13	13	13	13	13
Enrollment Continuing Student FTE	12	12	12	12	12
Graduates	12	12	12	12	12

**Tuition Structure**

Standard graduate tuition and fees will apply. Current tuition and fees for Wisconsin residents enrolled full-time are \$5,862.36 per semester, of which \$670 is attributable to segregated fees.

**Department or Functional Equivalent**

Department of Dance

**College, School, or Functional Equivalent**

Peck School of the Arts

**Proposed Date of Implementation**

Summer 2016

**INTRODUCTION**

**Rationale and Relation to Mission and Strategic Plan**

The Department of Dance has offered Dance as a concentration within the M.F.A. in Performing Arts since 1997. The current proposal is to convert this concentration to a stand-alone M.F.A. degree. The reasons for this action are twofold: (a) to provide better career opportunities for the graduates, and (b) to align with the recommendation of the accrediting body, National Association of Schools of Dance (NASD). The other concentration in the M.F.A. in Performing Arts degree at UW-Milwaukee is Film. The latter will be unaffected by the establishment of the M.F.A. in Dance.

In fall 2011, the UW-Milwaukee Department of Dance became accredited by the National Association of Schools of Dance (NASD). At that time, the Commission Action Report findings included a request that the Department establish a stand-alone M.F.A. degree program in Dance in order to better reflect the program’s content and the choreographic focus in the Dance department. Graduates of the proposed M.F.A. in Dance will complete specialized study in the area of choreographing dance performances. In contrast, the current degree name and concentration, M.F.A. in Performing Arts, appears to represent a generalist degree with some emphasis in Dance. Holding an M.F.A. in Dance will more competitively position UW-Milwaukee graduates in the job market because the degree name better reflects the preparation of the graduates in dance and in the choreography of dance.

The new stand-alone degree in Dance will follow the same low-residency format as the current M.F.A. degree. It will consist of 60 credits with an emphasis on contemporary

choreography and performance informed by somatic practices and technology. One asset of such a program design is that its structure meets the scheduling constraints of working dance professional performers, choreographers, and educators. This degree program will continue to offer a balance of theoretical, creative, and practical coursework, with the goal of preparing future university dance faculty, as well as providing secondary educators with the means to expand their dance and choreographic skills while potentially increasing their earning status in K-12 public and private institutions. For example, current Associate Lecturers in the Department of Dance who hold B.A. or B.F.A. degrees earn \$27,075 per academic year, while Lecturers or Senior Lecturers who hold M.A. or M.F.A. degrees earn \$34,275 to \$42,257 per academic year.

The Department of Dance strives to foster both creative and academic research in support of UW-Milwaukee's vision to "be a top-tier research university that is the best place to learn and work for students, faculty and staff, and that is a leading driver for sustainable prosperity." As a unit accredited by NASD, the graduate curriculum supports state-of-the-art creative and somatic research and scholarship by preparing skillful and versatile thinkers, pedagogues, and scholars ready for a pluralistic and ever-changing marketplace.

The institutional mission infuses all levels of decision-making, from creating new courses and programs to policies and strategic planning. The faculty values its connection to department and school missions, the impact of which is evident in the commitment to provide access and excellence to students enrolled in university degree programs. Some of the ways these guiding principles are put into practice by faculty include:

- Advancing the commitment to diversity and artistic versatility.
- Increasing performance opportunities for undergraduate and graduate students, including an international roster of guest artists who choreograph UW-Milwaukee students; opportunities for graduate students and alumni to choreograph undergraduate students; opportunities for undergraduate students to perform with and/or for graduate students and alumni; and access to a variety of performance spaces.
- Supporting faculty creative research.
- Developing and sustaining community partnerships, and upholding a reputation for inclusivity and diversity.
- Serving the educational goals of aspiring dancers, teachers, and choreographers by creating a learning environment that respects and values individual artistic development, experimentation, and innovation.
- Sustaining long-term relationships and partnerships with alumni across the country.

### **Need as Suggested by Current Student Demand**

The current M.F.A. in Performing Arts with a concentration in Dance elicits continued and strong student interest. Each year, the Department of Dance receives an average of 30 complete applications and accepts an incoming class of between nine to twelve students. The department anticipates receiving applications at or above this level in the future. Due to the competitive nature of the application process, the department does not accept students who require remedial work in the field. Table 2 illustrates enrollment and graduation data for the past six academic years, and is indicative of the student demand for this program.

Table 2: Enrollment and graduation data in the current concentration

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Enrollment	28	28	30	27	26	139
Number of Graduates	13	7	6	16	12	54

Since the creation of the low-residency format in 1996, the UW-Milwaukee model has inspired three other programs in the United States. This model has proven to be in high demand for the growing student population of returning dance professionals.

### Need as Suggested by Market Demand

Because the M.F.A is considered the terminal degree in choreography and performance for Dance, applicants for higher education jobs in this field must obtain such a degree to be competitive in their job search, for instance, for tenure-track faculty positions. Data excerpted from NASD-mandated Higher Education Arts Data Services (HEADS) 2014 Summaries, compiled from 64 institutions reporting from across the United States, shows that 70% of current Assistant Professors hold M.F.A. degrees.<sup>1</sup>

Wisconsin Statewide Occupational Employment Projections from [worknet.wisconsin.gov](http://worknet.wisconsin.gov) for 2012-2022 state that while employment for ‘Dancers’ is projected to decline by 4.8%, employment of ‘Choreographers’ is expected to increase by 24.4% in the state by 2022. Table 3 illustrates that current students work across a number of employment categories. Therefore, additional occupational data drawn from [worknet.wisconsin.gov](http://worknet.wisconsin.gov) are also relevant to show the market demand for this degree. For example, between 2012 and 2022 occupation projections indicate an increase in employment in the following categories:

- ‘Entertainers/Performers/Sports/Related Workers-Other’ up 9.6%
- ‘Coaches/Scouts’ up 10.6%
- ‘Massage Therapists’ up 11.8%
- ‘Healthcare Practitioners/Technical Workers’ up 13.6%
- ‘Health Specialties Teachers Postsecondary’ up 31%
- ‘Recreation and Fitness Studies Teachers Postsecondary’ up 8.2%

Table 3: Type of employment held by UW-Milwaukee applicants enrolled in the Dance concentration at the time of program application<sup>2</sup>

Admission Year	2013	2014	2015
Matriculated Students Total	13	9	14
University Teaching	6	3	5
K-12 Teaching (incl. after-school and coach)	8	2	4
Studio Teaching	8	6	9
Health/Wellness Teaching	2	0	5

<sup>1</sup> [http://nasd.arts-](http://nasd.arts-accredit.org/index.jsp?page=Higher%20Education%20Arts%20Data%20Services%20%28HEADS%29%20Project)

[accredit.org/index.jsp?page=Higher%20Education%20Arts%20Data%20Services%20%28HEADS%29%20Project](http://nasd.arts-accredit.org/index.jsp?page=Higher%20Education%20Arts%20Data%20Services%20%28HEADS%29%20Project)

<sup>2</sup> Data are compiled using information collected from student application materials, and indicates current, on-going employment as reported by the applicant at the time of application. It does not include independent projects. Data reflect applicants report multiple employment types.

Perform/Choreo Personal Company <sup>3</sup>	4	5	3
Perform/Choreo Other Company	4	4	7
Arts Administration	1	2	3
Non-Dance	1	0	2
Total Jobs Held	34	22	38

### **Emerging Knowledge and Advancing New Directions**

The proposed program will continue to advance new directions in terms of the M.F.A. delivery and pedagogy. Due to the off-campus component of the M.F.A. program, students must be familiar with use of a diverse array of technology/online teaching tools upon entry into the program. For this reason, most summer courses include online class discussions, postings, and reading materials, as well as participatory activities designed to ensure students understand technology as teaching and learning tools; familiarize students with current state-of-the-art teaching and creative trends in the field of dance; and enable students to master emerging research practices.

### **DESCRIPTION OF PROGRAM**

#### **General Structure**

The M.F.A. curriculum is offered on a three-semester-per-year model with all students entering the program in the summer semester. The program follows an intense hybrid schedule (part online and part on-campus) that includes two seven-week summer semesters, with the additional three semesters completed during fall, spring, or a third summer semester. Summer “intensives” offer an array of technical training and performance opportunities. In the fall and/or spring terms, off-campus students receive credit for continued professional training and performance through a self-proposed course procedure that is overseen by a dance graduate faculty member.

In the first summer semester of the program, M.F.A. candidates enroll in the required first-year creative sequence courses: Dance 701-Dance Composition I and Dance 733-Improvisation I. In the second summer, students enroll in Dance 702-Dance Composition II and Dance 734-Improvisation II. These courses lay the groundwork for the progressive creative sequence that culminates in a choreographic Dance final thesis/project. The M.F.A. Dance curriculum requires that all students enroll in a minimum of two writing and research-intensive courses. Theoretical and historical perspectives are also woven into courses such as Dance of the African Diaspora. Students are also encouraged to take Dance 861-Research Methodology and/or Dance 743-Dynamic Analysis of Movement, both targeted to students with research-based interests.

The department offers Modern Dance Pedagogy as a one-week intensive workshop. The course covers important pedagogical topics, such as teaching philosophy, learning goals, modes of assessment (rubric design), and development and delivery of class material. The department

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<sup>3</sup> Performance/Choreography in Personal Company as included in Table 3 references those students who already run their own business as they enter UW-Milwaukee’s program. Students and alumni are continuing to support economic growth and development within the region as well as across the United States before, during and after their study in Milwaukee.

also offers an elective in Elementary and Secondary Education, for those students who may wish to develop syllabi for academic settings.

Students are encouraged to take complementary courses outside of the dance-related studio practices in order to obtain technical skills pertinent to dance-making. These classes provide additional teaching tools while creating, teaching, and analyzing dance, including the following courses: Lighting Design for Dance, Sound Design for Dance, Directing, and Choreographers' and Cross-Discipline Work.

### **Institutional Program Array**

The current M.F.A. Degree in Performing Arts-Dance exists as a combined degree with the UW-Milwaukee Film Department under the umbrella of Performing Arts. The proposed M.F.A. in Dance will leverage the currently developed curricula and faculty to deliver a stand-alone M.F.A. program and will continue to complement the existing array within other areas of the Performing Arts.

### **Other Programs in the University of Wisconsin System**

Within the UW System, only UW-Madison is authorized to offer an M.F.A. in Dance; however, the program is not active and available to new students given current departmental program priorities oriented to the undergraduate programs. In the upper Midwest, an M.F.A. in Dance is offered by the University of Illinois at Urbana-Champaign, the University of Michigan, and the University of Iowa. Because of the distance and non-resident tuition, these programs are not attractive for Wisconsin students. The proposed M.F.A. in Dance is also unique, given the low-residency format. Nationwide there are only three low-residency M.F.A. programs in Dance.

### **Collaborative Nature of the Program**

The Department of Dance supports interdisciplinary collaborations at UW-Milwaukee and within the community. Supporting faculty members from other areas within the Peck School of the Arts are utilized, as needed and available, for Dance M.F.A. coursework, especially from the Department of Music and Theatre. Performance space is shared across the Peck School of the Arts, as appropriate for M.F.A. student projects. The program has a history of collaboration and shared guest artists, specifically with the Alverno College *Alverno Presents* series and the Lynden Sculpture Garden.

### **Diversity**

The Peck School of the Arts and the Department of Dance policy and curricular discussions are informed by the UW-Milwaukee's mission to serve students from a broad range of economic, ethnic, and cultural backgrounds. In addition to research and teaching excellence, faculty embrace the commitment to access for diverse members of the urban Milwaukee and Southeastern Wisconsin communities, as well as the broader region of the Midwest. In addition, the M.F.A. program serves a large population of dance professionals originating from all over the United States. Enrollment data in the current Dance concentration at UW-Milwaukee shows that, over the past eight years, 72% of the students were from outside the Midwest region.

The M.F.A. in Dance curriculum will address a complex array of historical, analytical, critical, theoretical, reflective, and aesthetic perspectives related to the field of dance. One of the

suggested courses in the M.F.A. curriculum is Dance 889-Dance in Africa and Diaspora. This class addresses cultural, economic, and societal bias, while highlighting aspects of social justice and artistic citizenship awareness.

### **Student Learning Outcomes and Program Objectives**

The M.F.A. in Dance will prepare graduates with the ability to adapt to the requirements of an ever-changing field, in which social, economic, and technological factors influence the recruitment and the retention of faculty in the workforce. The balance of theoretical, technical, creative, and practical work will equip graduates with current and relevant skills that are required for advancement in the field and include the:

1. Conceptual understanding and technical skills in Africa and Diaspora, Ballet, Contemporary, and Modern dance techniques.
2. Development of personal intuition, imaginative capacity, and craft in creating and performing dance works.
3. Comprehension of critical areas of dance core studies, such as dance for the camera, dance criticism, dance sciences, dance technology, anatomy and somatic practices.
4. Engagement of dance pedagogy and teaching methodology into practice.
5. Comprehension of analytical factors and historical perspectives in dance.
6. Understanding and development of research theory, procedures, and methodology/practices, which are applicable to both academic scholarship and performative creativity.

### **Assessment of Objectives**

The M.F.A. in Dance will utilize similar assessment tools and rubrics that are used in program assessment for the currently existing concentration. In addition, complementary indirect measures will be compiled by the M.F.A. in Dance program director using retention and graduate rate data. Other indirect measures will evaluate rate of success of UW-Milwaukee alumni, including the academic and professional positions held by graduates.

Direct assessment of learning measures will be utilized in course-embedded evaluation tools that correspond to designated proficiency scores. These measures are directly related to benchmarks in:

1. Specific physical performance standards.
2. Understanding of physiological, mechanical, and somatic practices.
3. Choreographic and performance modules (creative expertise developed and shared in public performances).
4. Research methodology projects (oral and written research presentations).
5. Teaching and pedagogical modules (addressed by the creation of new courses and/or syllabi).
6. Theses presentations that include completed choreographic works, often involving extensive research and evening-length performances and written portfolios.

All the above benchmarks relate to specific grading rubrics, which measure students' learning, success, and participation skills.

All assessment data will be analyzed by the M.F.A. in Dance program director and the graduate faculty at designated meetings. Appropriate actions are taken to insure the quality and continuity of the program, as well as students' success.

### Program Curriculum

The M.F.A. in Dance will require students to complete 60 graduate credits distributed as follows:

1. Dance Technique and Somatics 9-15 cr.
2. Creating, Staging, and Performing Dance Works 16-22 cr.
3. Theory and Application of Dance 12-18 cr.
4. Electives in Complementary Studies 6-14 cr.
5. Final Project 4-8 cr.

*Dance Technique and Somatics 9-15 credits* - Coursework may be pursued on- or off-campus. A variety of technique practices is encouraged.

Dance 403	Intermediate Yoga for Dancers	2 cr.	Required
Dance 721	Alexander Technique, Developmental Movement and Dance	1-3 cr.	Required
Dance 711, 712	Theory and Techniques of Ballet: Intermediate	2 cr.	
Dance 717, 718	Theory and Techniques of Contemporary Concert Dance: Intermediate	2 cr.	
Dance 722	Alexander Technique Practicum	1-3 cr.	
Dance 723	Pilates Technique and Application	2 cr.	
Dance 799	Independent Study	1-3 cr.	Self-proposed

*Creating, Staging and Performing Dance 16-22 credits*

Dance 701	Dance Composition I	3 cr.	Required
Dance 702	Dance Composition II	3 cr.	Required
Dance 733	Improvisation	2 cr.	Required
Dance 734	Improvisation	2 cr.	Required
Dance 790	Repertoire and Ensemble	1-3 cr.	
Dance 801	Choreography I	3 cr.	Required, Self-proposed
Dance 802	Choreography II	3 cr.	Required, Self-proposed
Dance 790	Repertoire and Ensemble	1-3 cr.	

*Theory and Application of Dance 12-18 credits*

Dance 751	Laban Movement Analysis	3 cr.	Required
Dance 761	Survey of Dance Literature and Bibliography	3 cr.	Required
Dance 772	American Concert Dance of the Twentieth Century	3 cr.	Required
Dance 762	Dance in Secondary Education and College	3 cr.	Self-proposed
Dance 873	Field History: Contemporary Dance Festivals	2-4 cr.	Self-proposed
Dance 880	Developing Performance Quality	1-3 cr.	Self-proposed

*Electives in Complementary Studies - (coursework outside of the dance field) 6-14 credits.* With the consent of the major professor, students may elect graduate-level coursework on- or off-campus that is applicable to their research area of interest.

Dance 889	Special Workshops: sub-topics may include	1-3 cr.	
	Lighting Design for Dance		
	Sound Design for Dance		
	Directing for Choreography and Cross-Discipline Work		
Theatre 699	Independent Study	1-6 cr.	Self-proposed

*Final Project 4-8 credits*

Dance 990	Dance Final Thesis/Project	2-4 cr.	Required, Self-proposed course
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**Projected Time to Degree:**

Students can expect to complete the minimum requirement of 60 credit hours towards graduation in five semesters, assuming the student carries 12-13 credits each term.

**Institutional Review**

The program will be reviewed by the campus Graduate Faculty Committee, initially after the fifth year, and subsequently on the regular ten-year cycle. The campus review process incorporates external reviewers. Aspects of the program to be evaluated will include, but not be limited to:

1. Assessment of student learning outcomes.
2. Student performance, including grades and thesis quality.
3. Diversity of studies including the range of topics and courses taken by students.
4. Student evaluations of the faculty and program.
5. Diversity of participation in the program from different types of students and career objectives.
6. Outside observations from persons involved in the field of dance (but not necessarily professional dancers/choreographers).
7. Success of the graduates of the program.

**Accreditation**

The current M.F.A. in Performing Arts with a concentration in Dance is accredited by NASD. The proposed M.F.A. in Dance curricula and program design is consistent with NASD recommendations. The creation of the stand-alone M.F.A. in Dance specifically accommodates recommendations by that body. There is no anticipated impact on the program's accreditation status. The proposed program will also meet the NASD standards for traditional and distance-learning programs through careful attention to curricular goals and faculty/student mentoring relationships established in the summer intensive courses.

University of Wisconsin System  
Cost and Revenue Projections For M.F.A. in Dance Program

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	13	13	13	13	13
a	Enrollment (Continuing Student) Headcount	12	12	12	12	12
b	Enrollment (New Student) FTE	13	13	13	13	13
	Enrollment (Continuing Student) FTE	12	12	12	12	12
II	Total New Credit Hours (# new sections x credits per section)	143	143	143	143	143
	Existing Credit Hours	132	132	132	132	132
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
c	FTE of Current Fac/IAS	2.88	2.88	2.88	2.88	2.88
d	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.05	0.05	0.05	0.05	0.05
V	<b>New Revenues</b>					
	From Tuition (new credit hours x FTE)	0	0	0	0	0
	From Fees	0	0	0	0	0
	Program Revenue - Grants	0	0	0	0	0
	Program Revenue - Other	0	0	0	0	0
	Reallocation					
	<b>Total New Revenue</b>					
VI	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty/Instructional Staff	0	0	0	0	0
	Other Staff	0	0	0	0	0
	<b>Other Expenses</b>					
	Facilities	0	0	0	0	0
	Equipment	0	0	0	0	0
	Other:	0	0	0	0	0
	<b>Total Expenses</b>					
VII	<b>Net Revenue</b>					

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

There is no budget impact because the existing concentration is being converted to a degree.  
There are no new costs or revenues.

- a - Number of students enrolled
- b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level
- c - Number of faculty/instructional staff providing significant teaching and advising for the program
- d - Number of other staff providing significant services for the program

Signature by the Provost: \_\_\_\_\_

Date: \_\_\_\_\_

*[Handwritten Signature]*  
10/15/15



Academic Affairs

Chapman Hall 230  
P.O. Box 413  
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www3.uwm.edu/dept/acad\_aff/

October 13, 2015

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor 

Re: Authorization to implement a Master of Fine Arts (M.F.A.) in Dance

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Master of Fine Arts (M.F.A.) in Dance.

As a background, since 1997, UWM has offered a M.F.A. degree in Performing Arts with two concentrations: a) Dance, and b) Film. Due to the differences in these two disciplines, each concentration has had its own curriculum. The two concentrations have functioned independently as a result. The Dance Department faculty have overseen the Dance concentration throughout the existence of the program. Following a recent accreditation visit, the National Association of Schools of Dance (NASD) strongly recommended a stand-alone M.F.A. in Dance. The faculty in the Peck School of the Arts also recommended this action to increase the visibility of the Dance program and to add value to the Dance students by obtaining a degree in Dance.

The new degree will have the same curriculum as that established for the Dance concentration. There is no plan at this time to expand or contract the enrollment in the program. Consequently, the proposal is truly resource neutral.

The authorization document has been vetted through campus faculty governance processes – at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the master's level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I am pleased to strongly support this request for authorization for approval.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
David Ward, Interim Sr Vice President, UWSA Academic and Student Affairs  
Diane Treis-Rusk, UWSA Academic and Student Affairs  
Scott Emmons, Dean, Peck School of the Arts  
Darci Wutz, Chair, Dance Department  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Bachelor of Science in Neuroscience  
UW-River Falls

EDUCATION COMMITTEE

Resolution I.1.e:

That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Neuroscience at UW-River Falls.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN NEUROSCIENCE  
UNIVERSITY OF WISCONSIN-RIVER FALLS**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Science in Neuroscience at the University of Wisconsin-River Falls is presented to the Board of Regents for consideration. UW-River Falls' Provost submitted an authorization document and a letter of institutional commitment.

**REQUESTED ACTION**

Adoption of Resolution I.1.e., approving the implementation of the Bachelor of Science in Neuroscience degree program at the University of Wisconsin-River Falls.

**DISCUSSION**

The University of Wisconsin-River Falls proposes to establish a Bachelor of Science (B.S.) in Neuroscience. As an interdisciplinary pre-professional STEM program, this program presents an evolution of strengths in the existing majors and departments of biology, chemistry, and psychology, and expands opportunities for undergraduate research experiences. Through its curriculum and research opportunities, it exemplifies UW-River Falls' mission to offer pre-professional and technical degree programs in order to meet regional needs.

The 69- to 71-credit Neuroscience program (depending on students' preparation) will be well integrated into the existing university STEM programs and connected to the applied and basic research programs that the university extends to undergraduates who wish to pursue research degrees or jobs rooted in the science and medical industries. The proposed program has developed from specific program assets and faculty research interests in the biology, chemistry, and psychology departments.

Using the 2014-15 resident undergraduate tuition rates, the cost for students is \$267.85 per credit, and the plateau tuition (for 12-18 credits) is \$6,428.40 for the academic year.

According to the 2014-15 *Occupational Outlook Handbook*, published by the U.S. Bureau of Labor Statistics, "projections for the category of 'Medical Scientists' (which includes bachelor's level neuroscientists) estimate that the field is predicted to grow by 13.3% between 2012 and 2022" (available at <http://www.bls.gov/ooh/life-physical-and-social-3/science/medical-scientists.htm>).

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN NEUROSCIENCE  
AT UW-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin-River Falls proposes to establish a Bachelor of Science (B.S.) in Neuroscience. The neuroscience degree program is designed to positively impact two progress measures of the university's strategic plan: increase the number of first-time, first-year students with ACT scores of 25 and above, and increase the number of graduates attending graduate or professional schools. As an interdisciplinary pre-professional STEM program, this program presents an evolution of strengths in the existing majors and departments of biology, chemistry, and psychology, and expands opportunities for undergraduate research experiences. The 69- to 71-credit program (depending on the student's preparation) will be well integrated into the existing university STEM programs and connected to the applied and basic research programs that the university extends to undergraduates who wish to pursue research degrees or jobs rooted in the science and medical industries.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-River Falls

**Title of Proposed Program**

Neuroscience

**Degree/Major Designations**

Bachelor of Science

**Mode of Delivery**

Single institution delivery, primarily face-to-face instruction.

**Projected Enrollments by Year Five**

The table below identifies the projected enrollment patterns for the program, and attempts to capture variations in first- to second-year retention (mapped against the university five-year average of 73% and a second- to third-year attrition rate of an additional 10%). The model assumes that neuroscience students will be both academically well prepared and likely to have arrived at the university with some university credits earned via dual enrollment, test-outs or Advanced Placement (AP), and thus supporting a four-year graduation plan model. Though the model and primary target will likely be first-time, first-year students, UW-River Falls expects that in addition to these students, there will be transfer students from two-year and other four-year institutions in the region.

The enrollment model illustrated below in Table 1 does not formally include transfer students, as articulation agreements have not yet been fully developed. These activities will commence during the spring 2016 semester, presuming the program is approved.

Table 1: Projection of Student Enrollment in the B.S. in Neuroscience by Year Five

Year	Implementation Year	2nd year	3rd year	4th year	5th year
New students admitted	15	25	25	30	30
Continuing students	0	11	27	43	54
Total enrollment	15	36	52	73	84
Graduating students	0	0	0	9	16

### **Tuition Structure**

UW-River Falls has used standard undergraduate tuition pricing and revenue projections to calculate the tuition structure for the proposed program. Using the 2014-15 resident undergraduate tuition rates, the cost is \$267.85 per credit, and the plateau tuition (for 12-18 credits) is \$3,214.20 per semester (i.e. \$6,428.40 for the academic year).

At present, segregated fees for all full-time undergraduate students at UW-River Falls are \$666.91 per semester for 2015-16. Depending on actual courses taken, there may be additional individual course or lab fees; this is displayed in the attached financial projection and identified under the “from fees” line. These fees will be laboratory or course fees and will be reinvested into supporting material and equipment for the teaching/learning experience, including research projects for majors.

### **Department or Functional Equivalent**

The proposed interdisciplinary program will be managed by the Department of Psychology and supported by faculty in two or more additional departments.

### **College, School, or Functional Equivalent**

College of Arts and Sciences

### **Proposed Date of Implementation**

Fall 2017

## **INTRODUCTION**

### **Rationale and Relation to Mission**

The undergraduate program in neuroscience has developed from specific program assets and faculty research interests in the biology, chemistry, and psychology departments. In reviewing similar academic programs in the Midwest (e.g., at the University of Nebraska-Omaha and Western Michigan University), it was found that the existing courses in the biology, chemistry, and psychology undergraduate programs resemble the curriculum in similar neuroscience programs. Moreover, as the faculty have developed and refined the curriculum for the neuroscience program, it has become clear that the already completed renovations to a number of laboratories on campus can support the program.

The proposed degree program in neuroscience complements and exemplifies several components of the university's select mission. The neuroscience program through its curriculum and research opportunities exemplifies UW-River Falls' mission to offer pre-professional and technical degree programs in order to meet regional needs.

In addition to the university's select mission and role within the comprehensive cluster of institutions, the neuroscience program will provide a meaningful impact on the goals and metrics associated with UW-River Falls' strategic *Pathway to Distinction*. UW-River Falls has invested heavily, for example by partnering with alumni, in curricular and co-curricular programs that support undergraduate research and connections with relevant industry sectors in the region. STEM disciplines, in particular, have been a focus of the strategic plan. The intention is to build on the university's strengths to expand into allied disciplines and interdisciplinary programs (such as neuroscience) that extend the reach of the university on students and the region.

### **Need as Suggested by Current Student Demand**

The B.S. in Neuroscience will consist of the courses, labs, and faculty associated with the existing biology, chemistry, and psychology programs. The biology and psychology programs are consistently among the ten most popular majors and have seen a significant shift in pedagogy and high-impact practices that leverage undergraduate research, often beginning with the introductory courses that are foundational or general education requirements.

A May 2015 *Hanover Research* study commissioned by UW-River Falls notes that there has been a 15% annual growth in neuroscience programs nationally over the past five years, and this suggests that "neuroscience is an emerging field with the potential for continued future growth" (p. 4). The *Hanover Research* data supports UW-River Falls' development of the B.S. in Neuroscience as it cites demand for STEM programs that leverage interdisciplinary components, engage students in faculty-led research, and provide a deep and broad research-based curriculum.

Additionally, *Hanover Research* summarizes that the potential for leveraging neuroscience for career paths in medicine, healthcare, and education is high and that such careers often require advanced professional or research degrees, as provided in the proposed B.S. in Neuroscience. In terms of student interest/demand for neuroscience majors, *Hanover Research* observes that in the Great Lakes region "degree conferrals in the neurobiology and neurosciences family have grown by 23 percent in the region over the past five years" (p. 7).

### **Need as Suggested by Market Demand**

UW-River Falls recognizes that a significant number of successful neuroscience students will graduate and pursue graduate or professional degrees (most notably in medicine). UW-River Falls is very supportive of this goal as it relates to the university's strategic plan and purpose. However, the evolution of undergraduate neuroscience and related programs suggests that there are careers available to graduates who prefer to enter the workforce with a baccalaureate-level degree. According to the 2014-15 *Occupational Outlook Handbook*, published by the U.S. Bureau of Labor Statistics, "projections for the category of 'Medical Scientists' (which includes bachelor's level neuroscientists) estimate that the field is predicted to

grow by 13.3% between 2012-2022” (available at <http://www.bls.gov/ooh/life-physical-and-social-3/science/medical-scientists.htm>).

Within the specific region served by UW-River Falls, and connected to the rich medical research and medical devices industries of the area, opportunities for UW-River Falls neuroscience undergraduates to engage in research or internships abound and may lead to careers with the internship provider. As *Peterson’s Guide to Colleges* information highlights, “industries such as pharmaceutical, chemical, biotechnology, and medical instruments provide jobs as researchers or leaders of research teams—often paying better than comparable government positions” (available at <https://www.petersons.com/graduate-schools/neuroscience-jobs.aspx>).

In Wisconsin, medical research is a growing and high value industry with the medical science/medical scientist in the top 20 of occupational projections (available at [http://worknet.wisconsin.gov/worknet/joblist\\_highgrow.aspx?menuselection=js](http://worknet.wisconsin.gov/worknet/joblist_highgrow.aspx?menuselection=js)).

## **DESCRIPTION OF PROGRAM**

### **Institutional Program Array**

The program will fit well with the university’s STEM program focus. Housed within the College of Arts and Sciences, the B.S. in Neuroscience connects to existing programs within the college (biology, chemistry, and psychology) and offers, over time, the opportunity to connect with programs in other colleges (e.g., communicative sciences and disorders and health and human performance).

While there is some potential for overlap and competition with the biology and psychology programs, the focus is on recruiting new and different kinds of undergraduates to UW-River Falls and to retain students who might transfer elsewhere. The popularity and growing visibility of neuroscience as a field of study also affords UW-River Falls greater opportunity to recruit international students to the institution as part of a comprehensive international recruitment focus based on STEM majors and graduate programs.

### **Other Programs in the University of Wisconsin System and in Minnesota**

There are several nearby competitors, particularly in Minnesota, who offer an undergraduate neuroscience program (or variant with a similar name), but their price and/or selectivity structure would suggest that there is a place for UW-River Falls to leverage existing capacity and talent that can be wedded to support a high quality and institution-appropriate neuroscience major.

Within the UW System, there is an interdisciplinary program in neuroscience at UW-Milwaukee, and UW-Madison has recently implemented the B.A./B.S. in neurobiology program. UW-Stout has a cognitive science undergraduate program. These programs all differ in focus.

### **Collaborative Nature of the Program**

UW-River Falls will explore early, dual, and articulated enrollment with high schools and two-year institutions in the region. UW-River Falls will also pursue agreements with graduate

and professional schools to facilitate neuroscience students moving to advanced degrees (similar to the arrangement that the university currently has with pre-veterinary science, with a 3+3 arrangement with veterinary schools).

### **Diversity**

The UW-River Falls academic departments that will be offering parts of the B.S. in Neuroscience have a long history of successful outreach and support to diverse students. Existing supplementary and out-of-class experiences help all students but prove to be particularly beneficial to non-traditional students. Similarly, the STEM focus of the McNair program and the robust academic year and summer research experiences create recruitment/marketing and student support opportunities that enable successful outreach to students from diverse and under-represented populations.

### **Student Learning Outcomes**

Students' learning outcomes will include the following skills and dispositions:

- Research design and interpretation of data;
- Effectiveness in collaboration, critical thinking, and problem-solving;
- The ability to operate in laboratory environment and conduct responsible and ethical research;
- Demonstrated ability to use diagnostics and research tools associated with neuroscience investigation;
- An understanding of biological, physiological, psychological principles associated with neuroscience.

### **Assessment of Program Objectives**

Students will be assessed via course-embedded assessments and cumulative assessments as they move through the foundational courses and into electives. A significant component of competency and knowledge evaluation conducted by program faculty will occur in the students' internship and research experiences.

### **Program Curriculum**

The B.S. in Neuroscience will contain 69-71 credits and include 49-51 core courses. The curriculum overview presented below shows the subject areas and the number of credits required in each.

#### Introductory courses (7 credits)

Neuroscience 111: Introduction to Neuroscience (4 credits)  
Philosophy 220: Bioethics (3 credits)

#### Quantitative courses (6-7 credits)

Mathematics 147: Algebra or Trigonometry (3 credits) or  
Mathematics 149: Pre-Calculus or Mathematics 166: Calculus I (4 credits)  
Mathematics 231: Biostatistics or Psychology 201 Behavioral Statistics (3 credits)

#### Biology courses (16 credits)

Biology 101: Biology Concepts (3 credits)

Biology 342:	Anatomy and Physiology II (4 credits)
Biology 240:	Cellular and Molecular Biology (3 credits)
Biology 351:	Epigenetics (3 credits)
Biology 356:	Neurobiology (3 credits)

Chemistry courses (5-6 credits)

Chemistry 120:	Introduction to General Chemistry (6 credits) or
Chemistry 121:	General Chemistry I (5 credits) or
Chemistry 130:	Introduction to Organic Chemistry (5 credits)

Psychology courses (12 credits)

Psychology 101:	General Psychology (3 credits)
Psychology 216:	Research Methods (3 credits)
Psychology 310:	Memory and Thinking (3 credits)
Psychology 350:	Sensation and Perception (3 credits)
Psychology 355:	Physiological Psychology (3 credits)

Electives (20 credits)

Biology 195:	Freshman Research Experience
Biology 295:	Lab Research Experience
Biology 305:	Applications in Molecular Biology
Biology 324:	Microbiology
Biology 341:	Anatomy and Physiology I
Biology 345:	Immunology
Biology 350:	Genetics and Evolution
Biology 353:	Histology
Biology 364:	Developmental Biology
Biology 451:	Molecular Biology
Biology 453:	Virology
Biology 463:	Animal Cell Culture
Biology 464:	Stem Cells and Regenerative Medicine
Chemistry 122:	General Chemistry II
Chemistry 231:	Organic Chemistry I
Chemistry 232:	Organic Chemistry II
Chemistry 233:	Foundations of Organic Chemistry
Chemistry 236/237:	Organic Chemistry Labs I & II
Chemistry 240:	Principles of General Chemistry
Chemistry 250:	Foundations of Analytical Chemistry
Chemistry 355:	Separation Science Lab
Chemistry 360:	Foundations of Biochemistry
Chemistry 361:	Biochemistry I
Chemistry 362:	Biochemistry II
Chemistry 366:	Biochemistry Lab
Chemistry 461:	Pharmacology
Computer Science 239:	Introduction to Data Science*
Computer Science 334:	Data Visualization*

Computer Science 373:	Intro to Bioinformatics*
Computer Science 452:	Applied Machine Learning*
Physics 121/122 or 131/132:	Algebra or Calculus-based Physics I and II
Psychology 269:	Health Psychology
Psychology 280:	Drugs and the Nervous System
Psychology 305:	Learning and Motivation
Psychology 315:	Psychological Measurement & Evaluation
Psychology 316:	Advanced Research Methods
Psychology 325:	Abnormal Psychology
Psychology 335:	Developmental Psychology: Child & Adolescent
Psychology 336:	Developmental Psychology: Adult & Aging
Psychology 340:	Animal Behavior
Psychology 375:	Psychology of Human Sexuality

\*requires departmental prerequisite course(s) that are not included within the program or instructor consent.

### **Projected Time to Degree**

The projected time to degree for full-time students is four years, and students should be able to complete all university and program requirements in 120 semester credit hours, depending on how many credits they take per semester and on the number of credits they have as they declare the major. UW-River Falls' general education component is approximately 30 credits, and students may complete up to nine credit hours of general education within the major or its prerequisites.

The university will actively seek partnerships with two-year institutions and develop transfer pathways. These transfer students' time to degree will vary based on the courses that transfer and course equivalencies articulated.

### **Program Review Process**

In accordance with UW-River Falls' policy, the program audit and review committee will review the program every six years. In addition, annual assessment reports will be reviewed by the Provost's office; and the university's assessment committee and annual performance data—including enrollment, revenue, and costs—will be uploaded into the university's program prioritization process and system, which is regularly reviewed by the Provost and Deans' Council.

UW-River Falls employs a rigorous approach to the review and approval of course and program proposals. Substantive course changes forwarded by departments go through appropriate college curriculum committee review before being evaluated by university-level general education and/or undergraduate curriculum committees.

### **Accreditation**

There is no program accreditation entity in neuroscience.

University of Wisconsin System  
 Cost and Revenue Projections For Newly Proposed Program: B.S. in Neuroscience at UW-River Falls

	Items	Projections				
		2017	2018	2019	2020	2021
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	25	25	30	30
	Enrollment (Continuing Student) Headcount	0	11	27	43	54
	Enrollment (New Student) FTE	15	25	25	30	30
	Enrollment (Continuing Student) FTE	0	11	27	43	54
II	Total New Credit Hours (# new sections x credits per section)	14	20	26	26	28
	Existing Credit Hours	55	55	55	55	55
III	FTE of New Faculty/Instructional Staff	0	0	1	0	0.5
	FTE of Current Fac/IAS	2	2	2	3	3
	FTE of New Admin Staff	0	0	0.25	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.5	0.5
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$56,249	\$192,852	\$362,133	\$508,379	\$679,982
	From Fees	\$7,350	\$25,200	\$47,320	\$66,430	\$82,320
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$63,599	\$218,052	\$409,453	\$574,809	\$762,302
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$157,800	\$157,800	\$239,400	\$239,400	\$279,300
	Other Staff	\$14,000	\$14,000	\$28,000	\$28,000	\$28,000
	Other Expenses					
	Facilities	\$0	\$0	\$50,000	\$0	\$0
	Equipment	\$3,500	\$4,000	\$6,000	\$6,000	\$7,000
Other:						
Total Expenses	\$175,300	\$175,800	\$323,400	\$273,800	\$314,300	
VI	Net Revenue	-\$111,701	\$42,252	\$86,053	\$301,009	\$448,002

Modeling FTE=Headcount/ first to second year retention is UWRF 5 year rolling average of 72%, second to third year retention calculate 10% loss.  
 Faculty salary is average of three faculty/IAS directly contributing to the program, plus campus average of 40% fringe.  
 Fees are average of \$35 per unique section (lab or active learning) multiplied by student FTE  
 \$50,000 facilities cost in year three reflects renovation to psychology lab. Biology labs have already been redeveloped.

- a - Number of students enrolled
- b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level
- c - Number of faculty/instructional staff providing significant teaching and advising for the program
- d - Number of other staff providing significant services for the program

Signature by If the Provost  
 7 Oct. 2015





October 30, 2015

Ray Cross, Ph.D., President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Ave  
Madison, WI 53706-1559

Dear President Cross,

On behalf of the university I am submitting a proposal to establish a Bachelor of Science in Neuroscience degree at UW-River Falls. The university's Faculty Senate approved the program at the October 22, 2015 faculty meeting and the proposal comes to you after significant consideration of the program concept, its design, and the review (supported by a study conducted by Hanover Research) of the program's prospects to recruit students and their subsequent employment or other professional prospects.

As with so many programmatic ideas, UW-River Falls' faculty members were at the heart of conceptualizing and developing the neuroscience program. What they have constructed should stand the test and has been compared to similar programs in the Midwest. Additionally, the program proposed fits well within the university's strategic plan, *Pathway to Distinction*, and our recent focus on developing institutional strength in STEM disciplines and programs. As an aside, I think there are tremendous opportunities to connect neuroscience majors to key high impact practices that are hallmarks of UW-River Falls—Education Abroad and Undergraduate Research.

As I have reviewed the proposal and the curriculum construction I find that the program is academically sound and financially prudent. The faculty members involved have engaged key colleagues from across the campus and the mixture of biology, chemistry, and psychology is not only intellectually sounds it also connects three of UW-River Falls' strongest departments.

I am very supportive of this program and thankful for the excellent work that Dean Brad Caskey and the relevant department chairs (Drs. Mark Bergland, Karl Peterson, and Travis Tubré) have done in bringing forward this program. I am confident that neuroscience will succeed at UW-River Falls and complement the goals and measures we use to track the progress of our strategic plan.

Sincerely,

A handwritten signature in black ink, appearing to read "Fernando Delgado", with a long horizontal flourish extending to the right.

Fernando Delgado  
Provost and Vice Chancellor for Academic Affairs

EDUCATION COMMITTEE

Resolution I.1.f:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay, as well as the President of the University of Wisconsin System, the Chancellor is authorized to reorganize the University through (1) the creation of the College of Arts, Humanities and Social Sciences; (2) the creation of the College of Science and Technology (both from the existing College of Liberal Arts and Sciences); (3) the creation of the College of Health, Education and Social Welfare; and (4) the redesignation of the Austin E. Cofrin School of Business as a stand-alone unit (both from the existing College of Professional Studies).

**REQUEST FOR INSTITUTIONAL REORGANIZATION  
UNIVERSITY OF WISCONSIN-GREEN BAY  
SUBMITTED BY THE UNIVERSITY OF WISCONSIN-GREEN BAY**

**BACKGROUND**

The University of Wisconsin-Green Bay currently operates with a legacy organizational structure of two colleges: the College of Liberal Arts and Sciences and the College of Professional Studies (which includes the Austin E. Cofrin (Cofrin) School of Business). The institution stands to substantially benefit by adopting a more conventional four-college organizational model which will align its business, health-related, science and arts, and humanities programs with major economic sectors in Northeastern Wisconsin and peer institutions. The reorganization will be accomplished via internal reallocation.

**REQUESTED ACTION**

Adoption of Resolution I.1.f, authorizing the institutional reorganization at UW-Green Bay.

**RELEVANT STATUTES AND REGULATIONS**

The University of Wisconsin-Green Bay (UWGB) seeks to reorganize in order to create four colleges/schools to replace the two currently in existence. The two existing colleges represent a consolidation of the five colleges/schools established at the founding of the University. The new structure therefore represents another reorganization of the original colleges/schools.

UW System ACIS 1.0 requires the UW System Administration and the Board of Regents to approve the establishment of a new college or school. This request is for approval to establish the College of Arts, Humanities and Social Sciences (created from units within the existing College of Liberal Arts and Sciences), the College of Science and Technology (created from units within the existing College of Liberal Arts and Sciences) and the College of Health, Education and Social Welfare (created from units within the existing College of Professional Studies). The Cofrin School of Business was established in 2010 and currently exists embedded in the existing College of Professional Studies. Upon reorganization, the School will function as a stand-alone unit and the leadership of the School will change from a department chair position within the College of Professional Studies to a dean position.

**HISTORY**

The University of Wisconsin-Green Bay was originally organized around interdisciplinary themes focused on ecology and sustainability, one of the most unique organizations in American higher education at the time. There were originally five colleges and schools: the College of Environmental Sciences, the College of Human Biology, the College of Creative Communication, the College of Community Science and the School of Professional

Studies. The interdisciplinary curriculum included elements of traditional disciplines (e.g., biology, chemistry, English, etc.) which were embedded in the colleges. The School of Professional Studies included applied areas such as business, social work (then called social services), health sciences, and education.

The original five-college organization was generally retained during founding Chancellor Weidner's tenure but the leadership structure supporting those colleges changed often over the decades. At one point near the end of Weidner's administration, all of the colleges were administered by what was locally called the "super dean." There appears to have been no strategic motivation for these changes.

The transition between Chancellors Weidner and Outcalt saw a reduction in the number of colleges to two. At the end of his chancellorship, Chancellor Outcalt increased the number to three. In 1996, Chancellor Perkins announced his vision to reshape UWGB into a small, public liberal arts college. To accomplish this, the number of colleges was reduced once again to two. Chancellor Shepard reversed the Perkins vision and advanced an initiative to grow the university, but he retained the two-college model.

## **RATIONALE**

In September 2014, the Chancellor initiated the institution-wide *Invent the Future* strategic process with the goal of examining the University's position and aspirations with respect to (1) a culture of innovation, (2) enrollment and growth, (3) academic portfolio, and (4) partnerships and external engagement. The major elements of the proposed reorganization emerged through that process.

The *Invent the Future* process was concluded earlier than anticipated, in spring 2015, to allow the University to turn its full attention to unprecedented state budget reductions. In order to meet the budget reductions, every aspect of university operations was examined, including how the academic programs, outreach and partnership activities, fund raising and enrollment management strategies related to the institutional organizational structure. A key outcome of both the *Invent the Future* process and the institution-wide response to the budget reduction was the realization of the need to reorganize to ensure institutional sustainability in a time of great change.

During the late spring and summer of 2015, the Chancellor and the University Committee (extended to include key leaders from all four shared governance groups – Faculty Senate, Academic Staff Council, University Staff Council and Student Government Association)—worked together to develop a rationale and business model for moving from a two-college to a four-college organization. The resulting document titled *The Future of UWGB Imagined* was endorsed by the University Committee and released to the university community on September 24, 2015. The main conclusions of the work were (1) the reorganization can be accomplished in a budget-neutral way and (2) a reorganized university is better prepared for an uncertain and highly dynamic future.

*The Future of UWGB Imagined* outlines the most important opportunities of the four-college model:

- Alignment of university academic programs with in-state and national peers. (All but four of the University’s 24 national peers have four or more colleges. All but two of the University’s in-state peers have four or more colleges.)
- Alignment of important academic programs and research with key economic sectors in Northeast Wisconsin (e.g., business, health, science, and the arts).
- Elevation of the Cofrin School of Business to a free-standing school to empower it to grow and build partnerships with the rich business sector in Northeast Wisconsin.
- Introduction of a more outwardly facing leadership level (via the deans) with direct accountability for:
  - Enrollment targets
  - Fundraising goals
  - Faculty and student support goals
  - Community partnership development
  - Innovation
- Support and sustainment of a higher level of institutional community engagement and partnership development in support of faculty, students and the community.
- Creation of a climate of innovative leadership in the changing higher education environment.
- Better orientation of the university as a partner in system and state-wide strategic initiatives in talent creation and retention, alternative educational delivery, cost containment and access to higher education.

**BUSINESS MODEL**

The reorganization is accomplished through the internal reallocation of \$528,000 (within an approximately \$22 million instructional budget) derived from: (1) savings from reorganization of the Chancellor’s Office, (2) reallocation of vacant positions in the Office of Adult Access, (3) redirection of three vacant faculty positions, and (4) reduction of a portion of faculty reassignments and overloads for duties to be performed in the dean’s office (see Table 1). The reorganization results in a \$27,000 balance.

Table 1. Key reallocations to accomplish the four-college organization at UWGB.

Type	Amount (\$)	Notes
Investment in reorganization.	\$528,000	The current dean of the College of Liberal Arts and Sciences will become the dean of the College of Arts, Humanities and Social Sciences; the new dean of the College of Science and Technology will be an internal promotion; the dean of the College of Professional Studies will assume the leadership of the new College of Health, Education and Social Welfare; a national search will be conducted to select the dean of the Cofrin School of Business. Associate deans will be

		selected via internal searches.
Executive administrative position	(\$125,000)	Position eliminated as part of the reorganization of the Chancellor's Office.
Office of Adult Access	(\$122,000)	Vacant positions reallocated.
Vacant Faculty Lines	(\$215,000)	Three vacant positions reallocated.
Reassignments and overloads	(\$93,000)	Faculty reassignments and overloads related to work more appropriately conducted by associate deans.
Total	(\$27,000)	

Upon approval of the Board of Regents, deans and/or associate deans will be appointed and work together with the Provost through the Spring 2016 semester to develop key policies, reshape budget processes, and establish college enrollment, program development and philanthropic goals. The four colleges will initiate operation on July 1, 2016.



November 17, 2015

GARY L. MILLER  
*Chancellor*

Dr. Ray Cross  
President  
University of Wisconsin System  
1770 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1559

Dear President Cross:

I am seeking permission to reorganize the University of Wisconsin – Green Bay from its current two college structure to a four college structure. This can be accomplished through internal reorganization and reallocation of resources as described in the attached document. No new funds are required to accomplish the restructuring.

I have consulted with General Counsel Tom Stafford regarding Board of Regents approval. Since the creation of this structure involves reorganizing existing units and not the creation of a college offering a new academic program, this changes does not require legislative approval.

Vice President David Ward and his staff assisted in the development of the formal Board of Regents Proposal (attached).

The new four college model provides significant opportunities for UWGB in the changing climate of higher education in Wisconsin and beyond. Most importantly, the new organization aligns the university programs and research areas with the regional economy and thereby provides a more substantial foundation upon which to meets the University's mission of access and talent creation in Wisconsin. The change also aligns the university with the vast majority of its peers inside the system and nationally.

This organizational plan was developed in collaboration with the University Committee (extended to include representatives from the University Staff Committee, Academic Staff Committee and Student Government Association) and widely discussed in unit meetings, faculty and staff lunches with the senior leadership team and informal information sessions. The University Committee (extended) unanimously approved the plan on September 24, 2015. The Faculty Senate approved the plan on November 11, 2015. The plan was also discussed in detail with the University of Wisconsin – Green Bay Council of Trustees and the UWGB Foundation Board. Both groups strongly support the reorganization.

Thank you for your consideration of this request.

Sincerely,

Gary L. Miller  
Chancellor

c: David Ward, Interim Senior Vice President for Academic and Student Affairs

Attachments

I N N O V A T I O N                      T R A N S F O R M A T I O N                      P L A C E

Approval of a University College  
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.g:

That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for a University College at UW-Stevens Point.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
UNIVERSITY COLLEGE AT UW-STEVENSON POINT  
PREPARED BY UW-STEVENSON POINT**

**BACKGROUND**

In the fall of 2014, University of Wisconsin-Stevens Point (UWSP) Chancellor Patterson convened a task force to explore the creation of a University College as part of UWSP's program prioritization efforts. The task force issued a report in January 2015 recommending the creation of a University College in order to better align a number of redundant student success functions across campus. The conversation was suspended from February through July 2015 while the university dealt with the biennial budget reductions. In fall 2015, however, the conversation resumed with a focus on creating a University College, simply by realigning functions within Academic Affairs.

Governance bodies and stakeholders were consulted and they were supportive of the proposal. This reorganization currently involves no new positions or funding.

**REQUESTED ACTION**

Adoption of Resolution I.1.g., approving the creation of a University College at the University of Wisconsin-Stevens Point.

**DISCUSSION**

The proposed University College represents a reorganization of existing functions and units within the Division of Academic Affairs at UWSP. It is designed to coordinate a number of student success and retention functions currently housed in Academic Success/Student Affairs and Academic Affairs units in order to improve efficiency and better serve students. For example, among the projects UW-Stevens Point hopes to pursue under the University College structure is the creation of a new First Year Experience program, a series of programs aimed at student success and retention among first-year students.

The current Executive Director of Academic Success will be appointed as the Dean of the University College (please see the attached Appendix A, containing the UW-Stevens Point revised organizational chart). The proposed University College is not an academic college and its future Dean would not be responsible for any academic degree programs.

The organizational units of the University College will include the existing offices and positions within the unit of Academic and Career Advising, the Tutoring-Learning Center, the Internship Coordinator position, the Library, and the Disability and Assistive Technology Center.

In addition, the position of the Director of General Education, the position of the Coordinator of the Undergraduate Research and Creative Activities, and the Center for Inclusive Teaching and Learning, currently located and budgeted in Academic Affairs, will be moved to the University College. By putting these diverse offices under a centralized leadership resulting in better coordination of university resources dedicated to student success, it is expected that students' learning needs will be met more efficiently.

The total budget for the proposed University College is \$3,670,747. The proposed reorganization will be accomplished through reallocation of existing resources.

While the creation of a University College is novel among UW System comprehensive institutions, nationally, examples of similarly functioning university colleges exist at, among others, such state universities as the University of Texas at Arlington, North Carolina Central University, Buffalo State University, Southern Illinois University, and Appalachian State University.

In summary, this reorganization will help achieve the following UWSP strategic and academic goals:

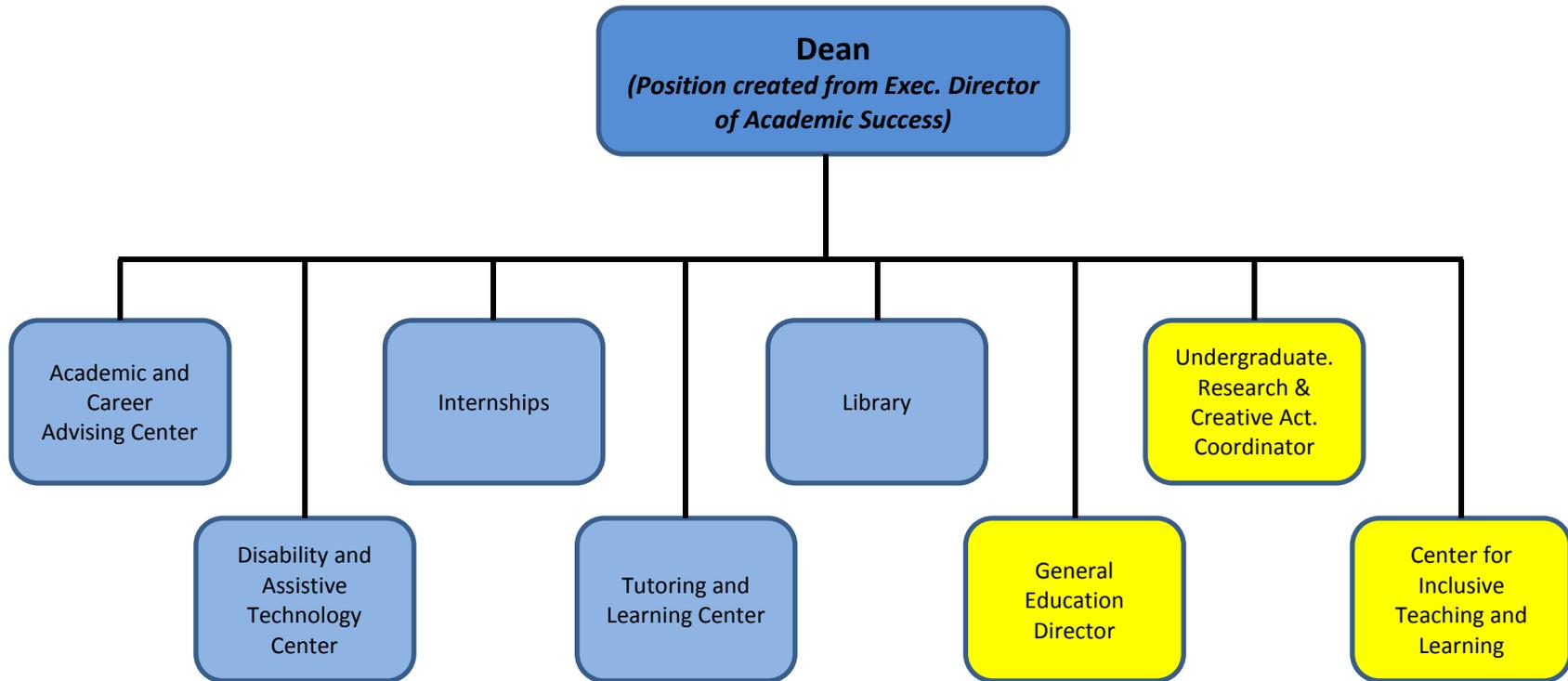
- The University College will create a more efficient organizational structure to ensure coordination of student support within Academic Affairs. This will facilitate improvement of academic advising and tutoring, along with other student support, and the alignment of the functions with General Education.
- It will provide a stronger institutional position for the Director of the General Education program, and ensure better coordination across UWSP's academic Colleges.
- It will provide a higher institutional profile for student support units.
- It will provide a home for the newly inaugurated Center for Inclusive Teaching and Learning, and ensure that professional development related to teaching, learning, advising, undergraduate research, and diversity can be aligned with student retention and graduation initiatives.

## **RELATED POLICIES**

Academic Information Series #1 (ACIS 1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

Section 36.09(1)(gm), Wis. Stats.

# UW-Stevens Point University College



Proposed Select Mission Change  
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.h:

That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the select mission change at UW-Stevens Point.

**REVISED SELECT MISSION STATEMENT  
UNIVERSITY OF WISCONSIN-STEVENSON POINT  
(SECOND READING AND APPROVAL)**

**BACKGROUND**

Section 36.09(1)(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted." Regent Policy Documents 1-1 (UW System Mission) and 1-2 (Approval of Mission Statements) and ACIS 1.0 indicate that in addition to the UW System mission, the University of Wisconsin-Stevens Point shall establish a select mission.

Section 36.09(1)(b), Wis. Stats., also requires that UW institutions' select missions include a listing of the degrees offered by the institution. In addition, university missions must coincide with Higher Learning Commission (HLC) Criteria for Accreditation Mission Components (effective January 1, 2013), available at <http://www.ncahlc.org/Information-for-Institutions/criteria-and-core-components.html>.

**REQUESTED ACTION**

Adoption of Resolution I.1.h, approving UW-Stevens Point's revised select mission statement.

**DISCUSSION**

The University of Wisconsin-Stevens Point requests approval for its revised select mission statement. The proposed revisions are the result of a comprehensive consulting process with institutional governance and were approved by the UW-Stevens Point Faculty Senate on February 4, 2015. The mission was thoroughly revised and restructured. The academic program array of the university is now presented in more detail, making more visible in the mission the professional undergraduate and graduate programs. The term "select engineering programs" was added to the programs listed as the Board of Regents recently approved the chemical engineering degree program. Other examples of academic program updates include the addition of the Regent-approved clinical doctoral program in audiology and removal of the undergraduate program in home economics.

At a first reading, on September 10, 2015, the Education Committee reviewed the proposed mission change language. In fulfillment of the statutory requirement, on November 10, 2015, UW-Stevens Point held a public hearing, presided over by Regent Janice Mueller.

Six individuals attended the hearing, of which two made public statements. A written statement received by the university requested inclusion of the recently-approved Ed.D. in Educational Sustainability in the select mission statement, and also favored an additional reference to sustainability in the last paragraph of the select mission.

The first individual who made a public statement requested that new programs, such as the

Ed.D. in Educational Sustainability, be included in the select mission statement after the programs are approved by the Board of Regents and accrediting bodies.

The second individual who made a public statement noted that her perception of the revised select statement was that the first section of the proposed select mission statement is too focused on the community instead of the individual. She suggested that while the community is important, the individual could be lost if the focus is too strongly focused on community. Additionally, she noted that the second paragraph lists "design" as one of the academic emphases. Design is an academic program that is included in multiple areas. She recommended "design" be moved in word order after "performing and visual arts." She also suggested moving "family and consumer sciences" after "health and wellness professions."

On Monday, November 16, 2015, the Academic Affairs Committee of the Common Council reviewed the public comments and, after thorough and thoughtful consideration, decided not to amend the proposed select mission statement. The university is prohibited from advertising the Ed.D. in Educational Sustainability until it receives final approval from the Higher Learning Commission. Additionally, since sustainability is already articulated in the opening paragraph of the proposed select mission statement, the committee did not feel that it was necessary to include it again at the end. Finally, the request to reorder the academic programs listed in the select mission statement was not accepted because doing so would not materially change the meaning of the statement as it relates to the programs specifically identified.

On November 18, 2015, Chancellor Patterson submitted a letter to President Cross requesting that the proposed revisions to the select UW-Stevens Point Mission Statement be placed on the December, 2015, Board of Regents' meeting agenda for final review and approval.

### **The Revised Mission Statement Language**

The mission statement version submitted for this second reading is the same as the version submitted for the first reading. UW-Stevens Point's new select mission is proposed as follows:

In addition to the Core Mission of the University Cluster Institutions, the select mission of UW-Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.

Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.

UW-Stevens Point provides select master's programs in communication, communicative disorders, health care, health promotion, natural resources,

teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.

UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs.

Below is UW-Stevens Point's current mission with eliminations clearly marked.

### **Revised UW-Stevens Point mission statement (strike out)**

~~The select mission of UWSP is to~~

~~• provide a broad foundation of liberal studies and degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built;~~

~~• provide undergraduate professional programs in communicative disorders, teacher education, natural resources, home economics, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources;~~

~~• provide graduate programs in teacher education, communicative disorders, natural resources, home economics, communication and other select areas clearly associated with this university's undergraduate emphases and strengths;~~

~~• provide programs in wellness and health promotion;~~

~~• provide quality undergraduate and graduate instruction through innovative methods utilizing print and non-print library resources, computing, communications technology, and direct student assistance;~~

~~• expect scholarly activity, including research, scholarship and creative endeavor, that supports UWSP's programs at the associate and baccalaureate degree levels, its selected graduate programs, and its select mission; and~~

~~• cooperate with UW Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in research activities.~~

~~In addition to the Core Mission of the University Cluster Institutions, the select mission of UW Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation~~

~~in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees. Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education. UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level. UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs.~~

## **Current Mission**

The current UW-Stevens Point select mission (original), adopted in 2004, is included for comparison below.

The select mission of UWSP is to

- provide a broad foundation of liberal studies and degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built;
- provide undergraduate professional programs in communicative disorders, teacher education, natural resources, home economics, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources;
- provide graduate programs in teacher education, communicative disorders, natural resources, home economics, communication and other select areas clearly associated with this university's undergraduate emphases and strengths;
- provide programs in wellness and health promotion;

- provide quality undergraduate and graduate instruction through innovative methods utilizing print and non-print library resources, computing, communications technology, and direct student assistance;
- expect scholarly activity, including research, scholarship and creative endeavor, that supports UWSP's programs at the associate and baccalaureate degree levels, its selected graduate programs, and its select mission; and
- cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in research activities.



November 18, 2015

Ray Cross, President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

Dear President Cross:

On behalf of the faculty, staff, and students of the University of Wisconsin-Stevens Point, I respectfully request that the attached proposed revisions to the UW-Stevens Point Mission Statement be placed on the Board of Regents' meeting agenda for final review. These proposed revisions are the result of a comprehensive campus process where we gathered input and feedback from our university governance groups. The proposed revisions were approved by our Faculty Senate on February 4, 2015, and the Board of Regents completed a first reading of the proposal in September 2015. Regent Janice Mueller presided over the public listening session to solicit feedback regarding the proposed changes to the select mission statement on Tuesday, November 10, from 8:30-10 a.m. in the Founders Room of Old Main.

The enclosed documents provide additional background and a detailed account of the proposed changes and a synopsis of feedback received during the public listening session.

Please feel free to contact me if you have any questions. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Bernie L. Patterson".

Bernie L. Patterson  
Chancellor

Enclosures: Current and Proposed Select Mission Statements  
Public Listening Session Summary

**Current** UW-Stevens Point mission statement: (*University Handbook*, Chapter 1, Section 2, page 8)

SELECT MISSION.

The select mission of UWSP is to

- provide a broad foundation of liberal studies and degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built;
- provide undergraduate professional programs in communicative disorders, teacher education, natural resources, home economics, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources;
- provide graduate programs in teacher education, communicative disorders, natural resources, home economics, communication and other select areas clearly associated with this university's undergraduate emphases and strengths;
- provide programs in wellness and health promotion;
- provide quality undergraduate and graduate instruction through innovative methods utilizing print and non-print library resources, computing, communications technology, and direct student assistance;
- expect scholarly activity, including research, scholarship and creative endeavor, that supports UWSP's programs at the associate and baccalaureate degree levels, its selected graduate programs, and its select mission; and
- cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in research activities.

**Revised** UW-Stevens Point mission statement—**strike out and underline:** (Resolution 2014-2015-096)

SELECT MISSION.

The select mission of UWSP is to

- ~~provide a broad foundation of liberal studies and degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built;~~
- ~~provide undergraduate professional programs in communicative disorders, teacher education, natural resources, home economics, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources;~~
- ~~provide graduate programs in teacher education, communicative disorders, natural resources, home economics, communication and other select areas clearly associated with this university's undergraduate emphases and strengths;~~
- ~~provide programs in wellness and health promotion;~~
- ~~provide quality undergraduate and graduate instruction through innovative methods utilizing print and non-print library resources, computing, communications technology, and direct student assistance;~~
- ~~expect scholarly activity, including research, scholarship and creative endeavor, that supports UWSP's programs at the associate and baccalaureate degree levels, its selected graduate programs, and its select mission; and~~
- ~~cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in research activities.~~

In addition to the Core Mission of the University Cluster Institutions, the select mission of UW-Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.

Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.

UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.

UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Extension programs.

## Public Listening Session Summary

The University of Wisconsin-Stevens Point hosted a public listening session to solicit feedback regarding the proposed changes to the university's select mission statement on Tuesday, November 10, from 8:30-10 a.m. in the Founders Room of Old Main. Regent Janice Mueller presided over the session. Ken Menningen, chair of the Common Council and member of the Academic Affairs Committee that drafted the revision to the select mission statement, provided a brief review of the justification of the changes and the campuswide efforts to solicit input to draft the current proposal of the select mission statement. In all, six individuals attended the listening session (not including Regent Mueller, Chancellor Patterson and Ken Menningen). Two of the six individuals made public statements and one written statement was submitted for consideration.

The written statement requested inclusion of the recently approved Ed.D. in Educational Sustainability in the select mission statement, and also favored additional reference to sustainability in the last paragraph of select mission.

The first individual who made a public statement requested that new programs, such as the Ed.D. in Educational Sustainability, be included in the select mission statement after they are approved by the Board of Regents and accrediting bodies.

The second individual who made a public statement noted that her perception of the revised select statement was that the first section of the proposed select mission statement is too focused on the community instead of the individual. She claimed that while the community is important, the individual could be lost if the focus is too strongly focused on community. Additionally, she noted that the second paragraph lists "design" as one of the academic emphases. Design is an academic program that is included in multiple areas. She recommended "design" be moved after "performing and visual arts." She also suggested to move "family and consumer sciences" after "health and wellness professions."

On Monday, November 16 The Academic Affairs Committee of the Common Council reviewed the public comments and after thorough and thoughtful consideration decided to not amend the proposed select mission statement. The university is prohibited from advertising the Ed.D. in Educational Sustainability until it receives final approval from the Higher Learning Commission. Additionally, since sustainability is already articulated in the opening paragraph of the proposed select mission statement, the committee did not feel it was necessary to include it again at the end. Finally, the request to reorder the academic programs listed in the select mission statement was not accepted because doing so would not materially change the meaning of the statement as it relates to the programs specifically identified.

EDUCATION COMMITTEE

Resolution I.1.i:

That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the select mission change at UW-Extension.

**REVISED MISSION STATEMENT  
UNIVERSITY OF WISCONSIN-EXTENSION  
(SECOND READING AND APPROVAL)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

Section 36.09(1)(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted." Regent Policy Documents 1-1 (UW System Mission) and 1-2 (Approval of Mission Statements) and ACIS 1.0 indicate that in addition to the UW System mission, the University of Wisconsin-Extension shall establish a select mission.

Section 36.09(1)(b), Wis. Stats., also requires that UW institutions' select missions include a listing of the degrees offered by the institution. In addition, university missions must coincide with Higher Learning Commission (HLC) Criteria for Accreditation Mission Components (effective January 1, 2013), available at <http://www.ncahlc.org/Information-for-Institutions/criteria-and-core-components.html>.

**REQUESTED ACTION**

Adoption of Resolution I.1.i, approving UW-Extension's revised mission statement.

**DISCUSSION**

The University of Wisconsin-Extension requests approval for its revised mission statement. The revised statement is the result of strategic planning and extensive discussion with constituents and the public. UW-Extension is asking for authority from the Board of Regents to offer degrees aimed at the large segment of adult nontraditional students who seek high-quality, professionally oriented degrees in alternative formats. Specifically, UW-Extension plans to offer certificates and a baccalaureate degree in Business and Management as well as the UW System transfer associate degree. These degrees will be offered in the competency-based format, and will be offered collaboratively with other UW institutions, using similar partnership arrangements as its current successful collaborative degrees.

At a first reading, on September 10, 2015, the Education Committee reviewed the proposed mission language change. In fulfillment of the statutory requirement, on Thursday, November 5, 2015, a public hearing on UW-Extension's proposed mission change was held at the Pyle Center in Madison, also accessible through a web broadcast. Regent Drew Petersen presided over the hearing.

One person called in with testimony, and two people provided in-person testimony. In addition, UW-Extension received three statements via email.

Written and verbal testimony expressed reservations and concerns in the following areas:

- Questions about duplication, the transferability of the proposed new UW-Extension degrees, effects on enrollments in existing UW System face-to-face and online business programs; and considerations related to return on investment to start up a new degree-granting institution.
- Reservations about entering into competition with for-profit institutions for nontraditional students, with reference to an Educational Advisory Board report that cautioned about overpromising the long-term student and employer demand for Competency-Based Education CBE programs, and the ability of students to complete CBE programs more quickly and with less expense than traditional programs.
- Concerns regarding UW-Extension's operational capacity to offer degrees and about the possible effects of any redirection of UW-Extension resources to degree-granting operations instead of existing UW-Extension programs and divisions, including potential negative impact on the current UW Flex collaborative model, in which UW-Extension provides the instructional and back-office support while partnering with another UW institution to offer the degree.

In its written response to these questions and concerns, UW-Extension indicates that all had previously been raised and discussed with the Board of Regents at the first reading at the September board meeting, and addressed through its Appendix submitted for that first reading.

Separately from the November 5, 2015, public hearing, Chancellor Cathy Sandeen and Provost Aaron Brower have been in contact with representatives from the Wisconsin Technical College System (WTCS) to better understand the latter's position that all UW System associate degrees require approval from the WTCS Board. It is the WTCS leadership's view that allowing UW-Extension to offer a liberal arts transfer associate degree in the UW Flexible Option format will encroach on the technical college mission. The proposed UW-Extension associate degree will be structured as a standard liberal arts associate degree (either the Associate of Art (A.A.) or the Associate of Science (A.S.) and credits will be fully transferable towards baccalaureate degrees throughout the UW System. The proposed UW-Extension associate degrees are not applied associate degrees conferred by the WTCS. The A.A. and A.S. liberal arts transfer degrees are associate degrees permissible under UW System ACIS 1.3 and s. 36.31, Wis. Stats. (see the last page of Appendix A for more information).

Appendix A lists the questions received and UW-Extension's responses to the concerns. After careful examination of the concerns, UW-Extension leadership concluded that it did not wish to submit any edits or changes to the proposed mission statement reviewed by the Regents at the September first reading.

### **The Revised Mission Statement**

The mission statement version submitted for this second reading is the same as the version submitted for the first reading. UW-Extension's new mission is proposed as follows:

*Through the University of Wisconsin-Extension, people of Wisconsin and beyond can access university resources and engage in learning, wherever they live and work.*

*Fundamental to this mission are UW-Extension's partnerships with the 26 UW campuses, the county and tribal governments, and other public and private organizations. Fulfilling the promise of the Wisconsin Idea, UW-Extension extends the boundaries of the university to the boundaries of the state and helps the university establish beneficial connections with all of its stakeholders.*

*For Wisconsin individuals, families, businesses and communities, UW-Extension fulfills its mission by:*

- *Supporting personal growth, professional success and organizational effectiveness through formal and informal learning.*
- *Offering professionally-focused and cross-disciplinary competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management.*
- *Addressing the changing needs of the state and society by conducting, applying, and conveying relevant university research.*
- *Building greater access to educational, cultural and civic resources through the use of technologies.*

*In addition, UW-Extension supports the University of Wisconsin System mission by:*

- *Providing strong leadership for the university's statewide public service mission.*
- *Integrating a scholarly approach to outreach across many academic disciplines.*
- *Addressing the specific educational needs of under-served, disadvantaged and nontraditional students.*

Below is UW-Extension's current mission statement with eliminations (strike-through) and additions (underlined) tracked in the text:

*Through the University of Wisconsin-Extension, ~~all Wisconsin people~~ people of Wisconsin and beyond can access university resources and engage in ~~lifelong~~ learning, wherever they live and work.*

*Fundamental to this mission are UW-Extension's partnerships with the 26 UW campuses, the county and tribal governments, and other public and private organizations. Fulfilling the promise of the Wisconsin Idea, UW-Extension extends the boundaries of the university to the boundaries of the state and helps the university establish beneficial connections with all of its stakeholders.*

*~~For millions of Wisconsin individuals, families, businesses and communities, UW-Extension is the doorway to their public university, enabling them to:~~*

For Wisconsin individuals, families, businesses and communities, UW-Extension fulfills its mission by:

- Achieve Supporting personal growth, professional success and organizational effectiveness through formal and informal learning.
- Offering professionally-focused and cross-disciplinary competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management.
- ~~Address~~ Addressing the changing needs of the state and society by conducting, applying, and conveying relevant university research.
- Gain Building greater access to educational, cultural and civic resources through the use of technologies.

*In addition, UW-Extension supports the University of Wisconsin System mission by:*

- *Providing strong leadership for the university's statewide public service mission.*
- *Integrating a scholarly approach to outreach across many academic disciplines.*
- *Addressing the specific educational needs of under-served, disadvantaged and nontraditional students.*

## **Current Mission**

The current UW-Extension mission (original), adopted in 2004, is included for comparison below.

Through the University of Wisconsin-Extension, all Wisconsin people can access university resources and engage in lifelong learning, wherever they live and work.

Fundamental to this mission are UW-Extension's partnerships with the 26 UW campuses, the county and tribal governments, and other public and private organizations. Fulfilling the promise of the Wisconsin Idea, UW-Extension extends the boundaries of the university to the boundaries of the state and helps the university establish mutually beneficial connections with all its stakeholders.

For millions of Wisconsin individuals, families, businesses and communities, UW-Extension is the doorway to their public university, enabling them to:

- Achieve personal growth, professional success and organizational effectiveness through formal and informal learning;
- Address the changing needs of the state and society by applying relevant university research; and
- Gain greater access to educational, cultural and civic resources through the use of technologies.

In addition, UW-Extension supports the University of Wisconsin System mission by:

- Providing strong leadership for the university's statewide public service mission;
- Integrating a scholarly approach to outreach across many academic disciplines;  
and
- Addressing the specific educational needs of under-served, disadvantaged and nontraditional students.

**UW-EXTENSION'S RESPONSE TO TESTIMONY  
FROM NOVEMBER. 5, 2015 PUBLIC HEARING  
ON UW-EXTENSION'S PROPOSED MISSION CHANGE**

On November 5, 2015, a public hearing was held at the Pyle Center in Madison, Wisconsin, to hear testimony on UW-Extension's proposal to change its mission. Accommodations were made for statewide call-in for testimony. Regent Drew Petersen chaired the hearing.

The hearing began at 9:30 a.m. and concluded at 9:45 a.m. One person called in with testimony, and two people provided in-person testimony. In addition, three statements were received via email. The following individuals provided testimony:

Michael Beisbier, President, Wisconsin Pork Association (via email)  
Susan Hansen, Professor and Director, UW-Platteville School of Business (by phone)  
Tamas Houlihan, Executive Director, Wisconsin Potato and Vegetable Growers Association  
(in person)  
Bev Kopper, Chancellor, UW-Whitewater (via email)  
Tom Lochner, Executive Director, Wisconsin State Cranberry Growers Association (in  
person)  
Bob Meyer, Chancellor, UW-Stout (via email)

No language changes are planned in UW-Extension's mission change based on the testimony received. The public hearing did neither generate any new concerns that the Regents have not already heard, nor much public response of any kind. All testimony was thoughtful and respectful, and respondents were appreciative of the opportunity to provide comments on UW-Extension's mission change proposal.

This document summarizes the comments and questions received, along with UW-Extension's responses. Where relevant, this document refers to the September 10, 2015 "Appendix Submitted by UW-Extension to Support its Mission Change Proposal to the Board of Regents" (Board of Regents Education Committee document I.1.g).

**1. Allowing UW-Extension to offer degrees will reduce ("cannibalize") enrollments in existing face-to-face and online programs (in this case, business programs).**

As documented in the Appendix to the September 10<sup>th</sup> Regent document I.1.g, UW-Extension seeks to attract the tens of thousands of nontraditional students in Wisconsin who are not currently attending any UW program. As documented in that Appendix, all UW programs combined enroll and graduate only a small fraction of nontraditional students who seek higher education. A large percentage of adult and nontraditional students do not enroll in UW programs because the programs are not flexible enough to allow these students to incorporate education into their lives. The UW Flexible Option is an example of how quality programs can attract new, nontraditional students into the UW, and do so without cannibalizing existing enrollments.

**2. The proposed UW-Extension programs will duplicate already-existing programs across the UW, including other programs offered in a competency-based education (CBE) format.**

The UW Flexible Option is the only direct-assessment CBE program that is offered by the UW. Indeed, it is one of only four direct-assessment programs offered in the entire nation. (There are other programs in the country, such as the programs at Western Governors University (WGU) and Northern Arizona University, that offer what are called “credit-equivalent” CBE, but these are not direct-assessment CBE programs.) The new bachelor’s degree in business and management program proposed by UW-Extension will be in the same direct-assessment CBE format as existing UW Flex programs. UW Flex is not duplicative of traditional online programs. As demonstrated in the Appendix presented to the Board of Regents in September, 2015, it is attracting new students to the UW. UW Flex and the new degrees proposed do not duplicate existing programs, whether online, face-to-face, or in hybrid formats.

**3. Why isn’t UW-Extension pursuing the current UW Flex collaborative model, where UW-Extension provides the instructional and back-office support while partnering with another UW institution to offer the degree?**

UW-Extension spent nearly two years pursuing a UW partner for a Flex bachelor’s degree in business and management – both in a single-partner format (like current UW Flex partnerships with UW-Milwaukee and UW Colleges) and in a multi-partner format (like other UW System collaborative degrees). No partners were interested in offering this degree in the Flex format. Three primary reasons accounted for the inability of other UW institutions to partner with UW-Extension: (1) perceived risks to Association to Advance Collegiate Schools of Business (AACSB) accreditation, (2) lack of capacity to mount a new degree, and (3) lack of interest to focus on adult students because those students were not their target audience. However, and importantly, if UW-Extension takes on the burden to confer the degree, several UW institutions expressed interest in providing curriculum and participating in instruction.

UW-Extension’s business and management degree will be developed collaboratively. UW-Extension will offer the degree, along with instructional support and back-office operations; partner institutions will provide faculty who will develop the competency sets and assessments, and participate in grading and student feedback. UW-Extension does not intend to change any of its currently successful UW Flex or collaborative programs; those partnerships will remain intact.

**4. Why does UW-Extension believe that it can compete with the for-profits for the nontraditional students who are attracted to them? And why does UW-Extension want to compete with the for-profits?**

The UW System has been competing with for-profit institutions for a long time. As stated in the Appendix presented to the Board of Regents in September, 2015, 23,000 Wisconsin residents are already enrolled in for-profits each year, often at four times the cost of UW tuition. For-profit institutions, as a whole, are not serving Wisconsin citizens well: 43% of students drop out within their first two years. On the other hand, UW-Extension has demonstrated through UW Flex that it can bring new students into the UW. UW Flex students state that they are attracted to the university's high quality and the UW brand. UW Flex programs are developed and marketed specifically to the audience of students UW-Extension is seeking, and current enrollments demonstrate that UW-Extension is successfully reaching that new segment of nontraditional students.

5. **A recent report by the Educational Advisory Board (EAB) questions the rapid expansion of competency-based programs. In particular, testimony raised questions about long-term student and employer demand for CBE programs, and the ability of students to complete CBE programs more quickly and with less expense vs. traditional programs.**

First, the EAB report is neither comprehensive nor peer-reviewed research. The EAB is a membership organization that provides "just in time" summaries on current topics for its members. For this report, EAB interviewed a handful of early adopters of CBE, including leadership of UW Flex, asking about experiences and challenges when starting programs.

Second, the EAB report did not conclude that competency-based programs are overestimating both student and employer demand. The report stated that *the words "competency-based education" had little meaning to students and employers, and therefore programs have moved away from using those words in their marketing materials.* The EAB report went on to describe the evolution of Western Governors University's (WGU) marketing as a case illustration of how programs have stopped using the words "CBE" in their marketing materials. That said, demand for the competency-based format remains quite high. For example, WGU's current enrollment tops 60,000 students.

Finally, the EAB report summarized the caution expressed by early adopters that only some students will move through CBE programs quickly, and students who are not well prepared for college-level work will need additional support. UW Flex was designed to address these cautions. The UW Flex admissions process requires prospective Flex students to undergo thorough screening before they are admitted. Prospective students take a self-assessment to determine their fit with Flex, after which UW-Extension follows up with a phone call to each student to talk through their fit with the program. At the admissions stage, UW-Extension routinely refers students to the brick-and-mortar or online equivalent programs at partner UW campuses when those programs provide a better fit for those students. After admission UW Flex students are then assigned an Academic Success Coach, who provides proactive and wrap-around support, using best practices for adult and at-

risk student support developed by the National Academic Advising Association.<sup>1</sup> Success in Flex depends on students' understanding the Flex model as well as the expectations, and receiving ample support throughout enrollment.

**6. It is not clear how transfer will work with the new UW-Extension degrees.**

Transfer will work exactly the same as with the current UW Flex programs, and exactly the same as for all programs throughout the UW System. The new UW-Extension degrees are bound by all the same UW System and Regent policies that govern all UW degrees.

**7. If UW-Extension resources exist to create a new degree program, those resources should instead be spent by UW System to support or expand existing degree programs at other UW institutions.**

No new resources are requested to support this mission change.

**8. If UW-Extension resources exist for a new degree program, these resources should instead be spent to support or expand existing UW-Extension programs. In particular, Cooperative Extension faces significant budget reductions, and the development of a new degree will further reduce Cooperative Extension funding.**

Creating a bachelor's degree in business and management in the Flex format will not divert funds from Cooperative Extension. (Additionally, Cooperative Extension is currently engaged in a statewide, inclusive, and multi-partner planning process that will allow it to face its budget reduction through reorganizations and reinvestments that will strengthen its ability to meet the future demands of its many partners throughout the state and nation.)

**9. Will Cooperative Extension faculty be diverted from their current work in order to teach in the new degree programs?**

As explained in the Appendix presented to the Board of Regents in September, 2015, this is not the model of how teaching will work in these new degrees. Just as is the case for all UW collaborative degrees (including UW Flex), these new degrees will engage the services of faculty in partnership with other UW institutions. Cooperative Extension faculty and staff are valuably engaged in their communities as applied researchers and community educators. Their work is in high demand in the State of Wisconsin and across the country, and UW-Extension intends to support them in those activities.

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<sup>1</sup> See [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-\(intrusive\)-advising-resource-links.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-(intrusive)-advising-resource-links.aspx)

**10. How will UW-Extension develop the operational capacity to offer degrees, given that this is a completely new activity?**

UW-Extension will leverage back-office operational infrastructure already developed for UW Flex, including systems and staffing to handle recruitment, admissions, enrollment, advising, transcription, tuition payments, and financial aid. These new systems and staffing are different from those that support traditional semester-based and course-based education; those required considerable investment. UW-Extension is not asking for additional funds from UW System or from the state to support its mission change.

UW-Extension has already begun working with the Higher Learning Commission (HLC), the regional accreditor that provides guidance to institutions that grant degrees. UW-Extension will need “candidacy status accreditation” from the HLC before UW-Extension can market its program and offer degrees. HLC has been very supportive, and views UW Flex as a case study on how quality degrees can be offered in new and flexible formats. UW-Extension has mapped out the process that will lead to candidacy status, allowing UW-Extension to begin enrolling students in a Flex-format business and management degree by November/December 2016.

**11. There is skepticism that UW-Extension will be able to break even through these new programs, let alone generate additional revenue.**

The bachelor’s degree in Business and Management is the degree most often requested among people interested in UW Flex, yet UW-Extension is planning conservatively to break even in five years. As illustrated in the Appendix presented to the Board of Regents in September, 2015, UW-Extension’s market research demonstrates confidence in strong and continued demand for this program.

Student demand for existing UW Flex programs has exceeded projections. UW UW-Extension has more than 500 new students enrolled as of November 5, 2015 (snapshot of unique headcount), and two high-demand programs (Nursing and Information Studies) are scheduled to break even a year earlier than their five-year projection. Finally, as a cost-recovery program, UW-Extension is committed to modifying and closing down any programs that do not meet enrollment and financial expectations.

**12. If the new UW-Extension degrees do not break even, will resources be drawn away from other UW-Extension divisions?**

UW-Extension will not draw resources from other UW-Extension divisions to finance these degrees. As cost-recovery degrees, UW-Extension is committed to modifying and disestablishing programs that do not meet enrollment and financial expectations.

**SUMMARY OF UW-EXTENSION'S CONVERSATIONS WITH THE WISCONSIN  
TECHNICAL COLLEGE SYSTEM (WTCS) AND UW SYSTEM GENERAL COUNSEL  
TOM STAFFORD'S RESPONSE**

Chancellor Cathy Sandeen and Provost Aaron Brower have been in contact with the Wisconsin Technical College System (WTCS) to better understand WTCS's position that all UW associate's degrees (whether liberal arts or technical) require approval from the WTCS Board. Several meetings were held between UW Colleges and UW-Extension Chancellor Sandeen, UW-Extension Provost Brower, UW System Administration Vice President David J. Ward, WTCS Vice President Kathy Cullen, and WTCS Vice President Jim Zylstra.

The proposed UW-Extension associate degree will be structured as a standard liberal arts Associate of Art (A.A.) or an Associate of Science (A.S.), and will be fully transferable towards bachelor's degrees throughout the UW. A.A. and A.S. liberal arts transfer degrees are associate degrees permissible under UW System ACIS 1.3 and state statute s. 36.31, Wis. Stats.

After consulting with the UW System's Office of General Counsel, it is UW-Extension's position that A.A. and A.S. liberal arts transfer degrees are fully within the scope of the UW System and the UW Board of Regents policy.

Regina Millner, President, UW System Board of Regents  
Ray Cross, President, UW System  
David Ward, Senior Vice President, UW System  
1700 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

November 19, 2015

Dear Regent President Millner, President Cross, and Senior Vice President Ward,

On behalf of UW-Extension, Provost Brower and I request a second reading from the UW System Board of Regents at their December meeting to change the language of our mission statement. The rationale and the content of the proposed mission change were reviewed in the first reading with the Education Committee of the Board of Regents at its September meeting.

A public hearing was held on November 5, 2015, chaired by Regent Drew Petersen, to receive input from constituents and stakeholders. Testimony was thoughtful and constructive, with no questions and comments substantively different from those raised during discussion at the September board meeting. As a consequence, no additional edits were made to the proposed mission language. The Executive Summary prepared for the second reading summarizes the input from the public hearing.

The requested mission change will allow UW-Extension to award credit-bearing certificates, associate's, and bachelor's degrees in the academic disciplines of business and management. They will be delivered collaboratively, using competency based formats, and are designed specifically for nontraditional and returning adult students. These credentials are intended to attract additional students into the UW – leveraging successes and infrastructure of the UW Flexible Option to provide quality education to students who are not currently served by UW System institutions.

Sincerely,



Cathy Sandeen  
Chancellor  
UW-Extension & UW Colleges



Aaron Brower  
Provost & Vice Chancellor  
UW-Extension

EDUCATION COMMITTEE

Resolution I.1.j:

That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the adoption of the changes to the Faculty Rules at UW-Superior.

**FACULTY PERSONNEL RULES  
UNIVERSITY OF WISCONSIN-SUPERIOR**

**BACKGROUND**

Section UWS 2.02, Wis. Admin. Code (“Faculty Rules: Coverage and Delegation”), requires that rules, policies, and procedures developed by each institution in the UW System pursuant to Chapters UWS 3, 4, 5, 6 and 8 be approved by the Board of Regents prior to taking effect.

The proposed revisions are follow-up changes to the revised UW-Superior Faculty Personnel Rules that the Board of Regents approved in February 2015. Subsequent to this approval, UW-Superior discovered a technical error and noted that a clarification was needed on the promotion review procedure to be followed when a department is very small, and will have fewer than three tenured faculty in the department entitled to make tenure and promotion decisions.

The document under review is the *UW System Faculty Personnel Rules with local University of Wisconsin-Superior Specifications 2001 Edition*, specifically the UW-Superior Unclassified Staff Handbook Appendix A, last revised and approved by the Board of Regents in February 2015.

The proposed changes are to UW-SUP 3.05, section 2(b) on Periodic Review procedures for promotion of faculty and UW-SUP 3.06, section 3(b)(2) on procedures for the meeting of the tenured peer faculty of the Department for the purpose of considering renewal of probationary appointments or the granting of tenure.

The UW-Superior Faculty Senate approved the proposed revisions on October 20, 2015, and Chancellor Wachter approved the changes and submitted them to the President of the UW System on November 17, 2015.

The proposed changes have been reviewed by the UW System Office of General Counsel, which has determined that the changes are consistent with state law and Board of Regents and UW System policy.

**REQUESTED ACTION**

Adoption of resolution I.1.j, approving revisions to the UW-Superior Faculty Personnel Rules.

**DISCUSSION**

The revisions pertain to the language under UW-SUP 3.05, section 2(b), on Periodic Review of Faculty and UW-SUP 3.06, section 3(b)(2) on Renewal of Appointments and Granting of Tenure. They include the following:

- (1) Parts of the existing Promotions Committee procedures language in UW-SUP 3.05 Periodic Review, section 2(b), and parts of UW-SUP 3.06, Renewal of Appointments and Granting of Tenure procedures language, have been stricken from the Personnel Rules. This language should have been removed when previous revisions to the faculty rules were approved in February 2015, by the Board of Regents, but were left in by mistake.
- (2) Language has been added in UW-SUP 3.05 Periodic Review procedures, section 2(b), and UW-SUP 3.06 procedures for a meeting of the tenured peer faculty of the Department for the purpose of considering renewal of probationary appointments or the granting of tenure, to reflect the Faculty Senate Personnel Council's recommendation that when a department's personnel committee lacks the required number of qualified faculty to make tenure and promotion decisions, the Faculty Senate Personnel Council may choose qualified faculty from "the faculty at large." This change will allow the Faculty Senate Personnel Council the option of selecting from among the tenured faculty rather than from the Faculty Senate Personnel Council when there are fewer than three tenured faculty in the Department.
- (3) Similarly, if fewer than three peer faculty of the department are tenured, tenured peer faculty members from another department, i.e., the faculty at large, must be included in the evaluation meeting for renewal of appointments or the granting of tenure

Following below are three versions of the relevant section of the UW-Superior Faculty Policies and Procedures: Appendix A, the original version before changes; Appendix B, a version with proposed changes tracked; and Appendix C, a clean copy of the UW-Superior Faculty Personnel Rules as these sections would read subsequent to Board approval.

**UW-Sup 3.05 Periodic Review.**

## (1) Salary Adjustments and Post-Tenure Review

The periodic review of faculty performance for salary adjustments and post-tenure review shall be done at the Department level. Criteria for such evaluation(s) shall be determined by the peer faculty in the Department within guidelines and procedures approved by the Faculty Senate and the Chancellor.

## (2) Promotion

## (a) General

Early each fall semester, the Provost shall send a list containing the names of faculty who meet the minimum promotion requirements for each rank to department chairs and eligible faculty. Faculty members wishing to be considered for promotion in rank should contact their department chair regarding their eligibility and intent.

## (b) Procedures

The Department Chair shall provide forms, guidelines, and other information to be used by the candidate in preparing materials for review. The Department Promotion Review Committee consists of the department tenured peer faculty holding at least the rank being considered. For example, someone requesting promotion to Associate Professor will be evaluated by Associate and Full Professors; someone requesting promotion to Full Professor will be evaluated by Full Professors.

**If fewer than three (3) tenured peer faculty of the department hold the appropriate rank(s), tenured peer faculty member(s) from another department(s) holding the appropriate rank(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be chosen by the Faculty Senate Personnel Council and from the Faculty Senate Personnel Council. The Committee must be composed of no less than three (3) tenured peer faculty voting members.**

**The Department Chair shall notify candidates in writing at least seven (7) days in advance of the date and time of the meeting. Candidates should make oral presentations to the Department Promotion Review Committee. The Committee shall notify the candidates of its decision in writing within seven (7) days of the meeting. In the case of a positive decision, the Committee shall also forward its recommendation to the Promotion Committee and the Provost (who chairs the Promotion Committee) within seven (7) days.**

**The Promotion Committee serves in an advisory capacity to the Chancellor. The Provost reviews recommendations advanced by departments and, using both general performance and achievement expectations [See Unclassified Staff Handbook 7.4.4.2], and specific department criteria, evaluates a candidate's accomplishments and makes promotion recommendations to the Chancellor within twenty-eight (28) days of receiving the recommendation from the department. Candidates are notified in writing within twenty-eight (28) calendar days of the Provost's recommendation.**

After receiving the Provost's recommendation, the Chancellor makes his/her decision for promotion and forwards a positive recommendation to the Board of Regents. The Chancellor's disagreement with a positive department decision results in a non-promotion decision.

In the event of disagreement with the Department Promotion Review Committee decision, the Chancellor, in writing, shall inform the Department Promotion Review Committee, the Department Chair, and the Provost of the reasons for the disagreement. In addition, the Chancellor, in writing, shall notify the faculty member evaluated of the decision within twenty (20) days of receiving the Provost's recommendation.

## (c) Materials Pertinent to the Decision

The areas of review shall include (1) teaching, (2) scholarship, and (3) professional and public service as well as contribution to the Institution.

## (d) Reconsideration

A candidate denied recommendation for promotion may file a written request with the Department or Provost asking for reasons for the recommendation. The Department or candidate may file a written request with the Provost for reconsideration of a denied promotion recommendation within thirty (30) days of written notice of the recommendation. Requests for consideration shall be based upon violations of specified procedures or failure to consider pertinent evidence. The Provost shall provide a written reconsideration decision to the Department Promotion Review Committee, the candidate, and the Chancellor.

As in all matters, faculty members who believe their case was not fairly considered may file a complaint or grievance under the provision of Appendix A UWS 6.01, Appendix A UWS 6.02, and Appendix A UW-Sup 6.02.

**UW-Sup 3.06 Renewal of Appointments and Granting of Tenure.**

(1) General

The renewal of appointments and the granting of tenure may be granted only upon the affirmative recommendations of the appropriate Academic Department and the Chancellor of the University, after the Chancellor consults with the Provost.

[Moved to UW-Sup 3.08 4]

When specified by the Board, the University recommendation shall be transmitted by the President of the System with her/his recommendation to the Board for action. Tenure appointments may be granted to any ranked faculty member who holds or will hold a fifty percent appointment or more. The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the University, unless the faculty member is dismissed for just cause, pursuant to 36.13 (5), Wis. Stats., or is terminated or laid off pursuant to 36.21, Wis. Stats.

(2) Criteria

Decisions relating to renewal of appointments or recommending of tenure shall be made in accordance with University rules and procedures which shall require an evaluation of (1) teaching, (2) scholarship, (3) professional and public service as well as contribution to the Institution. The

relative importance of these three (3) functions in the evaluation process shall be decided by the Department faculty and the Faculty Senate. Written criteria for these decisions shall be developed by the Department.

(3) Procedures

A meeting of the tenured peer faculty of the Department shall be held for the purpose of considering renewal of probationary appointments or the granting of tenure.

(a) Meeting Date

The date of this meeting shall be set by the Department Chair to allow sufficient time so that a written notice of non-renewal of appointment from the Chancellor shall be received by the faculty member in advance of the expiration of her/his appointment, as specified in Appendix A, UWS 3.09:

1. If the appointment expires at the end of an academic year, written notice of renewal or non-renewal shall be made no later than March 1 of the first academic year of service; or, if a one-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least three calendar months in advance of its termination.
2. If the appointment expires at the end of the second consecutive academic year of service, the written notice of renewal or non-renewal shall be made no later than December 15 of the second academic year; or, if an initial two-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least six calendar months in advance of its termination.

3. After two or more years of continuous service, the written notice of renewal or non-renewal shall be made at least twelve calendar months before the expiration of the appointment.
  4. At least twenty (20) calendar days prior to the Department evaluation meeting, each faculty member who is to be evaluated and the tenured peer faculty of the department shall be notified by the Department Chair in writing of the date of the meeting and the department procedures to be followed which include the opportunity to present material on the faculty member's behalf.
- b. [Moved to UW-Sup 3.06 (b) 4 below with revisions]

**(b) Members present:**

1. **Tenured peer faculty of the department.**
2. **If fewer than three (3) peer faculty of the department are tenured, tenured peer faculty member(s) from another department(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be chosen by the Faculty Senate Personnel Council and from the Faculty Senate Personnel Council. The Retention/Tenure Committee must be composed of no less than three (3) tenured peer faculty voting members.**
3. Only tenured peer faculty shall be present at the decision-making meeting unless the faculty member being evaluated requests an open meeting, subject to the provisions of the Wisconsin Open Meeting Law.

**UW-Sup 3.05 Periodic Review.**

## (1) Salary Adjustments and Post-Tenure Review

The periodic review of faculty performance for salary adjustments and post-tenure review shall be done at the Department level. Criteria for such evaluation(s) shall be determined by the peer faculty in the Department within guidelines and procedures approved by the Faculty Senate and the Chancellor.

## (2) Promotion

## (a) General

Early each fall semester, the Provost shall send a list containing the names of faculty who meet the minimum promotion requirements for each rank to department chairs and eligible faculty. Faculty members wishing to be considered for promotion in rank should contact their department chair regarding their eligibility and intent.

## (b) Procedures

The Department Chair shall provide forms, guidelines, and other information to be used by the candidate in preparing materials for review. The Department Promotion Review Committee consists of the department tenured peer faculty holding at least the rank being considered. For example, someone requesting promotion to Associate Professor will be evaluated by Associate and Full Professors; someone requesting promotion to Full Professor will be evaluated by Full Professors.

If fewer than three (3) tenured peer faculty of the department hold the appropriate rank(s), tenured peer faculty member(s) from another department(s) holding the appropriate rank(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be ~~selected~~~~chosen~~ by the Faculty Senate Personnel Council ~~and~~ from the ~~faculty at large~~~~Faculty Senate Personnel Council~~. The Committee must be composed of no less than three (3) tenured peer faculty voting members.

The Department Chair shall notify candidates in writing at least seven (7) days in advance of the date and time of the meeting. Candidates should make oral presentations to the Department Promotion Review Committee. The Committee shall notify the candidates of its decision in writing within seven (7) days of the meeting. In the case of a positive decision, the Committee shall also forward its recommendation to ~~the Promotion Committee and~~ the Provost ~~(who chairs the Promotion Committee)~~ within seven (7) days.

~~The Promotion Committee serves in an advisory capacity to the Chancellor.~~ The Provost reviews recommendations advanced by departments and, using both general performance and achievement expectations [See Unclassified Staff Handbook 7.4.4.2], and specific department criteria, evaluates a candidate's accomplishments and makes promotion recommendations to the Chancellor within twenty-eight (28) days of receiving the recommendation from the department. Candidates are notified in writing within twenty-eight (28) calendar days of the Provost's recommendation.

After receiving the Provost's recommendation, the Chancellor makes his/her decision for promotion and forwards a positive recommendation to the Board of Regents. The Chancellor's disagreement with a positive department decision results in a non-promotion decision.

In the event of disagreement with the Department Promotion Review Committee decision, the Chancellor, in writing, shall inform the Department Promotion Review Committee, the Department Chair, and the Provost of the reasons for the disagreement. In addition, the Chancellor, in writing, shall notify the faculty member evaluated of the decision within twenty (20) days of receiving the Provost's recommendation.

## (c) Materials Pertinent to the Decision

The areas of review shall include (1) teaching, (2) scholarship, and (3) professional and public service as well as contribution to the Institution.

## (d) Reconsideration

A candidate denied recommendation for promotion may file a written request with the Department or Provost asking for reasons for the recommendation. The Department or candidate may file a written

request with the Provost for reconsideration of a denied promotion recommendation within thirty (30) days of written notice of the recommendation. Requests for consideration shall be based upon violations of specified procedures or failure to consider pertinent evidence. The Provost shall provide a written reconsideration decision to the Department Promotion Review Committee, the candidate, and the Chancellor.

As in all matters, faculty members who believe their case was not fairly considered may file a complaint or grievance under the provision of Appendix A UWS 6.01, Appendix A UWS 6.02, and Appendix A UW-Sup 6.02.

**UW-Sup 3.06 Renewal of Appointments and Granting of Tenure.**

(1) General

The renewal of appointments and the granting of tenure may be granted only upon the affirmative recommendations of the appropriate Academic Department and the Chancellor of the University, after the Chancellor consults with the Provost.

[Moved to UW-Sup 3.08 4]

When specified by the Board, the University recommendation shall be transmitted by the President of the System with her/his recommendation to the Board for action. Tenure appointments may be granted to any ranked faculty member who holds or will hold a fifty percent appointment or more. The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the University, unless the faculty member is dismissed for just cause, pursuant to 36.13 (5), Wis. Stats., or is terminated or laid off pursuant to 36.21, Wis. Stats.

(2) Criteria

Decisions relating to renewal of appointments or recommending of tenure shall be made in accordance with University rules and procedures which shall require an evaluation of (1) teaching, (2) scholarship, (3) professional and public service as well as contribution to the Institution. The relative importance of these three (3) functions in the evaluation process shall be decided by the Department faculty and the Faculty Senate. Written criteria for these decisions shall be developed by the Department.

(3) Procedures

A meeting of the tenured peer faculty of the Department shall be held for the purpose of considering renewal of probationary appointments or the granting of tenure.

(a) Meeting Date

The date of this meeting shall be set by the Department Chair to allow sufficient time so that a written notice of non-renewal of appointment from the Chancellor shall be received by the faculty member in advance of the expiration of her/his appointment, as specified in Appendix A, UWS 3.09:

1. If the appointment expires at the end of an academic year, written notice of renewal or non-renewal shall be made no later than March 1 of the first academic year of service; or, if a one-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least three calendar months in advance of its termination.
2. If the appointment expires at the end of the second consecutive academic year of service, the written notice of renewal or non-renewal shall be made no later than December 15 of the second academic year; or, if an initial two-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least six calendar months in advance of its termination.
3. After two or more years of continuous service, the written notice of renewal or non-renewal shall be made at least twelve calendar months before the expiration of the appointment.
4. At least twenty (20) calendar days prior to the Department evaluation meeting, each faculty member who is to be evaluated and the tenured peer faculty of the department shall be

notified by the Department Chair in writing of the date of the meeting and the department procedures to be followed which include the opportunity to present material on the faculty member's behalf.

b. [Moved to UW-Sup 3.06 (b) 4 below with revisions]

(b) Members present:

1. Tenured peer faculty of the department.
2. If fewer than three (3) peer faculty of the department are tenured, tenured peer faculty member(s) from another department(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be ~~selected~~chosen by the Faculty Senate Personnel Council ~~and~~ from the faculty at large~~Faculty Senate Personnel Council~~. The Retention/Tenure Committee must be composed of no less than three (3) tenured peer faculty voting members.
3. Only tenured peer faculty shall be present at the decision-making meeting unless the faculty member being evaluated requests an open meeting, subject to the provisions of the Wisconsin Open Meeting Law.
4. In the event that a tenured peer faculty member who is eligible to participate in the evaluation process is unable to attend the meeting, then he/she may participate and vote via teleconference or videoconference.

**UW-Sup 3.05 Periodic Review.**

## (1) Salary Adjustments and Post-Tenure Review

The periodic review of faculty performance for salary adjustments and post-tenure review shall be done at the Department level. Criteria for such evaluation(s) shall be determined by the peer faculty in the Department within guidelines and procedures approved by the Faculty Senate and the Chancellor.

## (2) Promotion

## (a) General

Early each fall semester, the Provost shall send a list containing the names of faculty who meet the minimum promotion requirements for each rank to department chairs and eligible faculty. Faculty members wishing to be considered for promotion in rank should contact their department chair regarding their eligibility and intent.

## (b) Procedures

The Department Chair shall provide forms, guidelines, and other information to be used by the candidate in preparing materials for review. The Department Promotion Review Committee consists of the department tenured peer faculty holding at least the rank being considered. For example, someone requesting promotion to Associate Professor will be evaluated by Associate and Full Professors; someone requesting promotion to Full Professor will be evaluated by Full Professors.

If fewer than three (3) tenured peer faculty of the department hold the appropriate rank(s), tenured peer faculty member(s) from another department(s) holding the appropriate rank(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be selected by the Faculty Senate Personnel Council from the faculty at large. The Committee must be composed of no less than three (3) tenured peer faculty voting members.

The Department Chair shall notify candidates in writing at least seven (7) days in advance of the date and time of the meeting. Candidates should make oral presentations to the Department Promotion Review Committee. The Committee shall notify the candidates of its decision in writing within seven (7) days of the meeting. In the case of a positive decision, the Committee shall also forward its recommendation to the Provost within seven (7) days.

The Provost reviews recommendations advanced by departments and, using both general performance and achievement expectations [See Unclassified Staff Handbook 7.4.4.2], and specific department criteria, evaluates a candidate's accomplishments and makes promotion recommendations to the Chancellor within twenty-eight (28) days of receiving the recommendation from the department. Candidates are notified in writing within twenty-eight (28) calendar days of the Provost's recommendation.

After receiving the Provost's recommendation, the Chancellor makes his/her decision for promotion and forwards a positive recommendation to the Board of Regents. The Chancellor's disagreement with a positive department decision results in a non-promotion decision.

In the event of disagreement with the Department Promotion Review Committee decision, the Chancellor, in writing, shall inform the Department Promotion Review Committee, the Department Chair, and the Provost of the reasons for the disagreement. In addition, the Chancellor, in writing, shall notify the faculty member evaluated of the decision within twenty (20) days of receiving the Provost's recommendation.

## (c) Materials Pertinent to the Decision

The areas of review shall include (1) teaching, (2) scholarship, and (3) professional and public service as well as contribution to the Institution.

## (d) Reconsideration

A candidate denied recommendation for promotion may file a written request with the Department or Provost asking for reasons for the recommendation. The Department or candidate may file a written request with the Provost for reconsideration of a denied promotion recommendation within thirty (30) days of written notice of the recommendation. Requests for consideration shall be based upon

violations of specified procedures or failure to consider pertinent evidence. The Provost shall provide a written reconsideration decision to the Department Promotion Review Committee, the candidate, and the Chancellor.

As in all matters, faculty members who believe their case was not fairly considered may file a complaint or grievance under the provision of Appendix A UWS 6.01, Appendix A UWS 6.02, and Appendix A UW-Sup 6.02.

**UW-Sup 3.06 Renewal of Appointments and Granting of Tenure.**

(1) General

The renewal of appointments and the granting of tenure may be granted only upon the affirmative recommendations of the appropriate Academic Department and the Chancellor of the University, after the Chancellor consults with the Provost.

[Moved to UW-Sup 3.08 4]

When specified by the Board, the University recommendation shall be transmitted by the President of the System with her/his recommendation to the Board for action. Tenure appointments may be granted to any ranked faculty member who holds or will hold a fifty percent appointment or more. The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the University, unless the faculty member is dismissed for just cause, pursuant to 36.13 (5), Wis. Stats., or is terminated or laid off pursuant to 36.21, Wis. Stats.

(2) Criteria

Decisions relating to renewal of appointments or recommending of tenure shall be made in accordance with University rules and procedures which shall require an evaluation of (1) teaching, (2) scholarship, (3) professional and public service as well as contribution to the Institution. The relative importance of these three (3) functions in the evaluation process shall be decided by the Department faculty and the Faculty Senate. Written criteria for these decisions shall be developed by the Department.

(3) Procedures

A meeting of the tenured peer faculty of the Department shall be held for the purpose of considering renewal of probationary appointments or the granting of tenure.

(a) Meeting Date

The date of this meeting shall be set by the Department Chair to allow sufficient time so that a written notice of non-renewal of appointment from the Chancellor shall be received by the faculty member in advance of the expiration of her/his appointment, as specified in Appendix A, UWS 3.09:

1. If the appointment expires at the end of an academic year, written notice of renewal or non-renewal shall be made no later than March 1 of the first academic year of service; or, if a one-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least three calendar months in advance of its termination.
2. If the appointment expires at the end of the second consecutive academic year of service, the written notice of renewal or non-renewal shall be made no later than December 15 of the second academic year; or, if an initial two-year appointment terminates during an academic year, the written notice of renewal or non-renewal shall be made at least six calendar months in advance of its termination.
3. After two or more years of continuous service, the written notice of renewal or non-renewal shall be made at least twelve calendar months before the expiration of the appointment.
4. At least twenty (20) calendar days prior to the Department evaluation meeting, each faculty member who is to be evaluated and the tenured peer faculty of the department shall be notified by the Department Chair in writing of the date of the meeting and the department procedures to be followed which include the opportunity to present material on the faculty member's behalf.

b. [Moved to UW-Sup 3.06 (b) 4 below with revisions]

(b) Members present:

1. Tenured peer faculty of the department.
2. If fewer than three (3) peer faculty of the department are tenured, tenured peer faculty member(s) from another department(s) must be included as a voting member(s) in the evaluation meeting. The "outside" tenured faculty member(s) is/are to be selected by the Faculty Senate Personnel Council from the faculty at large. The Retention/Tenure Committee must be composed of no less than three (3) tenured peer faculty voting members.
3. Only tenured peer faculty shall be present at the decision-making meeting unless the faculty member being evaluated requests an open meeting, subject to the provisions of the Wisconsin Open Meeting Law.
4. In the event that a tenured peer faculty member who is eligible to participate in the evaluation process is unable to attend the meeting, then he/she may participate and vote via teleconference or videoconference.

**University of Wisconsin System Board of Regents' 2015 Statement  
Reiterating the Board's Commitment to Academic Freedom  
and Affirming its Commitment to Freedom of Expression**

EDUCATION COMMITTEE

Resolution I.1.k.

The Board of Regents of the University of Wisconsin System has a longstanding tradition of support for academic freedom, dating back to 1894 and the famous “sifting and winnowing” statement contained in the University of Wisconsin Board of Regents’ Final Report on the Trial of Richard Ely. The Board of Regents of the University of Wisconsin System hereby reiterates its commitment to the principle of academic freedom and affirms its commitment to the principle of freedom of expression.

Academic freedom includes the freedom to explore all avenues of scholarship, research and creative expression, and to reach conclusions according to one's own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom. These freedoms include the right to speak and write as a member of the university community or as a private citizen without institutional discipline or restraint, on scholarly matters or on matters of public concern. The UW System is committed to these principles and provides all members of the university community the broadest possible latitude to explore ideas and to speak, write, listen, challenge, and learn.

Of course, different ideas in the university community will often and quite naturally conflict. But it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive. Although the university greatly values civility, concerns about civility and mutual respect can never be used as justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members within the university community.

The freedom to debate and discuss the merits of competing ideas does not mean that members of the university community may say whatever they wish, wherever they wish. Consistent with longstanding practice informed by law, institutions within the System may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the university. In addition, the institutions may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt ordinary activities. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with each institution’s commitment to a completely free and open discussion of ideas.

These principles carry responsibilities. Academic freedom carries the responsibility for the faithful performance of professional duties and obligations. All members of the university community at each of the institutions in the University of Wisconsin System share in the responsibility for maintaining civility and a climate of mutual respect. Although members of the university community at each institution are free to criticize and contest the views expressed on campus, they may not obstruct or otherwise interfere with the freedom of others, including speakers who are invited to campus, to express views they reject or even loathe. Freedom of expression also carries the obligation to make clear that when speaking on matters of public interest or concern, one is speaking on behalf of oneself, not the institution.

Each institution in the University of Wisconsin System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them. Exploration, deliberation, and debate may not be suppressed because the ideas put forth are thought by some or even by most members of the university community (or those outside the community) to be offensive, unwise, immoral, or wrong-headed. It is for the members of the university community, not for the institution itself, to make those judgments for themselves, and to act on those judgments not by seeking to suppress exploration of ideas or expression of speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the university community to engage in such debate and deliberation in an effective and responsible manner is an essential part of each institution's educational mission.

Accordingly, the University of Wisconsin System Board of Regents expresses its expectation that the principles of academic freedom and freedom of expression will be upheld because today, as previously stated by Regents on September 18, 1894:

**“Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”**

*Sources: Richard Ely Trial Committee Final Report, September 18, 1894, University of Wisconsin Board of Regents; Report of the Committee on Freedom of Expression at the University of Chicago; Johns Hopkins University Statement on Academic Freedom; Princeton University Statement on Freedom of Expression; Purdue University Commitment to Freedom of Expression.*

## ACADEMIC FREEDOM AND FREEDOM OF EXPRESSION

### BACKGROUND

The concept of academic freedom has a long history in the University of Wisconsin System, dating back to the 1894 statement by the University of Wisconsin Board of Regents, which affirmed the Board's commitment to academic freedom:

**“...Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”**

Over time, the Board of Regents, along with university leaders, has discussed and affirmed the concept of academic freedom on numerous occasions. For example:

- In 1922, the University of Wisconsin Board of Regents formally amended its policies to include the 1894 statement, specifying that the statement applied **“...to teaching in the classroom and to the use of university halls for public addresses, under the control of the president of the University with appeal to the regents.”**
- In 1949, the University of Wisconsin Board of Regents adopted a statement indicating that **“...An opportunity critically to study the proposals and claims of systems alien to our own is the intellectual right of every student. And freedom to explore and discuss the issues in the field of his special competence is the right of every teacher...”**
- In 1962, in a statement to the Board of Regents, University Vice President Fred Harrington explained why the University of Wisconsin is a great university: **“...[W]e at Wisconsin have not been afraid to speak out. We of the faculty, and you of the Board of Regents, have been in favor of freedom of speech and academic freedom. In fact, Wisconsin has been one of the leaders of the country in this field. We are abused for this, sometimes, but we have persevered and we have made a national contribution. Other institutions often have been praised for doing things on occasion with reference to free speech that we do routinely. This is an important part of our greatness. I am pleased that members of this Board have felt so and insisted on retention of this tradition....”**
- In 1964, when approving faculty rules for appointment, tenure and dismissal procedures, the University of Wisconsin Board of Regents' statement included: **“...The concept of intellectual freedom is based upon confidence in man's capacity for growth in comprehending the universe and on faith in unshackled intelligence. The University is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live. The Regents take this opportunity**

**to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind.”**

- In 1985, Acting UW System President Lyall offered the following statement during a meeting of the Board of Regents: **“...Disagreement and debate is the stuff of which learning is made. We do not fear it, but it should be done openly and without threat or coercion. Great universities share this common commitment to open expression.”**
- In 1994, recognizing the 100<sup>th</sup> anniversary of the Board’s statement on academic freedom, the University of Wisconsin System Board of Regents reaffirmed its commitment to academic freedom, calling upon **“all members of our several academic communities – administrators, faculty, staff, and students alike – to guard this precious legacy, to consider differing points of view, and always to engage in ‘that continual and fearless sifting and winnowing by which alone the truth can be found.’”**
- In 2011, the University of Wisconsin System Board of Regents reviewed its past commitment to academic freedom in the context of a widely-discussed public-records request for particular emails from a faculty member. Board members spoke of the Board’s ongoing commitment to considering differing points of view and to engaging in the sifting and winnowing.

## **REQUESTED ACTION**

Adoption of Resolution I.1.k.

## **DISCUSSION**

At its December 2015 meeting, the Education Committee’s agenda includes a discussion of academic freedom, along with freedom of expression.

Over the course of its history, the University of Wisconsin Board of Regents has been a leader in its support of the importance of academic freedom. The present resolution provides an opportunity for a formal reaffirmation of this concept, together with an expression of support for freedom of expression among members of the university community and the responsibilities attendant to that expression. In addition, the statement affords the Board an opportunity to address concerns expressed by faculty members about the potential loss of academic freedom stemming from recent changes in the law relating to tenure.

The principles of academic freedom and freedom of expression have been tested at several other universities in the past several years, resulting in statements in support of these concepts. For example, University of Chicago President Robert Zimmer and Provost Eric Isaacs appointed a committee of faculty members in July 2014 to draft a statement “reflecting the

University's commitment to and tolerance of multiple forms of free expression." The committee was charged with drafting a statement describing the university's "overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University's community." The Committee on Free Expression at the University of Chicago, chaired by law professor Geoffrey Stone, issued its Statement on Free Expression in January 2015. Purdue University, Princeton University and others have followed.

The University of Chicago statement asserts that "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." The statement encourages individual members of the university community, and the university as an institution, to "openly and vigorously contest the ideas that they oppose," particularly those ideas that they consider "offensive, unwise, immoral, or wrong-headed" rather than trying to suppress, obstruct, or interfere with the freedom of others to express their views.

The Board will consider a University of Wisconsin System Board of Regents statement on academic freedom and free expression.

## **RELATED REGENT POLICIES**

NA

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<http://news.uchicago.edu/article/2015/01/06/statement-free-expression-university-chicago>