

8/13/24

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### **Education Committee**

Thursday, August 22, 2024  
8:00 a.m. – 9:30 a.m.

Universities of Wisconsin Administration  
Room 1920, Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin  
& via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
  - 1. Approval of the June 6, 2024 Meeting Minutes of the Education Committee
  - 2. UW-Milwaukee: Approval of a Doctor of Philosophy (Ph.D.) in Computer Science
  - 3. UW-Stout: Approval of a Bachelor of Science in Game and Media Studies
  - 4. UW-Superior: Approval of a Bachelor of Science in Nursing and Bachelor of Science in Nursing@Home
- D. Approval of Academic Unit Realignment Proposal: UW Oshkosh
- E. Approval of Amendments to Regent Policy Document 1-1, "Mission Statements"
- F. Approval of Program Discontinuance and Faculty Layoffs at UW-Milwaukee Pursuant to Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination"
- G. Update: Direct Admit Wisconsin Implementation
- H. ~~Discussion: Continuing Education Across the Universities of Wisconsin and the UW Strategic Plan~~

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE,  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**REQUESTED ACTION**

Adoption of Resolution C.2., authorizing the implementation of the Doctor of Philosophy in Computer Science at the University of Wisconsin-Milwaukee.

**Resolution C.2.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Philosophy in Computer Science program at the University of Wisconsin-Milwaukee.

**SUMMARY**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Doctor of Philosophy (Ph.D.) in Computer Science. This proposed Ph.D. in Computer Science is an elevation of a successful existing Computer Science concentration within the Ph.D. in Engineering program at UW-Milwaukee, and the proposed program will increase visibility to prospective students and external stakeholders, reduce the burden of data collection for performance indicators, and allow greater flexibility in programmatic decisions specific to the discipline, which differs substantially from engineering.

The Ph.D. in Computer Science will require 66 graduate credits beyond a bachelor's degree and is comprised of computer science graduate-level credits, an approved minor area, mathematics and/or quantitative methods, approved electives that can be in computer science or another approved discipline, graduate seminar (which focuses on ethics and professionalism and engineering communication), and doctoral thesis. The proposed curriculum will be the same as the existing Computer Science concentration of the Ph.D. in Engineering program; therefore, no new courses or faculty or staff will be needed to implement this program. The flexibility of the program permits students to develop their specific plan of study tailored to their interests or future career goals.

Students who complete the Ph.D. in Computer Science will be equipped with the knowledge and skills necessary to directly enter employment in industry as computer research scientists or in related fields, or as instructors who engage in teaching and research at post-secondary institutions. The demand for a stand-alone Ph.D. in Computer Science program is supported by several factors including the strong interest in the existing computer science concentration and a strong predicted job growth for occupations where a computer science doctoral degree is needed (23% growth nationally over the next ten years for computer and information research scientists according to the Bureau of Labor Statistics data).

### **Presenter**

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

### **BACKGROUND**

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

### **Related Policies**

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

### **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE  
AT UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Doctor of Philosophy (Ph.D.) in Computer Science (C.S.). This proposed Ph.D. in C.S. is an elevation of a successful existing C.S. concentration within the Ph.D. in Engineering program at UW-Milwaukee, and the proposed program will increase visibility to prospective students and external stakeholders, reduce the burden of data collection for performance indicators, and allow greater flexibility in programmatic decisions specific to the discipline, which differs substantially from engineering.

The Ph.D. in C.S. will require 66 graduate credits beyond a bachelor's degree and is comprised of C.S. graduate-level credits, an approved minor area, mathematics and/or quantitative methods, approved electives that can be in C.S. or another approved discipline, graduate seminar (which focuses on ethics and professionalism and engineering communication), and doctoral thesis. The proposed curriculum will be the same as the existing C.S. concentration of the Ph.D. in Engineering program; therefore, no new courses or faculty or staff will be needed to implement this program. The flexibility of the program permits students to develop their specific plan of study that is tailored to their interests or future career goals. Students who complete the Ph.D. in C.S. will be equipped with the knowledge and skills necessary to directly enter employment in industry as computer research scientists or in related fields, or as instructors who engage in teaching and research at post-secondary institutions. The demand for a stand-alone Ph.D. in C.S. program is supported by several factors including the strong interest in the existing C.S. concentration and a strong predicted job growth for occupations where a C.S. doctoral degree is needed (23% growth nationally over the next ten years for computer and information research scientists according to the Bureau of Labor Statistics [BLS] data).

**PROGRAM IDENTIFICATION****University Name**

University of Wisconsin-Milwaukee

**Title of Proposed Academic Program**

Computer Science

**Degree Designation(s)**

Doctor of Philosophy

**Proposed Classification of Instructional Program (CIP) Code**

11.0701-Computer Science

**Mode of Delivery**

Single institution, in-person delivery

**Department or Functional Equivalent**

Department of Electrical Engineering and Computer Science, Computer Science subgroup

**College, School, or Functional Equivalent**

College of Engineering & Applied Science

**Proposed Date of Authorization**

August 2024

**Proposed Term of Implementation**

Fall 2024

**PROGRAM INFORMATION****Overview of the Program**

C.S. is the study of the theory, design, implementation, and performance of computer software and computer systems, including the study of computability and computation itself. The proposed Ph.D. in C.S. program will require 66 credits beyond the bachelor's degree, having a minimum credit distribution as follows: 21 credits in graduate-level C.S. coursework; nine credits in an approved minor area; six credits in mathematics and/or quantitative methods; nine credits of approved electives; three credits of College of Engineering & Applied Science (CEAS) Graduate Seminar; and 18 credits of doctoral thesis. This doctoral program includes both breadth in core areas of C.S. (assessed via a written qualifying exam), as well as advanced coursework and mentored research, culminating in an oral defense and written dissertation that will prepare graduates for a multitude of careers in computing that span every sector of the economy and every region of the world.

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. New student enrollment projections are reflective of historical enrollment data for the C.S. concentration of the Ph.D. in Engineering observed over the past five years, with possible growth as students become more aware of the Ph.D.

in C.S. program. The number of continuing students shown in Year 1 are based on the assumption that current students in the existing C.S. concentration of the Ph.D. in Engineering will switch to the proposed Ph.D. in C.S. when it is offered. Continuing student headcount from Year 1 to Year 2 and beyond is based on a year-to-year continuation rate of approximately 95% and assumes attrition of approximately one student per year (due to failing a qualifying exam, switching to the Biomedical and Health Informatics Ph.D., or for miscellaneous departures), which is the historical pattern for the existing C.S. concentration. Currently, an average of three students, representing 13.5% of total enrollment on average, graduate per year from the current concentration. A similar graduation rate is predicated annually for the proposed Ph.D. in C.S.

Predicted enrollment in the Ph.D. in C.S. will grow to 27 students with an estimated four graduates per year by Year 5. By the end of Year 5, it is anticipated that 25 new students will have enrolled in the program and 16 students will have graduated.

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

<b>Students/Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Students	4	5	5	5	6
Continuing Students	18	18	19	20	21
Total Enrollment	22	23	24	25	27
Graduating Students	3	3	3	3	4

### **Tuition Structure**

For students enrolled in the Ph.D. in C.S. program, UW-Milwaukee’s graduate tuition and fees rate will apply (2024-2025 tuition schedule). All graduate students enrolled in graduate courses in the College of Engineering and Applied Science are also assessed an additional tuition of \$90.78 per credit, which will be included in the tuition rate per credit. There are two classifications for Ph.D. students: doctoral; and dissertator. Each of these classifications at UW-Milwaukee has a separate tuition rate, with doctoral students following the Graduate Fee Schedule and dissertators following the Dissertator Fee Schedule. Segregated fees are the same for each classification. While full-time status for graduate students is typically eight credits and the graduate tuition plateau begins at eight credits, per UW-Milwaukee's Graduate Assistant Enrollment Requirements,<sup>1</sup> the minimum number of credits for “full-time” enrollment for doctoral students serving as graduate assistants is six credits, and three credits is considered the expected “full-time” enrollment for dissertators. Currently, doctoral students in the existing C.S. concentration of the Ph.D. in Engineering program enroll in six credits on average per semester and dissertators on average enroll in three credits; therefore, these numbers are used for calculations. Based on current enrollment in the C.S. concentration, all new students and two-thirds of the

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<sup>1</sup> UW-Milwaukee’s Graduate Assistant Enrollment Requirements. <https://uwm.edu/graduate-assistants/handbook/appointments-and-benefits/enrollment-requirements/>

continuing students are assumed to enroll in six credits and one-third of the continuing students are classified as dissertator and are enroll in three credits a semester.

For the 2024-2025 tuition schedule, residential tuition for doctoral graduate students enrolled in six credits totals \$5,387.74 per semester. Of this amount, \$4,707.90 (\$783.78 per credit) is attributable to program specific tuition in the College of Engineering and Applied Science and \$679.84 is attributable to segregated fees. Tuition and segregated fees for non-resident doctoral graduate students taking six credits totals \$10,424.38 of which \$9,744.54 (\$1,624.09 per credit) is attributable to program specific tuition and \$679.84 in segregated fees.

UW-Milwaukee graduate doctoral students in their dissertation year are assessed a distinct dissertator tuition rate. For resident dissertator students, dissertator tuition is at a rate of \$470.47 per credit. Dissertator students enrolled in graduate courses in the College of Engineering and Applied Science are also assessed an additional tuition of \$90.78 per credit, which will be included in the tuition rate per credit. For a dissertator student taking three credits, the tuition totals \$2,164.15 per semester. Of this amount, \$1,683.75 (\$561.25 per credit) is attributable to program specific tuition in the College of Engineering and Applied Science and an estimated \$480.40 is attributed to segregated fees. Non-resident program specific tuition and segregated fees total \$2,764.15 for minimum full-time dissertator students (enrolled in three credits). Of this amount, \$2,283.75 (\$761.25 per credit) is attributed to program specific tuition and an estimated \$480.40 is attributed to segregated fees.

All full-time Ph.D. students currently in the C.S. concentration of the Ph.D. in Engineering are graduate assistants and receive tuition remission as a benefit of their appointments; UW-Milwaukee will continue to offer this benefit to full-time students in the proposed Ph.D. in C.S. program.

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

The Ph.D. in C.S. is traditional in its format and provides students with a breadth of core knowledge, and the program is based on national professional standards as determined by ABET (the Accreditation Board for Engineering and Technology Inc) and ACM (The Association for Computing Machinery).

Upon completion of the Ph.D. in C.S., students will:

1. Apply advanced knowledge of mathematics, science, and engineering to solve complex problems.
2. Use modern tools or techniques to solve complex problems, conduct research, and analyze and interpret data.
3. Demonstrate proficiency and competency in the area of specialization.

4. Identify, formulate, and solve complex problems with an original and/or significant contribution to the field.
5. Demonstrate a familiarity with research in a related or complementary discipline.
6. Use quantitative methods appropriate to the field of research.
7. Understand academic, professional and ethical responsibility.
8. Communicate effectively via technical writing and oral presentations.

### Program Requirements and Curriculum

The Ph.D. in C.S. builds upon existing coursework and requires a minimum of 66 graduate credits beyond the bachelor's degree with minimum credit distribution as follows: 21 credits in the major area; nine credits in an approved minor area; six credits in mathematics and/or courses designated as covering graduate-level quantitative methods; nine credits of approved electives; three credits of CEAS Graduate Seminar (which includes both EAS 701 "Effective Academic Writing" and EAS 702 "Preparing Future Engineering Faculty & Professionals"); and 18 credits of doctoral thesis. Within these 66 credits, a minimum of 26 credits, excluding dissertation, must be at the 700-level or higher. A minimum of 33 credits (including thesis) must be completed in the Ph.D. program at UW-Milwaukee.

<b>Table 2: Ph.D. in C.S. Program Curriculum</b>		
<b>Academic degree program or major course requirements:</b>		
	C.S. graduate-level courses	21 credit(s)
	Approved minor area	9 credit(s)
	Quantitative methods	6 credit(s)
	Electives	9 credit(s)
	CEAS Graduate Seminar (EAS 701, 702)	3 credit(s)
	Dissertation	18 credit(s)
<b>Total Credits</b>		<b>66 credit(s)</b>

With the exception of the CEAS Graduate Seminar (EAS 701 and EAS 702), which focuses on communication, ethics and professionalism, there are no specific fixed courses that are required for the Ph.D. in C.S.. The flexibility of the program design allows students to tailor their specific program of study plan to their prior academic background, interests, area of dissertation research, and future career goals. Students prepare a program of study that is reviewed and approved by the major professor and the College of Engineering and Applied Science graduate office. Graduate courses offered by other areas within UW-Milwaukee are also available to students as they complete their program of study for the Ph.D. in C.S.



## **Collaborative Nature of the Program**

This program does not include any formal collaborative agreements; however, doctoral students in C.S. are frequently supervised by affiliated faculty from other areas of engineering, physical sciences, or public health.

## **Projected Time to Degree**

Based on the experience of recent UW-Milwaukee graduates in the existing C.S. concentration of the Ph.D. in Engineering and national data from the National Science Foundation,<sup>2</sup> full-time students typically take six credits on average per semester and complete their Ph.D. in 6 years (~11 semesters). Students who have completed a master's degree in C.S. may be granted advanced standing, allowing them to finish the remaining requirements for the Ph.D. in C.S. in three years.

## **Accreditation**

Graduate programs in the College of Engineering and Applied Science are accredited by the Higher Learning Commission (HLC), and no special accreditation requirements are anticipated. No additional approvals will be required from HLC.

## **PROGRAM JUSTIFICATION**

### **Rationale**

The UW-Milwaukee Select Mission Statement<sup>3</sup> emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university; engagement in a sustained research effort that will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence; and the attraction of highly-qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities. The proposed Ph.D. in C.S. program, being focused on research and advanced education, clearly serves the broad UW-Milwaukee mission for discovery, research, and education, and supports the generation of new knowledge for the development and betterment of society.

UW-Milwaukee currently has a college-wide Ph.D. in Engineering program with a concentration in C.S. The proposed program would split off the C.S. portion of the existing Ph.D. in Engineering program, to become a standalone Ph.D. in C.S. The rationale for the change is that creating a separate Ph.D. in C.S. will improve program visibility, administration, and assessment.

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<sup>2</sup> NSF Data Tables, Survey of Earned Doctorates, URL: <https://nces.nsf.gov/pubs/nsf22300/data-tables> (Accessed December 2023).

<sup>3</sup> <https://uwm.edu/mission/>

C.S. is a unique discipline from engineering, with origins outside of engineering. C.S. is the study of the theory, design, implementation, and performance of computer software and computer systems, including the study of computability and computation itself. Prospective students may be unaware that C.S. is an option for a doctoral degree because it is hidden under the Engineering name, and there is limited ability to successfully market individual concentrations. There is some student reluctance to have a Ph.D. degree that is, officially, in Engineering, rather than C.S.. Related to assessment and rankings, the UW-Milwaukee C.S. concentration has not been included in national rankings, such as those by US News and World Reports. A more specific degree name and recognition in national ranking would aid in attracting top Ph.D. student candidates to the program. Additionally, as a separate program, more autonomy in administering the program, including scheduling and evaluation of the Ph.D. Qualifying Exam, can exist. Finally, having a combined college-wide program has made it difficult to collect data specifically on C.S. students and graduates, as these Ph.D. students are, officially, in Engineering rather than C.S.

### **Institution and University of Wisconsin System Program Array**

The College of Engineering and Applied Science at UW-Milwaukee currently offers the Ph.D. in Engineering in six engineering concentrations including Biomedical, Civil, C.S., Industrial, Materials, and Mechanical (the Mechanical concentration is being phased out as the standalone Ph.D. in Mechanical Engineering was recently approved). The proposed Ph.D. in C.S. program will replace the existing concentration in C.S. of the Ph.D. in Engineering. Additional doctoral programs in the college include a Ph.D. in Electrical Engineering, a Ph.D. in Mechanical Engineering, and a Ph.D. in Biomedical and Health Informatics, which are distinctly different from the proposed program. There will be no impact on the program array of the institution.

Within the Universities of Wisconsin, UW-Madison and UW-Milwaukee are the only two Ph.D. granting institutions. UW-Madison also offers a Ph.D. in C.S.; however, it is not expected that the proposed Ph.D. in C.S. will have any effect on the program at UW-Madison. The UW-Milwaukee student pool is largely drawn from two groups. One group is information technology professionals working in industry in Milwaukee, who are self-supporting. These students typically choose UW-Milwaukee because it is convenient, and for them, Madison is too far to commute. The other main group includes international students. The existing concentration and the program at UW-Madison have different admission criteria; the admission criteria will not change for the proposed program. As such, the proposed program will neither produce unnecessary duplication within the UWs, nor negatively impact the program at UW-Madison.

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

Student demand is demonstrated by the sustained enrollment in the existing C.S. concentration of the Ph.D. in Engineering program. An average of 20 Ph.D. students have been enrolled in the C.S. concentration in recent years. Additionally, the M.S. in C.S. program at UW-Milwaukee has grown by 300% in the past five years. Students in this

program as well as attendees at the annual Graduate School Open House have expressed interest in a Ph.D. in C.S. program.

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

Market data has been collected at the State, Regional and National Level.<sup>4</sup> State data collected via Lightcast for 2023 on target occupations predicts 187 annual openings in Wisconsin for doctoral or professional degree holders in C.S. or Computer and Information Sciences, and a five-year increase for 2023-2028 of 11.6%. Computer and Information Research Scientists had the highest predicted growth of 27.27% over five years with the highest median wage (\$72.27/hr or ~\$150,000 per year). Job posting data for January 2023 to March 2024 shows about 174 unique employers and 484 unique postings for individuals holding doctoral or professional degrees in C.S. or Computer and Information Sciences. Top employers listing ads include science and technology (Gulfstream Aerospace, Pacific Northwest National Laboratory, Google, and CNH Industrial), health (GE Healthcare, UW Health, Evolent Health, Johnson & Johnson), Education (UW) and Finance (Acuity).

Regional data collected via Lightcast for 2023 (again for doctoral or professional degree holders in C.S. or Computer and Information Sciences), shows 2,244 regional openings versus 353 Ph.D. in C.S. completions (meeting just 15% of the advertised need), with a five-year growth of approximately 11%. Regionally, the predicted growth for Computer and Information Research Scientists has been (17.64%).

Finally, national data collected via Lightcast (again for doctoral or professional degree holders in C.S. or Computer and Information Sciences), for 2023 shows a strong demand with nearly 14,715 openings versus about 2,329 Ph.D. C.S. completions, with a five-year growth rate of 14.7%. In demand occupations for which the Ph.D. in C.S. or Computer and Information Sciences include Software Developers, having an 18.82% projected five-year growth, and Information Security and Statisticians having 19-20% growth. According to the BLS, there is a 23% projected growth in the demand for Computer and Information Research Scientists.<sup>5</sup>

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<sup>4</sup> University Marketing on C.S. and Computer and Information Science.2024. Lightcast.

<sup>5</sup> BLS U.S. Department of Labor. Computer and Information Research Scientist Occupation. July 16, 2024. Retrieved at <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Ph.D. in Computer Science						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	4	5	5	5	6
	<b>Enrollment (Continuing Student) Headcount</b>	18	18	19	20	21
	<b>Enrollment (New Student) FTE</b>	4	5	5	5	6
	<b>Enrollment (Continuing Student) FTE</b>	15	15	16	17	18
<b>II</b>	<b>Total New Credit Hours</b>	48	60	60	60	72
	<b>Existing Credit Hours</b>	180	180	192	204	216
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	1	1	1	1	1
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0	0	0	0	0
<b>IV</b>	<b>Revenues</b>					
	Program Specific Tuition (CEAS Graduate)	\$37,663	\$180,274	\$187,673	\$195,073	\$211,889
	Fees (indicate type)					
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation (Tuition remission)	-\$37,663	-\$180,274	-\$187,673	-\$195,073	-\$211,889
<b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty + IAS Salary + 35.2% Fringe	\$140,925	\$140,925	\$140,925	\$140,925	\$140,925
	<b>Facilities and Capital Equipment</b>					
	University buildings and space					
	Capital Equipment					
	Operations					
	<b>Expenses Included in Existing Budget</b>					
	Existing Faculty/IAS Salary + Fringe Rate	-\$140,925	-\$140,925	-\$140,925	-\$140,925	-\$140,925
Other (please list)						
<b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>Net Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

Date:

Date:

Provost's Signature:

7/22/2024



Chief Business Officer's Signature:

7/19/2024



## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE**

### **PROGRAM INTRODUCTION**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Doctor of Philosophy (Ph.D.) in Computer Science. This program is an elevation of the existing Computer Science concentration within the Ph.D. in Engineering program to increase visibility to prospective students and external stakeholders, reduce the burden of data collection for performance indicators, and allow greater autonomy in programmatic decisions specific to the discipline, which differs substantially from engineering. The proposed Ph.D. in Computer Science requires 66 credits beyond the bachelor's degree having a minimum credit distribution as follows: 21 credits in graduate-level computer science coursework; nine credits in an approved minor area; six credits in mathematics and/or quantitative methods; nine credits of approved electives; three credits College of Engineering and Applied Science (CEAS) Graduate Seminar; and 18 credits of doctoral thesis. Its structure is the same as the existing Computer Science concentration for the college-wide Ph.D. in Engineering program. No new courses will be required, and no additional resources for instructional capacity, staff support, or capital equipment are anticipated for implementation of this program.

### **COST REVENUE NARRATIVE**

#### **Section I – Enrollment**

It is anticipated that four new students will enroll in the Ph.D. in Computer Science in Year 1. New student enrollment projections are reflective of historical enrollment data for the existing Computer Science concentration of the Ph.D. in Engineering observed over the past five years, with possible growth as students become more aware of the Ph.D. in Computer Science program. There are currently 21 students enrolled in the Computer Science concentration of the Ph.D. in Engineering, and there has been an average of 20 students enrolled in the program over the past five years. Continuing students shown in Year 1 are based on the assumption that students in the existing Computer Science concentration of the Ph.D. in Engineering will switch to the proposed Ph.D. in Computer Science when it is offered. Continuing student headcount is based on a year-to-year continuation rate of approximately 95% and assumes attrition of approximately one student per year (due to failing a qualifying exam, switching to the Biomedical and Health Informatics Ph.D., or for miscellaneous departures), which is the historical pattern for the existing Computer Science concentration. Currently, there is an average of three graduates from the existing concentration per year, representing approximately 13.5% of total enrollment.

Given the increased visibility, and increased student and market demand, 35% potential aggregate five-year growth in total doctoral students is anticipated. Predicted enrollment in the Ph.D. in Computer Science will grow to 27 students with an estimated four graduates per year by Year 5. It is anticipated that by the end of Year 5, 25 new students will have enrolled in the program and 16 will have graduated.

All new students and two-thirds of continuing students are estimated to be full-time and take an average of six credits each semester (the required minimum for doctoral students employed as teaching or research assistants), and one-third of the continuing students are anticipated to be “dissertators”, who take three credits per semester. For FTE calculations, students taking six credits are counted as 1.0 FTE and students taking three credits as 0.5 FTE per UW-Milwaukee's Graduate Assistant Enrollment Requirements.<sup>1</sup>

## **Section II – Credit Hours**

Most Computer Science doctoral students are employed as either teaching or research assistants, for whom a “full load” is six credits per each of fall and spring. For calculations, all new students and two-thirds of continuing students are estimated to be full-time (1.0 FTE) and take six credits each semester, and one-third of the continuing students are expected to be “dissertators,” who take only three credits per semester (0.5 FTE). The credit hours in the table are calculated by multiplying student FTE by 12 credits.

## **Section III – Faculty and Staff Appointments**

No new faculty or staff appointments are required to implement this program, since it is an elevation of an existing concentration to a full major, and existing courses are being utilized. The Computer Science subgroup within the Department of Electrical Engineering and Computer Science has capacity to support the program, having nine faculty members and three instructional academic staff (12 FTE). Approximately one-twelfth of the department FTE (1.0 FTE) is estimated to be dedicated to supporting this program.

## **Section IV – Program Revenues**

There will be no additional revenue associated with the program, and there are no anticipated additional costs.

### Program Specific Tuition (for College of Engineering and Applied Science Graduate Students)

For students enrolled in the Ph.D. in Computer Science program, UW-Milwaukee's graduate tuition and fees rate will apply (2024-2025 tuition schedule). All graduate students enrolled in graduate courses in the College of Engineering and Applied Science are also assessed an additional tuition of \$90.78 per credit, which will be included in the tuition rate

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<sup>1</sup> UW-Milwaukee's Graduate Assistant Enrollment Requirements. <https://uwm.edu/graduate-assistants/handbook/appointments-and-benefits/enrollment-requirements/>

per credit and is listed as Program Specific Tuition (CEAS Graduate). There are two classifications for Ph.D. students- doctoral and dissertator. Each of these classifications at UW-Milwaukee has a separate tuition rate, with doctoral students following the Graduate Fee Schedule and dissertators following the Dissertator Fee Schedule. For tuition calculations, all new students and two-thirds of the continuing students are assumed to enroll in six credits and one-third of the continuing students are classified as dissertator and will enroll in three credits a semester. While there may be non-resident students in this program, for conservative estimates, only resident tuition rates are used for calculations.

Residential tuition for doctoral graduate students enrolled in six credits totals \$5,387.74 per semester. Of this amount, \$4,707.90 (\$783.78 per credit) is attributable to program specific tuition and \$679.84 is attributable to segregated fees. UW-Milwaukee graduate doctoral students in their dissertation year are assessed a distinct dissertator tuition rate. For resident dissertator students, dissertator tuition is at a rate of \$561.25 per credit (includes CEAS program specific tuition). For a dissertator student taking three credits, the tuition and segregated fees total \$2,164.15 per semester. Of this amount, \$1,683.75 (\$561.25 per credit) is attributable to program specific tuition and \$480.40 is attributed to segregated fees.

Students will pay an additional \$30.00 per credit online course fee for any online courses taken. There are no program/course fees or grants/extramural funding.

#### Program Revenues and GPR

The program will not generate any direct revenue. Tuition revenue is pooled and returned to the program through a budget process that weighs numerous factors, including faculty research and undergraduate degree completions.

All full-time Ph.D. students currently in the Computer Science concentration of the Ph.D. in Engineering are graduate assistants and receive tuition remission as a benefit of their appointments; UW-Milwaukee will continue to offer this benefit to full-time students in the proposed Ph.D. in Computer Science program. The tuition remission is indicated as GPR reallocation and is shown as negative revenue.

### **Section V – Program Expenses**

#### Salary and Fringe Expenses

Each existing faculty member (faculty and IAS) from the Computer Science subgroup within the Department of Electrical Engineering and Computer Science will dedicate one-twelfth FTE to support this program, for a total of 1.0 FTE. The combined total salary for the nine faculty members and three instructional staff in the department is \$1,250,816.01. For expense calculations, one-twelfth of the total salary has been charged to this program as an expense to support the 1.0 FTE. A 35.2% fringe rate was added to this amount for a total of \$140,925.31.

#### Facilities and Capital Equipment

No additional facilities or capital equipment are required to implement this program.

#### Other Expenses

No additional costs are anticipated for implementation of this program.

#### Expenses Included in Existing Budget

Because existing faculty and instructional academic staff will support this program, no additional salary or fringe benefits are required to implement this program. Therefore, the salary expense for the 1.0 FTE dedicated to supporting this program is included in the existing budget for the Computer Science concentration of the Ph.D. in Engineering and will not result in any extra expense for the implementation of this program.

#### **Section VI – Net Revenue**

There are no new revenues and no new expenses associated with elevating the Computer Science concentration to a stand-alone academic degree program.





**Academic Affairs**  
*Provost and Vice Chancellor*

Chapman 215  
PO Box 413  
Milwaukee, WI  
53201-0413  
414 229-4501 *phone*  
414 229-2481 *fax*  
<https://uwm.edu/academicaffairs/>

TO: Jay Rothman, President  
University of Wisconsin System

FROM: Andrew P. Daire, Provost and Vice Chancellor *APD*

DATE: May 15, 2024

RE: Authorization to Implement a PhD in Computer Science

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 Doctor of Philosophy in Computer Science.

The proposed program will be offered by the Electrical Engineering and Computer Science Department, in UWM's College of Engineering and Applied Sciences, as an elevation of the existing Computer Science concentration in the Doctor of Philosophy in Engineering. The Computer Science track currently represents approximately 10% of the enrollment in the Engineering PhD program. Elevation to a standalone degree will improve program visibility (including allowing the program to appear in national rankings), administration, and assessment.

Computer science is the study of the theory, design, implementation, and performance of computer software and computer systems, including the study of computability and computation itself. Computer science has its origins as an applied subdiscipline of mathematics in the 1960's but has developed its own formalisms for describing data and software methods that can be deployed on a growing variety of computing platforms. Careers in computing take on a variety of forms and now span every sector of the economy and every region of the world. A doctoral degree in computer science includes both breadth in core areas of computer science (assessed via a written qualifying exam), as well as advanced coursework and mentored research, culminating in an oral defense and written dissertation.

The program, being focused on research and advanced education, clearly serves the broad UW–Milwaukee mission for discovery, research, and education, and supports the generation of new knowledge for the development and betterment of society. Related programs at UW-Milwaukee include the PhD in Engineering, PhD in Biomedical and Health Informatics, and the Master of Computer Science (MS CS). Students in these other programs typically do not have a prior degree in Computer Science. Graduates with an MS CS sometimes elect to continue their development through a PhD at UWM.

As this is an elevation of a track, there are no faculty or staff appointments needed to implement this degree, or other financial or capital investments.

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 the UWM standards and expectations for quality and rigor at the graduate 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 approval of this request for authorization.

- c: Johannes Britz, Vice President, Academic and Student Affairs
- Tracy Davidson, Associate Vice President, Academic and Student Affairs
- Sheryl Zajdowicz, Director of STEM and Applied Research Initiatives
- Brett Peters, Dean, College of Engineering and Applied Science
- Suzanne Boyd, Special Assistant to the Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE IN  
GAME AND MEDIA STUDIES,  
UNIVERSITY OF WISCONSIN-STOUT**

**REQUESTED ACTION**

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science in Game and Media Studies at the University of Wisconsin-Stout.

**Resolution C.3.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Game and Media Studies program at the University of Wisconsin-Stout.

**SUMMARY**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Game and Media Studies (BSGMS). This degree will require 120 credits, including 40 credits in the Stout Core (General Education) and 80 credits in the major consisting of 20 credits in the Game and Media Studies Core, 30 credits in the Interdisciplinary core, 15 credits of elective courses (selectives), and a 15-credit applied field requirement. Students will benefit from high-impact practices such as experiential learning during two field experience courses and project-based learning in the program's capstone course. The proposed B.S. in Game and Media Studies program will leverage UW-Stout's existing strengths in game design and the digital humanities, along with providing a new area for growth. Using traditional tuition structures and face-to-face instruction, the program will prepare students for careers with intersections among communication, digital media, management, and user research, such as design project management specialists and quality assurance analysts. Degrees related to the study and production of video games are on the rise nationally, and market analysis indicates that employer demand for the skills associated with this proposed degree will continue to increase, both nationally and within the tri-state region of Wisconsin, Minnesota, and Illinois.

## **Presenter**

- Dr. Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs

## **BACKGROUND**

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

## **Related Policies**

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

## **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN GAME AND MEDIA STUDIES  
AT UNIVERSITY OF WISCONSIN-STOUT  
PREPARED BY UW-STOUT**

**ABSTRACT**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Game and Media Studies (BSGMS). This degree will require 120 credits, including 40 credits in the Stout Core (General Education) and 80 credits in the major consisting of 20 credits in the Game and Media Studies Core, 30 credits in the Interdisciplinary core, 15 credits of elective courses (selectives), and a 15-credit applied field requirement. Students will benefit from high-impact practices such as experiential learning during two field experience courses and project-based learning in the program's capstone course. The proposed BSGMS program will leverage UW-Stout's existing strengths in game design and the digital humanities, along with providing a new area for growth. Using traditional tuition structures and face-to-face instruction, the program will prepare students for careers with intersections among communication, digital media, management, and user research, such as design project management specialists and quality assurance analysts. Degrees related to the study and production of video games are on the rise nationally, and market analysis indicates that employer demand for the skills associated with this proposed degree will continue to increase, both nationally and within the tri-state region of Wisconsin, Minnesota, and Illinois.

**PROGRAM IDENTIFICATION****University Name**

University of Wisconsin-Stout

**Title of Proposed Academic Program**

Game and Media Studies

**Degree Designation(s)**

Bachelor of Science

**Proposed Classification of Instructional Program (CIP) Code**

09.0102: Mass Communication/Media Studies

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of English, Philosophy, and Communication Studies

**College, School, or Functional Equivalent**

College of Arts and Human Sciences

**Proposed Date of Implementation**

August 2025

**PROGRAM INFORMATION****Overview of the Program**

The proposed BSGMS requires 120 credits, consisting of 40 credits in the Stout Core (general education) and 80 credits for the major, which includes a 20-credit Game and Media Studies core, 30-credit interdisciplinary core, 15 credits of elective courses (selectives), and a 15-credit applied field requirement that allows students to develop knowledge of a specific industry. All but 18 credits rely on existing curriculum from across campus. The program was developed with backward design principles, starting with identified occupations, and moving toward program outcomes that prepare students for those occupations, then course outcomes to deliver on those program outcomes, selecting existing courses aligned with those course outcomes, and finally proposing six new courses to synthesize and deliver the remaining outcomes.

The degree focuses on being interdisciplinary, flexible, and dynamic. It offers flexibility in course offerings to encourage degree minors and accommodate transfer credits. Significantly, the program is also dynamic, intentionally pairing with the current B.F.A. in Game Design and Development (GDD) program courses to allow for concurrently scheduled classes with joint projects. Students will benefit from high-impact practices such as experiential learning during two field experience courses and project-based learning in the program's capstone course.

**Projected Enrollments and Graduates by Year Five**

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

The estimate for new student enrollment per year in this program considers the number of new-to-UW-Stout students likely to matriculate. To determine the number of new first-year students who will enter the degree each year, UW-Stout examined annual degree-completion figures for three comparable programs from regional schools. Applying

a multiplier to each of these figures to account for the difference in size between UW-Stout and these campuses, by Year 3, the program projects enrollment of 20 new-to-UW-Stout students each year.

To estimate the continuing student headcount, UW-Stout determined expected attrition rates for each cohort. It assumes a 75% retention rate for first-to-second year students and a 95% retention rate for all continuing students second year and beyond. These retention rates are based on recent persistence rates from the students in the B.S. in Professional Communication and Emerging Media (PCEM), the other undergraduate program in the department where this new program will be housed. The continuing student headcount in Year 5 also reflects the departure of an estimated 37% of the program’s first cohort of students through graduation, based on the B.S. in Professional Communication and Emerging Media program’s recent four-year graduation rate.

FTE for both new and continuing students is assumed to be 87% of the student headcount, with an expectation that 89% of students will be full-time and 11% will be part-time. These estimates are based upon the FTE-to-headcount ratio for the B.S. in Professional Communication and Emerging Media program, which should have a student profile like what is expected for the proposed BSGMS.

Enrollment in the BSGMS is predicted to grow to 62 students with an estimated seven graduates per year by Year 5. It is anticipated that by the end of Year 5, 85 new students will have enrolled in the program and 11 will have graduated.

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

<b>Students/Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Students	10	15	20	20	20
Continuing Students	0	8	19	33	42
Total Enrollment	10	23	39	53	62
Graduating Students	0	0	0	4	7

**Tuition Structure**

For students enrolled in the proposed BSGMS program, standard undergraduate tuition and fee rates will apply. While students are assessed university-level segregated fees in the amount of \$55.71 per credit, segregated fees will not impact this program’s budget and have not been included in budget modeling.

To estimate tuition revenue, UW-Stout determined the approximate percentage of students who would be classified in each residency type, since they pay different tuition rates. Based on last fiscal year’s tuition breakdown by residency type for the B.F.A. in Game Design and Development (Art) and the B.S. in Professional Communication and Emerging

Media programs, and, averaging the results for those two programs, the estimated proportion of tuition by residency type for the BSGMS includes:

- 53% Wisconsin Residents (\$257.17 per credit)
- 30% Minnesota Residents (\$257.17 per credit, portion of MN Reciprocity tuition kept by campus)
- 12% Non-Residents (\$542.63 per credit)
- 3% Return to Wisconsin Qualifiers (\$406.98 per credit)
- 2% Midwest Tuition (\$385.75 per credit)

To project tuition revenue for each residency type, that year's total number of expected credit hours was multiplied by the anticipated percentage of students in each residency type, and then multiplied this product by the relevant tuition rate. The sum of these figures marks the anticipated tuition revenue per year.

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

Upon completion of the BSGMS program, students will:

1. **Gain** multidisciplinary/cross-functional collaborative experience.
2. **Manage** large, long-term team projects through design methods.
3. **Apply** critical frameworks to describe, critique, and analyze texts.
4. **Research** user experience with user-centered research methods.
5. **Learn** ethics, technology, and social justice frameworks.
6. **Enact** creativity and imagination from ideation to delivery.

All students who complete the BSGMS program will possess excellent digital and oral communication skills, familiarity with agile design methods, capabilities in leading interdisciplinary teams in digital production, training in user research methods and practices, fluency in data literacy, and critical and creative thinking skills to navigate challenges in a variety of professional settings. While the interdisciplinary knowledge gained in his program will equip graduates to work in a wide variety of occupations, graduates will be uniquely positioned for careers in fields that require coordinating the work of diverse teams, such as project management and software development.

### **Program Curriculum**

The BSGMS program will require 120 credits. Forty of these credits are in the Stout Core, the general education curriculum required for students in all undergraduate programs at UW-Stout. Twenty credits are in the Game and Media Studies core. This core area of the curriculum is comprised of six new courses developed specifically for this program, devoted to developing students' knowledge of the gaming industry, gaming culture, team building, creativity, and research. Thirty credits are from the Interdisciplinary core, in which students will supplement their knowledge through coursework from other programs and disciplines sharing affinities with gaming. Flexibility is achieved through 15 credits of elective courses (selectives), as well as 15 credits taken in an applied field, in



which students will either complete a minor or a set of thematically related courses chosen in consultation with their advisor, customized to their individual career ambitions.

Table 2 lists the program requirements, including Stout Core (General Education) requirements, for the proposed 120-credit BSGMS.

**Table 2: B.S. in Game and Media Studies Program Curriculum**

**General education courses required for graduation:**

*Communication Skills*

ENGL101 <i>or</i>	Composition 1 <i>or</i>	3 credits
ENGL101HON	Honors Composition 1	3 credits
ENGL102 <i>or</i>	Composition 2 <i>or</i>	3 credits
ENGL102HON	Honors Composition 2	3 credits
COMST100	Fundamentals of Speech	3 credits

*Analytic Reasoning and Natural Sciences* 10 credits

*Arts and Humanities* 6 credits

*Social and Behavioral Sciences* 6 credits

*Social Responsibility and Ethical Reasoning* 3 credits

*Electives to reach 40 Stout Core credits*

*Subtotal* 40 credits

**Academic degree program or major course requirements:**

*Core Courses* (20 credits)

ENGL122	Intro to Game & Media Studies	3 credits
ENGL150	Issues in Game & Media	3 credits
ENGL222	Intro to Cross-Functional Teams	3 credits
ENGL322	Worldbuilding	3 credits
ENGL450	GRUX	3 credits
ENGL451	Game and Media Studies Capstone	3 credits

ENGL398 *or* Field Experience 2 credits

ENGL349 *and* Cooperative Educational Experience 1 credit

ENGL398 Field Experience 1 credit

*Interdisciplinary Courses* (30 credits)

PHOTO130 Intro to Still & Moving Image Photography 3 credits

ENGL350 <i>or</i> DES176	Digital Storytelling <i>or</i> Introduction to Digital Narrative	3 credits
CS141 <i>or</i> CS144	Introduction to Programming <i>or</i> Computer Science I	3-4 credits
ARTH340 <i>or</i> ARTH341	History of Interactive Media <i>or</i> History of Film	3 credits
LIT208 <i>or</i> LIT230	Fiction Into Film <i>or</i> American Cinema	3 credits
POLS305	News, Media & Politics	3 credits
PHIL235 <i>or</i> ICT215	General Ethics <i>or</i> Cybertechnology Ethics	3 credits
WGS205 <i>or</i> WGS210	Intro to Queer Studies <i>or</i> Intro to Women & Gender Studies	3 credits
APSS301 <i>or</i> APSS300	Qualitative Research Methods <i>or</i> Quantitative Research Methods	3 credits
BUMGT380	Principles of Innovation and Entrepreneurship	3 credits
<i>Selectives</i>		(15 credits)
DES200	Design Concepts & Problems	3 credits
DES222	Board Game Production & Processes	3 credits
DES310	Graphic Design I	3 credits
DES325	Intro to Web Design	3 credits
DES361	Transmedia Studio	3 credits
DES371	Interactive Media Design	3 credits
ENGL121	Intro to Professional Communication	3 credits
ENGL125	Professional Writing Elements of Style	3 credits
ENGL207	Writing for the Media	3 credits
ENGL225	Editing Processes & Practices	3 credits
ENGL296	Writing for Children & Young Adults	3 credits
ENGL343	Rhetoric of Technology	3 credits
ENGL345	Usability Design & Testing	3 credits
ENGL371	Rhetoric & Style	3 credits
ENGL385	Document Design	3 credits
ENGL388	Content Strategy	3 credits
ENGL418	Convergent Communication	3 credits

ENGL435	Writing Documentation	3 credits
CS248	Web and Internet Programming	3 credits
SOC325	Society and Leisure	3 credits
ENGL245	Creative Writing	3 credits
ENGL342	Creative Writing II	3 credits
MUSIC236	Music in the Media	3 credits
MUSIC350	Digital Sound Studio	3 credits
PSYCH225	Psychology of Video Games	3 credits

*Applied Field* (15 credits)

Students complete either a minor or a set of thematically related courses chosen in consultation with their advisor.

*Subtotal* 80 credits

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**Total Credits** 120 credits

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

The program includes courses already offered in various disciplines across campus. The BSGMS is designed as an intrinsically collaborative degree that enables students to create rich connections among existing offerings while introducing new applications and areas of study to meet industry and society needs. It supports, enables, and benefits from the currently available B.F.A. in Game Design and Development program by considering the role of games as cultural products in a larger media ecosystem. As a complement to the B.F.A. in Game Design and Development program, students in the BSGMS program will benefit from innovative pedagogies centered on collaboration: guest lectures and shared assignments to start, with more opportunities as supported by the institution. Pairing ENGL-450 and ENGL-451 with GDD-450 and GDD-451 exemplifies this collaboration, since these sequenced courses function as the capstone for both programs. The BSGMS students will work with their B.F.A. in Game Design and Development counterparts to contribute to the year-long game design and development process. The BSGMS students can satisfy their field experience requirement, ENGL-398, as part of this collaboration. In addition, the program will benefit from the expertise of an advisory committee of external stakeholders, including representation from industry and other academic institutions.

### **Projected Time to Degree**

Full-time students taking 15 credits in fall and spring semesters can expect to graduate in four years. Students who make use of WinTerm and summer coursework may graduate in under four years. Transfer students whose previous coursework satisfies the Stout Core or the myriads of interdisciplinary, elective, and applied core courses can expect to graduate in two or three years, depending on their transferred courses. This would apply to students transferring into UW-Stout with an associate's degree, who can apply credits from their two-year degrees to fulfill the program's Stout Core and Applied Field requirements. Change-of-major students will find their previous credits useful in any

number of areas for the BSGMS, meaning little-to-no delay in time to graduation and high program retention.

UW-Stout expects relatively few part-time students, in keeping with the roughly 10% of part-time students making up the profiles of the B.F.A. in Game Design and Development (Art) and B.S. in Professional Communication and Emerging Media programs. Projected time to degree will vary based on the number of credits these students take per semester. Still, the flexibility of the interdisciplinary core, electives, and applied fields will ensure that part-time students are able to make progress toward their degree each semester, even though the core courses will be offered on a rotating basis in the program's first few years.

### **Accreditation**

The BSGMS will be accredited as part of UW-Stout's institutional accreditation under the Higher Learning Commission. No discipline-specific accreditation will be sought.

## **JUSTIFICATION**

### **Rationale**

The proposed program was developed in concert with faculty and stakeholders across campus with the intent to be interdisciplinary, flexible, and dynamic with a clear aim to support student success and improve student retention. One of UW-Stout's Focus 2030 goals and a Focus Area of the Comprehensive Academic Plan is to "Advance UW-Stout's reputation as an innovative polytechnic, offering a foundation of skills, liberal arts, and knowledge, cutting-edge technology and programs, and cross-disciplinary learning in an inclusive and supportive environment."<sup>1 2</sup> This proposed program will integrate interdisciplinary concepts to equip graduates with a unique set of applied knowledge and skills for career readiness, including collaborative communication strategies, project management methods, user research practices, ethical decision-making, and critical problem solving.

The proposed BSGMS program offers a pathway for students interested in games and media for whom computer science or art/animation (the foci of the B.F.A. in Game Design and Development program) are not a draw. Questions from current and prospective students suggest interest in the content of the proposed BSGMS. Each year, approximately twelve students change their major from the B.F.A. in Game Design and Development to a major other than a B.F.A., while approximately twenty students from

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<sup>1</sup> FOCUS 2030 Plan, University of Wisconsin-Stout. Retrieved 1/22/23 from <https://www.uwstout.edu/focus-2030-plan-initiatives>

<sup>2</sup> UW-Stout. (2024). Mission & values. Retrieved on 4/29/2024 from <https://www.uwstout.edu/about-us/mission-values>

other closely related degrees (Video Production, Professional Communication and Emerging Media, Animation, and Graphic Design) change their majors. While these students already have a variety of options available for continuing their studies in the creative arts, the flexibility of the BSGMS will offer an appealing degree completion option for those looking to apply the credits they have already completed, enhancing the university's retention efforts.

### **Institution and Universities of Wisconsin Program Array**

UW-Stout already offers programs in disciplines adjacent to the BSGMS, and many of these programs will provide existing courses and faculty expertise to serve this major. These include the B.F.A. in Game Design and Development (Art); the B.S. in Computer Science, in particular its concentration in Game Design and Development; and the B.S. in Professional Communication and Emerging Media. While there is already a strong cluster of affiliated programs, the proposed BSGMS will be sufficiently differentiated from these related programs through its unique emphasis on the study of the cultural products of the gaming and media industries, as opposed to a primary focus on the production process. The program specifically includes the study of how users experience these products, and how games and interactive media participate in the ongoing organization and reproduction of popular culture and player identity.

Across the Universities of Wisconsin, two UW universities offer a degree or program in the same curricular area (CIP code: 9.0102: Mass Communication/Media Studies). UW-Milwaukee offers a B.A. in Journalism, Advertising, and Media Studies and UW-Stevens Point offers a B.A./B.S. in Media Studies. UW-Whitewater offers a B.A./B.S. in Media Arts and Game Development, which is in a similar curricular area (CIP code: 50.0102- Digital Arts).

The BSGMS program's distinguishing features are its alignment with UW-Stout's institutional polytechnic mission, partnership with UW-Stout's nationally recognized B.F.A. in Game Design and Development program, focus on media studies in the context of gaming, and its emphasis on interdisciplinarity and flexibility. The curriculum will emphasize the development of skills in management and collaboration, creativity and imagination, and narrative and communication through analysis and project-based learning around gaming and media.

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

To determine student demand for the proposed BSGMS, UW-Stout's Office of Marketing Communications examined the number of degrees awarded regionally in two CIP codes associated with game and media studies: 09.0102 (Mass Communication/Media Studies) and 50.0102 (Digital Arts). A substantial increase has been observed regionally for degrees in the 50.0102 code, rising from 90 in 2012 to 127 in 2021,<sup>3</sup> and it serves as an

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<sup>3</sup> University of Wisconsin–Stout Marketing. (2023). Lightcast.

indicator of the increasing popularity of studies in gaming. This increase coincides with the popularity of video gaming as a pastime, with 190.6 million Americans playing video games at least once per week.<sup>4</sup> With the global game industry currently worth \$227 billion and some analysts predicting its worth to grow to over \$300 billion by 2027,<sup>5</sup> the proposed BSGMS program better serves students wanting to study games.

While this research bolsters confidence in student interest for BSGMS, the primary indication of student demand is the success of UW-Stout's B.F.A. in Game Design and Development program, which has consistently grown each year, more than doubling between Fall 2017 and Fall 2022. Student demand for degrees related to gaming remains strong. This new program will help to accommodate demand by new undergraduates while providing a suitable alternative major for the significant number of students who begin as Pre-B.F.A. students in game design but do not continue in that program. Current and prospective students' questions regarding program offerings suggest interest in the content of the proposed BSGMS. Each year, approximately twelve students change their major from the B.F.A. in Game Design and Development to a major other than a B.F.A., while approximately twenty students from other closely related degrees (Video Production, Professional Communication and Emerging Media, Animation, and Graphic Design) change their majors. While these students already have a variety of options available for continuing their studies in the creative arts, the BSGMS program's flexibility will offer an appealing degree completion option for those looking to apply the credits they have already completed, enhancing the university's retention efforts.

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<sup>4</sup> Entertainment Software Association. (2024). Retrieved on 5/28/24 from <https://www.theesa.com/wp-content/uploads/2024/05/Essential-Facts-2024-FINAL.pdf>

<sup>5</sup> PwC. (2023). Retrieved on 5/28/24 from <https://www.pwc.com/gx/en/industries/tmt/media/outlook/insights-and-perspectives.html>

## Need as Suggested by Market Demand

Job titles aligned with the proposed BSGMS are predicted to have above average growth over the next decade and offer desirable median salaries, according to the U.S. Bureau of Labor Statistics. As an interdisciplinary program, the proposed BSGMS will prepare students for a variety of growing career paths such as Quality Assurance Analyst which requires a bachelor's degree, has a median salary of \$124,200, and is projected to grow 25% nationally through 2032.<sup>6</sup> Design Project Management Specialists require a bachelor's degree, has a median salary of \$95,370, and is projected to grow 6% nationally, faster than average, through 2032.<sup>7</sup> Advertising, Promotions, and Marketing Managers,<sup>8</sup> Producers and Directors,<sup>9</sup> and Writers and Authors<sup>10</sup> all share similar requirements and outlooks.

The anticipated regional growth in Wisconsin, Minnesota, and Illinois for job titles aligned with this program mirrors the national outlook. The number of Quality Assurance Analyst openings in these states is projected to grow by 10.36% by 2028. Openings for Project Management Specialists, Public Relations Specialists, and Marketing Managers are projected to grow by 4.47%, 4.64%, and 2.87%, respectively, over the same time period.<sup>11</sup>

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<sup>6</sup> U.S. Bureau of Labor Statistics. (2023). Retrieved on 2/27/24 from <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

<sup>7</sup> U.S. Bureau of Labor Statistics. (2023). Retrieved on 2/27/24 from <https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm#tab-1>

<sup>8</sup> U.S. Bureau of Labor Statistics. (2023). Retrieved on Feb 27, 2024 from: <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

<sup>9</sup> U.S. Bureau of Labor Statistics. (2024). Retrieved on Feb 27, 2024 from: <https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm#tab-6>

<sup>10</sup> U.S. Bureau of Labor Statistics (2024). Retrieved on Feb 27, 2024 from: <https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm>

<sup>11</sup> University of Wisconsin – Stout Marketing. (2023). Lightcast.

University of Wisconsin - Stout						
Cost and Revenue Projections For B.S. in Game and Media Studies						
	Items	Projections				
		2024-25	2025-26	2026-27	2027-28	2028-29
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	10	15	20	20	20
	<b>Enrollment (Continuing Student) Headcount</b>	0	8	19	33	42
	<b>Enrollment (New Student) FTE</b>	8.7	13.05	17.4	17.4	17.4
	<b>Enrollment (Continuing Student) FTE</b>	0	6.96	16.53	28.71	36.54
<b>II</b>	<b>Total New Credit Hours</b>	139	209	278	278	278
	<b>Existing Credit Hours</b>	0	111	264	459	585
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0.5	0.4	0.2	0.4	1
	<b>FTE of Current Fac/IAS</b>		0.5	0.9	1.1	1
	<b>FTE of New Admin Staff</b>	0.25	0	0	0	0
	<b>FTE Current Admin Staff</b>		0.25	0.125	0.125	0.125
<b>IV</b>	<b>Revenues</b>					
	Tuition	\$41,490	\$95,514	\$161,782	\$219,988	\$257,598
	Additional Tuition					
	Fees (indicate type)					
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	<b>Total Revenue</b>	<b>\$41,490</b>	<b>\$95,514</b>	<b>\$161,782</b>	<b>\$219,988</b>	<b>\$257,598</b>
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty Salary					\$71,521
	Instructional Academic Staff	\$25,280	\$45,503	\$55,615	\$75,839	\$50,559
	Administrative and Student Support Staff	\$17,880	\$17,880	\$8,940	\$8,940	\$8,940
	Other Staff					
	Fringe Faculty and Academic Staff	\$22,387	\$33,529	\$34,872	\$46,016	\$65,916
	Fringe University Staff					
	Fringe Other Staff					
	<b>Facilities and Capital Equipment</b>					
	University buildings and space				\$70,000	
	Capital Equipment					
	Operations	\$3,625.00	\$3,225.00	\$3,337.50	\$3,437.50	\$9,187.50
	<b>Other Expenses</b>					
Professional Development	\$938	\$1,438	\$1,531	\$2,031	\$2,656	
Other (please list)						
<b>Total Expenses</b>	<b>\$70,109</b>	<b>\$101,575</b>	<b>\$104,296</b>	<b>\$206,263</b>	<b>\$208,780</b>	
<b>Net Revenue</b>	<b>-\$28,618</b>	<b>-\$6,061</b>	<b>\$57,486</b>	<b>\$13,725</b>	<b>\$48,818</b>	

Provost's Signature:



Date:

6/28/2024

Chief Business Officer's Signature:



Date: 6/27/2024



## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STOUT BACHELOR OF SCIENCE IN GAME AND MEDIA STUDIES**

### **PROGRAM INTRODUCTION**

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science (B.S.) in Game and Media Studies. This will be an on-campus program using UW-Stout's standard undergraduate tuition rates. The B.S. in Game and Media Studies (BSGMS) will draw heavily on existing resources and facilities on campus as well as existing curriculum. New expenses are expected to be minimal, but there will be a need for some new staffing, in addition to costs for marketing, supplies, and professional development. Budget modeling refers to comparable UW-Stout programs, such as the B.S. in Professional Communication and Emerging Media and B.F.A. in Game Design and Development (Art), to provide estimates for these expenses. These comparable programs also served as the reference for estimations of student FTE per headcount and retention and graduation rates. To estimate enrollment in the new program, regional and national data compiled by Stout's Office of Marketing Communications (MarCom) has been utilized.

### **COST REVENUE NARRATIVE**

#### **Section I – Enrollment**

To estimate new student enrollment per year in this program, UW-Stout first determined the number of new-to-UW-Stout students likely to matriculate each year. This examined annual degree-completion data for three comparable programs from regional schools: Illinois State University (69 students per year); Southern Illinois University-Edwardsville (69 students); and Minnesota State University-Mankato (51 students). Applying a multiplier to each of these figures to account for the difference in size between UW-Stout and these campuses, the proposed B.S. in Game and Media Studies will enroll an estimated 30 students per year. Because the degree completion data from these competitors include change-of-major students, however, and because it does not account for change-of-major students in budget projections, the projected enrollment multiplied this number by two thirds, under the assumption that one-third of enrollment will be change-of-major students. With the change-of-major students removed, it is estimated that by Year 3, 20 new-to-UW-Stout students will enroll each year in the degree. The program will not have had significant time for marketing before its first year, so it expects only a modest cohort of first-year students (10) in Year One. UW-Stout expects to gradually scale up from 10 new-to-UW-Stout students in Year 1, to 20 by Year 3.

To estimate the continuing student headcount, expected attrition rates were determined for each cohort. A 75% retention rate was factored in for first-to-second year students and 95% retention rate for all continuing students second year and beyond. These

retention rates are based on recent persistence rates from the students in the B.S. in Professional Communication and Emerging Media (PCEM). The continuing student headcount in Year 5 also reflects the departure of an estimated 37% of the program's first cohort of students through graduation during Year 4, based on the B.S. in Professional Communication and Emerging Media program's recent four-year graduation rate.

It is predicted that enrollment in the B.S. in Game and Media Studies will grow to 62 students with an estimated seven graduates per year by Year 5. UW-Stout anticipates that by the end of Year 5, 85 new students will have enrolled in the program and 11 will have graduated.

FTE for both new and continuing students is assumed to be 87% of the student headcount, with an expectation that 89% of students will be full-time and 11% will be part-time. These figures come from the FTE-to-headcount ratio for the B.S. in Professional Communication and Emerging Media program, which has a student profile like what is expected for the B.S. in Game and Media Studies program.

## **Section II – Credit Hours**

New Credit Hours are defined as credit hours taken by students in their first year of the program, including new first-year students and new transfer students. Existing Credit Hours are defined as the number of credits taken by students in their second year of and beyond.

Full-time students are defined as taking 24 credits per year (12 per fall and 12 per spring semester). Out of these 24 credits, an estimated 16 credits per year will be directly attributable to program requirements, since one third of the student's total coursework will be devoted to General Education. Therefore, the New Credit Hours per year were calculated by first multiplying the New Student FTE by 16. Similarly, the Existing Credit Hours are the product of the Continuing Student FTE multiplied by 16.

## **Section III – Faculty and Staff Appointments**

As an interdisciplinary program relying mainly on existing coursework, this bachelor's degree will not require many new instructional appointments. However, there are six new courses being created specifically for this program. These courses will be taught by faculty already at UW-Stout, but, as these faculty are redirected to teach Game and Media Studies courses, there will be a need to fill their previous teaching assignments with new Instructional Academic Staff (IAS). It is assumed that, out of the six new Game and Media Studies courses, three courses will be offered in Years 1 and 3, and the other three will be taught in Years 2 and 4. All six courses are expected to be offered in Year 5. Each course offered is assumed to require 0.1 FTE in IAS; therefore, 0.3 FTE will be required in IAS in Years 1 through 4, and 0.6 FTE in IAS in Year 5 to teach the new GMSs coursework.

While many of the existing courses used in the BSGMS curriculum have capacity for additional students, there are some courses for which new sections will need to be added to meet the demand created by this new program. It is estimate that for every 8.0 student FTE in the program, UW-Stout will need to add one new section per semester of a non-Game and Media Studies course (two sections per year), equating to 0.2 FTE in additional IAS staffing.

All new instructional appointments will come in the form of IAS, with the one exception coming in Year 5. Assuming the program will be approaching a total enrollment of 75 students by that point, this growth could warrant the appointment of a new faculty member. Therefore, the New Faculty/Instructional Academic Staff column for Year 5 reflects 1.0 in faculty FTE, as opposed to the 0.8 in fill-behind IAS FTE that would otherwise be needed.

In addition to instructional staffing, the program will also add staffing in the form of an academic program director. In accordance with the current metrics for program director reassigned time at UW-Stout, a faculty member will be assigned six credits (0.25 annual FTE) to direct the program during its first two years, and three credits (0.125 annual FTE) to direct the program in subsequent years, unless the total program enrollment exceeds 149 students.

#### **Section IV – Program Revenues**

This campus-based program will charge standard undergraduate per-credit tuition rate. Revenue forecasts are based on UW-Stout's 2024-2025 tuition rates.

##### Tuition

The percentage of students who would be classified in each residency type was needed to estimate tuition revenue, since they pay different tuition rates. UW-Stout consulted last fiscal year's tuition breakdown by residency type for the B.F.A. in Game Design and Development (Art) and the B.S. in Professional Communication and Emerging Media programs, and, averaging the results for those two programs, estimated the following proportion of tuition by residency type for the proposed GMS program:

- 53% Wisconsin Residents (\$257.17 per credit)
- 30% Minnesota Residents (\$257.17 per credit, portion of MN Reciprocity tuition kept by campus)
- 12% Non-Residents (\$542.63 per credit)
- 3% Return to Wisconsin Qualifiers (\$406.98 per credit)
- 2% Midwest Tuition (\$385.75 per credit)

To project tuition revenue for each residency type, the year's total number of expected credit hours was multiplied by the anticipated percentage of students in each residency type, and then multiplied this product by the relevant tuition rate. The sum of these figures marks the anticipated tuition revenue per year.

## Fees

Segregated fees assessed at the university level (\$55.71 per credit) have not been included in these revenue projections. The B.S. in Game and Media Studies will not charge any program-specific fees.

## Program Revenues and GPR

The program will not charge additional tuition beyond the standard undergraduate rates. Tuition is expected to be the sole form of revenue for this program; no revenue from grants, gifts, or GPR reallocation is expected in the program's first five years.

## **Section V – Program Expenses**

The bulk of program expenses will come in the form of salary and fringe, as this program will not require any new facilities. There may be a need for an upgrade to one of the laboratories to accommodate this program's needs, but this upgrade and professional development mark the only significant expenses outside of salary and fringe.

## Salary and Fringe

Salary estimates for instructional staff have been made based on the average salary for faculty and IAS in the English, Philosophy, and Communication Studies (EPCS) department, in which this program will be housed. For faculty, the average academic-year salary is \$71,521. For IAS, the average academic-year salary is \$50,559. To calculate salary expenses for each year, the faculty and instructional academic staff FTE were multiplied by these figures, respectively.

The salary estimate for administrative staff is based on the average faculty salary in the English, Philosophy, and Communication department since a faculty member will be the presumptive academic program director. No other new administrative or support staff is anticipated. Fringe, too, was based on averages from the English, Philosophy, and Communication department. The average fringe rate for an IAS member in the English, Philosophy, and Communication department to be 55.1%, and the average fringe rate for a faculty member was 47.3%. These rates for the IAS and faculty FTE are projected for each year to determine fringe expenses. The faculty rate was also used to determine the fringe expense for the program director reassignment, with this expense included as part of the fringe total for faculty and academic staff.

## Facilities and Capital Equipment

While the current Digital Humanities lab in Harvey Hall and the laboratory spaces for the Game Design and Development program will be sufficient to meet the program's needs, the program would ideally benefit from an upgrade of the existing User Experience Lab into a space more tailored to the needs of Game and Media Studies instruction. This funding would be requested through Stout's laboratory modification program if warranted by program enrollment. The laboratory upgrade has been indicated as an expense in the amount of \$70,000 during the fourth year of the program.

### Other Expenses

An estimated \$2,500 is allocated for marketing in Year 1 of the program, then \$1,500 in Years 2 and 3, and \$1,000 thereafter. It is also expected that the program will cost approximately \$1,500 in supply and equipment costs per FTE. An expense of \$5,000 per year for software and maintenance for the User Experience Lab is estimated for Year 5, after any laboratory modification takes place. These expenses are figured into the Operations line of the budget projections spreadsheet.

An additional expense will be professional development for instructors hired because of this new program, which has been figured at \$1,250 per year per FTE. This is included separately as an "Other Expense" on the spreadsheet.

### **Section VI – Net Revenue**

The program is projected to generate a positive net revenue by its third year, with revenue remaining positive thereafter. Net revenue could increase if facility and operational costs prove lower than expected, or it could decrease if it does not meet enrollment projections. While the actual amount of net revenue generated by this program will fluctuate, conservative estimates give confidence that the program will have an overall positive impact on UW-Stout's finances.



June 27, 2024

*(via electronic mail)*

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

Dear President Rothman:

Please accept this Letter of Commitment in support of the University of Wisconsin-Stout's proposed B.S. in Game & Media Studies degree. The program builds on the strong reputation of UW-Stout's School of Art & Design and polytechnic identity by taking an interdisciplinary, flexible, and project-based learning approach. The program intentionally complements UW-Stout's well-established Game Design programs (B.F.A. in Game Design and Development and the B.S. Computer Science – Game Design and Development concentration). The proposed B.S. in Game & Media Studies leverages existing courses across the Art and Design curriculum along with new courses in Game & Media Studies.

As Wisconsin's Polytechnic University and through this program, UW-Stout will continue to prepare graduates to enter applied careers that intersect communication, digital media, management, and user research. Examples include in demand roles such as design project management specialists and quality assurance analysts.

A financial review has been conducted to confirm that the necessary financial and human resources are available to launch this proposed program. It will rely on faculty and staff expertise in both the College of Arts and Human Sciences and the College of Science, Technology, Engineering, Mathematics, and Management.

The proposed degree has been approved through the campus curriculum approval process and shared governance, confirming that the design of the proposed program meets the definition and standards of quality at UW-Stout. All programs at UW-Stout participate in the biannual Assessment in the Major and the four-year Planning and Review Committee program review to support continuous improvement. Assessment of the student learning objectives will be coordinated by the program director in collaboration with the faculty, staff, and program advisory committee.

Thank you for your consideration and support of this new program.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Rodríguez". The signature is fluid and cursive, with a large initial "G" and a stylized "R".

Glendalí Rodríguez  
Provost and Vice Chancellor

attachments

GR/tb  
Letters 2024

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE IN  
NURSING AND  
BACHELOR OF SCIENCE IN NURSING@HOME  
UNIVERSITY OF WISCONSIN-SUPERIOR**

**REQUESTED ACTION**

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Science in Nursing and Bachelor of Science in Nursing@Home at the University of Wisconsin-Superior.

**Resolution C.4.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Nursing program and Bachelor of Science in Nursing@Home at the University of Wisconsin-Superior.

**SUMMARY**

The University of Wisconsin-Superior proposes to establish a Bachelor of Science in Nursing (B.S.N.) degree completion program as part of a plan to join the BSN@Home UW Collaborative program, which is offered with the support of the UW Office of Online & Professional Learning Resources (formerly UW-Extended Campus) and in partnership with six other UW universities. The proposed program is also supported by regional associate degree-granting institutions offering nursing programs in Nursing (Northwood Technical College, Fond du Lac Tribal and Community College, Lake Superior College, and Gogebic Community College).

The proposed B.S.N. program will be a 2-year RN-to-BSN degree completion program for Registered Nurses (RNs) who hold an associate degree in nursing and wish to advance their education to the bachelor's level. Depending on the curriculum and electives from their associate degree in nursing, students will be required to complete approximately 57 to 60 credits at UW-Superior. The program is built on a foundation of transfer credits from an associate degree in nursing program, and students will complete the B.S.N. program via 18 credits of BSN@Home core courses, six credits of major requirements, at least six elective



credits within the major, an academic minor, and additional electives. This coursework, in combination with the credits achieved in their associate degree program, will encompass the minimum 120 college level credits required for bachelor's degree completion. Tuition for the BSN@Home Collaborative program is set at \$452 per credit.

The B.S.N. program is an area of growth for the university that builds on existing, successful programming in public health, communication, business, psychology, and social work. The development of this degree program is supported by the UW-Superior mission, the current Forward Superior strategic plan, and the UW and Wisconsin Legislature initiatives to support workforce development. The curricular areas of focus (rural health, public health, and indigenous health) that UW-Superior will contribute to the BSN@Home Collaborative program reflect regional nursing needs as well as interest from nurses in other geographic areas in Wisconsin. The regional employment demand for nursing professionals with a B.S.N. degree and local partners granting associate degrees in nursing indicate a gap in the educational environment for an RN-to-BSN degree completion program that specifically meets the needs of northern Wisconsin. Employment rates for registered nurses are projected to grow at a faster-than-average rate (4 to 6%, varies by state) than the 3% projected job growth for all jobs. Finally, Essentia Health projects a 5-year gap of over 1,000 registered nursing positions in the northern Wisconsin and Minnesota regions, of which over 50% are expected to require a B.S.N. degree or higher. By joining the BSN@Home Collaborative program and offering a B.S.N. program at UW-Superior, the university will contribute to the healthcare workforce, fulfill its role as a community partner, contribute to the enrollment potential of the collaborative, and align our academic offerings with the changing landscape of healthcare education.

### **Presenter**

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

### **BACKGROUND**

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

## **Related Policies**

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

## **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN NURSING AND  
BACHELOR OF SCIENCE IN NURSING@HOME  
AT UNIVERSITY OF WISCONSIN-SUPERIOR  
PREPARED BY UW-SUPERIOR**

**ABSTRACT**

The University of Wisconsin-Superior proposes to establish a Bachelor of Science in Nursing (B.S.N.) degree completion program as part of a plan to join the BSN@Home Universities of Wisconsin Collaborative program, which is offered with the support of the Universities of Wisconsin Office of Online & Professional Learning Resources (OPLR, formerly UW-Extended Campus) and in partnership with six other UW institutions. The proposed program is also supported by regional associate degree-granting institutions offering nursing programs in Nursing (Northwood Technical College, Fond du Lac Tribal and Community College, Lake Superior College, and Gogebic Community College).

The proposed B.S.N. program will be a 2-year RN-to-BSN degree completion program that is designed for Registered Nurses (RNs) who hold an associate degree in nursing and wish to advance their education to the bachelor's level. Depending on the curriculum and electives from their associate degree in nursing, students will be required to complete approximately 57 to 60 credits at UW-Superior. The program is built on a foundation of transfer credits from an associate degree in nursing program, and students will complete the B.S.N. program via 18 credits of BSN@Home core courses, six credits of major requirements, at least six elective credits within the major, an academic minor, and additional electives. This coursework, in combination with the credits achieved in their associate degree program, will encompass the minimum 120 college level credits required for bachelor's degree completion. Tuition for the BSN@Home Collaborative program is set at \$452 per credit. The B.S.N. program is an area of growth for the university that builds on existing, successful programming in public health, communication, business, psychology, and social work. The development of this degree program is supported by the UW-Superior mission, the current Forward Superior strategic plan, and the UW and Wisconsin Legislature's initiatives to support workforce development in Wisconsin. The curricular areas of focus (rural health, public health, and indigenous health) that UW-Superior will contribute to the BSN@Home Collaborative program reflect regional nursing needs as well as being of interest to nurses in other geographic areas in Wisconsin. The regional employment demand for nursing professionals with a B.S.N. degree and local partners granting associate degrees in nursing indicate a gap in the educational environment for an RN-to-BSN degree completion program that specifically meets the needs of northern Wisconsin. Employment rates for registered nurses are projected to grow at a faster-than-

average rate (4 to 6%, varies by state) than the 3% projected job growth for all jobs. Finally, Essentia Health projects a 5-year gap of over 1,000 registered nursing positions in the northern Wisconsin and Minnesota regions, of which over 50% are expected to require a B.S.N. degree or higher. By joining the BSN@Home Collaborative program and offering a B.S.N. program at UW-Superior, the university will contribute to the healthcare workforce, fulfill a role as a community partner, contribute to the enrollment potential of the collaborative, and align academic offerings with the changing landscape of healthcare education.

## **PROGRAM IDENTIFICATION**

### **University Name**

University of Wisconsin-Superior

### **Title of Proposed Academic Program**

Nursing

### **Degree Designation(s)**

Bachelor of Science in Nursing (B.S.N.) (Completion Program) and BSN@Home

### **Proposed Classification of Instructional Program (CIP) Code**

51.3801 Nursing/Registered Nurse (RN, ASN, BSN, MSN)

### **Mode of Delivery**

This program is offered as part of the BSN@Home Universities of Wisconsin Collaborative program. The program will be delivered as Fully Distance Education.

### **Department or Functional Equivalent**

Health and Human Performance

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

Not Applicable

### **Proposed Date of Authorization**

August 2024

### **Proposed Date of Implementation**

Fall 2025

## **PROGRAM INFORMATION**

### **Overview of the Program**

The proposed B.S.N. will be a 2-year RN-to-BSN degree completion program that is designed for Registered Nurses (RNs) who hold an associate degree in nursing and wish to advance their education to the bachelor's level. This program recognizes the expertise and experience of practicing nurses and builds upon their foundation to prepare them for expanded roles in healthcare. Depending on the curriculum and electives from their associate degree in nursing, students will be required to complete approximately 57 to 60 credits at UW-Superior. The program is built on a foundation of transfer credits from an associate degree in nursing program, and students will complete the B.S.N. program via 18 credits of BSN@Home core courses, six credits of major requirements, at least six elective credits within the major, an academic minor, any remaining general education coursework, and additional electives. This coursework, in combination with the credits achieved in their associate degree program, will encompass the minimum 120 college level credits that are required for bachelor's degree completion. The RN-to-BSN degree completion program emphasizes critical thinking, leadership, and evidence-based practice, fostering the professional growth of nurses and enhancing their ability to meet the evolving demands of the healthcare landscape, especially in the rural northern regions of Wisconsin and Minnesota.

The program goals aim to provide professional advancement, emphasize holistic patient care, and focus on community and public health (rural health and indigenous health needs, in particular). The degree completion program will provide opportunities for RNs to advance their education, enhance their professional and clinical competence, and it will foster leadership skills in preparation for managerial and supervisory roles within healthcare settings. With a holistic approach to patient care, students will integrate principles of evidence-based practice and cultural competence, preparing them to address the complex healthcare needs of diverse populations, especially regional tribal communities. Finally, by integrating public health concepts into nursing practice, aligning with the university's commitment to community engagement, students will develop skills for population-based care and health promotion.

### **Projected Enrollments and Graduates by Year Five**

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

The development of a B.S.N. represents a new, distinct area of growth for the university, attracting students to UW-Superior who might not have otherwise attended the institution. The Executive Director of Admissions referenced enrollment trends at UW-Superior and national projections to establish projected enrollment figures for new enrollees, as well as consulted with institutional partners to determine their graduation

rates in their associate degree programs in nursing (Northwood Technical College and Fond du Lac Tribal Community College).

A student retention rate of 80% was used in the enrollment calculations. This estimate is slightly higher than the background overall first to second-year retention rate of 71% measured most recently at UW-Superior in Fall 2023. A higher value than the overall UW-Superior retention rate was used due to the observation that students who have earned prior degrees have higher retention rates, on average; additionally, students who have re-enrolled in a licensure area, such as the programs in education and counseling, have student retention rates well above 80%.

An array of academic and student support services is offered at UW-Superior to support student retention, such as bridge programming, tutoring, supplemental instruction, emergency assistance, and counseling services. Additionally, UW-Superior has invested in a multi-dimensional Student Success Initiative, focusing on identifying key obstacles in student retention and graduation and developing effective strategies to address them. This work began in February 2022 and supplements and enhances the campus-wide efforts outlined in the Forward Superior Strategic Goals, specifically those that focus on strengthening academic advising, removing barriers for students to be successful in their courses, and addressing obstacles outside of the classroom that can impede students' progress. UW-Superior is committed to improving student retention and graduation rates for all academic degree programs.

By the end of year 5, it is projected that 170 new students will have matriculated into the program and 103 students will have graduated.

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

<b>Students/Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Students	20	30	35	40	45
Continuing Students	0	16	36	42	48
Total Enrollment	20	46	71	82	93
Graduating Students	0	7	23	34	39

**Tuition Structure**

For the curriculum that is part of the proposed B.S.N. academic degree program and is part of the BSN@Home collaborative program, the total tuition and fee amounts are uniform across BSN@Home institutions and are currently set to \$452 per credit. All institutions participating in the collaborative program charge a uniform tuition rate. Tuition setting follows UW System Policy 130 for the Non-Traditional Market.

For the curriculum that a student is completing for other degree requirements (and thus, is not part of the BSN@Home collaborative program), the student will be charged the

2024-25 standard tuition rate associated with the modality of the course for UW-Superior. For undergraduate online courses, tuition is \$330 per credit. For undergraduate on-campus courses (assuming a 15-credit load), tuition is \$295.06 per credit for resident students and \$624.80 per credit for non-resident students.

Segregated fees are not charged for BSN@Home courses. If a student is taking a non-BSN@Home course at UW-Superior, the student will be charged the fees associated with the modality for the course: \$60 online administrative fee per online course; and \$72.14 undergraduate segregated fee per credit for on-campus courses, for a 15-credit load.

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

The proposed RN-to-BSN degree completion program will prepare graduates to:

1. **Leadership Development:** Demonstrate advanced leadership skills in nursing practice, including the ability to effectively collaborate with interdisciplinary teams, initiate change, and advocate for quality patient care.
2. **Professionalism:** Exhibit professional integrity and ethical conduct in their nursing practice, adhering to professional standards and codes of conduct. They will demonstrate effective communication and interpersonal skills while interacting with patients, families, and healthcare teams.
3. **Advanced Nursing Practice:** Integrate evidence-based practice into nursing care delivery, utilizing critical thinking and problem-solving skills to address complex healthcare needs. They will demonstrate proficiency in assessment, planning, implementation, and evaluation of nursing interventions.
4. **Public Health Advocacy:** Analyze public health issues and policies, identify strategies for health promotion and disease prevention, and engage in community-based initiatives to improve population health outcomes.
5. **Rural Health Awareness:** Demonstrate an understanding of the unique healthcare challenges faced by rural populations, including access to care, health disparities, and cultural considerations. They will develop skills to deliver culturally sensitive and holistic care to rural communities.
6. **Indigenous Health Competency:** Recognize the historical and contemporary health disparities experienced by indigenous populations. They will engage in culturally competent care practices, acknowledging the importance of traditional healing methods and respecting indigenous beliefs and values.
7. **Healthcare Technology Integration:** Proficiently utilize healthcare technology and informatics systems to enhance patient care, documentation, and communication within healthcare teams. They will adapt to advancements in healthcare technology and informatics to optimize nursing practice.
8. **Community Engagement and Advocacy:** Actively participate in community health initiatives, demonstrating a commitment to social justice and health equity. They will

advocate for underserved populations and collaborate with community stakeholders to address healthcare needs.

9. **Interprofessional Collaboration:** Effectively collaborate with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork. They will demonstrate respect for the expertise of other healthcare professionals and contribute to a collaborative healthcare environment.

The proposed B.S.N., which is designed as an RN-to-BSN degree completion program, will equip nursing professionals with the advanced knowledge, skills, and competencies necessary to excel in their careers and to make meaningful contributions to healthcare delivery. By focusing on leadership, professionalism, evidence-based care, and public health (as well as topics especially relevant to the region: rural health and indigenous health), the program ensures that graduates are well-prepared to navigate the complexities of modern healthcare systems and address the diverse needs of patients and communities.

Upon completion of the program, graduates will emerge as confident leaders in nursing practice, capable of assuming leadership roles within healthcare organizations and effectively guiding interdisciplinary teams. They will possess the skills to advocate for quality patient care, initiate evidence-based practice initiatives, and drive positive change within their healthcare settings. Moreover, their strong foundation in professionalism will enable them to uphold ethical standards, communicate effectively with patients and colleagues, and foster a culture of respect and integrity in their workplace.

The program's emphasis on public health, rural health, and indigenous health (topics especially relevant to the northwest Wisconsin region) equips graduates with a comprehensive understanding of the social determinants of health and the unique challenges faced by diverse populations. They will be adept at analyzing public health issues, developing targeted interventions, and engaging in community-based initiatives to improve health outcomes. Furthermore, their awareness of the specific healthcare needs of rural and indigenous communities will enable them to deliver culturally competent care and advocate for health equity. The program's focus on diversity and inclusivity ensures that graduates are prepared to thrive in diverse healthcare environments and effectively engage with patients and colleagues from different backgrounds.

Finally, the program prepares students to pass professional exams by providing them with a rigorous curriculum that aligns with the content and competencies tested on these exams. Through a combination of coursework, experiential learning opportunities, and exam preparation resources, students will gain the knowledge and skills necessary to succeed on professional exams and obtain licensure or certification. Overall, the program's comprehensive approach to education ensures that graduates are well-prepared to excel in their occupations and make a positive impact within their communities and the broader healthcare landscape.



## **Program Requirements and Curriculum**

The proposed B.S.N. program will be a 2-year RN-to-BSN degree completion program for which an associate degree in nursing is required, and will be open to all undergraduate students admitted to UW-Superior who have previously earned an associate degree in nursing from an accredited institution (articulation agreements will be developed, specifically, with Northwood Technical College, Fond du Lac Tribal Community College, Lake Superior College, and Gogebic Community College). Depending on the nursing curriculum and electives from their associate degree in nursing, students will be required to complete approximately 57 to 60 credits at UW-Superior. The program is built on a foundation of transfer credits from an associate degree in nursing program, and students will complete the B.S.N. program via 18 credits of BSN@Home core courses, six credits of major requirements, at least six elective credits within the major, an academic minor, any remaining general education coursework, and additional electives. This coursework, in combination with the credits achieved in their associate degree program, will encompass the minimum college level credits required for bachelor's degree completion.

The curriculum offered by UW-Superior will incorporate internships, as a university-designated high impact practice, as opportunities for students to gain the practical and applied skills necessary for success in the healthcare industry. All students at UW-Superior also complete a Senior Capstone project, as part of the Senior Year Experience high impact practice; capstone projects often entail either the completion of a novel, independent research or creative art by the student or an applied research or creative art project designed to address a real-world problem. Finally, the curriculum offered by UW-Superior for the proposed B.S.N. degree will incorporate experiential learning (as is required in all classes at the institution, per the Forward Superior strategic plan).

The overall goal of the B.S.N. program at UW-Superior will be to prepare knowledgeable and skillful professional RNs to continue the practice of nursing in healthcare settings with increased attention to safety, quality, and health outcomes, across a diverse population and community settings. The learning outcomes and proposed curriculum align with peer institutions in the BSN@Home Collaborative Program, as well as the objectives of the Commission on College Nursing Education (CCNE) standards for accreditation.

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### **Table 2: Bachelor of Science in Nursing Program Curriculum**

**General education courses required for graduation:** (42 to 48 credits)<sup>1</sup>

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<sup>1</sup> Institution-specific articulation agreements will be established with select regional partners (e.g., NTC, FDLTCC, LSC, and GCC) to determine how the curriculum from the associate degree in nursing meets select General Education Requirements and the academic minor requirement at UW-Superior.

Academic and Professional Writing	6 credits
Communicating Arts	3 credits
Mathematics and Computer Science	3 credits
Health and Human Performance	3 credits
Knowledge Category – Humanities	9 credits
Knowledge Category – Social Sciences	6 credits
Knowledge Category – Natural and Physical Sciences	6 credits
Knowledge Category – Fine and Applied Arts	6 credits
Diversity and Global Awareness - 3 credits for each <sup>2</sup>	6 credits

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**Academic degree program or major course requirements:** (30 credits)

**I. BSN@Home Core Required Courses (18 credits)**

N407	Foundations of Professional Nursing Practice	3 credits
N441	Chronic Care Management	3 credits
N446	Research and Evidence-Based Practice	3 credits
N447	Leadership and Management	3 credits
N453	Information Management and Healthcare Technology	3 credits
N454	Community Health Nursing	3 credits

**II. Major Requirement (6 credits)<sup>3</sup>**

NURS XXX	Practicum	3 credits
NURS XXX	Capstone	3 credits

**III. Major Electives (at least 6 credits)**

NURS XXX	Aging and Health	3 credits
NURS XXX	Health Assessment	3 credits
NURS XXX	Indigenous Health: Nursing Perspectives <sup>4</sup>	3 credits
NURS XXX	Mental Health Nursing Across the Care Continuum	3 credits
NURS XXX	Rural Health Nursing in Community Settings	3 credits

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**Academic minor program course requirements:**

Students will select a minor from existing academic programs (e.g., Health, Communication, Psychology) or develop an Individually-Designed Minor (which may include using curriculum from the associate degree in nursing). 21 to 24 credits

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**Additional Electives**

Curriculum completed in the associate degree in nursing program (as specified in articulation agreements with partner institutions) or 18 to 24 credits

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<sup>2</sup> The Diversity and the Global Awareness requirements may be satisfied in conjunction with other required coursework.

<sup>3</sup> Courses labeled NURS XXX are either in development and will be assigned course numbers upon final approval or are existing courses in the BSN@Home Collaborative program.

<sup>4</sup> Proposed new elective course to be taught by UW-Superior that contributes to the rotation of elective courses as part of the BSN@Home Collaborative program's shared curriculum.

additional coursework at UW-Superior may be used to meet this category.

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**Total Credits**

**120 credits**

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

In joining the BSN@Home UW Collaborative program, UW-Superior is partnering with six other UW universities and the UW OPLR, bringing the total number of system-level organizations involved to 8. UW-Superior commits to working collaboratively with these partners, as the university has done in several other Collaborative programs in which it participates, on curricular, financial, reporting, and other duties.

The curriculum and courses for the BSN@Home will be delivered by UW-Superior and the partnering academic institutions. A program director staffed by the UW OPLR administers financial and general programming, including maintenance of a central student database. The program is governed by the BSN@Home Steering Committee, which includes a representative from each collaborating institution. The Steering Committee manages the administration of the program (including financial planning and curriculum management).

Each of the academic partners in the BSN@Home program share in offering sections of the core nursing curriculum, as well as select elective offerings. Students will then take courses from instructors at each partner institution. As a member of the BSN@Home program, UW-Superior will provide instruction for one of the core nursing courses, as determined by the Steering Committee, in addition to select elective courses.

UW-Superior is working closely with regional partners, building articulation agreements with multiple institutions (Northwood Technical College, Fond du Lac Tribal and Community College, Lake Superior College, and Gogebic Community College) to streamline the transition for students who have earned an associate's degree in nursing, ensuring that they can seamlessly continue their education toward a B.S.N.. By recognizing the credits earned during their two-year program, students can avoid unnecessary repetition of coursework and expedite their progress towards a higher qualification. Moreover, these partnerships foster a more inclusive and accessible educational environment, opening doors for students in the region to pursue advanced nursing degrees.

Finally, UW-Superior is working closely with regional healthcare providers, particularly Essentia Health. This collaboration will ensure that the programming being developed meets the specific healthcare needs of the region, and it will provide opportunities for applied learning for students (e.g., internships). Ultimately, establishing a B.S.N. at UW-Superior, through joining the BSN@Home program, not only benefits individual students by providing a clear and efficient pathway for academic advancement,

but it also contributes to the broader goal of addressing the growing demand for highly skilled nurses in the healthcare sector.

### **Projected Time to Degree**

The rotation and frequency of curricular offerings will allow students to complete the B.S.N. degree in 2 years, if students maintain full-time enrollment status, and 2.67 years for students who are part-time. UW-Superior will participate in the decision-making on curriculum rotation with the BSN@Home collaborative program Steering Committee.

### **Accreditation**

Additional accreditations will be required for the proposed B.S.N. program:

- Accreditation by the Wisconsin State Board of Nursing
- External accreditation – UW-Superior will pursue external accreditation by the Commission on Collegiate Nursing Education (CCNE)

Additional approvals will be required by the Higher Learning Commission and will require completion of the 'New Academic Program' substantive change application.

## **PROGRAM JUSTIFICATION**

### **Rationale**

As part of a commitment to academic excellence and meeting the evolving needs of the community, UW-Superior is proposing the addition of a B.S.N. program, as part of a plan to join the BSN@Home UW Collaborative program. This program is intentionally designed as a two-year degree completion program for students who have already earned an associate degree in nursing, often referred to as an RN-to-BSN program. This degree completion program being developed in partnership with regional 2-year institutions whose associate degree in nursing graduates will be eligible to matriculate and Essentia Health to ensure the institution can serve regional healthcare needs directly. UW-Superior is pursuing membership in the BSN@Home UW Collaborative program.

The mission of UW-Superior emphasizes intellectual growth and career preparation; the proposed B.S.N. academic degree program provides educational advancement for the local nursing community, allowing critical healthcare needs to be met. The current strategic plan emphasizes academic innovation, community engagement, and responsiveness to societal needs. The addition of a B.S.N. program supports these priorities. The healthcare sector is experiencing significant growth and change, and there is a pressing need for well-educated nurses to contribute to community health and well-being. By introducing a B.S.N. program, UW-Superior aims to contribute to the healthcare workforce, fulfill the role as a community partner, and align academic offerings with the changing landscape of healthcare education. This proposed degree program is made possible due to the strength of the existing public health curriculum at the institution, cross-disciplinary curriculum

(in communication, First Nations studies, social work, and psychology), and the partnerships with regional associate degree in nursing granting institutions and Essentia Health.

### **Institution and Universities of Wisconsin Program Array**

The proposed B.S.N. does not duplicate any existing programs at UW-Superior. However, the addition of this program will complement existing academic offerings, creating a synergistic approach to health education. UW-Superior boasts a robust public health program that has consistently demonstrated excellence. Because of existing strengths in related health care and behavioral health areas, the proposed integration allows for cross-disciplinary collaboration (particularly in communication, business, social work, and psychology) and provides students with a holistic understanding of healthcare, preparing them to address complex health challenges. In addition, the Pruitt Center for Mindfulness and Well-Being is well-positioned to contribute to both curriculum and programmatic offerings, in topics such as workplace wellness, managing professional challenges faced by the healthcare industry, and preventing and managing burnout that may be specific to those in the nursing profession. The Pruitt Center has a long-established and productive collaborative relationship with the Health and Human Performance Department and is prepared to expand their work to support this new academic degree program.

There are currently six UW universities offering baccalaureate degrees in nursing, either as single-institution offerings or as part of a collaborative: UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW Oshkosh, and UW-Stevens Point. Current enrollment data for the existing nursing programs relative to the northern Wisconsin region indicates that these programs are not serving the nursing preparation needs of northern Wisconsin. Of the 2,761 students enrolled in undergraduate nursing programs (across all institutions offering them) in Fall 2023, only 2.6% (73 students) were from northwest Wisconsin counties; nine students were from Douglas County. The existing undergraduate nursing programs in the UWs serve very important needs; however, they are not meeting the needs of the northwest Wisconsin region. Through the proposed B.S.N. program, UW-Superior can contribute to state-wide network of nursing options, particularly within the northwest Wisconsin region, and fill the existing gap in workforce development within the UWs.

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

The healthcare and nursing professions show strong student demand nationally, in Wisconsin, and in the Northern Wisconsin region. National data<sup>5</sup> show 63% growth in biological and biomedical sciences and 37% growth in public administration and social service and psychology bachelor's degrees conferred between 2008-09 and 2020-21. Over

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<sup>5</sup> National Center for Education Statistics, Digest of Education Statistics. Retrieved at [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_325.20.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_325.20.asp) (July 2024)

that same period, within the UW (data available thru the Office of Policy Analysis & Research, OPAR), a 31% growth in biological and biomedical sciences<sup>6</sup> and a 57% growth in public administration and social service<sup>7</sup> master's degrees conferred occurred.

In addition, UW-Superior has well-established partnerships with regional associate's degree-granting institutions; the institutions have articulation agreements to promote transfer from these institutions to UW-Superior in many areas (e.g., the recent Associate of Arts and Associate of Science degree transfer agreements with NTC; the NTC Associate of Applied Science in Nursing degree transfer to UW-Superior's BS in Public Health; the Social Work and Environmental Science articulation agreements with Fond du Lac Tribal and Community College). Together, these institutions would enhance the educational pipeline for nurses through an articulation agreement that would take the two-year ADN program at Northwood Technical College or Fond du Lac Tribal and Community College and matriculate these graduates into the RN-to-BSN completion program, something that does not currently exist in northern Wisconsin.

As can be seen from the table below, there are significant, consistent regional graduates from associate degree in nursing programs. UW-Superior is working closely with Northwood Technical College and Fond du Lac Tribal and Community College, and other regional institutions, to promote the RN-to-BSN degree completion program, both to their current students and their alumni. In addition, UW-Superior would work with Essentia Health on an employee credential program for existing nurses who have an associate degree in nursing and who need to advance their credentials. As a fully distance education program, this degree completion program is well-suited for working professionals looking to enhance their skills and professional opportunities.

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<sup>6</sup> UW Office of Policy Analysis and Research. Data Dashboard on Degree Completion in Biological and Biomedical Sciences. Retrieved at

[https://public.tableau.com/shared/BFN77KQPQ?:display\\_count=n&origin=viz\\_share\\_link](https://public.tableau.com/shared/BFN77KQPQ?:display_count=n&origin=viz_share_link)

<sup>7</sup> UW Office of Policy Analysis and Research. Data Dashboard on Degree Completion in Public Administration and Social Service. Retrieved at

[https://public.tableau.com/shared/G5GR3W54G?:display\\_count=n&origin=viz\\_share\\_link](https://public.tableau.com/shared/G5GR3W54G?:display_count=n&origin=viz_share_link)

Northwood Technical College Nurse Core Program Headcount (HC) and # of Graduates (Grads) by Campus								
Campus	2018-19		2019-20		2020-21		2022-23	
	HC	Grads	HC	Grads	HC	Grads	HC	Grads
Ashland	29	10	22	8	14	5	16	3
New Richmond	97	28	85	28	88	33	78	15
Rice Lake	94	23	83	11	91	19	81	29
Superior	102	32	85	27	82	12	88	37
<b>Total</b>	<b>322</b>	<b>93</b>	<b>275</b>	<b>74</b>	<b>275</b>	<b>69</b>	<b>263</b>	<b>84</b>

**Need as Suggested by Market Demand**

In Wisconsin, the employment outlook for registered nurses is expected to increase 4% between 2020 and 2030.<sup>8</sup> In Minnesota, the employment outlook for registered nurses is expected to increase 6% between 2020 and 2030.<sup>9</sup> These data are in line with national trends, where the projections indicate that the employment rates of registered nurses is expected to grow at a faster rate (6% per year) than the average projected job growth for all occupations (3%)<sup>10</sup>. For the next decade, predictions estimate almost 200,000 job openings for registered nurses per year as current registered nurses retire or leave the occupation.

Reports from Essentia Health, for both northern Wisconsin and Minnesota, project a 5-year gap in registered nursing staffing of over 1,000 vacant positions. Essentia Health currently hires RNs with either a BSN or ADN degree from an accredited school or college of nursing; approximately 50 to 55% of the current workforce consists of nurses with a BSN degree or higher. Regionally, health care makes up 25% of all jobs in the northern Wisconsin and the Duluth-Superior, MN-WI areas.<sup>11</sup> OPAR data indicate 10-year forecasted

<sup>8</sup> State of Wisconsin, Department of Workforce Development, Occupational Employment Projections. Retrieved at <https://jobcenterofwisconsin.com/wisconomy/pub/occupation> (June 2024)

<sup>9</sup> Minnesota Employment and Economic Development, Occupations in Demand. Retrieved at [https://apps.deed.state.mn.us/lmi/oid/Results\\_9Columns.aspx](https://apps.deed.state.mn.us/lmi/oid/Results_9Columns.aspx) (June 2024)

<sup>10</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Registered Nurses. Retrieved at <https://www.bls.gov/ooh/healthcare/registered-nurses.htm> (June 2024)

<sup>11</sup> Duluth Workforce Development, Career Pathways Training. Retrieved at <https://duluthmn.gov/workforce-development/job-seekers/> (June 2024)

growth rates in occupations such as Nurse Practitioners (33.8%), Child, Family and School Social Workers (4.2%), Mental Health and Substance Abuse Social Workers (4.3%), Substance Abuse, Behavioral Disorder, and Mental Health Counselors (11.9%).<sup>12</sup> In the northern Wisconsin and Minnesota areas, employer demand in the health care industry provide fruitful opportunities for interdisciplinary coursework in the proposed UW-Superior RN-to-BSN degree completion program.

Finally, research demonstrates that nursing education level is a factor for patient safety and quality of care, with B.S.N.-prepared nurses being associated with better patient outcomes and lower mortality rates for healthcare facilities.<sup>13</sup> The healthcare industry is continuing to prioritize the baccalaureate degree as the preferred pathway into the nursing profession.

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<sup>12</sup> UW Office of Policy Analysis and Research. Data Dashboard on Workforce. Retrieved at <https://www.wisconsin.edu/opar-frontier/workforce/> (June 2024)

<sup>13</sup> American Association of Colleges of Nursing, *Fact Sheet: The Impact of Education on Nursing Practice*. Retrieved at <https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Education-Impact-Fact-Sheet.pdf> (June 2024)



University of Wisconsin - Superior						
Cost and Revenue Projections For Bachelor of Science in Nursing/BSN@Home						
	Items	Projections				
		2025	2026	2027	2028	2029
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	20	30	35	40	45
	<b>Enrollment (Continuing Student) Headcount</b>	0	16	36	42	48
	<b>Enrollment (New Student) FTE</b>	17.5	26.25	30.625	35	39.375
	<b>Enrollment (Continuing Student) FTE</b>	0	14	31.5	36.75	42
<b>II</b>	<b>Total New Credit Hours</b>	525	787.5	918.75	1050	1181.25
	<b>Existing Credit Hours</b>	0	420	945	1102.5	1260
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	2	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	0	2	2	2	2
	<b>FTE of New Admin Staff</b>	0.5	0	0	0	0
	<b>FTE Current Admin Staff</b>		0.5	0.5	0.5	0.5
<b>IV</b>	<b>Revenues</b>					
	Tuition	\$170,625	\$392,438	\$605,719	\$699,563	\$793,406
	Fees (\$60 per-course DL technology fee)	\$10,500	\$15,750	\$18,375	\$21,000	\$23,625
	Program Revenue (Grants)					
	Program Revenue - share from UWEX BSN@Home	\$27,354	\$46,991	\$63,339	\$69,870	\$76,044
	GPR (re)allocation	\$222,500	\$222,500	\$222,500	\$222,500	\$222,500
	<b>Total Revenue</b>	<b>\$430,979</b>	<b>\$677,679</b>	<b>\$909,933</b>	<b>\$1,012,933</b>	<b>\$1,115,575</b>
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	Faculty Salary	\$185,000	\$188,700	\$192,474	\$196,323	\$200,250
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
	Other Staff					
	Fringe Faculty and Academic Staff	\$86,950	\$88,689	\$90,463	\$92,272	\$94,117
	Fringe University Staff					
	Fringe Other Staff	\$9,675	\$9,869	\$10,066	\$10,267	\$10,473
	<b>Facilities and Capital Equipment</b>					
	University buildings and space					
	Capital Equipment					
	Operations					
	<b>Other Expenses</b>					
	Other (BSN@Home tuition + fees sent to UWEX)	\$43,575	\$93,293	\$154,691	\$178,658	\$202,624
	CCNE Accreditation Application	\$2,500				
	CCNE Accreditation Annual Fee	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833
	HLC: Substantive Change Fee	\$1,025				
	Computers, Travel Costs, Accreditation	\$6,000	\$2,000	\$2,000	\$2,000	\$2,000
	Marketing	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	<b>Total Expenses</b>	<b>\$385,058</b>	<b>\$433,333</b>	<b>\$500,936</b>	<b>\$531,230</b>	<b>\$561,651</b>
<b>Net Revenue</b>	<b>\$45,921</b>	<b>\$244,346</b>	<b>\$408,997</b>	<b>\$481,702</b>	<b>\$553,924</b>	

Provost's Signature:

Date:



5/30/2024

Chief Business Officer's Signature:

Date: 5-30-2024



## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-SUPERIOR BACHELOR OF SCIENCE IN NURSING AND BACHELOR OF SCIENCE IN NURSING@HOME**

### **PROGRAM INTRODUCTION**

The University of Wisconsin-Superior proposes to establish a Bachelor of Science in Nursing (B.S.N.), as part of a plan to join the BSN@Home Universities of Wisconsin Collaborative program, which is offered with the support of Universities of Wisconsin Office of Online & Professional Learning Resources (OPLR, formerly UW-Extended Campus) and in partnership with six other UW institutions. This program is a 2-year RN-to-BSN degree completion program, requiring matriculated students to have already attained an associate degree in nursing. The proposed B.S.N. is an area of growth for the university that builds on existing, successful programming in several disciplines, including public health and communication. The development of the proposed degree program is supported by the University of Wisconsin-Superior mission, the current Forward Superior strategic plan, and the Universities of Wisconsin's initiatives to support workforce development in Wisconsin (as supported by the Joint Finance Committee's supplemental biennial funding for programs to support workforce development). To implement this program, new faculty and staff will be needed (2.5 FTE in total). It is anticipated that the program will be self-sufficient within the first two years of implementation, due in part to the support provided by the Joint Finance Committee's supplemental biennial funding for workforce development programs. Existing resources allocated from the general fund will be used to balance revenues and expenses in year one. Long-term, it is estimated that revenues generated will be sufficient to cover all the program expenses as well as to contribute to the university's general fund.

### **COST REVENUE NARRATIVE**

#### **Section I – Enrollment**

The enrollment plan accounts for a combination of students in this RN-to-BSN degree completion program that will reflect the different student audiences for the program. It is projected that 50% of students will enroll directly after earning a 2-year associate degree in nursing and before beginning professional practice. These students are predicted to enroll as full-time students taking 30 credits per year. The remaining 50% of students are projected to be working professional RN nurses who complete courses at 75% part-time status, completing 22.5 credits per year. Combining these numbers results in a 0.875 FTE.

The incoming class is projected to start at 20 students in Year 1 and increase to 40 new students by Year 5. These projections were based on market research data including enrollment and graduation numbers from our collaborators at Northwood Technical College and Fond du Lac Tribal and Community College. A student retention rate of 80% is used in the revenue calculations. This estimate is slightly higher than the Fall 2023 1<sup>st</sup> to 2<sup>nd</sup>-year retention rate of 71% at UW-Superior. A value higher than the overall UW-Superior retention rate is predicted because of observed higher rates for students who have earned prior degrees and who have re-enrolled in a licensure area, such as programs in education and counseling that have student retention rates well above 80%. Enrollment in the B.S.N. program is predicted to grow to 93 students with an estimated 39 graduates per year by Year 5. It is anticipated that by the end of Year 5, 170 new students will have enrolled in the program and 103 students will have graduated.

## **Section II – Credit Hours**

The B.S.N. is a degree completion program that consists of 60 transfer credits from an associate degree in nursing and 60 credits in the RN-to-BSN curriculum, which includes 30 credits in the BSN@Home program curriculum (BSN@Home core courses, major requirements, and major electives) and 30 credits in general education and other academic requirements at UW-Superior. The revenue projections are based on 50% of students completing 30 credits annually (including fall, spring, and summer terms), who will complete the degree in 2 years, and 50% of students completing 22.5 credits annually who will complete the degree in 2.67 years. The projections for the total credit hours are based on the projected incoming number of new students, the number of enrolled credits, and an annual retention rate of 80%.

Of the estimated 60 credits that students will take at UW-Superior (dependent on the specific articulation agreements established with each transfer partner institution), an estimated 40% (24 credits) of the credits taken at UW-Superior will meet general education requirements and 60% (36 credits) of those 60 credits will meet requirements of the B.S.N. degree.

The BSN@Home program is a collaborative degree program where UW-Superior will contribute approximately one-seventh of the 30-credit program curriculum, including the development and contribution of one of six core courses (two sections per term fall, spring, and summer) and at least one elective course for three terms annually. This totals nine course sections annually, at minimum.

## **Section III – Faculty and Staff Appointments**

The proposed B.S.N. program will require the following positions at UW-Superior, which will be in the form of new positions or increased FTE for existing positions. This will total 2.5 FTE overall (for each position, UW-Superior will be solely responsible for funding the FTE; the positions will not be shared among the collaborating institutional partners):

- Program Director (1.0 FTE) – this will be a faculty position to serve as the program lead and complete all administrative and oversight duties; this individual may teach up to 0.25 FTE in future years as the program grows.
- Faculty member (1.0 FTE) – this position will be responsible for developing and instructing the courses that will contribute to the BSN@Home program, projected at 9 courses annually.
- Academic Advisor (0.25 FTE) – this position will work directly with incoming students to assist with degree planning in the first semester.
- Administrative support (0.25 FTE) – this position will provide administrative support to assist collaboration with BSN@Home program personnel and program planning efforts.

#### **Section IV – Program Revenues**

The purpose of this section is to illustrate revenues that will be attributable to the program, either via tuition revenue or other funding sources. The listed revenues should be sufficient to demonstrate program sustainability.

##### Tuition Revenues

Students enrolled in courses that are a part of the BSN@Home curriculum will pay the tuition rate of \$452 per credit, as agreed and implemented by all collaborating institutions. Students enrolled in courses at UW-Superior to complete general education and other elective or minor requirements will be assessed the standard undergraduate tuition, currently \$330 per credit. As this program is an online program, there are no existing tuition differences based on residency to factor into the calculations, and segregated fees are not included for online programs. Online courses are also not included in the tuition plateau at UW-Superior.

In the revenue sharing model for the BSN@Home program, students select a “home campus” and program tuition and fee revenues are kept by the home campus, except that 10% of tuition is remitted to the collaborative program for administrative costs. A portion of the 10% is returned to campuses via a revenue sharing formula. The tuition revenue of the budget planning spreadsheet shows reduced tuition revenues by 10% in, and has included projected annual revenue sharing as Program Revenue–share from OPLR BSN@Home line in the budget spreadsheet.

##### Fees

All students completing any course in this degree program will be charged a distance learning technology fee of \$60 per course. This fee will be charged to all courses in the BSN@Home curriculum as well as all UW-Superior courses. This fee is also charged to all other UW-Superior students who complete an online asynchronous course.

### Program Revenues and GPR

Funding for this program will come from the recent successful proposal Meeting the Workforce Needs of the North funded by the Wisconsin Legislature. This funding will provide sufficient coverage for staffing needs as described below. This allocation is accounted for on the spreadsheet as [GPR (re)allocation].

### **Section V – Program Expenses**

The proposed B.S.N. program will require 2.5 FTE positions. The Program Director/Faculty member (1.0 FTE) has a projected a starting salary of \$100,000 and for the additional faculty member (1.0 FTE) a planned \$85,000. An additional \$12,500 is included annually for an academic advisor (0.25 FTE) and \$10,000 for administrative support personnel (0.25 FTE). For all these positions, projections include an estimated 2% annual salary increase for pay plan adjustments. The fringe benefit rate of 47% is used for all faculty salary projections and 43% for other staff.

Costs include staff computers (\$4,000 at startup), annual travel (\$2,000), and the costs of program accreditation (\$6,358 in the first year; \$2,833 in subsequent years), including the substantive change fee due to the Higher Learning Commission. In addition, OPLR program marketing will be augmented by \$25,000 annually from UW-Superior funds. Finally, projections account for the tuition and fees due to UW OPLR as part of the BSN@Home collaborative program agreement. There are no planned facilities or capital equipment expenses.

### **Section VI – Net Revenue**

The program will be self-sufficient within the first two years of implementation, due to the program requiring only 2.5 FTE for the high level of credit generated and the support provided by the Joint Finance Committee's supplemental biennial funding for workforce development programs. Existing resources allocated from the general fund will be used to balance revenues and expenses in year one. It is estimated that revenues generated will be sufficient to cover all the program expenses as well as to positively contribute to the university's general fund.



June 18, 2024

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

RE: Provost Letter of Support for UW-Superior RN>BSN nursing program within existing BSN@Home collaborative program within UWEC

Dear President Rothman:

This letter of commitment is in support of the proposed B.S. in Nursing at UW-Superior. This major will be a two-year completion program so that students can move from an RN earned at other two year institutions to a BSN completion. This new major will add a unique and distinctive offering to the UW-Superior program array and ensure that the needs of employers in the northern region for employees with these skills will be met. This proposed program is part of a plan to join the BSN@Home Collaborative program, offered with the support of the Universities of Wisconsin Extended Campus and in partnership with six other Universities of Wisconsin institutions.

The program has been designed to meet the university's definition and standards of quality and will make a meaningful contribution to the university's select mission, overall academic plan, and academic degree program array. The BSN-specific curriculum is expected to be 30 credits for the nursing major. An articulation agreement will be developed, between the University of Wisconsin – Superior and both Northwood Technical College and Fond du Lac Tribal and Community College (as well as other two year RN programs throughout the northern region), to determine which general education credits students will need to complete. As an example, the current articulation agreement for the UW-Superior BS in Public Health and the Northwood Technical College Nursing AAS program requires students to complete about 30 credits and provides a foundation from which the new RN-to-BSN articulation agreements will be built. Students will complete an additional 30 credits in general education and other degree areas, designed to support the learning outcomes required for the BSN program and other graduation requirements at UW-Superior. This will allow students to complete the degree in approximately 57 to 60 credits at UW-Superior, depending on their associate's degree in nursing curriculum and elective choices.

The regional employment demand for nursing professionals with a BSN degree and local partners granting associate's degrees in nursing indicate a gap in the educational environment for an RN-to-BSN degree completion program that specifically meets the needs of northern Wisconsin. Employment rates for registered nurses is projected to grow at a faster-than-average rate (4 to 6%, varies by state) than the 3% projected job growth for all jobs. Finally, Essentia Health projects a 5-year gap of over 1,000 registered nursing positions in the northern Wisconsin and Minnesota regions, of which over 50% are expected to require a BSN degree or higher.

The program will be delivered in a distance format due to the rural nature of most of the northern Wisconsin. Eventually, if the demand is there, UW-Superior may expand to a face-to-face program on campus. There is an assessment plan in place and this program will be evaluated every four years through the UW-Superior academic program review process. These results are reported out to UW-System on a regular basis.

There is university wide support for this program as evidenced by approvals from the Department of Health and Human Performance (the home department), and numerous governance layers of review for quality assurance including Undergraduate Academic Affairs Council (UAAC), Planning and Budgetary Council (PBC) and Faculty Senate. The program has also been vetted and approved by the Chancellor, Provost and Dean of Academic Affairs & Graduate Studies. All of these councils are public bodies so the campus has had the opportunity to learn of this new major proposal.

The necessary financial and human resources are in place to implement and sustain the program thanks to the \$1 million workforce development funds returned by the legislature. Sufficient S&E and marketing support will be provided by the university to ensure a successful launch of the program. There is strong student support services for academic advising and other academic success supports. The budget preparation and enrollment projection tables shows that we expect this program to be generating good tuition revenues within the five year period of development. The program will be held accountable long-term through our campus Continuous Program Monitoring Policy which assesses metrics of performance for the programs annually.

The campus is well positioned to offer this new degree and the program will provide a pathway for students looking for this opportunity to enhance their nursing credentials. This program will also enhance the overall enrollment in the BSN@Home collaborative program, thus contributing positively to the state-wide effort in the nursing field.

Thank you for your consideration of this new program at UW-Superior for a BS in Nursing.

Sincerely,



Maria Stalzer Wyant Cuzzo, Ph.D.  
Interim Provost and Vice Chancellor of Academic Affairs

CC: Associate Vice President of Academic Programs & Faculty Advancement

Dr. Kim Lebard Rankila, Chair, Department of Health and Human Performance, UW-Superior

Dr. Shevaun Stocker, Associate Dean



School of Nursing

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

Nicole M. Simonson, DNP, RN.  
*BSN@Home Steering Committee Chair*  
*UWM Director of BSN Completion*  
*Programs*

University of Wisconsin-Milwaukee  
SON  
PO Box 413  
Milwaukee, WI 53201

nms@uwm.edu  
414-229-5235 teams  
uwm.edu

07/16/2024

Dear President Rothman,

I am writing as BSN@Home Steering Committee Chair on behalf of the BSN@Home RN to BSN Collaborative program. I am writing to express support of the collaborative members for the University of Wisconsin-Superior to join UWS BSN@Home RN to BSN Collaborative Program. BSN@Home RN to BSN Collaborative is a program involving 6 UW Campuses involvement and partnership with UW Extended Campus.

The BSN@Home RN to BSN program has a reputation of collaborating across the Universities of Wisconsin. The collaboration includes UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. The program was established in 1996 with 73 students and five core nursing courses. Over time, the program has established the Wisconsin Technical College System (WTCS) Articulation Agreement, expanded curricular options, and expansion of Universities of Wisconsin partners from five to six. The program is built upon fostering teamwork and collaboration to remain sustainable. The addition of UW-Superior embodies this philosophy. This will not only strengthen collaboration among UW Campuses but reduce cross competition among RN to BSN programs.

The current Memorandum of Understanding (MOU) outlines the partnership UW Campuses have with UW Extended Campus. MOU includes background/history, current shared revenue distribution model, Financial Model, UW Campus partners agreements, UW Extended Campus agreements. Additionally, each partner has identified and supports one representative from the institution to serve on the BSN@Home Steering Committee. Each partner mutually agrees to abide by the current Operational Guidelines set forth by the Steering Committee.

UW-Superior has begun taking the requisite steps to join BSN@Home RN to BSN Collaborative program. With the reach to the northern part of the state, we hope to appeal to a broader population of students.

Best Regards,

*Nicole Simonson*

Nicole M. Simonson (she/ her/ hers)  
*BSN@Home Steering Committee Chair*  
*UWM Director of BSN Completion*



May 6, 2024

To Whom It May Concern,

Fond du Lac Tribal and Community College is excited to support the University of Wisconsin-Superior RN to BSN Completion Program. Our two institutions have a long history of successfully partnering through articulation agreements as well as student transfer/degree completion. Currently, approximately 35 FDLTCC students transfer to UWS annually with other students who have completed their degrees at UWS coming to FDLTCC to earn certifications such as with our Peace Officer Skills Training.

Our mutually beneficial relationship will only be enhanced through the proposed RN to BSN Completion Program, and it would have both a positive impact on students as well as help to supply the health care needs of the region. The collaborative curricular design process UWS is engaging is focused on addressing keys area of rural health, indigenous health, and public health which are of particular relevance to FDLTCC nursing graduates given our dual status as a tribal college and a community college.

Fond du Lac Tribal and Community College currently graduates between 8-11 nursing students each semester, but with the incoming cohorts growing that number will increase. For example, the Fall 2024 new entering nursing student cohort is at 19 students. Also for Fall 2024, the second semester nursing student cohort is increased to 20 with the 11 additional new LPN-ADN students enrolled. Plus, many of our students have been clear that they are interested in opportunities to further their education in order to become BSN trained. Adding a local option would be tremendously helpful to them, as many are place bound due to family obligations, and jobs and community ties, including for many, their tribal identity.

Again, we are happy to support this initiative and look forward to what comes next.

Sincerely,

*Kelly McCalla*

Kelly McCalla

FDLTCC Vice President of Academic Affairs



E4946 Jackson Rd  
Ironwood, MI 49938

(906) 932 4231  
gogebic.edu

June 4, 2024

To Whom it may Concern,

Gogebic Community College (GCC), a two-year community college located in the Upper Peninsula of Michigan, is in support of the University of Wisconsin Superior's (UWS) development of an RN to BSN program. GCC and UWS have a long history of working closely together to support those seeking higher education in the region. This partnership has come in the form of formal articulation agreements and college visits that occur during the academic year. Many students from our service area attend UWS in pursuit of their degrees.

The UWS RN to BSN program will offer students in the region a unique opportunity to obtain their BSN degree while focusing on tribal, rural, and public health. By including these areas in the program UWS will set their program apart from traditional RN to BSN programming.

GCC has an average of 40 Associate Degree in Nursing graduates every academic year. Approximately 25% of our graduating class pursue RN to BSN programming immediately. Our advisors start working with students who are interested in pursuing BSN degrees the first semester they attend GCC. We work closely with their RN to BSN school to ensure that students are taking general education courses that will transfer to the RN to BSN school and count towards that degree. Students choosing to pursue the RN to BSN program can double major at GCC, allowing them to take general education courses outside of those required for the ADN degree.

BSN@Home Universities of Wisconsin Collaborative Program is a program that has been popular with our students in the past. The ability to complete your BSN degree at your own pace from your own home is beneficial for the non-traditional community college student who is often juggling work and family in addition to their education. UWS starting a program will give students a unique option to obtain this degree.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chris Patritto'.

Chris Patritto  
President  
Gogebic Community College  
[ChrisP@gogebic.edu](mailto:ChrisP@gogebic.edu)

A handwritten signature in black ink, appearing to read 'Nicole Rowe'.

Nicole Rowe, MSN, RN  
Director of Allied Health  
Gogebic Community College  
[NicoleR@gogebic.edu](mailto:NicoleR@gogebic.edu)



*A member of Minnesota State*

June 19, 2024

I am writing to express my support for the University of Wisconsin-Superior BSN@Home RN to BSN program. As a healthcare professional with a deep commitment to advancing nursing education, and a lifelong resident of the Duluth-Superior area, I believe that this program will play a crucial role in addressing the growing need for highly skilled nurses in our region.

Lake Superior College and the University of Wisconsin-Superior have a long-standing commitment to providing high level educational opportunities to our communities as evidenced by our multiple programs and articulation agreements that allow students to start at our one of our associate degree programs and transfer to complete their four-year degree. Having the ability to start at a two-year community college and then transfer to a four-year university is instrumental to the success of our students from a financial standpoint.

The proposed RN-BSN program is another example of how we as institutions of higher education continue to partner to provide the region with highly qualified healthcare workers.

Our region is prioritizing the healthcare needs of the rural population we serve. These healthcare needs include complex chronic disease processes, maternal child-care as well as mental health. Current evidence shows that having more BSN prepared nurses increases improved patient outcomes. Providing the flexibility of a fully online format allows RN's to continue to work while pursuing their BSN degree. With the recent affiliation of St. Luke's Hospital with Aspirus Health, along with Essentia Health as the major healthcare providers in our region, the importance of having highly qualified nursing staff to take care of the increased level of acuity patients that are staying local to receive their care is more important than ever.

In conclusion, the University of Wisconsin-Superior BSN@Home RN to BSN program is an invaluable asset to our nursing community as it not only elevates individual careers, but also strengthens our healthcare systems.

Sincerely,

A handwritten signature in cursive script that reads "Anna Sackette-Urness".

Anna Sackette-Urness MSN, RN  
Dean of Allied Health and Nursing  
Lake Superior College  
Duluth, MN 55811  
218-733-7785  
[Anna.sackette-urness@lsc.edu](mailto:Anna.sackette-urness@lsc.edu)

March 12, 2024

Universities of Wisconsin System  
1220 Linden Drive  
Madison, WI 53706

To Whom It May Concern,

As Vice President of Academic Affairs at Northwood Technical College, I am writing this letter in support of the UW-Superior proposal for implementing a Bachelor of Science in Nursing degree completion program.

Northwood Tech and UW-Superior academic leaders have engaged in conversations regarding partnership development for the BSN completion program. Access to a BSN completion program at UW-Superior could help ensure RNs who are trained in the Northwest Wisconsin stay working in the region. According to the Wisconsin Technical College System tableau data, from 2019-2023 42% of ADN graduates from the other WTCS colleges who transferred to a 4-year university attended an in-state 4-year university. In comparison, only 24% of associate degree nursing graduates from Northwood Tech who transferred to a 4-year university attended an in-state university.

For many years, Northwood Tech and UW-Superior have partnered to provide access to bachelor's degree completion. Most recently, the two institutions have developed a robust plan of work for the effective implementation of the AA/AS transfer program. Our teams are continuing work through the AACU, NASH, and WTCS grant funded initiatives to develop holistic seamless transfer for students and are collaborating at the program level for more articulation agreements. The partnership has resulted in a solid base for further development in curriculum and enrollment growth that could benefit both institutions, but more importantly could benefit the communities we serve. Providing bachelor's completion options furthers the Wisconsin 60 Forward goal and enhances opportunities for upward economic mobility for individuals and families living in our rural communities.

Based on preliminary conversations, Northwood Tech is prepared to support UW-Superior in the development of the BSN completion program with faculty expertise regarding alignment of curriculum, potential shared faculty, partnership development with local employers for both clinical placement as well as graduate placement, and continued development of seamless, holistic transfer for students.

Sincerely,



Aliesha R. Crowe, Ed.D.  
Vice President of Academic Affairs

**ACADEMIC UNIT REALIGNMENT PROPOSAL:  
UW OSHKOSH**

**REQUESTED ACTION**

Adoption of Resolution D.

**Resolution D.** That, upon the recommendation of the Chancellor of UW Oshkosh and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin Oshkosh to establish the College of Business, Arts, and Communication, the College of Public Affairs and Education, the College of Nursing, Health Professions, and STEM, and the School of Business, the School of Media, Arts, and Communication, the School of Public Affairs and Global Engagement, the School of Education and Human Services, the School of Nursing and Health Professions, and the School of Science, Technology, Engineering, and Mathematics.

**SUMMARY**

The University of Wisconsin Oshkosh (UWO) seeks approval to realign its four existing colleges into three new colleges and six new schools. The existing College of Business, College of Nursing, College of Education and Human Services, and College of Letters and Science will be reorganized into three colleges each containing two schools:

1. College of Business, Arts, and Communication comprised of the School of Business and the School of Media, Arts, and Communication;
2. College of Public Affairs and Education comprised of the School of Public Affairs and Global Engagement and the School of Education and Human Services; and,
3. College of Nursing, Health Professions, and STEM comprised of the School of Nursing and Health Professions and the School of Science, Technology, Engineering, and Mathematics.

The reasons for the realignment include financial benefits, with immediate savings from the consolidation of administrative work, a more balanced distribution of students and staff, the alignment of UWO programs with DPI career clusters, and the potential for greater interdisciplinary connections and guided pathways to support student success. The realignment provides the transformative structural change for a sustainable UWO.

The realignment does not affect the program array offered by UWO nor does it impact the accreditation status of programs involved in the realignment. The official effective date for all proposed realignment actions is July 1, 2025.

UWO's Chancellor and Provost have approved the proposed realignments, following the required shared governance recommendation via faculty referendum (April 2024).

### **Presenters**

- Edwin Martini, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh
- Josh Garrison, Associate Vice Chancellor for Faculty and Academic Staff Affairs, UW Oshkosh
- Caroline Geary, Associate Vice Chancellor for Curricular Affairs and Student Academic Achievement, UW Oshkosh

## **DISCUSSION**

UWO Provost and Vice Chancellor of Academic Affairs, at the direction of the Chancellor, established the academic restructure working group in Fall 2023 following the adoption of UWO's Strategic Plan 2030 to explore how UWO could position itself for success in the next decade and beyond. The academic restructure working group included cross-institutional representation and was charged to reimagine and realign UWO's academic structure and program array to position the university for sustainable, strategic future growth as learner-centered, and research-enhanced. Following extensive discussion across the university including workshops, forums, open houses, and opportunities for written feedback, the working group proposed two models for academic realignment. Through a faculty referendum vote conducted by the UWO Faculty Senate (Article 1, Section 6 of the Faculty Constitution), a three college and six school model was recommended (April 2024).

Formal implementation of the new structure is requested for July 1, 2025, with the start of the fiscal year 2026. The numerous concurrent realignments have been assigned to operational units and teams; Appendix A outlines the timeline and dates for various stages of the initiative.

## **OBJECTIVES AND BENEFITS**

UWO has identified six objectives and benefits from the proposed realignment:

1. **Fewer administrative structures/units:** The proposed academic restructure reduces the number of colleges from four to three; the current 47 departments and programs of varying sizes (some with only a single faculty line) will be aggregated into six schools. Fewer, more uniformly sized units and standardized operations will bring consistency of services to employees and students. The simplified structure increases coordination and agility, allowing for sustained adaptation (program array management; ongoing resource realignment).

2. **Efficiencies and cost savings:** Fewer units means reduced administrative costs and duplicated services. The current structure contains a significant number of small departments/programs; each has a chair. Restructuring into the college/school model significantly reduces administrative costs from department/program chair releases, instructional backfill from chair releases and summer chair compensation. The reduction from four to three colleges also eliminates one dean position and two associate dean positions. Total cost savings from the academic restructuring is projected at \$1.75 million.
3. **Academic Integration/Coordinated and Adaptive Structure:** The proposed streamlined academic structure allows for improved coordination of scheduling and efficiency of course and staff planning at the school level. The proposal encourages interdisciplinary appointments and collaboration in research, curricular design, and teaching practices.
4. **Academic Integration/Meta Majors and Career Clusters:** The academic restructure brings academic units together around meta majors, also called career clusters, aligning programs that have related course and/or career goals. This evidence-based practice helps students focus their interests early and allows for *guided pathways* to be developed at UWO. These degree planning paths provide structure and coherence improving time-to-degree completion, decreasing credit accumulation that does not lead to a credential.
5. **Student Success:** The academic restructure supports learners to discover programs and aligned opportunities (internships, clinicals, service learning, etc.), connect and transition between disciplinary areas, build supportive relationships and social networks within their chosen school, and create a more transfer-friendly framework. Several ancillary reforms including general education, high impact practice reform (funded by a UW planning grant) and expanded use of the student support platform Navigate will converge with the academic restructure timeline. These changes together support a reimagined UWO experience that is learner-centered and focused on transferable and/or career competencies developed through experience-driven coursework.
6. **Accreditation/Licensure:** All unit/program accreditations will be maintained with their various accrediting agencies. Higher Learning Commission approvals for the proposed realignments are not required.

### **Leadership Plans**

One of the four colleges at UWO currently has an interim dean. The proposed realignment presents the opportunity to integrate and realign the colleges without having to recruit. The plan is to utilize the existing dean talent for the realignments: the dean of the current College of Business will become the dean of the College of Business, Arts, and

Communication; the dean of the current College of Letters and Science will become the dean of the College of Public Affairs and Education; and the dean of the current College of Nursing will become the dean of the College of Nursing, Health Professions, and STEM. Proposed school directors will draw from the talent pool of current college associate deans. "Unit areas" will be defined based on curricular affinities among programs within each school, and the number of unit areas will be determined based on program size and other complexities. School directors will have front-line support (e.g., scheduling and staffing details) via area coordinator; assignments to be determined during implementation.

### **UWO Policy And Procedure Changes**

The Provost's Office has been working with shared governance leaders on transition and implementation procedures and processes. Although the current structure of UWO does not include schools within colleges, the concept is utilized at other UW universities. Operational teams have been established to outline changes needed to governance documents including the Faculty Handbook and Academic Bylaws. Additional teams are exploring changes needed in support units such as Admissions, the Registrar's Office, Human Resources, and Information Technology. UWO is confident any needed changes to institutional policy and procedures can be accomplished by leadership and shared governance upon approval by the Board.

### **Timeline**

A timeline for the realignment process is given in Appendix A. Upon receipt of the Board approval, UWO will officially start the many concurrent realignment efforts. It is anticipated that all academic, student support, research support, finance, human resources, information technology, faculty and staff support systems will be fully aligned with the new structure by the start of the fiscal year 2025-26. UWO is coordinating with UW Administration on the system-level administrative transformation program (ATP)/Workday project through UWO's lead for that project.

### **Related Policies**

- SYS 102 Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, Section 8.2
- Regent Policy Document 4-12 Academic Program Planning, Review, and Approval in the University of Wisconsin System

## **UNIT IDENTITY & PROPOSED REALIGNMENT ACTIONS**

### **Overview**

The current organizational structure of UWO has four colleges: Business (one Dean, one Associate Dean, seven Departments), Nursing (one Dean, three Associate Deans, non-departmentalized); Education and Human Services (one Dean, one Associate Dean, five



Departments), and Letters and Science (one Dean, four Associate Deans, 35 Departments/Programs). The College of Letters and Sciences is the largest college and, in addition to departments, has a traditional divisional structure: mathematics and science, humanities, fine and performing arts, and social sciences.

The proposed realignment has three colleges each with two schools:

1. College of Business, Arts, and Communication comprised of the School of Business and the School of Media, Arts, and Communication;
2. College of Public Affairs and Education comprised of the School of Public Affairs and Global Engagement and the School of Education and Human Services; and,
3. College of Nursing, Health Professions, and STEM comprised of the School of Nursing and Health Professions and the School of Science, Technology, Engineering, and Mathematics.

The basic parameters of the new colleges and schools were voted on via Faculty Senate referendum:

- a. Schools maintain their own identities within the new college.
- b. Departments will be aggregated into area units based on size, curricular affinities, and complexity within the schools.
- c. No immediate change to graduate or undergraduate program arrays offered by current departments.
- d. Each school will be overseen by a School Director.
- e. Budgets for the schools remain separate; school budgets will be administered by the School Director with oversight by the College Dean.
- f. Position elimination is through reduction from four colleges to three and through aggregation of 47 departments/programs into six schools.

The principal purpose of the realignment is administrative cost savings, fewer units to simplify student navigation, the alignment of UWO programs with DPI career clusters and meta majors, and the potential for greater interdisciplinary connections and guided pathways to support student success. The new alignments bring complementary academic units together and make possible transformative change for a sustainable future.

## **TIMETABLE FOR PROPOSED REALIGNMENT ACTIONS**

The official effective date for all proposed realignment actions is July 1, 2025.

In the transition period, essential functions including administration and finance, human resources, student support, information systems, academic and research support, marketing, and school/college governance will be aligned to meet the needs of the new college and their constituent schools. Transition period work will require up to eight

months for the relevant units to complete their tasks while serving the needs of students, faculty, and staff during the transition period. More detail on the work planned during the transition period is presented in Appendix A. Budget authorities remain with the currently existing units until the start of the fiscal year 2026. Starting in Fall 2025, new students will be admitted into the new, realigned programs/schools/colleges.

Core services such as human resources, procurement, administrative, and financial services will be coordinated through the university shared service unit supporting the respective unit. Although the shared service model is in place for each unit, some reorganization of shared services personnel may be required.

Faculty and academic staff in the current academic units will be moved to the new schools created. Program specialists and certain clinical placement supports will likely be held within existing units, while other administrative supports would benefit from a more centralized model across schools as appropriate for optimal efficiency. Significant work in this centralization has already occurred due to UWO's institutional realignment plan (IRP) implemented in January, 2024.

After receiving all approvals for the establishment of the realigned colleges and schools, each unit will work in accordance with UWO policies and procedures to adopt governance documents for the operation of the new schools and colleges.

## **IMPACT OF PROPOSED REALIGNMENT ACTIONS ON ACADEMIC PROGRAMS, RESOURCE UTILIZATION, PERSONNEL AND STUDENTS**

### **Academic Programs**

The current academic programs and associated faculty and academic staff will be relocated together in the new organizational structure. As such, the instructional programs will continue to be overseen by the same faculty and staff as in the present structure. Programs in each college and school are provided in the respective tables of Appendix B. The proposed unit realignment is expected to lead to additional collaboration and multi-disciplinary program development and will drive continuous adaptive management of the program array in alignment with UWO's mission and vision.

The proposed realignment actions will not negatively impact accredited programs within the new units. Accreditation is at the program level, and since the programs (including curricula, learning outcomes/competencies, assessment methods, clinical placements, preparation for professional practices, etc.) are not changed by the proposed action, there is no anticipated impact on accreditation. Change notifications will be sent to accrediting bodies as required.

### **Scholarship and Research**

UWO is a Carnegie designated R3 Doctoral/Professional institution and a research-enhanced comprehensive university. Current collaborative projects and publications are anticipated to continue and/or grow across the proposed college/school structure. There are no anticipated changes to grant administration including pre- and post-award functions which are done for all colleges by UWO's Office of Sponsored Programs.

### **Community Engagement**

UWO's Center for Civic and Community Engagement coordinates community engagement programming and activities including practical civic learning activities, volunteer opportunities, and experiential learning embedded in courses and programs. The academic restructuring does not impact the operation of the Center for Civic and Community Engagement; no changes are anticipated to student, staff, and community participation and benefit from the center's programming.

### **Resource Utilization**

Resource utilization will be minimally impacted by the proposed realignments. The resources available to the current four colleges will be redistributed to the new colleges and/or centralized to realize cost-savings and efficiencies. Upon approval of the realignment proposal, the university Business and Finance office will build the budgets for the realigned units for FY26. The process is planned to begin in Fall 2024 and to be completed prior to implementation. Huron Consultants are assisting in the strategy and operationalization of the student information system (SIS) changes that are required for the academic restructuring. This one-time cost is necessary for the scale and complexity of the project which will realize significant cost savings into the future.

### **Student Services**

The realignment will allow for sharing of services to enhance student, faculty, and staff support. Due to the IRP, many services in existing units have been reduced or eliminated. The simplification of the new structure with one fewer college and a uniform college/school model better fits our current staffing levels. Organization around meta majors/career clusters, the development of guided paths, and the parallel general education reform (slated for implementation with academic restructure in Fall 2025), allow for more intentional advising strategies which are shown to increase student confidence and belonging.

### **Space**

No changes in academic spaces (general classrooms, specialized classrooms, laboratories, studios, testing accommodation spaces, etc.) are anticipated. Some staff and administrative offices are anticipated to change where physical unit alignment makes sense. Space optimization is under consideration as part of the general space planning of the university.

## **Administration**

Restructuring the current four colleges into the college/school model eliminates one dean position, two associate dean positions, and significantly reduces administrative costs from department/program chair releases, instructional backfill from chair releases and summer chair compensation. Cost savings from the academic restructure is projected at \$1.75 million.

## **Faculty, Staff, and Students**

Current faculty and staff will serve students. There are no anticipated negative impacts on student matriculation, progress, or graduation. The only observable aspect for continuing students will be a college name change. Students entering UWO in Fall 2025 will enter the new structure, and all students will benefit from the simplified structure.

There are no anticipated changes to the number of faculty and university staff associated with the proposed realignment. Existing workload models will continue to be applied after the realignment, with attention to opportunities for integration. Instructional academic staff appointments are anticipated to decrease with the reduction in department chair (faculty) releases.

## **Plan For Assessing Proposed Outcomes**

Many of the required quality assessments and reports (HLC Annual Report, IPEDS, UW Annual Reporting, etc.) address key metrics of student success and fiscal health that will be followed with this initiative. UWO's annual budget process provides additional opportunities to assess outcomes including retention and graduation of students, faculty research, scholarly and creative activities, and outreach activities. Regular realignment updates will be provided to UWO shared governance and other stakeholders.

## **APPENDIX A: REALIGNMENT TIMELINE**

### **Spring 2024**

1. Submit realignment models to Faculty Senate; distribution to academic units/faculty.
2. Stand up academic restructure transition team (cross-institutional representation).
3. Faculty Senate referendum vote.

### **June/July 2024**

1. Start preparing/deciding
  - a. New College and School names; assignment of deans and school directors;
  - b. Mission Statement/Value Proposition;
  - c. Bylaws and governance;
  - d. Area unit models and responsibilities; unit coordinator model and responsibilities.
2. Bundle approved/pending proposals for submission to UW OAA and BOR.
3. Realigned units finalize plans for how they market themselves to prospective students.
4. Realignment units identify any curricular/details requiring unit or institutional shared governance review (assessment; program review). Prepare relevant documents for review.

### **August 2024**

1. BOR review of UWO realignments.
2. Realignment units finalize structure for coding. Impacts: RO, Finance, IR.
3. Begin discussions with UMC regarding marketing plans and website restructuring.

### **Fall 2024**

1. Realigned colleges finalize plans for prospective student marketing and other internal details.
2. Identify and prepare any documentation for accrediting bodies.

### **January 2025**

1. Begin implementation of new academic units. Budget authorities and structures (coding) remain in place until July 1, 2025.
2. Begin realigned student information system (SIS) conversions to production.

### **Spring 2025**

1. Realignment units determine internal communication plans to current students: changes and impacts.
2. Realignment units work with UWO Foundation to plan alumni communications.

### **July 2025**

1. Formal implementation start date, July 1.

**APPENDIX B: PROGRAM ARRAY**

**Table 1. College of Business, Arts, and Communication**

<b>Current Unit</b>	<b>Program</b>	<b>Degree</b>	<b>Proposed New Academic Home</b>
College of Business	Accounting	BBA	<b>School of Business</b>
College of Business	Applied Computing (collab)	BS	
College of Business (BBA); Colleges of Letters and Science (BA/BS)	Economics	BA, BS, BBA	
College of Business	Finance	BBA	
College of Business	Human Resources Management	BBA	
College of Business	Information Systems	BBA	
College of Business	Interactive Web Management	BA, BS, BBA	
College of Business	Leadership & Org. Devel.	BPS	
College of Business	Leadership and Org. Studies	BAS	
College of Business	Management	BBA	
College of Business	Marketing	BBA	
College of Business	Supply Chain Management	BBA	
College of Business	Business Administration	MBA	
College of Business	Executive MBA	MBA	
College of Business	Applied Biotechnology (collab)	MS	
College of Business	Information Technology Mgmt (collab)	MS	
College of Business	Sustainable Mgmt (collab)	MS	<b>School of Media, Arts, and Communication</b>
College of Letters & Science	Advertising	BA, BS	
College of Letters & Science	Art	BA, BS	
College of Letters & Science	Fine Arts	BFA	
College of Letters & Science	Communication Studies	BA, BS	
College of Letters & Science	English	BA, BS	
College of Letters & Science	Individually Planned Major	BA, BS	
College of Letters & Science	Multimedia Journalism	BA, BS	
College of Letters & Science	Music	BA, BS, BM	
College of Letters & Science	Public Relations	BA, BS	
College of Letters & Science	Radio TV Film	BA, BS	
College of Letters & Science	Theatre Arts	BA, BS	
College of Letters & Science	English	MA	

**Table 2. College of Public Affairs and Education**

<b>Current Unit</b>	<b>Program</b>	<b>Degree</b>	<b>Proposed New Academic Home</b>
College of Letters & Science	Anthropology	BA, BS	<b><i>School of Public Affairs and Global Engagement</i></b>
College of Letters & Science	Criminal Justice	BA, BS, BAS	
College of Letters & Science	Environmental Studies	BA, BS	
College of Letters & Science	Fire and Emergency Response Management	BAS	
College of Letters & Science	French	BA, BS	
College of Letters & Science	Geography	BA, BS	
College of Letters & Science	German	BA, BS	
College of Letters & Science	History	BA, BS	
College of Letters & Science	Individually Planned Major	BA, BS	
College of Letters & Science	International Studies	BA, BS	
College of Letters & Science	Japanese Studies	BA, BS	
College of Letters & Science	Liberal Studies	AAS, BAS	
College of Letters & Science	Philosophy	BA, BS	
College of Letters & Science	Political Science	BA, BS	
College of Letters & Science	Sociology	BA, BS	
College of Letters & Science	Spanish	BA, BS	
College of Letters & Science	Women's & Gender Studies	BA, BS	
College of Letters & Science	Public Administration	MPA	
College of Edu. & Human Svcs.	Elementary Education	BSE	<b><i>School of Education and Human Services</i></b>
College of Edu. & Human Svcs.	English as a Second Language	BSE	
College of Edu. & Human Svcs.	Human Services Leadership	BS	
College of Edu. & Human Svcs.	Individually Planned Major	BA, BS, BSE	
College of Edu. & Human Svcs.	Secondary Education- Fine Arts	BFA	
College of Edu. & Human Svcs.	Secondary Education	BSE	
College of Edu. & Human Svcs.	Secondary Education- Music	BME	
College of Edu. & Human Svcs.	Special Education	BSE	
College of Edu. & Human Svcs.	Technology & Engineering Edu.	BSE	
College of Edu. & Human Svcs.	Educational Leadership & Policy	MS	
College of Edu. & Human Svcs.	Human Services Leadership	MS	
College of Edu. & Human Svcs.	Language & Literacy	MSE	
College of Edu. & Human Svcs.	Mathematics Education	MSE	
College of Edu. & Human Svcs.	Professional Counseling	MSE	
College of Edu. & Human Svcs.	Special Education	MSE	
College of Edu. & Human Svcs.	Teaching and Learning	MSE	
College of Edu. & Human Svcs.	Educational Leadership & Policy	EdD	

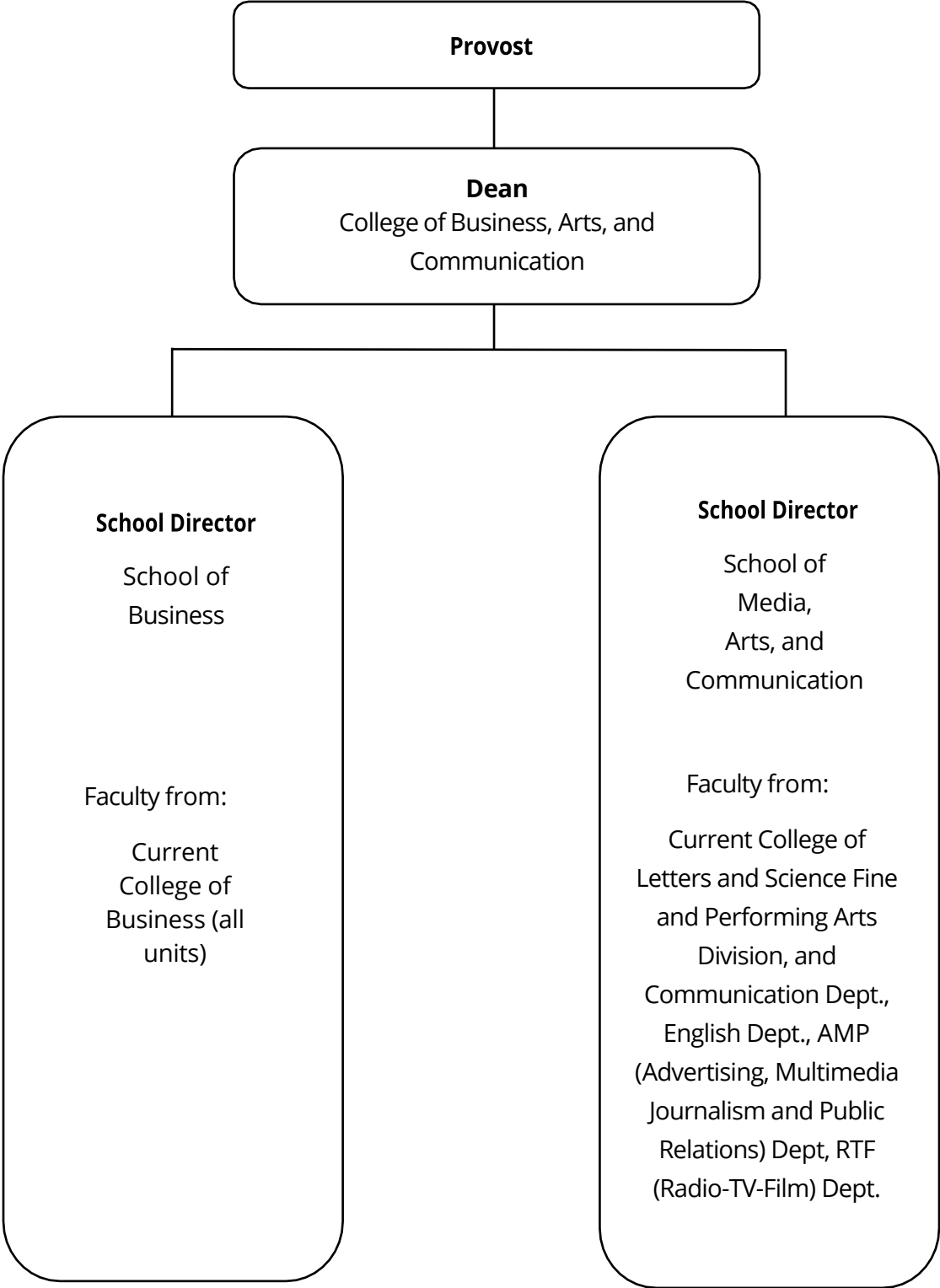
**Table 3. College of Nursing, Health Professions, and STEM**

<b>Current Unit</b>	<b>Program</b>	<b>Degree</b>	<b>Proposed New Academic Home</b>
College of Letters & Science	Computer Science	BA, BS	<b><i>School of Science, Technology, Engineering, and Mathematics</i></b>
College of Letters & Science	Software Technology	BS	
College of Letters & Science	Biomedical Engineering	BS	
College of Letters & Science	Automation Engineering	BS	
College of Letters & Science	Electrical Engineering Tech.	BS	
College of Letters & Science	Environmental Engineering Tech.	BS	
College of Letters & Science	Mechanical Engineering Tech.	BS	
College of Letters & Science	Biology	BA, BS	
College of Letters & Science	Biomedical Science	BA, BS	
College of Letters & Science	Microbiology	BA, BS	
College of Letters & Science	Mathematics	BA, BS	
College of Letters & Science	Chemistry	BS	
College of Letters & Science	Geology/Earth Science	BA, BS	
College of Letters & Science	Physics	BA, BS	
College of Letters & Science	Psychology	BA, BS	
College of Letters & Science	Environmental Health	BA, BS	
College of Letters & Science	Individually Planned Major	BA, BS	
College of Letters & Science	Cybersecurity (collab)	MS	
College of Letters & Science	Biology	MS	
College of Letters & Science	Professional Science	MS	
College of Letters & Science	Data Science (collab)	MS	
College of Letters & Science	Psychology	MS	
College of Letters & Science	Kinesiology-Exercise & Sport Sci.	BS	<b><i>School of Nursing and Health Professions</i></b>
College of Letters & Science	Medical Imaging	BS, BAS, BPS	
College of Letters & Science	Medical Laboratory Science	BS	
College of Nursing	Nursing	BSN	
College of Nursing	Nursing (collab)	BSN	
College of Letters & Science	Rehabilitation Science	BS	
College of Letters & Science	Social Work	BSW	
College of Letters & Science	Strength & Conditioning	BS	
College of Letters & Science	Athletic Training	MS	
College of Nursing	Nursing	MSN	
College of Letters & Science	Social Work	MSW	
College of Nursing	Nursing	DNP	

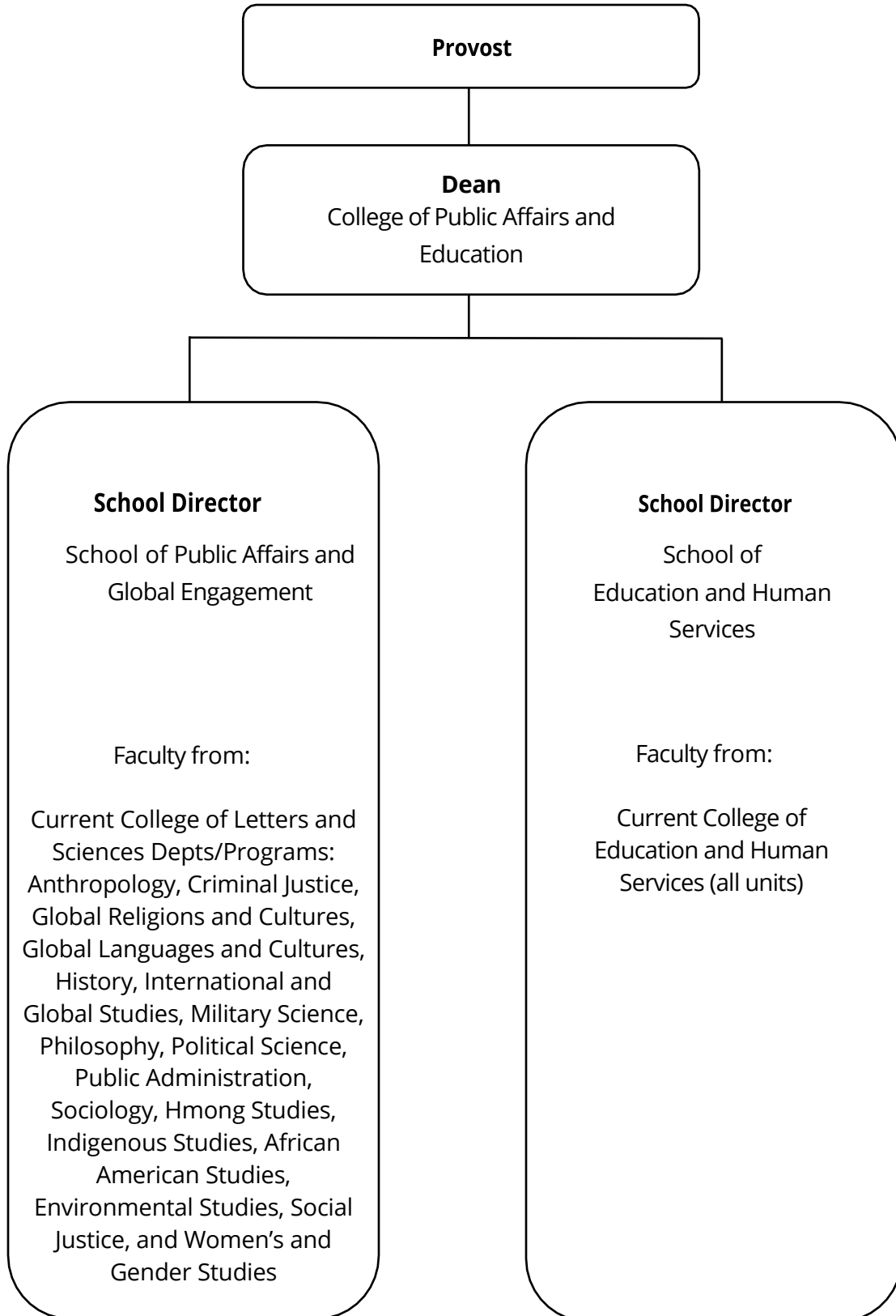
Note: Program arrays in this arrangement include degree programs only and not certificates, minors, non-degree continuing education offerings, or sports and recreation programming. These types of programming operated by the associated units will continue with the respective units.



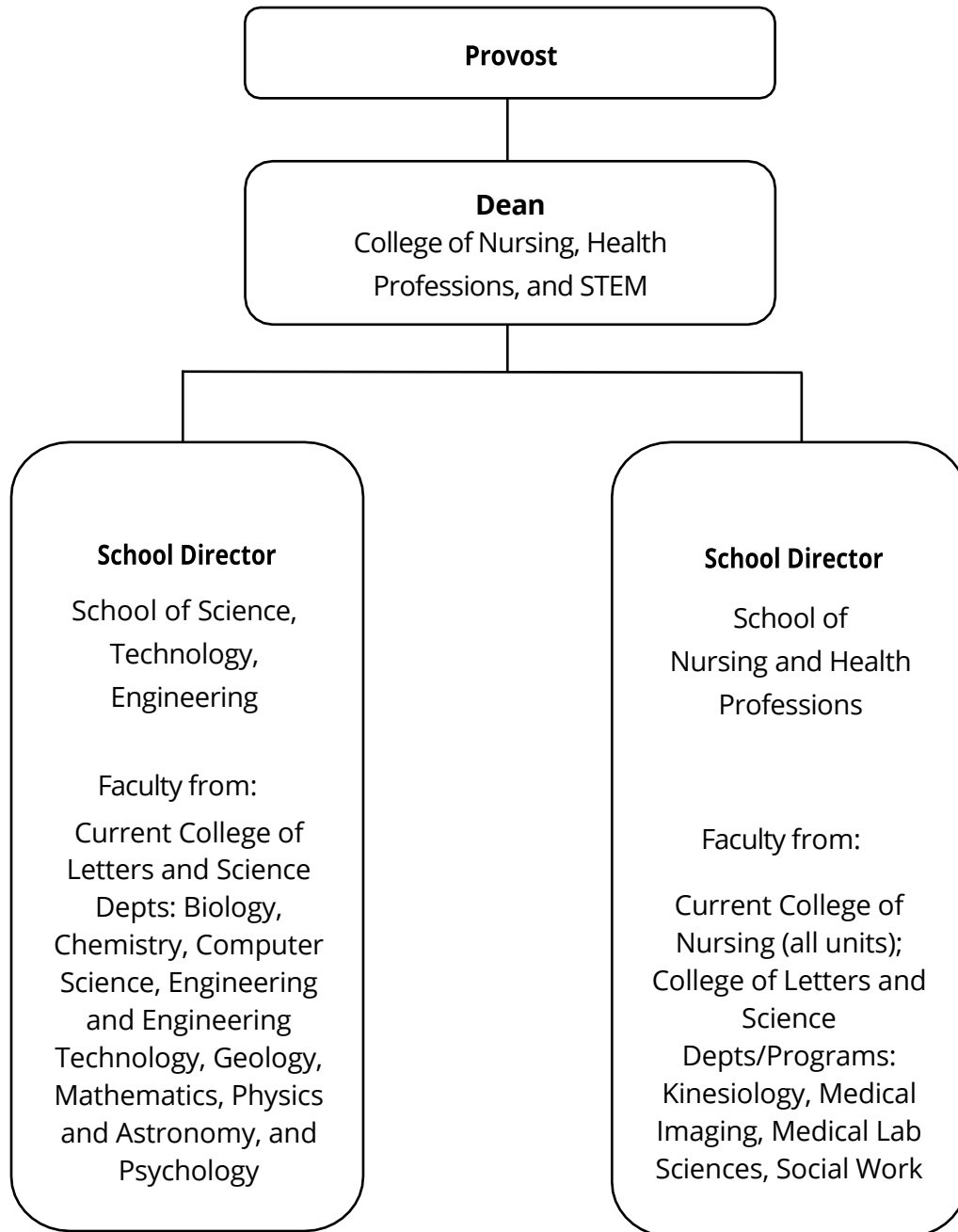
**APPENDIX C: COLLEGE OF BUSINESS, ARTS, AND COMMUNICATION PROPOSED ORGANIZATIONAL STRUCTURE**



**APPENDIX D: COLLEGE OF PUBLIC AFFAIRS AND EDUCATION PROPOSED ORGANIZATIONAL STRUCTURE**



**APPENDIX E: COLLEGE OF NURSING, HEALTH PROFESSIONS, AND STEM PROPOSED ORGANIZATIONAL STRUCTURE**



**AMENDMENTS TO REGENT POLICY DOCUMENT 1-1,  
“MISSION STATEMENTS”**

**REQUESTED ACTION**

Adoption of Resolution E.

**Resolution E.** That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached amendments to Regent Policy Document 1-1, “Mission Statements.”

**SUMMARY**

The UW System Board of Regents codifies its policies in Regent Policy Documents (RPDs), which it adopts under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies. The Regents have adopted RPDs over time, with some dating back to the creation of the UW System.

Regent Policy Document 1-1, “Mission Statements,” codifies the shared mission of the UW System and its institutions, and the core missions of the doctoral cluster and the comprehensive university cluster of institutions within the UW System. The policy further establishes principles to guide any revisions to the select mission statements of individual UW institutions.

The proposed amendments would create a new core mission statement for a third polytechnic university category, which would include UW-Stout as its only member. A draft of this proposed policy is included as Attachment A.

**Presenters**

- Katherine Frank, Chancellor, UW-Stout
- Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs, UW-Stout

## **BACKGROUND**

### **Regent Policy Document 1-1, “Mission Statements”**

A mission statement describes the primary purpose of an organization. Higher education institutions are required to adopt mission statements to meet accreditation standards. For example, Higher Learning Commission (HLC) standards require institutions to adopt a mission in a public document, to use the mission to guide the institution’s operations, to recognize the relationship between its mission and diversity of society, and to adopt a mission that demonstrates a commitment to the public good.

Section 36.01(2), Wis. Stats., establishes the mission for the UW System. In addition, s. 36.09 (1)(b), Wis. Stats., requires the Board to establish a mission statement for each institution, and hold a public hearing prior to approving an institutional select mission statement. Section 36.09 (1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they are compatible with the missions of the institutions.

In December 2018, the Board of Regents approved combining two existing policies which addressed mission statements into a singular policy which ensured compliance with state law and accreditation requirements, and met the standards found in RPD 2-3 for Regent Policy Documents.

The current RPD 1-1 restates the UW System mission statement articulated in s. 36.01(2), Wis. Stats., and extends this statement to each institution within the UW System. The policy also affirms the mission statement for the UW System and the core mission statements of the doctoral cluster and university cluster; and approves the revised select mission statements for each of the UW institutions.

### **The Core Mission Statements**

As stated in RPD 1-1, core mission statements apply to a group of UW institutions that share a common mission and establish broad parameters under which programs and services are developed within the context of their approved select mission statements, which may further differentiate an individual university’s program offerings, enrollment profile, and long-term goals, plans, and priorities.

The core mission statement for the doctoral cluster, which includes UW-Madison and UW-Milwaukee, reflects the unique role of, and articulates a common mission that applies to, these research institutions within the UW System.

Similarly, the core mission statement for the comprehensive university cluster, which currently includes all eleven of the other UW universities, reflects the unique role of, and

articulates a common mission that applies to, UW System institutions that offer associate degree, baccalaureate degree, and selected graduate programs.

The doctoral and comprehensive university clusters each outline the different types of degrees, programs, and services to be offered by each group of institutions, as well as expectations for research, scholarly activity, and collaboration within and outside the UW System.

The doctoral and comprehensive clusters also include identical language outlining the role shared by every UW institution related to the promotion statewide extension function and the economic development of the state, as well as a commitment to equity, diversity, and inclusion.

### **UW-Stout's Designation as "Wisconsin's Polytechnic"**

In January 1974, the UW System Board of Regents designated UW-Stout as a special mission university. On October 7, 1977, a presentation titled "Interpreting Stout as a Special Mission Institution" was given to the Board of Regents that identified Stout's educational approach as "to offer career programs which draw their content from: Industry, Technology, Home Economics, and Art."

In 2001, UW-Stout received the Malcolm Baldrige National Quality Award, a performance excellence award that traditionally honors recipients in business, industry, and health care sectors. UW-Stout remains the only full four-year institution of higher education to receive this award. The Baldrige framework informs UW-Stout's approach for long-term organizational sustainability and informed its pursuit of a polytechnic designation.

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

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

The revisions to the mission in October 2021 were intended to amplify the polytechnic focus of the university that had matured and developed since UW-Stout's official designation as "Wisconsin's Polytechnic University" in 2007.

### **A New Polytechnic Core Mission Statement**

The core mission for the comprehensives is not aligned with UW-Stout's select mission as a polytechnic university. The identity, mission, approach, and operations of a polytechnic university warrants a distinct core mission to be better understood by the Universities of Wisconsin, Board of Regents, and state legislature. The core mission for UW-Stout should have been revised with the 2007 official designation as "Wisconsin's Polytechnic University."

### **Rationale for Differentiation**

<b>Comprehensive mission statement</b>	<b>UW-Stout Rationale</b>	<b>Final Polytechnic mission statement</b>
Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.	Revised to reflect the core tenets of a polytechnic university.	Educate and lead through applied learning and research, business and industry collaboration and career-focused experiences.
Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.	Revised to reflect the broader array of offerings of a polytechnic university.	Offer associate and baccalaureate degree level, selected graduate programs, and pre- and post-professional curricular offerings within the context of its approved mission statement.
None	Revised to reflect the industry-alignment component across all academic programs that are the result of extensive external relationships.	Provide industry-aligned facilities, equipment, technology, labs and learning environments necessary to fulfill the polytechnic mission.

<b>Comprehensive mission statement</b>	<b>UW-Stout Rationale</b>	<b>Final Polytechnic mission statement</b>
Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and university-sponsored cultural, recreational, and extracurricular programs.	Revised to capture that experiential learning is a graduation requirement for all students and across all academic programs.	Meet the holistic needs of students through required and integrated experiential learning.
None	<p>Created to reflect how continuous improvement is connected to meeting workforce needs and informed by our Baldrige designation.</p> <p>Aligned with the needs of professions, UW-Stout maintains a higher number of specialized program accreditations and certifications. Currently we have more than 15 specialized program accreditations and/or certifications across 35 academic programs.</p>	Offer a systems-based culture grounded in Baldrige values <sup>1</sup> to meet the educational, personal, and professional needs of students.
Offer an environment that emphasizes teaching	Revised to reinforce the characteristics that are	Offer a transformational, technology-advanced

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<sup>1</sup> The use of the term "Baldrige values" in this Regent Policy Document means the "Core Values and Concepts" section found on pages 40 through 45 of the Baldrige Performance Excellence Program. 2023. *2023-2024 Baldrige Excellence Framework® (Education): Proven Leadership and Management Practices for High Performance*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. <https://www.nist.gov/baldrige>.



<b>Comprehensive mission statement</b>	<b>UW-Stout Rationale</b>	<b>Final Polytechnic mission statement</b>
excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and university-sponsored cultural, recreational and extra-curricular programs.	unique to polytechnics. Industry-based technology and specialty software are integrated into our labs and studios and undergraduate students are provided technology that supports industry-based applications and learning, including the associated technical assistance to support a career-focused education.	education that develops holistic thinking and problem-solving skills that lead directly to successful careers and engaged citizens.
Expect scholarly activity, including research, scholarship and creative endeavors, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.	Revised to reflect the intersection of scholarly activity and workforce as a polytechnic university.	Expect and sustain applied scholarly activity relevant to the evolving needs of the workforce, professional and academic qualifications and experiential learning activities across all modalities.
Promote the integration of the extension function, assist the University of Wisconsin–Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.	No changes. This is the same language as in the comprehensive mission.	Promote the integration of the extension function, assist the University of Wisconsin–Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
Participate in inter-institutional relationships in order to maximize	Revised to reinforce the characteristics that are unique to polytechnics. For	Maintain and expand mutually beneficial relationships with

<b>Comprehensive mission statement</b>	<b>UW-Stout Rationale</b>	<b>Final Polytechnic mission statement</b>
<p>educational opportunity for the people of the state effectively and efficiently through the sharing of resources.</p>	<p>example, program advisory committees exist for all academic programs and many co-curricular programs and include employers, business and industry representatives and community members.</p> <p>External partner (business, industry, community partners, etc.) projects are fundamental to a polytechnic education and enhance innovation through career-focused applied learning and research across the program array. The Office of Corporate Relations and Economic Engagement tracks external partner sponsored class projects.</p>	<p>employers, business and industry, and community and educational partners to enhance innovation, expand learning opportunities and address challenges for the people of the state, nation, and globe.</p>
<p>Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.</p>	<p>No changes. This is the same language as in the comprehensive mission.</p>	<p>Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.</p>
<p>Support activities designed to promote the economic development of the state.</p>	<p>Revised to emphasize the foundational work to meet both economic and workforce needs.</p>	<p>Actively engage as the state’s polytechnic leader in meeting economic and workforce needs.</p>

<b>Comprehensive mission statement</b>	<b>UW-Stout Rationale</b>	<b>Final Polytechnic mission statement</b>
	<p>UW-Stout, through its Office of Corporate Relations and Economic Engagement provides support for external partner engagement that results in mutually beneficial outcomes, ensuring that robust student learning experiences across our program array align with external partner needs in a high value exchange. This work directly supports existing business and industry while fostering new economic growth across Wisconsin.</p> <p>UW-Stout continues to engage actively with local, regional, and state economic and workforce development organizations through its direct involvement on numerous boards and committees, shared positions, and contracted work. This work supports innovative partnerships that benefit students and grow the economy.</p>	

**Process for Socializing Revision to RPD 1-1**

Before commencing any discussion of revisions to the core mission with the UW-Stout community, Chancellor Frank discussed the issue with President Rothman (September

2023). Chancellor Frank kept President Rothman informed about progress at UW-Stout throughout the process.

Proposed changes were discussed at the Chancellors' Meeting on June 5, 2024, and there were no questions or objections.

Draft revisions were presented to all four governance groups beginning in October 2023 (Faculty Senate, Senate of the Academic Staff, University Staff Senate, and the Stout Student Association) for feedback during Fall Semester 2023. Feedback was collected by all Senates and submitted by November 16, 2023. Additional changes were made to the draft based on feedback. All four senates discussed and voted. The Faculty Senate endorsed at their meeting on February 6, 2024, the Senate of Academic Staff endorsed at their meeting on February 7, 2024, the University Staff endorsed at their meeting on January 11, 2024 and the Stout Student Association endorsed at their meeting on January 23, 2024. Four resolutions of support were routed to the Chancellor between January and February 2024. Chancellor Frank also discussed proposed changes with the Stout University Foundation Board and Alumni Association.

The proposed revisions were reviewed by UW Administration and discussed with Chancellors in June 2024. The proposal was also shared for review and feedback in July 2024 with systemwide leadership groups, including shared governance representatives.

### **Connection to UW Strategic Plan**

The revision of RPD 1-1 is a key strategy to advance the Universities of Wisconsin Strategic Plan. This work helps to achieve the following strategies:

- *S5. We will ensure our universities are financially and environmentally sustainable so that they are positioned to fulfill their strategic missions.*  
The revision specifically calls out UW-Stout's strategic mission as a polytechnic.
- *S8. We will provide support for the universities to drive enrollment to meet the needs of the state and the knowledge economy.*  
The revision helps stakeholders, including prospective students, to better understand the unique educational experience provided by UW-Stout, which is a factor in driving enrollment.
- *S8.4 Universities of Wisconsin Administration role: Assist the universities in differentiating themselves in the marketplace and establishing centers of excellence.*  
The revision helps to fulfill this responsibility.

- *S9. We will engage thoughtfully with the employer community to identify and address employer talent, support, and research needs.*

The revision highlights UW-Stout's strong connection to the employer community, by emphasizing our industry-based technology, labs, facilities, and equipment, as well as program advisory committee and external partner engagements.

## **ATTACHMENTS**

- A) RPD 1-1 – Proposed Policy with Tracked Changes
- B) UW-Stout Select Mission Statement (last revised October 8, 2021)

Regent Policy Document 1-1

# Mission Statements

## Scope

This policy applies to all UW System institutions.

## Purpose

The purpose of this policy is to codify the shared mission of the UW System and its institutions, and the core missions of the ~~doctoral cluster and the comprehensive university cluster of institutions~~doctoral, comprehensive, and polytechnic universities within the UW System. The policy further establishes principles to guide any revisions to select mission statements of individual UW institutions.

## Policy Statement

Section 36.01(2), Wis. Stats., describes the mission of the UW System as follows:

*The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.*

This statutory mission for the UW System shall be shared by every institution within the UW System.

## Core Mission Statements

Core mission statements apply to a group of institutions that share a common mission and establish broad parameters under which UW System institutions develop programs and services.

### Doctoral Universities Core Mission

The core mission statement for the doctoral cluster reflects the unique role of, and articulates a common mission that applies to, research institutions within the UW System. ~~The core mission statement for the comprehensive university cluster reflects the unique role of, and articulates a common mission that applies to, UW System institutions that offer associate degree, baccalaureate degree, and selected graduate programs.~~

As institutions in the doctoral cluster, UW-Madison and UW-Milwaukee share the following core mission. Within the approved differentiation stated in their select mission statements, each university shall:

- a. Offer degree programs at the baccalaureate, master's and doctoral levels.
- b. Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.
- c. Conduct organized programs of research.
- d. Promote the integration of the extension function, assist the University of Wisconsin-Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- e. Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.
- f. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
- g. Support activities designed to promote the economic development of the state.

### **Comprehensive Universities Core Mission**

The core mission statement for the comprehensive university cluster reflects the unique role of, and articulates a common mission that applies to, UW System institutions that offer associate degree, baccalaureate degree, and selected graduate programs.

As institutions in the comprehensive university cluster, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, ~~UW-Stout~~, UW-Superior, and UW-Whitewater share the following core mission. Within the approved differentiation stated in their select mission statements, each university in the cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and university-sponsored cultural, recreational and extra-curricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavors, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
- i. Support activities designed to promote the economic development of the state.

### **Polytechnic University Core Mission**

The core mission statement for the polytechnic university reflects the unique role and articulates a core mission that applies to the UW System institution designated as "Wisconsin's Polytechnic University":

As a polytechnic university, UW-Stout shall, consistent with its approved select mission:

- a. Educate and lead through applied learning and research, business and industry collaboration and career-focused experiences.
- b. Offer associate and baccalaureate degree level, selected graduate programs, and pre- and post-professional curricular offerings within the context of its approved mission statement.
- c. Provide industry-aligned facilities, equipment, technology, labs and learning environments necessary to fulfill the polytechnic mission.
- d. Meet the holistic needs of students through required and integrated experiential learning.
- e. Offer a systems-based culture grounded in Baldrige values to meet the educational, personal and professional needs of students.<sup>1</sup>

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<sup>1</sup> The use of the term "Baldrige values" in this Regent Policy Document means the "Core Values and Concepts" section found on pages 40 through 45 of the Baldrige Performance Excellence Program. 2023.



- f. Offer a transformational, technology-advanced education that develops holistic thinking and problem-solving skills that lead directly to successful careers and engaged citizens.
- g. Expect and sustain applied scholarly activity relevant to the evolving needs of the workforce, professional and academic qualifications and experiential learning activities across all modalities.
- h. Promote the integration of the extension function, assist the University of Wisconsin–Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- i. Maintain and expand mutually beneficial relationships with employers, business and industry, and community and educational partners to enhance innovation, expand learning opportunities and address challenges for the people of the state, nation, and globe.
- j. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
- k. Actively engage as the state’s polytechnic leader in meeting economic and workforce needs.

## Select Mission Statements

Section 36.09 (1)(b), Wis. Stats., requires the UW System Board of Regents to establish a mission statement for each UW System institution. Section 36.09(1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the UW System. Consistent with these requirements, at a minimum, each select mission statement shall:

1. Uphold the principles of the UW System mission statement.
2. Uphold the principles of the UW System core mission statement for either the doctoral university cluster, ~~or~~ comprehensive university cluster, or polytechnic university, whichever is appropriate for the institution.
3. Describe specific program responsibilities and types of degrees offered by the institution.
4. Meet any applicable accreditation requirements related to select mission statements.

Any changes to a select mission statement must be approved by the Board of Regents, following a public hearing at the institution.

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*2023-2024 Baldrige Excellence Framework® (Education): Proven Leadership and Management Practices for High Performance.* Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. <https://www.nist.gov/baldrige>.

The [full document](#) of core mission statements and select mission statements may be obtained from the Office of the Executive Director and Corporate Secretary of the Board of Regents.

## Oversight, Roles and Responsibilities

The Board of Regents authorizes UW System Administration's Office of Academic and Student Affairs to maintain procedures for revising and requesting Board approval of changes to select mission statements. These procedures shall be consistent with Wisconsin state statutes, any applicable accreditation standards related to select mission statements, and this policy.

## Related Regent Policy Documents and Applicable Laws

Section 36.01 (2), Wis. Stats., "Statement of purpose and mission."

- Sections 36.09 (1)(b) and (d), Wis. Stats., "Responsibilities."
- Regent Policy Document 4-12, "Academic Program Planning, Review, and Approval in the University of Wisconsin System"

*History: Res. 4076, adopted 6/10/1988, created Regent Policy Document 88-8, subsequently renumbered as Regent Policy Documents 1-1 and 1-2. Res. 11132, adopted 12/07/2018, rescinded Regent Policy Documents 1-1 and 1-2 and consolidated the contents in a new Regent Policy Document 1-1. [Res. XXXXX, adopted XX/XX/XXXX, revised Regent Policy Document 1-1.](#)*

- *UW-Eau Claire mission statement amended by Res. 8623, adopted 11/08/2002; Res. 9774, adopted 06/11/2010; and Res. 10716, adopted 6/10/2016.*
- *UW-Green Bay mission statement amended by Res. 9383, adopted 09/07/2007; Res. 10441, adopted 12/05/2014; and Res. 11201, adopted 04/05/2019.*
- *UW-La Crosse mission statement was amended by Res. 9694, adopted 10/16/09; and Res. 10381, adopted 06/06/2014.*
- *UW-Oshkosh mission statement amended by Res. 9831, adopted 10/08/2010; and Res. 10759, adopted 10/07/2016.*
- *UW-Parkside mission statement amended by Res. 7578, adopted 11/07/1997.*
- *UW-Platteville mission statement amended by Res. 8622, adopted 11/08/2002; and Res. 10380, adopted 06/06/2014.*
- *UW-River Falls mission statement amended by Res. 11114, adopted 10/05/2018.*
- *UW-Stevens Point mission statement amended by Res. 10596, adopted 12/11/2015.*

- *UW-Stout mission statement amended by Res. 6322, adopted 02/05/1993; Res. 8273, adopted 12/08/2000; Res. 9670, adopted 09/11/2009; Res. 10405, adopted 08/22/2014; and Res. 11724, adopted 10/08/2021.*
- *UW-Superior mission statement amended by Res. 7559, adopted 10/10/1997; Res. 8441, adopted 10/05/2001; and Res. 10463, adopted 02/06/2015.*
- *UW-Whitewater mission statement amended by Res. 8967, adopted 02/10/2005; and Res. 11723, adopted 10/08/2021.*
- *UW Colleges mission statement amended by Res. 8844, adopted 05/07/2004; and Res. 9925, adopted 06/10/2011. The restructuring of UW Colleges and UW-Extension was completed on 06/30/2019.*
- *UW-Extension mission statement amended by Res. 8901, adopted 09/10/2004; and Res. 10597, adopted 12/11/2015. The restructuring of UW Colleges and UW-Extension was completed on 06/30/2019.*

## Select Mission of the University of Wisconsin-Stout

*In addition to the system and core missions, the University of Wisconsin-Stout has the following select mission (revised October 8, 2021):*

The University of Wisconsin – Stout prepares students for careers through applied learning and research, professional experiences, and collaborative partnerships to benefit a global society.

As Wisconsin's Polytechnic University, we fulfill our mission through a curriculum that combines interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative problem-solving, communication, and social and ethical reasoning skills to better the human condition.

We offer career-focused undergraduate and graduate programs for diverse students, in a variety of in-person, hybrid, and virtual modalities, organized around career clusters that include:

- science, technology, engineering and mathematics;
- art and design;
- business and management;
- education;
- social and behavioral sciences;
- information technology and communications; and
- health sciences and human services.

<https://www.uwstout.edu/about-us/mission-values>

**PROGRAM DISCONTINUANCE AND FACULTY LAYOFFS AT  
UW-MILWAUKEE PURSUANT TO  
REGENT POLICY DOCUMENT 20-24**

**REQUESTED ACTION**

Adoption of Resolution F.

**Resolution F.** That, upon the recommendation of the Chancellor of University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the UW System Board of Regents approves discontinuance of the UW-Milwaukee College of General Studies and its three academic departments (Arts & Humanities, Math & Natural Sciences, and Social Sciences & Business) and authorizes the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Milwaukee to lay off the College's faculty per Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff or Termination."

**SUMMARY**

The Universities of Wisconsin may have occasion to discontinue an academic program through an institution's program review process or due to other need to review academic programs. UW-Milwaukee (UWM) reached a decision to propose discontinuance of the College of General Studies (CGS) and its three academic departments. The UWs President directed UW-Milwaukee to close CGS's two physical locations at Washington County and Waukesha in October 2023 and March 2024, respectively based on low enrollments. In planning for and implementing those closures, UWM determined that the declining enrollments and existing market demand cannot sustain the CGS and its academic departments.

The Chancellor's letter summarizing the program discontinuance and the faculty layoffs are included in Attachment A. UW-Milwaukee has been working closely with the Higher Learning Commission, its accrediting body, on teach-out plans, which have been approved, and other support for current CGS students.

## **Presenter**

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

## **BACKGROUND**

Chapter 36, Wis. Stats., gives the Board of Regents the authority to “ensure the diversity of quality undergraduate programs.” In fulfilling this statutory role, the Board has oversight over UW Administration and the Universities of Wisconsin to ensure that these entities meet their respective roles and responsibilities related to program review and array management. Management of the academic program array entails consulting with the UWs in the planning of new academic programs and monitoring and analyzing the current program array, including degree productivity. UW universities are responsible for developing and maintaining high-quality academic programs through efficient and effective use of available resources in support of their missions and workforce and societal needs and for determining the quality of new and existing programs through regular assessment and review and periodic accreditation.

RPD 20-24, created by the Board on March 10, 2016, with the adoption of Resolution 10645, outlines the responsibilities and procedures for program discontinuance and faculty layoff and termination.

On April 29, 2024, the Board adopted Resolution 12178 approving UW-Milwaukee Faculty Policies and Procedures relating to the layoff and termination of tenured faculty for reasons of program discontinuance.

SYS 102, Academic Program Planning Review and Array Management, section 3.5 Eliminating an Academic Degree Program, addresses the need for an institution to create a teach-out plan when eliminating a program to ensure that students currently enrolled are able to complete the program or to transition to a comparable program to complete their academic degrees.

### **Related Policies**

- FDCR.B.10.010 of the Higher Learning Commission Provisional Plans and Teach Outs
- Chapter 36.09 Wis. Stats. “Responsibilities”
- Chapter UWS 3, Wis. Admin. Code, “Faculty Appointments”
- Chapter UWS 5, Wis. Admin. Code, “Layoff and Termination for Reasons of Financial Emergency”
- Regent Policy Document 20-23, “Faculty Tenure”
- SYS 102, Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

## **ATTACHMENTS**

- A) UW Administration Memo Regarding Program Discontinuance
- B) Chancellor's Letter Regarding Program Discontinuance
- C) UWM Program Discontinuance Proposal
- D) Individual comments in response to UWM's Program Discontinuance Proposal
- E) University Committee Report on Program Discontinuance Proposal
- F) UWM Faculty Senate August 7, 2024 Meeting Minutes



August 14, 2024

TO: Jay Rothman, President, Universities of Wisconsin Administration

FROM: Tracy Davidson, Associate Vice President, Office of Academic Affairs, Universities of Wisconsin Administration

RE: Consideration of Program Discontinuance and Faculty Layoffs at UW-Milwaukee Pursuant to RPD 20-24

The University of Wisconsin-Milwaukee (UWM) has submitted a proposal to discontinue a program, specifically the College of General Studies (CGS) and its three academic departments. This proposed program discontinuance, resulting from the closure of UWM's Washington County and Waukesha locations, would result in faculty layoffs at the CGS and has been advanced per Regent Policy Document (RPD) 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff or Termination."

UWM provided the following information regarding their process for navigating the program discontinuance policy:

- The program discontinuance proposal was distributed to the faculty in the affected programs (all CGS faculty), the Faculty Senate, the Academic Staff Senate, the University Staff Senate, and the Student Association under RPD 20-24 (II)(C) on May 3, 2024. The UWM faculty designated the University Committee (UC), which is the executive committee of the Faculty Senate, as the faculty review committee under RPD 20-24 (II)(D).
- As required, the UC distributed the proposal to CGS employees, CGS students, and UWM's employee and student governance bodies for a 30-day review and comment period. The UC created an online feedback form to accept comments on the proposal, and the proposal was also posted online so that any interested party could review it and comment.
- The UC received 36 separate comments from 35 individuals in response to the proposal's distribution and online posting.
- The UC held eight open meetings between May 7 and June 17, at which it discussed the proposal and comments on the proposal.
- The UC was selected by the UWM faculty to be the designated faculty review committee under Regent Policy 20-24, and issued a report on July 24, 2024, unanimously recommending the Faculty Senate support the Chancellor's program discontinuance proposal.
- Per RPD 20-24(II)(F), the Chancellor consulted with the Faculty Senate and the University Committee about the program discontinuance proposal on August 7, 2024.



- As required by UWM Faculty Policies and Procedures § 5.65, the Faculty Senate voted on the UC's recommendation on August 7, 2024; the Senate rejected the UC's recommendation, by a vote of 24 to 11, with one abstention.

In a memo to UWSA dated August 12, 2024, Chancellor Mark Mone provided the relevant documentation and the rationale for his recommendation that CGS and its academic departments be closed.

As described above, and per the procedures specified in RPD 20-24 and the related UW-Milwaukee policies, the proposal has undergone extensive review and opportunities for input and discussion were provided. The proposal has also been reviewed by the UWSA Office of General Counsel, the UWSA Office of Human Resources, and the UWSA Office of Academic and Student Affairs, all of whom agree that the final proposal: 1) is compliant with relevant policy and procedural requirements; 2) appropriately addresses the feedback provided; and 3) addresses the needs of current faculty and students. Based on these observations, as well as the analysis and rationale provided by UWM and Chancellor Mone, we recommend that the CGS program and associated academic departments be discontinued.

Attachments:

UWM CGS Program Discontinuance Proposal  
UWM University Committee Report on CGS Discontinuance Proposal  
Chancellor's Letter of Recommendation Regarding CGS Program Discontinuance

c: Megan Wasley, Executive Director and Corporate Secretary, UW System Board of Regents  
Mark Mone, Chancellor, UW-Milwaukee  
Quinn Williams, General Counsel, UWSA  
Daniel Chanen, Associate Vice President and Chief Human Resources Officer, UWSA  
Johannes Britz, Vice President for Academic Affairs, UWSA

**Office of the Chancellor**

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

August 12, 2024

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

Dear President Rothman:

Per Regent Policy Document (RPD) 20-24, I am recommending that the Board of Regents approve the program discontinuance of UWM's College of General Studies and its three academic departments: Arts & Humanities, Math & Natural Sciences, and Social Sciences & Business. This letter and its attachments constitute my recommendation and report under RPD 20-24 (II)(G).

UWM proposes to close the College of General Studies ("CGS") and its three academic departments for two main reasons. First, there has been a precipitous decline (57.7%) in enrollments at the two campuses since the 2018 merger, which indicates little student and market demand as well as poor prospects for continued and future enrollments.<sup>1</sup> Second, because of the significant drop in enrollments, CGS's main program offering, the liberal arts associate degree, is no longer cost-effective when compared to the main campus bachelor's program. Continued investment in an environment of strained resources does not serve UWM's students, faculty, staff or the institution itself.

UWM does not make this recommendation lightly, especially given the effect on CGS staff and students<sup>2</sup> and the communities served by CGS. It is, however, the necessary and appropriate recommendation based on the realities and higher education environment in which we are operating. The designated faculty review committee supported the proposal, but the Faculty Senate did not. Therefore, this recommendation also contains compelling reasons for moving forward with the recommendation over the Faculty Senate's advice.

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<sup>1</sup> At the time of the mergers in 2018, UW Colleges institutions had already lost significant enrollments since their high point in 2010. UW-Waukesha was down 29% and UW-Washington County was down 36%.

<sup>2</sup> UWM has worked with its accreditation agency, the Higher Learning Commission, on ensuring it is meeting its obligations to provide "teach out" arrangements for impacted students. Further, UWM is assisting students who wish to transfer to other institutions. Students who choose to remain at UWM will pay the same tuition rate they pay in the College of General Studies (through 2027).

### **UWM Program Discontinuance Proposal Process<sup>3</sup>**

Per RPD 20-24, UWM circulated the program discontinuance proposal and sought faculty and other input as follows:

- The program discontinuance proposal was distributed to the faculty in the affected programs (all CGS faculty), the Faculty Senate, the Academic Staff Senate, the University Staff Senate, and the Student Association under RPD 20-24 (II)(C) on May 3, 2024. **The proposal is attached as Attachment C.** The UWM faculty designated the University Committee (UC), which is the executive committee of the Faculty Senate, as the faculty review committee under RPD 20-24(II)(D).
- As required, the UC distributed the proposal to CGS employees, CGS students, and UWM's employee and student governance bodies for a 30-day review and comment period. The UC created an online feedback form to accept comments on the proposal, and the proposal was also posted online so that any interested party could review it and comment.
- The UC received 36 separate comments from 35 individuals in response to the proposal's distribution and online posting. **The comments are attached as Attachment D.**
- The UC held eight open meetings between May 7 and June 17, at which it discussed the proposal and comments on the proposal.
- The UC issued a report in support of the program discontinuance proposal and distributed it to the Faculty Senate on July 24, 2024. **The UC report is attached as Attachment E.**
- Per RPD 20-24(II)(F), the chancellor consulted with the Faculty Senate and the University Committee about the program discontinuance proposal on August 7, 2024.
- As required by UWM Faculty Policies and Procedures § 5.65, the Faculty Senate voted on the UC's recommendation on August 7, 2024; the Senate rejected the UC's recommendation, by a vote of 24 to 11, with one abstention.
- As of the date of this letter, the Faculty Senate minutes have not been approved by the Faculty Senate, but UWM is providing the draft minutes to capture the Faculty Senate's discussion. **The Faculty Senate draft minutes are attached as Attachment F.**

### **Key Concerns Raised by the Faculty Senate and during the Proposal Process**

The program discontinuance proposal is to “close the University of Wisconsin-Milwaukee’s College of General Studies (CGS) and its three academic departments” based on analysis of two considerations specified in RPD 20-24(II)(D):

1. Student and market demand and projected enrollment in the subject matter taught in the program.
2. Current and predicted comparative cost analysis/effectiveness of the program.

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<sup>3</sup> When UWM issued the proposal on May 3, 2024, CGS had 45 tenured faculty, one of whom was in his terminal year following the failure to attain tenure. Of the 44 remaining faculty, nine accepted retirement incentives and retired in May or will retire later this month. Five faculty have resigned. UWM estimates that 32 faculty will receive layoff notices if this proposal is approved.

70 nonfaculty CGS employees have already received nonrenewal or layoff notices depending upon their job category. UWM will transfer the Bridge program to the College of Letters & Science, and 13 academic staff who work in that program have been retained and did not receive nonrenewal notices. Letters & Science may still hire or retain additional CGS staff for the program, depending upon programmatic needs.

The proposal provides substantial analysis to support closure based on these two considerations. Nonetheless, five primary objections to the proposal were raised during the process. UWM addresses these main concerns below.

**1. The College of General Studies is not a “program” under RPD 20-24 and, thus, cannot be closed through this process.**

UWM is proposing to close the college itself, along with its three academic departments. These academic units were created formally by UWM in 2018 specifically to provide the academic home for the former two-year colleges at Waukesha and Washington County. UWM followed the approval process in its Academic Approval Matrix policy to recognize them formally.

Nonetheless, CGS faculty have argued that the college is not a “program” as defined under RPD 20-24, which provides as follows:

For the purposes of this policy, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the UW institution. Programs cannot be defined ad hoc, at any size, but should be recognized academic units. Programs shall not be defined to single out individual faculty members for layoff. For the UW System’s cooperative extension and continuing education functions, the term “program” also shall include the substantial equivalent of an academic department that may or may not provide credit-bearing credentials.

In arguing that the college is not a program, the comments have focused on one portion of the definition, “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines” to the exclusion of the full definition, which includes whether the institution has officially recognized the academic unit, which UWM and UWs have both for the academic departments and the college. Even focusing solely on that language, however, colleges exist for the purpose of offering “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of disciplines” and meet the definition of a program under RPD 20-24.

Per RPD 20-24, a program closure involving faculty layoff must follow RPD 20-24. UWM’s Academic Approval Matrix, which explicitly addresses college and department eliminations, provides that it applies only to “academic program and administrative actions” in “situations that would not result in faculty layoff or termination,” making RPD 20-24 the operative policy for both the college and department closures.

Finally, in looking at the definition of “program” as a whole, it is intended to prevent layoffs targeted at specific individuals based on arbitrary program designations. There has been no argument that UWM is singling out these faculty or that the college and departments were not already recognized as academic units.

**2. UWM did not sufficiently consider all feasible alternatives to faculty layoff, such as absorbing the CGS faculty into main campus academic departments.**

RPD 20-24 indicates that “faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered.” Sadly, many of the former UW Colleges campuses are in extraordinary circumstances, and many efforts were expended to drive enrollments and save costs long before Waukesha and Washington County were assigned to

UWM. As discussed in the proposal, the campuses had already seen significant enrollment declines prior to 2018, and in addition, the UW Colleges had conducted numerous enrollment initiatives, cuts and administrative realignments to turn around the campuses' financial situations. The 2018 mergers were themselves an effort to find better financial footing for the campuses by concretely aligning their futures with transfer to receiving institutions.

After the merger, UWM made significant efforts to shore up CGS's enrollments. The Office of Undergraduate Admissions, along with University Marketing & Communications and CGS faculty and staff, invested in multiple options for improving marketing and recruitment for the two campuses. As has been true at the other two-year campuses, they were unable to stop the overall slide in enrollments.

The main campus also collaborated with Waukesha County Technical College (WCTC) and in several bachelor's completion programs as part of efforts to make the Waukesha campus a thriving destination and keep more students on site. The programs in Nursing and Psychology, along with the proposed program in Business, were efforts to tap into fields identified by students and area business leaders as potential areas for growth. Those enrollments, however, were modest.

In addition, before deciding to propose program closure, UWM considered other options, such as incorporating CGS faculty into main campus departments, which was the Faculty Senate's primary suggestion. Unfortunately, this option was not feasible:

- UWM's main campus has also faced enrollment declines that have led to significant financial challenges. UWM's financial composite index, used by the Higher Learning Commission and the U.S. Department of Education, is a good indicator of the impact of these challenges. The index ranges from 0 to 10, and UWM currently sits at 2.47.
- The College of Letters & Science, where most CGS faculty would land, has seen a 41% enrollment drop over the last 10 years and has a structural deficit it is actively working to close, largely through staff attrition. Since 2014, tenure track/tenured faculty numbers in L&S have declined from 366 to 276, and they have further reduced staffing by 35 FTE in that time. To drive progress on budget targets, any staffing additions to L&S must, by necessity, be very focused and strategic.

At the Faculty Senate meeting, some faculty further argued that UWM was required to assess the faculty on an individual basis to conclude that there were no feasible alternatives to program closure. Such an individual faculty assessment, however, is not a feasible alternative to a full program closure. In addition to the above discussion of the infeasibility of absorbing the faculty into other units due to lack of need based on enrollments and longstanding budgetary constraints, the proposal is that the full programs should be discontinued due to insufficient market demand and the related severe cost ineffectiveness, with the result that faculty in the program will be laid off. Individual faculty have not been selected for layoff based on their professional obsolescence or another individual factor. The argument for an individualized assessment under these circumstances is an argument for alternative employment under Wis. Stat sec. 36.22(12) or reappointment under 36.22(13), which apply after layoff.

**3. CGS's budgetary issues are not sufficiently severe to necessitate CGS's closure.**

Several members of the campus community argued that that instead of closing CGS we should instead think creatively about how best to reduce the CGS overreliance on subsidies. These suggestions fall into three groupings:

- **Raise tuition.** Raising tuition in an environment with heightened competition and devastating enrollment losses is unlikely to be a workable strategy.
- **Cut the CGS budget.** Reducing the CGS budget such that the per-student instructional cost aligned with that of main campus departments would mean removing approximately 50% of its funding, which would have to be made up with non-faculty staff reductions, essentially eliminating the CGS ability to provide essential services.
- **Find funds elsewhere.** Any alternative reallocation of funds would rely on making substantial cuts to main campus offerings; we do not have funds available to make additional investment in CGS.

UWM is not proposing program closure based on CGS's overall budgetary situation. Rather, with the dramatically decreased enrollments, the program is not cost-effective, and the outsized GPR subsidization of CGS can no longer be justified based on current enrollments relative to other institutional budgetary demands.

**4. UWM's preservation of the First Year Bridge and Flex AAS programs suggests that CGS faculty should be retained to work in the programs.**

The First-Year Bridge program serves UWM students who apply to the bachelor's program whose academic record indicates they could benefit from additional academic support. The goal of the Bridge program is for students to progress to a bachelor's program upon conclusion of the Bridge program. The Bridge program has a long history at UWM that predates the 2018 merger with the two-year campuses.

During the pandemic, a campus task force made the decision to move the Bridge from a summer-only program to a full-year program; staffing and administration were provided by CGS, in part because CGS had the capacity to take on the expansion. Faculty are not assigned to the Bridge program as their tenure home. A number of faculty have taught in the program because they had capacity to do so due to declining enrollments in their home departments.

CGS faculty argued at the Faculty Senate meeting that CGS is responsible for developing Bridge into a thriving program. While the Bridge program has grown its enrollments each of the last two years, in part through the adoption of lower GPA standards for admission to the Bridge in 2024-25, Bridge is staffed primarily by members of the academic staff who are being retained. Transferring faculty on a full-time basis to Bridge would mean layoffs of the academic staff who built and administer the program.

The Flex AAS program is also being retained by the main campus. The Flex program is unique in that it does offer the AAS degree but is not a full-time teaching or tenure home for any instructional staff. Apart from the program director, staff are paid to perform assessments as an overload to their full-time duties. It is also not staffed, for the most part, by UWM employees. It is simply administered at UWM due to UWM's long-term commitment to collaborating with UW's on flexible options. The online AAS program, as a point of comparison, was completely staffed by CGS and is being discontinued.

**5. UWM did not adequately address faculty layoff rights.**

An additional criticism that appeared in comments to the University Committee and public comments, such as AAUP statements on the proposed closure, is that UWM did not refer to faculty layoff rights, including reappointment, in the proposal. While UWM understands the strong CGS faculty interest in their layoff rights and prospects for future employment at UWM, the proposal's purpose is to set forth the basis for the proposed program discontinuance.

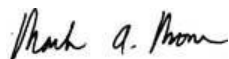
Faculty employment rights exist in state statute and are not changed or altered by not being addressed in the proposal. In addition to the statutory rights in Wis. Stat. § 36.22, UWM Faculty Policies and Procedures § 5.73 reaffirm those rights in UWM policy, and UWM has adopted UWM Selected Academic and Administrative Policy 7-17, Interim Policy on Reappointment for Faculty on Layoff, to establish the administrative process UWM will use to ensure that faculty reappointment rights are observed. The policy will be adopted on a permanent basis this fall, pursuant to UWM's policy making process. UWM understands its obligations to any faculty receiving layoff notices and will fulfill those obligations.

**Conclusion**

Based on the proposal and the above, UWM has provided a compelling rationale for closing CGS and its three academic departments. While regrettable, there are harsh realities facing higher education institutions nationally and in Wisconsin. The interest in two-year liberal arts associate degrees has declined so sharply that the continued operation of CGS and its academic departments is not supported by market demand, actual and projected enrollments, or cost effectiveness. Accordingly, UWM requests that you and the Board of Regents approve the proposal.

Please do not hesitate to contact me if I can provide additional information in support of the proposal.

Sincerely,



Mark A. Mone, Ph.D.  
Chancellor

c: Johannes Britz, UWMs Interim Senior Vice President for Academic & Student Affairs  
Andrew Daire, Provost and Vice Chancellor for Academic Affairs  
Kathy Dolan, UWM University Committee Chair

# Program Discontinuance Proposal for the UWM College of General Studies

## Introduction

This document is submitted pursuant to Regent Policy Document 20-24: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination. It provides a proposal to close the University of Wisconsin-Milwaukee's College of General Studies (CGS) and its three academic departments. That closure includes the layoff of the college's faculty. This proposal is initiated by UWM Chancellor Mark Mone and provides "appropriate information and analysis regarding the educational considerations, including programmatic and financial considerations, supporting the proposed program discontinuance," as required by RPD 20-24.<sup>1</sup>

The College of General Studies is proposed for closure due to a sustained, significant enrollment decline, with projections suggesting the decline will continue. The result of that decline has been substantial challenges to the cost effectiveness of the college's programs, which cost more to offer and administer than bachelor's degree programs on the main campus but are supported with significantly lower tuition rates. As a result, the college and its departments have needed to be disproportionately subsidized with state appropriations. Given past and projected enrollment declines and financial costs, UWM can no longer justify this level of subsidy relative to other uses for such funds.

The college and its departments were created to provide an organizational structure for the two-year campuses at Waukesha and Washington County when they merged with UWM in 2018. With the closure of the Washington County campus at the end of the 2023-24 fiscal year and the closure of the Waukesha campus at the end of the 2024-25 academic year, it is no longer necessary to maintain the college or most of its additional operations, which were designed to support and enhance instruction at the two campuses. Where it is beneficial or feasible to continue some of those operations, UWM will do so by transferring their administration to the main campus. Maintaining CGS and/or the three academic departments is not necessary for the purpose of those ancillary operations.

Board of Regents approval of the program discontinuance proposal is not required to non-renew academic staff or lay off university staff. Nonetheless, we include information about CGS's non-associate degree instructional operations that will be affected by the CGS closure in Appendix A so that the full impact of CGS's closure is clear. Instructional academic staff, non-instructional academic staff, limited appointees and university staff will receive nonrenewal

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<sup>1</sup> UWM has already received the question whether a college is a "program" that can be closed. Both UWs and UWM policy define the process to create and/or close a college, which UWM would follow if faculty layoff were not involved—see [Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting | UW Policies and SAAP 1-1. Academic Approval Matrix.pdf \(uwm.edu\)](#). Because faculty layoff is involved, UWM must follow the process under RPD 20-24, but there is no question that a college, as a recognized academic unit, is a program.



and/or layoff notices shortly. No staff are being terminated from their current or 2024-25 appointments based on the proposed program discontinuance, and staff will separate from UWM only after the appropriate notice periods and the applicable processes for each employee category are complete.

## Analysis

The closure of the College of General Studies and its three academic departments is based on these two considerations from RPD 20-24 Section D:

1. Student and market demand and projected enrollment in the subject matter taught in the program.
2. Current and predicted comparative cost analysis/effectiveness of the program.

### 1. Student and market demand and projected enrollment in the subject matter taught in the program.

National, regional and SE Wisconsin demographic and cultural trends, among other factors, have led to significant enrollment declines for the two-year institutions of the former UW Colleges. Unfortunately, those trends seem likely to continue or even accelerate, leaving little optimism for increased demand for the AAS program at UWM at Waukesha, which has become unsustainable at current levels.

#### **National Trends**

Nationally, enrollments at two-year institutions have decreased significantly since 2010; overall, two-years saw a decrease from 7.7 million students in 2010 to 4.7 million in 2021, a decline of 39%. By comparison, four-year institutions saw a 3.8% increase in undergraduates (from 10.4 million to 10.8 million students).<sup>2</sup> Not accounting for geography, projections indicate that numbers at both types of institutions will stabilize over the next eight years, with two-year institutions staying in the range of 5.2-5.3 million overall enrollments.

That overall stability, however, will play out unevenly. By 2029, parts of the southern and western U.S. will see significant gains in their college-going populations (with Texas and mountain states seeing gains of up to 7.5%) while the northeastern U.S. and the Rust Belt states will see significant declines.<sup>3</sup> The analysis of Nathan Grawe (economist at Carleton College and author of “Demographics and the Demand for Higher Education”) suggests that in some cases the declines may be more than 15%. His analysis suggests that national universities on the West Coast will continue to thrive despite national demographic changes, but that regional four-year institutions and community colleges will be hit hard, particularly in places like Wisconsin.<sup>4</sup>

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<sup>2</sup> National Center for Education Statistics. (2023). Undergraduate Enrollment. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved April 21, 2024, from <https://nces.ed.gov/programs/coe/indicator/cha>.

<sup>3</sup> *Looming Enrollment Cliff Poses Serious Threat to Colleges* | BestColleges. (n.d.). Retrieved April 29, 2024, from <https://www.bestcolleges.com/news/analysis/looming-enrollment-cliff-poses-serious-threat-to-colleges/>

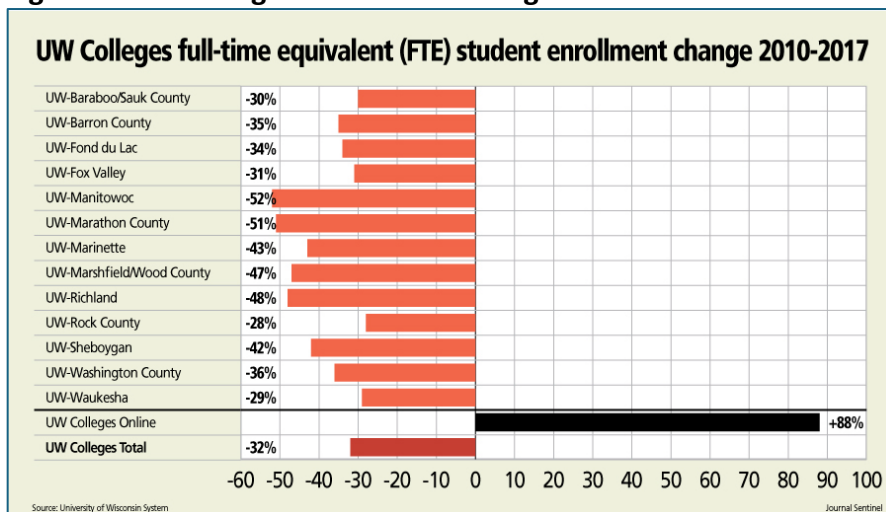
<sup>4</sup> Carey, K. (2022, November 14). *The incredible shrinking future of college*. Vox. <https://www.vox.com/the-highlight/23428166/college-enrollment-population-education-crash>

The demographic shifts are accompanied by changes in student behavior. There is a smaller number of students graduating from high school, and a smaller percentage of those students are attending two-year colleges. In 2010, 12.9% of 18- to 24-year-olds enrolled in two-year colleges. As of 2022, the percentage was down to 8.5%.<sup>5</sup> UWM’s main campus has also seen enrollment declines, and there may be additional challenges ahead for the main campus, as we are also seeing that more students who attend four-year institutions matriculate at flagships rather than regional institutions.<sup>6</sup>

### Two-Year Degrees in Wisconsin

In 2017, then-System President Ray Cross paired the two-year campuses with four-year institutions. As shown in Figure 1, enrollments at the two-year campuses had already declined significantly from their high point in 2010, and efforts to save costs by reducing administration and implementing shared services had not been sufficient to address the financial challenges. Cross’ work to group the two-years with four-year campuses was meant to “keep them afloat,” allowing “the UW System to maintain a higher education presence in...Wisconsin counties where the number of college-age students has dropped precipitously....” At the time, the two best-performing two-year campuses, UW-Rock County and UW-Waukesha, had lost 28% and 29% of their enrollments, respectively, since 2010.<sup>7</sup> Cross argued that the alignments would help save costs; he told the Journal Sentinel that “[j]ob savings will be in consolidation, streamlining and regionalization of shared services to support the academic enterprise.”

**Figure 1. UW Colleges Enrollment Changes 2010-2017.<sup>8</sup>**



<sup>5</sup> *Digest of Education Statistics*, (n.d.). *Percentage of 18- to 24-year-olds enrolled in college, by level of institution and sex and race/ethnicity of student: 1970 through 2022*. National Center for Education Statistics. Retrieved April 21, 2024, from [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_302.60.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_302.60.asp)

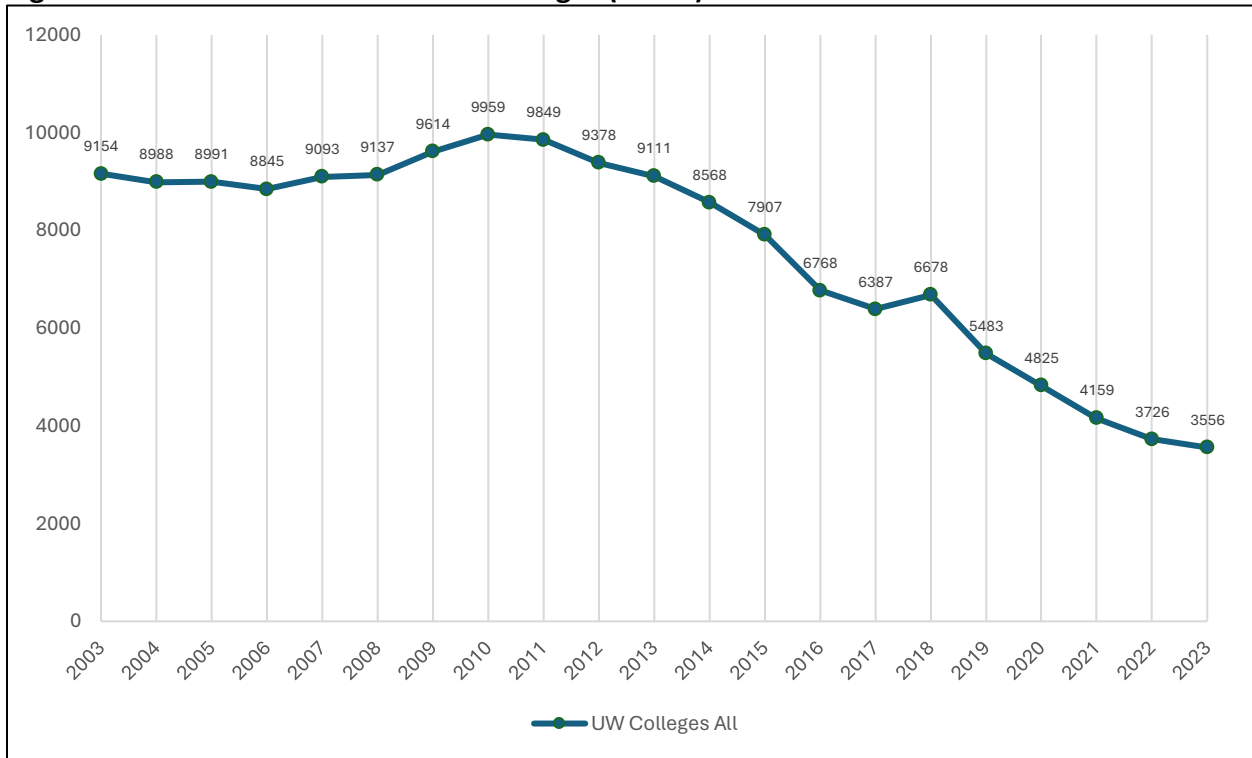
<sup>6</sup> *Flagships Across the Country Are Prospering While Regionals Withier*. (2023, February 13). *The Chronicle of Higher Education*. <https://www.chronicle.com/article/flagships-prosper-while-regionals-suffer>

<sup>7</sup> The Universities of Wisconsin’s Office of Policy Analysis & Research reports that UW-Rock County lost 26% of their enrollments from Fall 2010-Fall 2017 and that UW-Waukesha lost 28%. We can’t be sure why the Journal Sentinel’s numbers here do not align with OPAR’s.

<sup>8</sup> *Proposed merger would keep two-year colleges afloat in UW System*. (n.d.). Retrieved April 21, 2024, from <https://www.jsonline.com/story/news/education/2017/10/11/details-announced-proposed-merger-uw-system-two-and-four-year-campuses/753921001/>

There was significant variety in how the four-year and two-year institutions merged, but mergers have not stemmed the overall loss of enrollments. For example, although UW-Green Bay tightly integrated their four-year and two-year locations and fully aligned their curriculum, they recently announced the cessation of in-person classes at UW-Green Bay at Marinette. Overall, the 13 two-year campuses have plummeted in enrollments since 2010 (Figure 2), falling from a high of 9,959 in 2010 to 3,556 in 2023, a decrease of 64.3%.

**Figure 2. Overall Enrollments at UW Colleges (in FTE)<sup>9</sup>**



**AAS Demand in Waukesha and Washington County<sup>10</sup>**

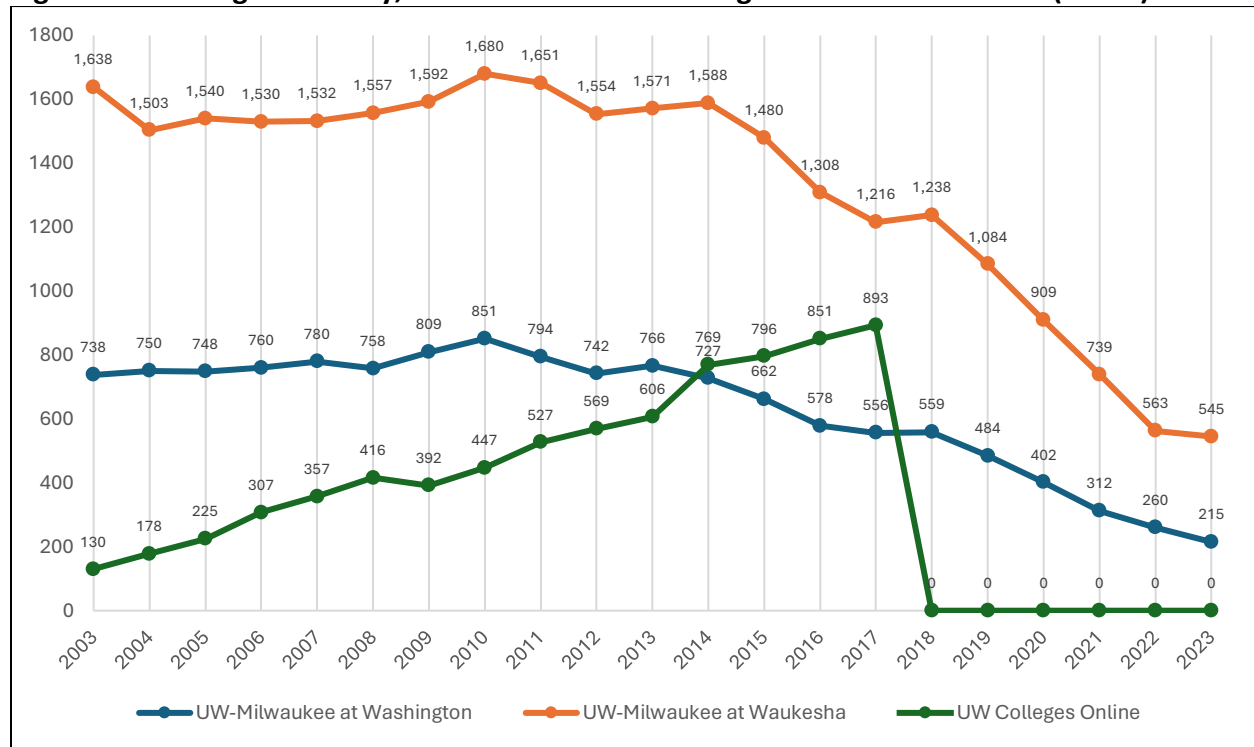
The same dynamic played out at the Waukesha and Washington County campuses (Figure 3). Unfortunately, the integration into UWM has not stemmed the tide of overall enrollment loss at those two-year campuses, with Washington County and Waukesha continuing to lose an additional 57.7% of their overall enrollments since 2018.<sup>11</sup>

<sup>9</sup> *UWSA TnR Print Version*. (n.d.). Tableau Software. Retrieved April 21, 2024, from <https://public.tableau.com/shared/XN95D9JYD?:showVizHome=no>

<sup>10</sup> When examining trends in relation to the AAS degree offered by former UW Colleges institutions, it’s important to look at liberal arts associate degrees rather than “AAS” degrees more generally. The University of Wisconsin Colleges were unusual in offering an Associate of Arts and Sciences (AAS) degree, which is closer in coursework and outcomes to an Associate of Arts (AA) or Associate of Science (AS) degree than it is to an Associate of Applied Science (AAS) degree. The Associate of Applied Science is a two-year associate-level degree with a focus on a particular applied science or technical skill.

<sup>11</sup> *UWSA TnR Print Version*. (n.d.). Tableau Software. Retrieved April 30, 2024, from <https://public.tableau.com/shared/XN95D9JYD?:showVizHome=no>

**Figure 3. Washington County, Waukesha and UW Colleges Online Enrollments (in FTE)<sup>12</sup>**

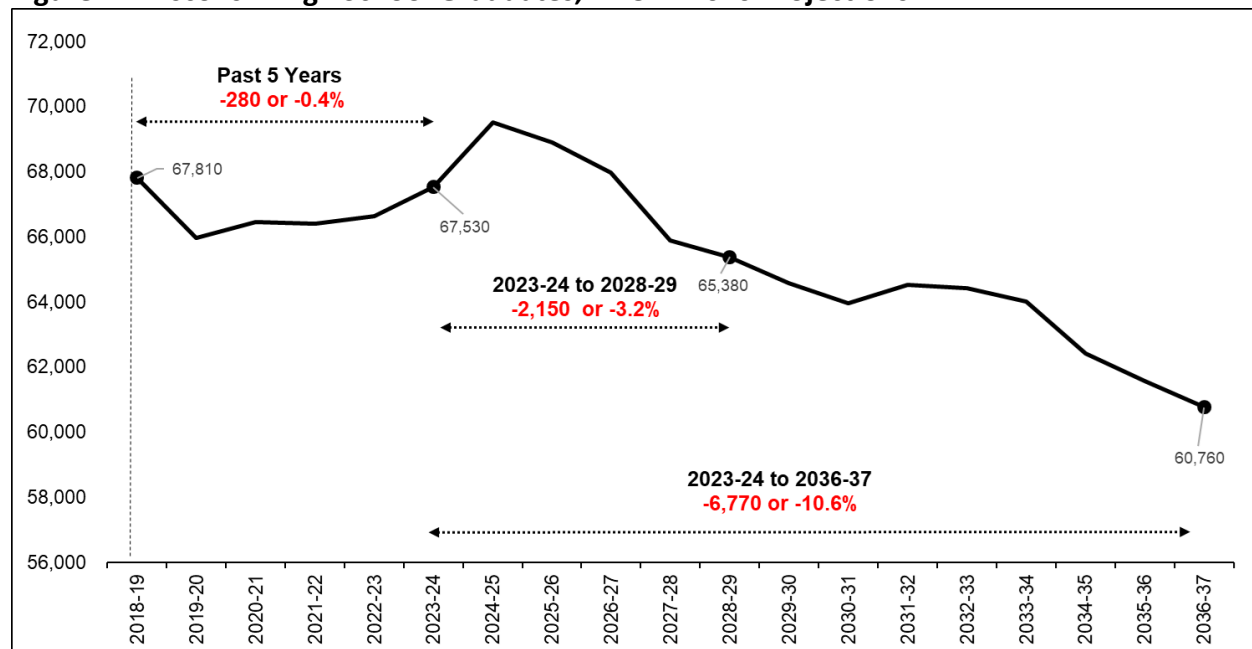


There is little reason to be optimistic about future enrollments as the State of Wisconsin faces a significant downturn in the number of high-school graduates (Figure 4), compounding all the challenges already faced by UWM with an additional drop in the pool of potential students. Further, Waukesha County and Washington County are themselves showing downward linear trends in the projected numbers of high-school graduates; by 2026, Washington County is projected to have dropped to 1,590 annual graduates from 1,776 in 2012. Waukesha County is projected to have dropped from 5,519 to 5,142 over the same period.<sup>13</sup>

<sup>12</sup> *UWSA TnR Print Version*. (n.d.). Tableau Software. Retrieved April 21, 2024, from <https://public.tableau.com/shared/XN95D9JYD?:showVizHome=no>

<sup>13</sup> Projections from UW-Madison Applied Population Laboratory in 2017 and reported in OPAR’s “Wisconsin High School Graduate Projections” report for Waukesha County and [Washington County](#)

**Figure 4. Wisconsin High School Graduates, WICHE 2020 Projections<sup>14</sup>**



Another factor impacting current and future enrollment at UWM’s two-year campuses is the recent authorization that allows institutions of the Wisconsin Technical College System (WTCS) to offer liberal arts-focused AA and AS degrees. Previously, only five WTCS institutions were authorized to do so, and now all 16 WTCS institutions have that authority. Waukesha County Technical College, just a few miles away from UWM at Waukesha, began offering AA and AS degrees in the same market in Spring 2024. Further, the technical colleges are much better funded on a per-student basis than Universities of Wisconsin institutions,<sup>15</sup> with significantly larger budgets for facilities and marketing. In a head-to-head competition for students between the two-year UW campuses and the technical colleges, UW campuses will face a significant uphill challenge.

The two-year campuses of the former UW Colleges also face additional competition from the UW four-year campuses. In recent years, as the four-year campuses have competed for the shrinking number of high school graduates in Wisconsin, the collective admission rate for Wisconsin residents across the comprehensive institutions has risen from 84.8% in 2013 to 93.8% in 2023.<sup>16</sup> The market for students who were unable to be directly admitted into the four-year campus of their choice thus shrunk substantially. These changes in admission rates among the four-years align with enrollment (FTE) declines on the two-year campuses, with

<sup>14</sup> Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*, [knocking.wiche.edu](https://knocking.wiche.edu). <https://knocking.wiche.edu/dashboards-profiles/>

<sup>15</sup> Kremer, R. (2023, April 20). *Report: Public funding for state universities ranks 43rd in nation*. WPR. <https://www.wpr.org/education/report-public-funding-state-universities-ranks-43rd-nation>

<sup>16</sup> Data source: *Fall 2003/2013/2023 Admission/Enrollment Comparison*, Office of Policy Analysis at Research, Universities of Wisconsin. Supplemental calculations for admission rates added by UWM Business and Financial Services.

Waukesha losing 65.3% (1,571 to 545) of its overall enrollments and Washington County 72% (from 766 to 215) between 2013 and 2023.<sup>17</sup>

Unfortunately, application numbers for Fall 2024 suggest that the downward trend in enrollments will continue (Figure 5, which was captured prior to the March 11<sup>th</sup> announcement of the Waukesha closure). The Waukesha numbers are not the worst in the System, suggesting a deeper problem relating to student interest in the two-year campuses.

**Figure 5. February Application and Admits, Two-Year Campuses (Report from March 5, 2024)**<sup>18</sup>

		New Freshmen by Institution - 2-Year Campuses													UW 2-Year
		MIL		EAU	GBY			OSH		PLT		STP		WTW	
		WAK	WSH**	BRN	MAN	MNT	SHB	FDL**	FOX	BRB	RLN*	MSF	WAU	RCK	
Applications	<b>All applications</b>														
	Fall 2022	184	85	151	60	42	122	157	239	105	60	106	132	152	1,595
	Fall 2023	183	81	134	63	28	124	98	185	96	N/A	93	142	176	1,403
	Fall 2024	160	N/A	114	43	18	88	N/A	185	67	N/A	58	91	187	1,011
	% Change from 2023	-13%	N/A	-15%	-32%	-36%	-29%	N/A	0%	-30%	N/A	-38%	-36%	6%	-28%
	<b>Completed Applications</b>														
	Fall 2022	136	59	123	44	29	107	131	207	88	44	91	105	112	1,276
	Fall 2023	157	58	115	52	14	102	76	160	77	N/A	66	117	134	1,128
	Fall 2024	131	N/A	94	25	16	75	N/A	141	54	N/A	45	70	155	806
	% Change from 2023	-17%	N/A	-18%	-52%	14%	-26%	N/A	-12%	-30%	N/A	-32%	-40%	16%	-29%
<b>Completion Rate</b>															
Fall 2022	74%	69%	81%	73%	69%	88%	83%	87%	84%	73%	86%	80%	74%	80%	
Fall 2023	86%	72%	86%	83%	50%	82%	78%	86%	80%	N/A	71%	82%	76%	80%	
Fall 2024	82%	N/A	82%	58%	89%	85%	N/A	76%	81%	78%	77%	83%	80%	80%	
Admissions	<b>Admissions</b>														
	Fall 2022	136	59	123	44	29	107	131	207	88	44	91	105	112	1,276
	Fall 2023	157	58	115	52	14	102	75	160	77	N/A	66	117	134	1,127
	Fall 2024	131	N/A	94	25	16	75	N/A	140	54	N/A	45	70	155	805
	% Change from 2023	-17%	N/A	-18%	-52%	14%	-26%	N/A	-13%	-30%	N/A	-32%	-40%	16%	-29%

\*UW-Platteville Richland closed prior to Summer/Fall 2023

\*\*UW-Milwaukee Washington County and UW-Oshkosh Fond du Lac Campus are to end in-person instruction prior to Summer/Fall 2024.

The county executives of Washington and Waukesha counties have each independently taken note of the sliding enrollment levels and inquired if the branch campus space in their respective counties could be used differently. After discussion, both leaders have expressed support for consolidating the higher educational offerings for their resident students in the local technical colleges.

In conclusion, the decrease in the demand for the AAS in Waukesha and Waukesha County is not the result of any one factor. The impact of the enrollment loss, however, has been severe, and every indicator, including national and regional trends and increased competition, suggests that enrollments at UWM at Waukesha are unlikely to recover. Continuing to offer the AAS degree in this context is no longer necessary, justified, or sustainable.

## 2. The current and predicted comparative cost analysis/effectiveness of the program.

The overall loss of enrollments at the UWM at Waukesha campus has had a profound effect on the financial outcomes and outlook of the College of General Studies. The rate of enrollment declines is unsustainable without ongoing support that UWM cannot afford when considering

<sup>17</sup> UWSA TnR Print Version. (n.d.). Tableau Software. Retrieved April 30, 2024, from <https://public.tableau.com/shared/XN95D9JYD?:showVizHome=no>

<sup>18</sup> Data source: Fall 2024 February Application/Admission Report, Office of Policy Analysis and Research, Universities of Wisconsin.

other challenges and campus needs. While CGS Q3/Spring forecast anticipates a balanced operating budget for CGS in FY24, CGS financials are overwhelmingly dependent on significant per-student GPR allocations and the growth of the main campus' First-Year Bridge program.<sup>19</sup> The following tables provide context on the College of General Studies' financial structure and reveal a significant, disproportionate dependence on state appropriations due to declining enrollments.<sup>20</sup> As shown in Figure 6, the College of General Studies budget is supported by a 48% subsidy from state appropriations, while, in comparison, budgets on the main campus average a 27% subsidy.<sup>21</sup> As enrollments continue to decline at Waukesha, the subsidies would need to move even higher, requiring disinvestment from main campus units.

**Figure 6. College of General Studies: State Appropriations as a share of overall revenue<sup>22 23</sup>**

Revenue Sources	College of General Studies		Milwaukee Campus	
	Budget \$	% Share	Budget \$	% Share
Subsidy (State Appropriations)	\$6,964,104	48%	\$139,420,394	27%
Tuition	\$4,836,425	34%	\$186,291,302	36%
Other Tuition & Continuing Education	\$1,095,700	8%	\$8,441,658	2%
Misc Revenue & Transfers	\$793,501	6%	\$32,829,592	6%
Segregated Fees	\$332,100	2%	\$28,213,799	6%
Contracts & Grants	\$242,637	2%	\$45,839,493	9%
Private Gifts & Trust Funds	\$54,950	0%	\$21,454,302	4%
Auxiliary Services	\$35,320	0%	\$42,593,000	8%
Indirect Cost Return	\$15,400	0%	\$7,686,588	1%
<b>Total</b>	<b>14,370,137</b>	<b>100%</b>	<b>512,770,128</b>	<b>100%</b>

Put another way, the College of General Studies cannot now cover its basic expenses from the revenue it generates. Per Figure 6 above, the College of General Studies will generate \$7,406,033 in FY24. Per Figure 7, this represents 52.3% of its overall expenses, significantly less than needed to cover even salaries and fringe benefits. If subsidized at main campus rates (27%, or \$3,879,936) the College would fall approximately \$2.5 million short of meeting its expenses (Figure 7).

<sup>19</sup> Unrestricted Funds excluding Auxiliary.

<sup>20</sup> While the College of General Studies has submitted its divisional operating budget, as of this report, the most recent financial data is the FY2024 Operating Budget since UW-Milwaukee has not submitted a final operating budget and Universities of Wisconsin has not released a final operating budget (with Board approval).

<sup>21</sup> (Redbook) All Funds, Excluding Federal Financial Aid and State Funded Academic Bldg Debt Service

<sup>22</sup> (Redbook) All Funds, Excluding Federal Financial Aid and State Funded Academic Bldg Debt Service

<sup>23</sup> An earlier version of the RPD document incorrectly listed the % share for following categories at the Milwaukee campus: Segregated Fees, Contracts & Grants, and Auxiliary Services, and Indirect Cost Return. These percentages were then updated on 5-13-24.

**Figure 7. College of General Studies: Expenses**

<b>Expense Category</b>	<b>FY24B \$</b>	<b>% share</b>
Salaries	6,386,543	45%
Fringe Benefits	3,056,568	22%
Supplies & Expenses	1,396,488	10%
Financial Aid	43,806	0%
Utilities	551,563	4%
CGS - Facilities WAK	678,695	5%
CGS - Facilities WAS	294,753	2%
CGS - Libraries	491,596	3%
Campus Contribution (20%)	1,267,000	9%
<b>Total</b>	<b>14,167,012</b>	<b>100%</b>

Salaries and fringes make up most of the College’s expenses, with faculty salaries making up 50% of overall salary expenses; faculty salaries and fringe benefits are the single greatest expense in the CGS budget (Figure 8).

**Figure 8. College of General Studies: Expenses – Employee Salary Highlight**

<b>Expenses</b>	<b>FY24B \$</b>	<b>% Share</b>
Faculty Salary	3,195,936	50.0%
Academic Staff	2,795,750	43.8%
University Staff	134,430	2.1%
LTE	124,500	1.9%
Student	135,927	2.1%
<b>Subtotal, Salaries</b>	<b>6,386,543</b>	<b>100.0%</b>

Overall, because the enrollment declines at the Waukesha campus have not been accompanied by proportional reductions in staff or other cost savings, on a per-FTE basis, the cost of operation per student FTE has risen significantly in relation to costs in UWM’s non-CGS schools and colleges, which offer bachelor’s, master’s and doctoral programs and host research faculty.

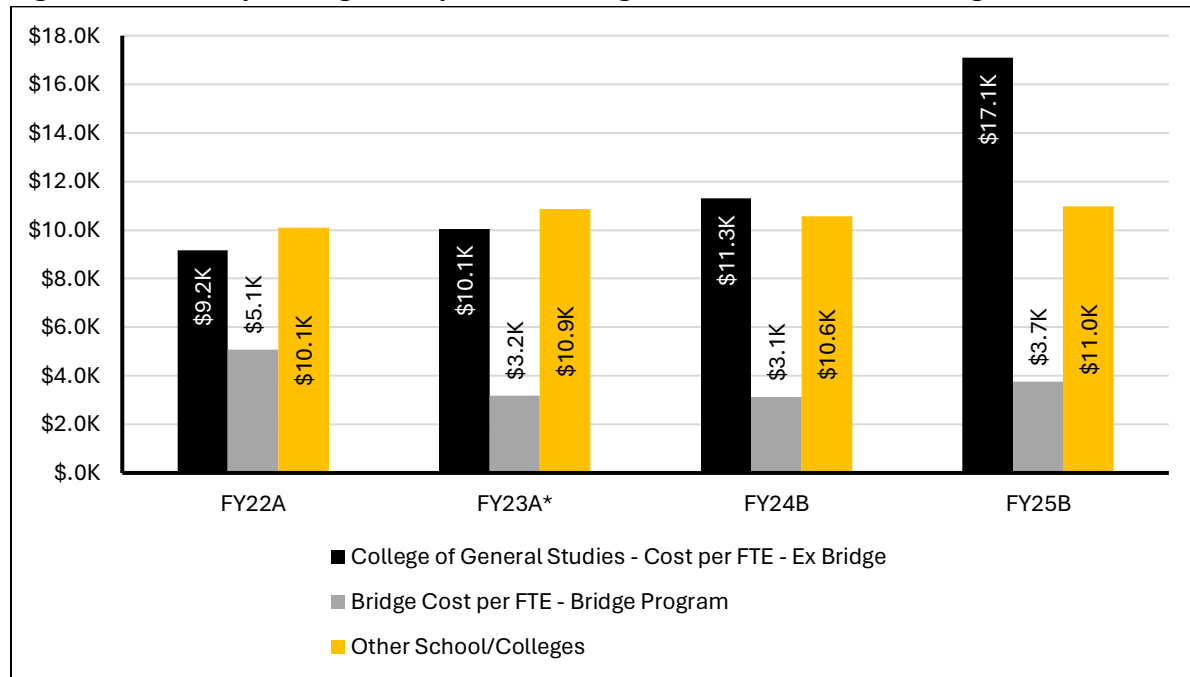
The growth in per-student cost has been mitigated by the growth in the First-Year Bridge (FYB or Bridge) program. The Bridge program (including the pre-engineering bridge) has been growing substantially since its inaugural fall in 2020, with an expected enrollment of 450 total students (headcount) in fall 2024. The Bridge program, started on the main campus during the pandemic, was designed to provide support to incoming students who had applied to bachelor’s programs on the main campus but were not eligible for direct admission.

The Bridge program is structured to run in a very cost-effective manner that intentionally aligns staffing with cohort sizes, which has allowed the program to maintain tuition at 50% of main campus rates, giving students in the program a less-expensive option for their first year at UWM. While there are some administrative support costs that are not directly assigned to the



Bridge Program in Figure 9, the per-FTE cost of Bridge is quite low. The same cannot be said for the cost per FTE of the College General Studies. In FY22 and FY23, the per-FTE calculations for the College of General Studies were close to the per-FTE calculations for other UWM colleges, which is problematic as the College of General Studies charges a lower tuition rate than other UWM colleges. Moreover, using a project Bridge enrollment of between 400 and 450 FTE for FY25, we see that in FY25 the per-FTE expenses in the College of General Studies will now significantly exceed those in other schools.<sup>24</sup>

**Figure 9. Direct Operating Costs per FTE, College of General Studies, Bridge, Others<sup>25</sup>**



**Conclusion: Current and predicted comparative cost analysis/effectiveness**

Overall, without disproportionate levels of GPR support from the main campus, non-Bridge Program offerings in CGS are unsustainable at current and future levels of enrollment, with current levels of staffing and associated fixed costs. UWM’s main campus, with its own budgetary and enrollment challenges, cannot afford to continue this level of support without

<sup>24</sup> Notes on Figure 9:

- More administrative costs could be allocated to the Bridge program from Waukesha (e.g. Dean’s Office). However, even accounting for those adjustments would not substantially change the scale of difference. For example, a shift of \$200K in costs from Waukesha to the Bridge Program would result in the cost per FTE only declining from \$17.1K to \$16.6K per FTE.
- Bridge enrollments increased substantially in FY23, leading to a substantial drop in per-FTE cost. Further, FY23 instructional costs were not reconciled at year end; the \$3.2K figure includes a 30% inflationary estimate to account for the fact that program instructional costs were not reconciled at year-end.
- The significant per-FTE growth for FY25 represents the loss of enrollments at the Washington County campus and the lack of proportional decreases in costs.

<sup>25</sup> Source: Office of Institutional Research FTE Enrollments (including remedial) and Unrestricted Fund Expenses, excluding Auxiliary Funds (Business and Financial Services). FY25 Budget assumes 423 FTE at Waukesha and 304 FTE enrolled in the bridge program in Fall 2024 per budget development planning.

significant expense reductions in other programs, including those with significant current and future markets as well as the need to support other critical costs, such as student support and research infrastructure.

## Conclusion

This proposal to discontinue the College of General Studies relies on analysis of two key factors, and that analysis reveals that the closure is an unfortunate but logical and necessary outcome of the assessment of both current and project enrollments and finances.

Enrollments at Waukesha and Washington County have dropped catastrophically since 2013, with losses of 65.3% (1,571 to 545) in Waukesha and 72% (from 766 to 215) in Washington County. National, state and regional trends and demographics strongly suggest there is little reason to hope for a bounce back in enrollments. At the same time, the UW's two-year campuses face new competitors for AA and AS students in Wisconsin's well-funded technical colleges.

The drastic decline in enrollments, which were not coupled with proportionate decreases in expenses or staffing, have led to a College of General Studies that is able to balance its budget only by relying very heavily, and disproportionately, on state appropriations and on the cost effectiveness and tuition revenue of the main campus Bridge program. If one extracts the Bridge, the per-FTE cost of educating a student at the Waukesha campus increases by more than \$7,000 (63%).

Notably, county executives in both Washington and Waukesha counties have independently recognized that considering the above factors, it will be most sustainable to consolidate public higher education offerings for their residents and have expressed that they hope consolidation will occur within the local technical colleges. While the resulting layoff and nonrenewal of CGS faculty and staff based on closing CGS are regrettable from a personal and human standpoint, it simply does not make financial sense to keep the college open, based on the declining enrollment, the desire by the counties to consolidate public higher education providers in their counties and the disproportionate costs in continuing to operate the college as compared to other UWM colleges.

Issued May 3, 2024

## Appendix A

Other activities that will be impacted by CGS's closure are as follows:

- **Continuing Education:** Whether Continuing Education's activities can be integrated with the UWM School of Continuing Education is still being examined.
- **Field Station:** The Field Station will move under the UWM College of Letters & Science. The caretaker will be retained, and L&S will recruit a year-round manager for the Waukesha and UWM field stations.
- **First-Year Bridge:** The First-Year Bridge program will be continued within the UWM College of Letters & Science. UWM will retain many instructional academic staff and program staff. While the First-Year Bridge program, in a technical sense, enrolls students in an AAS for their first year, it is a main campus offering to students who have applied for admission to bachelor's programs but are not currently admissible based on UWM's admissions standards. Its goal is to improve those students' academic performance such that they can be admitted to bachelor's programs after the one-year bridge program.
- **Flex AAS:** The Flex AAS will be continued. The program director role is currently being assessed. The academic assessors will continue to be managed on an overload or lump-sum basis, as these positions are based on a student cohort model that does not equate to FTE. While the Flex AAS is an AAS program, it attracts a different population of students (mostly adult students with significant career experience) and it supports our bachelor's-level Flex program by offering general education courses.
- **Online AAS:** This program will be discontinued. The online AAS program only opened in fall 2023 and thus has few students enrolled. Maintaining an online AAS program is not warranted based on enrollment.
- **Trio/SSS Program:** The Waukesha program will be discontinued as its grant ends in August 2025; we will not seek a grant renewal for Waukesha.
- **WCTC Collaborative (support for WCTC AA and AS degrees):** This program will be discontinued in favor of UWM's growing relationship with WCTC and the proposed university center at WCTC.

Chris Yogerst

[cyogerst@uwm.edu](mailto:cyogerst@uwm.edu)

CFS Faculty/Academic Staff

In my inbox this morning I read a celebration of UWM as a top global university, still retaining R1 status. Part of that, the email wrote, is due to the achievements of alumni, a group of which I am a part of. I have written several books at university presses, have a Hollywood TV show in pre-production, have won teaching and research awards, was granted tenure at a UW institution, and write regular columns for the national press. Does that not meet the standard for alumni success? Instead, as a tenured faculty member who could be a great ally on campus, who could mentor grad students as well as teach introductory undergrad courses, I am told to expect a layoff notice over the summer.

I am appalled at the treatment of 'merged' faculty, staff, and students from 2019 to today. UWM has built a wall to keep us out and never truly integrated anything (our students still have to apply to go to the main campus...aren't they already at UWM?). Every attempt at integration and equity has been met with hostility and even condescension. As faculty, I am disappointed but as an alum, I am heartbroken.

UWM celebrates its access mission, so why does it seek so diligently to do away with the TENURED faculty who care most about access? My only question to administration is this, are you truly educators or are you cogs in a politically charged consolidation enterprise? I hope your better angels will prevail during this trying time.

5/14/2024 2:49:13

Cynthia Roberts

[robertcl@uwm.edu](mailto:robertcl@uwm.edu)

CGS Faculty/Academic Staff

I am writing from the First Year Bridge program. I want to first extend thanks for the planned continuation of the Bridge program. I am writing today to relay concerns about the dwindling instructor pool for our Bridge courses next academic year. As CGS instructors depart UWM, both as a consequence of the planned closure and other reasons, we find ourselves in the position, this early on, where we are contending with Bridge courses being cancelled due to departing instructors and no available replacements. We have access to GER's from L&S, we are told, and for this we are grateful. However, the L&S sections are large and thus depart from the Bridge promise of low instructor-student ratio and personalized assistance and ready availability of professional staff. Is there a plan in place to address the lack of CGS instructor availability in a way that preserves the Bridge experience for our students?

Thank you for the opportunity to bring this issue to light.

Sincerely,

Cynthia Roberts

5/13/2024 09:09

Katharine Beutner

[beutner@uwm.edu](mailto:beutner@uwm.edu)

Main Campus Faculty/Academic Staff

As a new faculty member at UWM (main campus), I'm still learning about the context of this decision and the history of the UWM branch campuses, but I'm distressed by the information relayed in the UWM AAUP chapter's statement on this proposal to close CGS. Laying off tenured faculty members in a mass firing is not a precedent UWM should set, particularly when it appears to be driven by a comparatively minimal cost overrun. I'm also concerned about the students who might have taken their first two years of BA/BS study at the UWM branch campuses and will no longer be as directly served by our institution. The abrupt decision-making process for closure of the Washington County campus was also unsettling, and the assistance being offered to affected faculty seems fairly minimal.

I left my previous institution, a small liberal arts college in Ohio, for several reasons--chief among them my uncertainty about that college's financial viability over the next 10-15 years. I certainly recognize the profound financial challenges caused across academia by declining enrollments and other pressures. But to embrace austerity by firing tenured faculty raises questions of academic freedom and the meaning of tenure that the administration's communications about this closure have not seemed to acknowledge.

I have so enjoyed my first year of teaching at UWM, and I intend to stay here. That said, this proposal does not make me feel sanguine about the administration's ability to act innovatively--and to prioritize shared governance--for the protection of our educational mission, our faculty, and our students. I hope the solicitation of comments will prompt a reconsideration of this mass firing, or, at the least, result in stronger administrative support for the colleagues (faculty and staff) who are losing their jobs.

Thank you for taking comments on this important issue.

5/12/2024 11:40

Karen Vanalken  
[vanalken@uwm.edu](mailto:vanalken@uwm.edu)

CGS Faculty/Academic Staff

I am writing today to express concerns regarding the First-Year Bridge Program.

Currently, the Bridge Program, which relies on CGS instructors, is facing challenges due to the closure of the branch campuses. Many instructors are leaving their positions. With the Fall courses already scheduled with these instructors, and ongoing enrollment of students in classes, the situation is becoming increasingly urgent. Additionally, we are preparing for the New Student Orientations in Summer, we anticipate enrolling around 500 Bridge Freshmen.

It's important to note that the new student orientations are quite intensive, aiming to enroll students in groups of 40 with only 2 staff members. When an instructor departs, students are required to select another course. Unfortunately, this often entails a complete schedule redo. Also, students tend to be less attentive to their emails during the Summer, often not realizing these changes until the first week of class. This issue recurs every Summer and Winter with one or two classes affected, but the upcoming Summer may see a higher impact due to the number of Bridge instructors seeking other employment following the campus closures.

From my perspective, the ramifications of closing the campuses were not thoroughly considered. Despite ongoing admissions to the Bridge program, we are facing a shortage of instructors. While UWM has offered CGS students the option to take classes at the Main Campus at the CGS rate, this undermines the primary objectives of the Bridge Program, which include providing smaller class sizes to facilitate student success in their first year and enhance retention rates.

I am deeply concerned about the well-being of students enrolled in the Bridge Program for the upcoming school year. They will not receive the comprehensive Bridge experience they were promised, potentially impacting retention rates negatively. Therefore, I urge you to reconsider proceeding with the waitlisted students, as we lack the necessary room and resources to accommodate them.

Furthermore, I implore you to engage directly with individuals involved in the daily operations of the Bridge Program, such as advisors. While leadership may be located at branch campuses, advisors are intimately familiar with the program's day-to-day functioning and are best equipped to provide insights and solutions. It is disheartening that no effort has been made thus far to consult with us or offer assistance, despite the challenging circumstances we face daily.

I hope that you will prioritize the well-being of students over financial considerations. While the Bridge Program may generate revenue, ensuring a fulfilling educational experience for students should remain paramount. Failure to address these issues will inevitably result in students not receiving the promised Bridge experience and may adversely affect retention rates.

I look forward to your response.

Warmly,  
Karen Vanalken

FYB Academic Advisor 5/10/2024 11:16

Heather Walder



Hello, I am a concerned faculty member (Assistant Teaching Professor) at UW La Crosse. I am deeply concerned about the educational considerations of closing the General Studies Program and the associated layoffs of faculty who teach in that program. A strong UW System should allow students to complete general studies courses near their hometowns if they choose to, making credits easily transferable to a 4 year program if they desire.

The tenured faculty members who teach in the General Studies program should be allowed to continue at UW-Milwaukee's main campus, contributing to teaching, research, and service within the department of their field of specialization.

5/8/2024 09:20

Jeffrey Sommers

[sommerjw@uwm.edu](mailto:sommerjw@uwm.edu)

CGS Faculty/Academic Staff

I am increasingly concerned about UWM's implementation of tenure faculty terminations. I can't see it as anything other than ending real tenure. I think you work tirelessly and effectively on UWM's behalf. And I just plain like you personally. But on this termination/tenure issue I take strong opposition to the policy.

I have written my thoughts up on the matter below and thought I would present them to you before giving them a more general airing (if I decide to do so at all). I am cc'ing Johannes and Bill as our friends and interlocutors of sorts, just to share with them my thoughts on this matter.

Keep well!

Jeff

I lack the requisite expertise to address the specific educational, financial, and programmatic implications of the General Studies Discontinuance Proposal. Termination of tenured faculty, however, demands a response.

Implications for terminating tenured faculty:

- 1) Terminations of tenured faculty will demoralize UWM faculty, thus impacting performance on grounds of research, rankings, recruitment, and teaching:
  - a. Faculty recruitment: diminished future applicant pools resulting from failure to re-assign faculty from terminated programs
  - b. Student recruitment:
    - i. Undergraduate: student applicants diminishing in proportion to flagging faculty morale
    - ii. Doctoral: dropping quality and numbers of applicants willing to pursue training for academic posts absent real tenure if the UWS/UWM termination policy continues and spreads
  - c. Rankings reduced as research declines
  - d. External funding reduced as rankings decline
  - e. Esprit de corps diluted with downstream impacts on quality of teaching
- 2) Free Speech, Self-Censorship, and Intimidation:
  - a. Intimidation, self-censorship, and free speech. Regardless of how well intentioned our UWM administration is, composition of their personnel will change. Elimination of tenure protections will stifle expression due to potential future abuses from this



termination policy. In short, the current policy on termination of faculty renders “tenure” (to be direct) fake.

Significant reputational damage to UWM has already occurred from the loss of over 200 tenured faculty positions the past decade. This degree of reduction is not commensurate with the relatively modest drop in student numbers. There has been a rebalancing of student interest in areas of study away from certain disciplines. But we should not assume this represents a permanent shift. Given time frames to rebuild departments, care should be given to shrinking them beyond the point where they can be expected to be rebooted. That said, the faculty losses reflect budget realities and have been done without impacting tenure.

Other “headwinds”: present projections show fewer future high school graduates in Wisconsin. Yet the “mean” (averages) conceal as much as they reveal. No doubt an inflation of challenges the past decade has plagued us. And now routine college closings (chiefly being in the upper-Midwest and Northeast) mostly target private rural and small-town campuses whose enrollments once were in the four figures and presently have dropped to the threes--akin to the disappearance of the community general stores in mid 20th century small-town America. Yet, as small colleges shutter, larger urban school student loss will partially be offset by migration of students from smaller towns and colleges to more attractive urban areas and their universities (e.g., UWM). And the offset in UWM’s favor will be in proportion to its retention of program quality and faculty morale.

The dramatic reduction in faculty numbers at UWM has been driven chiefly by our State Legislature, which it should be remembered has been consistently shown by studies to be, along with North Carolina, among the top 2 most skewed Assemblies in the United States. This renders them illegitimate as representing the public interest or will. Regardless, it is understood that UWM’s administration remains beholden to budgets set by the Legislature. Yet the decision to terminate faculty, however, is a choice made by UWM’s administration. Absent enrollment growth, UWM could continue 1) using faculty attrition (e.g., through retirements or faculty departures) and 2) as unpleasant as it would be, salary freezes until budget situations correct through elections delivering Legislative political rebalancing as the State Courts address gerrymandering.

In short, recent moves to terminate faculty before exhausting all other measures, ends really-existing tenure and with it the foundations of free expression and future abuses of power contributing to elimination of programs and departments with faculty deemed troublesome. This destruction of real tenure can be reversed through the above described measures, albeit ones that are problematic, but which nonetheless do not end real tenure.

In short, the current policy of faculty termination ends real tenure. Firing tenured faculty will generate demoralization and accelerate UWM’s current trend line decline.

5/7/2024 12:30

[REDACTED]  
CGS Student

The closure of the Waukesha campus is truly devastating. [REDACTED]

[REDACTED] I can say it is truly the BEST decision I have ever made. I was hesitant to the idea at first, but now see that it gave me the education and support I needed to be successful, and I truly don't think I would have received that same support at main campus. The smaller class sizes allow for more personal relationships with teachers, closer friendships (especially in [REDACTED], you are gonna need people to lean on), and overall feeling that everyone in their power is doing everything they can to better support you. I would not have made it through the program without the people that I met while at this campus. My peers turned into lifetime friendships. My teachers became colleagues. I felt more comfortable asking questions without fear of ridicule or embarrassment. I was able to communicate my needs. I felt heard and important as a student. I didn't feel like just a number. I felt like every person genuinely cared about my education. I truly do not believe I would have had that in a class size of 80, like Main campus. It is important to truly understand our experience at this campus, as the closure of UWM Waukesha hurts future nurses. I understand there is politics and business involved in a college, but looking at it from a strictly professional viewpoint causes you to lose the value and importance of smaller classes like this. I am truly heartbroken that this campus is closing. It was the best part of my college experience. I am deeply saddened that future nurses will not get to experience the joy, comfort, love, and support I received here.

5/6/2024 12:00



CGS Student

While I understand the financial situation of the UW system and the need to create efficiencies, I believe more effort should be made to make the Waukesha Campus viable. This is a resource that attracts students and provides a solid educational experience. The classes should all be in person as recent research shows this is the environment most conducive to learning

The nursing program will see an increasing demand for graduates given the ongoing shortage of employees. General studies are a cost-effective way to bring education to students.

I oppose closing of this campus and believe we should develop creative ideas to keep it open.

5/6/2024 08:44

Kelley Hinton

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CGS Faculty/Academic Staff AAS

It seems disingenuous to portray CGS as simply an AAS degree granting "program" when so many of our students are here to complete undergraduate courses before moving on to a four year campus (without the intention of specifically seeking the AAS degree). I would imagine most, if not all, employees here do not consider the AAS degree as our mission or even a high priority outcome, as we know that isn't the end goal of most of our students.

#### 4 Year Programs

It also seems like an oversight not to mention our nursing program and other 4-year degree programs, which never had the chance to fully develop, offering students the option to stay close to home, start here and finish here.

#### Financial Aspects

This document also does not address why UWM did not raise tuition here to address gaps, do more to market and promote CGS, etc. or allow time for all of the work in progress by the various committees to continue and offer potential means to stabilize and hopefully increase enrollment. It is confusing, too, that WCTC will be able to offer a high quality option for students transferring to UWM at a similar cost, but UWM could not find a way to do this.

5/6/2024 08:05

Shannon Freire

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Main Campus Faculty/Academic Staff

As a member of the UWM AAUP Executive Committee, I would like to share the following statement we issued on May 6, 2024.

### Statement on the UWM Administration's Proposal to Close the College of General Studies

On Friday, May 3, UWM's administration submitted a proposal to close the College of General Studies (CGS) and lay off all of its employees. This program discontinuance proposal is the formal vehicle for firing CGS's tenured faculty members in conformity with regent policy, following previous announcements that the campus facilities at Washington County and Waukesha would be shut down. If carried out, it will be the first mass firing of faculty in the history of the University of Wisconsin System, a signal event in American higher education.

CGS was created in 2018 as an administrative unit to house the programs and employees at the Washington County and Waukesha campuses, which were transferred to UWM in the forced breakup of the UW Colleges. That initial decision to keep the satellite campus programs and faculty administratively walled off from their main campus counterparts—an arrangement not pursued at any other receiving campus—is what has made them available as a target for elimination under regent policy today.

The administration cites steep declines in enrollment and a proportionally large expenditure of state appropriations as reasons to view the continued operation of CGS as untenable. The enrollment declines are undeniable and are mirrored at every former UW Colleges location. Apart from the national trends the administration cites, they are the result of disastrous decisions, under conditions of needless austerity, to regionalize administration and advising within the UW Colleges going back a decade. As for state appropriations, the administration reports that these make up 48% of CGS's budget, as opposed to 27% on average for the main campus units. Were CGS funded at that 27% level, it would need an additional \$2.5 million per year to operate.

To summarize: UWM's administration is proposing to take the alarming and unprecedented step of laying off over 40 tenured faculty members, along with many more academic and university staff, over a sum of \$2.5 million, or four-tenths of one percent of the university's annual operating budget.

The AAUP's Recommended Institutional Regulations on Academic Freedom and Tenure contemplate the possibility of faculty being terminated as a result of a program closure "based essentially upon educational considerations." The UWM administration cites a mix of educational and financial considerations. On the educational side, the administration focuses on CGS's associate's degree programs, ignoring the fact that those programs are largely unrelated to CGS's traditional role serving bachelor's degree students in their first two years. On the financial side, the rationale for this dramatic, last-resort mass firing event

is a minimal cost overrun and a per-FTE expenditure figure calculated by pulling out CGS's cost-effective First-Year Bridge Program. An administration that took seriously its obligations under the norms of American higher education would find another way to realize the targeted savings while retaining affected faculty and staff.

Finally, the administration's proposal is notably silent on the CGS faculty's statutory reappointment rights in Wis. Stat. s. 36.22(13). The implications for tenure and academic freedom at UWM are dire, and they demand the attention of the main campus faculty and the broader academic community. The financial bar for program closure has been set extremely low. The next program closure will involve fewer employees and thus be easier to undertake. And it will occur on the main campus.

5/5/2024 20:57

Rachel buff

[rbuff@uwm.edu](mailto:rbuff@uwm.edu)

Main Campus Faculty/Academic Staff

It's outrageous to me that UWM merged with these two campuses seven years ago and now plans to dissolve them, leaving our CGS colleagues, who have long received less pay for more work, out of jobs. These colleagues deserve to have their positions continued and the communities of Waukesha and Washington county to have educational access.

5/5/2024 16:56

Mike Dixon

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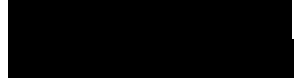
Main Campus Faculty/Academic Staff

Overall, I am enormously supportive of the proposal. The most compelling data in the report reflects declining consumer demand for 2 year degrees. Closing CGS and the campuses it operates in is a necessity to meet the evolving demands of students in our state.

The only feedback I would offer that is out of line with what's presented is that I think there should be a consideration to place the First-Year Bridge program, particularly the advising responsibility, within Pathway Advising the same as main campus undecided students. I'd argue that unit is better positioned to meet needs of that population given its reporting structure through Enrollment Management and peer-ship with units like the Student Success Center, who should have a significant hand in supporting FYB students as early as possible, including supporting MPS FYB admits via the Smart Start program.

5/5/2024 14:39





CGS StudentIt is entirely unfortunate that the CGS program, and more importantly, the CGS campuses are being pushed to the wayside. They provide such a unique way for students to learn for a fraction of the price of other colleges and universities in Southeastern Wisconsin. Not everyone can afford to take out loans or pay for attending higher education so bluntly, and one of the biggest issues with discontinuing the CGS programs is that students who could only afford those programs are now forced to pay a minimum of \$9,000 for being a full-time student. That to me is incredibly saddening and ridiculous.

5/5/2024 13:13

Greg Ahrenhoerster

[ahrenhoe@uwm.edu](mailto:ahrenhoe@uwm.edu)

CGS Faculty/Academic Staff

1) In Regent Policy Document 20-24 (Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination), it states that “faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered.” It is not at all apparent that any alternatives to closing the CGS were considered. The various “Transformation Teams” that were working on how to integrate the CGS into UWM were not allowed to complete their work, so any recommendations they might have made were not considered. UWM should identify the “all feasible alternatives” they considered and why they were rejected.

2) UWM is claiming “program discontinuance” as the reason for these layoffs, yet UWM is not discontinuing the program that the CGS administers, namely the AAS degree. “Program” is clearly defined in RPD 20-24 as “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines,” and for the CGS, that program is the AAS. This is consistent with how UWM defines programs: <https://uwm.edu/academics/>. UWM intends to continue the AAS because it has been deemed as necessary both for the Flex program and the First-Year Bridge program to continue. Presumably, the AAS program will be given to a different college to administer, likely Letters and Sciences.

There is no reasonable way that this can be seen as “program discontinuance.” If this is established as an acceptable practice, then UWM (or other UW institution) could close any college or department, lay off the faculty, and give the academic program(s) they administer to a different college or department to administer. At that point, tenure is meaningless.

5/4/2024 10:37

Talitha Selby

[selbyt@uwm.edu](mailto:selbyt@uwm.edu)

CGS Faculty/Academic Staff

Will FLEX be housed under L&S? If so, does that begin in May 2025?

5/4/2024 04:51

[REDACTED]  
CGS Student

UWM Washington county and Waukesha County CGS locations have been my main places of studies since I started my college journey. They have been affordable and close to home, being extremely convenient for me, especially since I live in [REDACTED] and still work almost full time during my school semesters. It's really unfortunate and disheartening to hear that both of these locations are being severed from UWM. Personally, I am not necessarily affected because I am about to finish my associate degree and would be transferring to the main campus for my bachelors degree anyway, however my bachelor degree will [REDACTED]

[REDACTED]  
Either way, I am still upset for my fellow students who are not quite done yet. Looking back, I'd be very upset if this happened in the middle of my current associate degree.

I just don't understand the reasoning, I'm assuming it is a financial reason, which is even more disheartening.

I had to do a project in my [REDACTED] class, [REDACTED]  
[REDACTED] Days later, they announced  
Waukesha's closure.

[REDACTED]  
In my opinion, this was a terrible decision to make, and it can and will have extreme impacts to the lives of everyone affected by these closures. An amazing opportunity was provided to new students who lived farther out from Milwaukee and it was extremely appreciated, myself included, it's really unfortunate to see it go. I want people in my same situation to have the same opportunities that I had, and I'm not sure they will anymore.

5/4/2024 01:06



CGS Student

I feel like this is a pretty bad choice. This is due to multiple reasons. First it makes it harder for students further from the initial location to travel there, forcing them to travel further or get a dorm. If one still insists on getting the dorm, I question your commitment to education for it appears to be uncaring and greedy. The second reason why closing the campus down is a grievous mistake is that a lot of students rely on it being a cheaper alternative to the traditional 4 year but enjoy the ability to pursue a specific path that may not be available at WCTC. The third and final reason is that it is shown that these smaller classroom sizes actually benefit the students and staff. There are studies showing that students get equal attention from teachers that fit their situation. In a similar study we find that this helps students interact with each other and especially if their from a marginalized group. So frankly taking down these locations is rather dumb. Surely there is a smarter alternative to your "money" problem. Even though these schools have been running for years. Thank you for hearing me out.

5/3/2024 17:44

[REDACTED]  
CGS Student

I am very sad about all of these CGS closures. I am currently attending UWM Washington County Campus. I feel so comfortable and supported at this campus. To hear about the sudden closure was heartbreaking not only for me but the other students and staff who found out suddenly in an email. That was a very poor way to alert everyone especially the faculty members who would be losing their jobs. The students who now have to find another place to attend college are very upset. Not only will they have to make a new plan they have to pay way more than they planned for and even move to a new city in Wisconsin. I can guarantee that I am not the only one disappointed in this sudden announcement. The amount of students who will no longer pursue their college education is devastating. Those of us who needed this close and cheaper accommodating campus feel shut out. I

personally attended this campus because [REDACTED]

[REDACTED] I wanted that in person experience and didn't want to just do online classes.

Without this branch campus I wouldn't have been able to start my college education. I am sad that this will now be the case for so many others who needed this campus. I hope you thoroughly read my response and take this into consideration.

5/3/2024 17:33

[REDACTED]  
CGS Student

It saddens me that I cannot see through my [REDACTED] degree at the Waukesha campus. I understand the predicament, however the 4-year offers were announced relatively recent. Being that I am technically in poverty the opportunity for a four year degree was something I was jumping on.

Many of my professors have forever changed my life and hope they find quick employment elsewhere. [REDACTED]

[REDACTED]  
5/3/2024 15:22

[REDACTED]  
CGS Student

Although [REDACTED]

[REDACTED] I can confidently say that I believe my time is well spent here. I know the campus is closing, I just wanted to give my input on the opportunity that I was given here.

The Waukesha Campus provides me and many of my peers the opportunities for close relationships with professors and high levels of academic and personal consideration in many of our courses. The professors on this campus have my utmost respect for their dedication to helping their students and the extra time and effort they set aside for said assistance. I realize that while I still have next year at Waukesha, I will miss the intimate, student-centered environment the most.

I was very nervous on my way into my freshman year of college, however coming to UW-Waukesha provided me an amazing, gradual transition from High school academics to college expectations, along with an amazing level of financial attainability. I would say that I feel much more prepared after my first semester of classes to pursue more in the future. Overall, it is sad to see this opportunity disappear for future students, and I will most likely be headed to the main campus when my time here is done. I want to thank everyone who makes UW-Waukesha what it has been and still is.

5/3/2024 14:00





Studentnotneeded@uwm.edu

Main Campus Student

Without the UWM at Waukesha campus, I would not have been able to obtain my associates. Let alone my bachelor's after I transferred and graduate.

You are actively ostracizing staff and faculty that cared more about the students than anyone at the main campus.

While directly dismissing claims from both current and former students.

5/3/2024 13:45

Kristin Fekete  
[fekete@uwm.edu](mailto:fekete@uwm.edu)  
CGS Faculty/Academic Staff

1.) I am confused that the program proposed for discontinuance is the College of General Studies. CGS is an administrative unit managing multiple programs. You can restructure and change organizational layout without having a program discontinuance, which was the goal of the CGSTT Goal 2. Goal 2 was dissolving CGS and created a different organizational layout, so I'm not sure that the college of general studies even needs to go through this process as a program closure. If the goal is to cut salaries, that was being done with the closure of the campuses and the re-organization that CGSTT was working on.

2.) The Higher Learning Commission (HLC) defines an educational program as “any program principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education. Additionally, it encompasses any program that is administered by an educational agency or institution. In other words, an educational program is a structured set of activities designed to facilitate learning and skill development.” Therefore, the College of General Studies wouldn't be the program, but rather the unit offering programs such as the AAS degree which is (via FLEX, ONLINE, in-person, FYB, etc).

3.) The data provided in the analysis with enrollment at the 2-year campuses, seem to support the closure of the campuses and not necessarily CGS. In fact, with the decline in enrollment over the last 5 years at Washington County and Waukesha, the administrative unit of CGS still managed to be in the black. When looking at closing CGS, the financial position over the last 5 years should also be considered.

4.) It would be helpful to analyze all academic departments and their financial position as well as their cost per student FTE. Figure 9 in the proposal compares CGS (minus one of their more cost effective programs (FYB) and compares it to the combination of all other schools/colleges at UWM. In FY22 and FY23 when actuals were used, CGS was actually lower. That means there are most likely some schools/colleges that will be higher than CGS and some that should be lower. Should closure be based on this metric, I believe there would be a few other schools/colleges that should also be considered for discontinuance.

5.) Figure 6 points to CGS having a larger percentage makeup of GPR/State support. This has always been the case for the 2-year branch campuses. The 2-year campuses were designed to have low tuition rates, small classes, and support the access mission of the Universities of Wisconsin. Because of this, their funding model has always had a larger percentage of GPR than comprehensives and doctoral campuses that had much higher tuition rates, larger class sizes and other revenue streams. In fact doctoral campuses (Madison and Milwaukee) received even less percentage of GPR to total revenues than the other 13 comprehensive schools. This data is supporting the closure of all programs that

charge low tuition with small class sizes. It would support the closure of all the branch campuses (which is already happening for the two with UWM).

6.) In summary, I'm not sure that a program discontinuance is needed based on the analysis and data provided. The data support closure of the branch campuses more than the closure of the administrative unit that was managing it. The campuses are already closing. From HLC's definition of programs, it seems that what should be closed than is the AAS degree, which would include FLEX and FYB (in current model), which are being proposed to continue. If the proposal is approved to close an academic school/college based on the metrics in the proposal where only certain portions are closed and other programs go to a different administrative unit to manage, than I would believe there would be a few other schools/colleges at UWM that would soon follow, or should perhaps be discontinued at the same time.

6/2/2024 11:31:33 PM

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Simon Bronner

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CGS Faculty/Academic Staff

CGS was sustainable through revenue streams from Continuing Education that produced 17 dollars for every dollar of GPR (producing a spread of 1 million dollars in FY24) and Flex which generated a quarter of a million dollars toward operations. Other universities identify the number of students taking non-credit as well as credit courses, but the proposal focuses only on credit students. For the issue of declining markets for 2-year degrees, CGS was partnering with main campus units to offer baccalaureate programs, which showed promise, starting with nursing and the addition of psychology (fall 2023) and business (fall 2024), but those programs were not given a chance to grow. Discussions were underway to add Education, which our market surveys showed has potential for growth in the WOW region where there is a severe teacher shortage. A barrier was the financial model at main campus that disincentivized investment but that model is now being revised. CGS also noted the lack of marketing in the suburbs; as a result, UW Whitewater even more than WCTC has captured much of the undergraduate market that had previously gone to UWM. Waukesha County is now the biggest feeder to Whitewater. Faculty salaries do constitute the largest portion of the budget, but it had been significantly reduced from 2019 levels of over 60 to 43 in AY 24-25 and around 35 in AY 24-25.

6/2/2024 8:51:18 PM

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Anne Widmayer

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CGS Faculty/Academic Staff

BoR Policy 20-24 states: “Accordingly, faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered.”

It is clear that “all feasible alternatives” to faculty layoffs have NOT been “considered” prior to UWM’s proposal to discontinue the College of General Studies as a misleadingly labeled “program.” For if this step had in fact been taken as a precursor to the “extraordinary” proposition to layoff the tenured faculty of CGS, the proposal would have included a detailed analysis of all of UWM’s expenditures, giving justifications for why, for example, UWM is not trimming the millions they are spending for their share of the UW System’s contract with EAB Navigate, the student services software; or justifying a continuation of the current level of expenditures on non-academic programs; or explaining how UWM’s supplies and expenses budget for AY 2023, \$ 152,010,558, could not possibly be significantly reduced to obviate the supposed “need” to layoff tenured faculty who actively aid UWM in achieving the fifth point of UWM’s mission statement, “To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.” A high percentage of the students at CGS are first-generation and/or disadvantaged students, and students who start their college careers at CGS (or, in the past, at the former UW Colleges) have always outperformed students who start and continue at UW comprehensives, most notably concerning the graduation rate for students who complete a Bachelor degree within six years.

The revised budget for UW-Milwaukee for AY 2023 (found on p. 7 of the Meeting Book for the Board of Regents’ special meeting on August 22, 2023, the most recent comprehensive data available), lists UWM’s total expenditures on salaries and fringe benefits as \$ 371,911,565, whereas CGS’s total expenditures on salaries and fringes for AY 2024, as is reported in this proposal, would be \$ 9,443,111. Doing a little simple math—and acknowledging the fact that CGS’ AY 2024 salary/fringe expenditure number is higher than it would have been for AY 2023—the amount that UWM would supposedly “save” by laying off all tenured faculty and other employees at CGS comes to only 2.53% of UWM’s overall expenditures on salaries/fringes. If we consider that UWM’s entire expenditures, documented within the AY 2023 revised budget, were \$ 735,579,252, and we compare this to the “savings” UWM would recoup from laying off all CGS employees, we find the amount saved to be a miniscule 1.28% of UWM’s total expenditures. That tiny percentage saved cannot possibly justify the “need” to discontinue the “program” of the College of General Studies, especially since none of its actual programs are in fact being eliminated.

Looking at the financial considerations I have here laid out, it seems clear that the faculty and staff of CGS have been targeted for layoffs merely because of *where* they work, not because of *what type* of work they were doing. As I mentioned in my other comments about this often misleading and incomplete proposal, the same calculus involved in “justifying” the elimination of CGS could be even more easily employed to justify the elimination of any of UWM’s much larger and more costly departments, majors, minors, graduate programs, and/or colleges.

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The Program Discontinuance Proposal states that “the College of General Studies is proposed for closure due to a sustained, significant enrollment decline, with projections suggesting the decline will continue. The result of that decline has been substantial challenges to the cost effectiveness of the college’s programs, which cost more to offer and administer than bachelor’s degree programs on the main campus but are supported with significantly lower tuition rates. As a result, the college and its departments have needed to be disproportionately subsidized with state appropriations. Given past and projected enrollment declines and financial costs, UWM can no longer justify this level of subsidy relative to other uses for such funds.”

Enrollment and population projections

There are several misstatements, if not outright lies, that undergird this opening salvo. For example, the percentage of high school graduates is in fact projected to increase, as you can see in this table from the U.S. Department of Education’s Digest of Education Statistics: [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_219.10.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_219.10.asp)

Here are the US DoE’s most recent national projections for K-12 and higher education: [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_105.20.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_105.20.asp). Higher ed enrollments nationally are projected to increase, while two-year institutions’ enrollments will basically stay roughly the same. There will not, as is confidently asserted in the proposal, be a “continued” decline in two-year enrollments.

Looking at the data for Wisconsin on this table from the US DoE, [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_219.20.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_219.20.asp), you can see that Wisconsin’s public high school graduates have declined, but the total number bottomed out in 1990. Currently, the number of high school graduates in WI is staying relatively steady. Again, there is no “decline” that UWM or CGS need to fear. The so-called “enrollment cliff” happened decades ago, in 1990.

In addition, as I discovered from corresponding with Professor Neil Kraus of UW-River Forest, an expert in educational politics and policy, Wisconsin is growing, as is clear in this page from the most recent Census:

<https://www.census.gov/quickfacts/fact/table/WI,US/PST045219>. He stated that “many college students initially enroll some time after they graduate from high school anyway, so just looking at high school graduates is misleading. Total population numbers are more relevant in some ways.”

Furthermore, as stated by UWM’s Washington County Work Group final report, note two: “According to the National Center for Education Statistics, the number of associate degrees granted in all fields, both liberal arts and technical fields, increased from 943,500 in 2010-11 to 1,036,400 in 2020-21, as you can see here: <https://nces.ed.gov/programs/coe/indicator/cta>.” One might also consider the fact that two-year and community college enrollments within the neighboring states of Minnesota and Michigan are in fact growing strongly: this shows that two-year enrollment declines are tied to insufficient legislative monetary support for higher education in Wisconsin, rather than a freakishly higher birth rate and/or high school graduation rate in MN and MI versus WI!

#### Budgetary considerations

The so-called “evidence” for the relative costliness of CGS’ programs (the AAS degree, the FLEX AAS degree, the First Year Bridge program, pre-engineering, and the online AAS) does not take into account the fact that CGS was running a small profit of around \$500,000. In addition, CGS had NO structural deficit that it was carrying forward from year to year—unlike, say, the College of Letters and Science, which has one of the largest such structural deficits at UW-Milwaukee. In fact, our carry-over budget was, just a few years ago, nearly \$6 million dollars; that number dropped to around \$3 million dollars when CGS was given permission to use some of this money to upgrade the IT infrastructure at both the Washington County and Waukesha campuses.

CGS is far from being a UWM college that is in financial difficulties. It is instead one of the best-administered, leanest colleges that actually turned a profit, even with substantial roadblocks being put in the way of our students, faculty, and staff by UW-Milwaukee. Some of those roadblocks included paying for shared services that were not in fact available to the branch campuses; making course transfer as difficult as possible (even from CGS to the rest of UWM); not having dedicated recruiters within area high schools for several years; requiring all CGS students to enroll as Associate-Degree-seeking (whereas for many that is not in fact their goal; see “Misleading justifications,” below); and making the online application form for the branch campuses so labyrinthine that most students could not navigate it effectively to enroll in CGS.

It is amusing that Figure 6 on page 8 of the proposal, no doubt presented in order to justify the opening statement that CGS is “disproportionately subsidized with state appropriations,” shows that the percentage of CGS’ budget that is “state-subsidized” is 48% versus the rest of UWM at 27%. The fact that state contributions account for a larger piece of CGS’ pie is due to the fact that we have minimal revenue in many areas open to and flourishing within the rest of UWM, including SEG fees, contracts and grants, private gifts and trust funds, auxiliary services, and indirect cost return, all of which account for a whopping 24% of the Milwaukee campus’ revenue. We can do that simple math, too: the state appropriation per student is the same at CGS and the rest of UWM, but without these additional revenue streams, the percentage by which CGS is “subsidized” is higher than for the rest of UWM.

### Definition of a “program”

Despite the proposal’s sanguine assurance in footnote one that “there is no question that a college, as a recognized academic unit, is a program,” there is indeed ample evidence that UW-Milwaukee itself sees “colleges” as distinct from “programs,” as is clear when comparing these two web pages: <https://uwm.edu/schools-colleges/> and <https://uwm.edu/academics/>. Indeed, BoR 20-24 stipulates that a “program” is “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.” The second sentence of the policy’s definition states that “When feasible, the term [“program”] shall designate a department or similar administrative unit that offers majors and has been officially recognized by the UW institution.” CGS’ courses, despite having been labeled differently in UWM’s course catalog, using the additional “CGS” prefix (i.e., CGS ENG 102 versus ENG 102), transfer as the same UWM courses and are used by most CGS students to fulfill general education requirements for B.A. or B.S. degrees. Therefore, CGS does not have the ability to “[offer] majors,” nor would anyone within the UW System be so foolhardy as to suggest that the general education requirements are truly “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.”

The proposal for discontinuance of CGS as a “program” is also risible since it appears in the appendix that none of the programs (as most reasonable people would use this term) administered by CGS will in fact be discontinued. If they are merely to be moved around within UWM and especially L&S, then the Academic Approval Matrix is the policy and procedure that should govern these changes, not a proposal to discontinue CGS.

### Misleading justifications

Since the only reasons given to discontinue the incorrectly labeled “program” of the College of General Studies seem to be financial and budgetary, this entire proposal is a Trojan horse: a proposal to eliminate CGS due to an imaginary, future financial exigency. But if CGS were truly in such danger of closing due to “financial exigency,” then why was that not the line of reasoning used to eliminate this college and all of its employees, rather than “program discontinuance”? The answer must be that there is not in fact any evidence of “financial exigency.”

It is also misleading to state that CGS’ core “program” is the Associate of Arts and Sciences degree, when, according to UWM’s Washington County Work Group (WCWG) Final Recommendations, dated August 25, 2023, “Although the number of US students receiving associate degrees has grown by about 10 percent over the last decade, comparatively few students seek or earn an associate degree at UWM at Washington County. Only 17 percent of all students at UWM at Washington County complete an associate degree; however, about 40 percent transfer to a four-year institution to work toward a bachelor’s degree.” The same small percentage of Waukesha students stop at an Associate degree; most in fact continue on to a Bachelor degree. So the Associate degree is really a tiny part of CGS’

core mission: during the time of the UW Colleges, we were conceived of as transfer institutions that gave students the “best start” at a B.A. or B.S.

#### Terrible precedent set regarding tenure in the UW System

The flimsy and misleading reasoning used in this proposal to discontinue the so-called “program” of the College of General Studies, based as it is upon supposedly tanking numbers of high school graduates and declining higher education enrollments, could, with very few changes, be used to justify the discontinuance of literally any of UWM’s departments, majors, minors, graduate programs, or even colleges. UWM’s enrollment itself has suffered a 28.63% decline since 2009, when it had its highest number of students, 30,418, versus the number enrolled at UWM in 2023, 21,710. I hope this context illustrates how dangerous voting for this proposal is for all faculty at UWM, for nearly every single program has declined over this same period.

And if faculty tenure at UWM is so tenuous, what do you think will happen at other UW four-year institutions? Will Wisconsin ever again be able to hire the best and the brightest for tenure-track positions when “tenure” in fact means nothing?

#### Probable effect upon the communities surrounding Milwaukee

Anecdotally, I have heard students who were enrolled at Washington County say that education is now “only for the rich” since the closest public bachelor-degree-granting institution for students residing in either Washington or Waukesha county is UW-Milwaukee, at twice the tuition. Considering that there is a robust tuition reciprocity agreement between WI and MN, with many MN institutions offering WI students an annual tuition of just over \$5000, there really is little reason to suggest that when students must leave their communities to go to college that they will necessarily choose the option that is closest, especially if that option is double the cost. And if students leave the state to pursue higher education, I don’t think there’s much chance that they are going to come back. So UWM should expect that increasingly smaller numbers of students from the counties surrounding Milwaukee will enroll at UWM. CGS’ demise may perhaps be the beginning of the end for UW-Milwaukee, too.

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### Comments on Program Discontinuance Proposal for the UWM College of General Studies

#### Introduction

In a process initiated by Chancellor Mone, the University of Wisconsin-Milwaukee (UWM) proposes to close UWM’s College of General Studies (CGS) and lay off the college’s



tenured faculty using Regent Policy Document 20-24 (“Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination”). The comments below are submitted to the University Committee pursuant to Regent Policy 20-24 and UWM P&P Chapter 5.65.

Only once before has a UW Chancellor proposed a mass layoff of tenured faculty under Regent Policy 20-24: in 2018 at UW Stevens Point. In the end, the UW Stevens Point Chancellor reversed course, and no tenured faculty were laid off. If UWM maintains its course with this proposal, it will become the first UW institution to engage in a mass layoff of tenured faculty under Regent Policy 20-24. UWM’s action would be precedent-setting not only for UWM but for the entire UW System. Accordingly, it is vital that the University Committee and subsequently the Faculty Senate carefully consider not only the proposal itself but also its implications for the future of UWM and the UW System.

UWM’s Program Discontinuance Proposal for the UWM College of General Studies (the Proposal) should be rejected for three sets of reasons:

1. The Proposal violates policies and procedures.
  2. The Proposal’s analysis is flawed.
  3. The Proposal’s implications are unacceptable.
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1. The Proposal Violates Policies and Procedures

#### Feasible Alternatives

Regent Policy 20-24 (under “Policy Statement”) states that “faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered,” but it is not the case that all feasible alternatives have been considered. The Proposal contains no information at all about alternatives let alone the feasibility of alternatives. Furthermore, the March 11th announcement of the closure of Waukesha and CGS occurred while an ad hoc work group (the College of General Studies Transformation Team or CGSTT) was exploring the future CGS organizational structure. The two options the work group was charged with analyzing were: dissolving CGS such that CGS faculty and instructional academic staff would be moved into other UWM college(s)/unit(s) as appropriate; or, moving CGS in toto into a UWM college/unit. After March 11th, the work of that group ceased. The CGSTT did not complete its work or produce a report.

Upon the closure of the UW Colleges, with one exception (UW Rock County, where faculty voted not to fully integrate), every former UW Colleges campus fully integrated its faculty with its receiving campus, showing that there exists a feasible alternative.

#### The Definition of “Program”

The Proposal misinterprets the definition of a program as defined by Regent Policy 20-24 and defines programs too broadly. In footnote #1, the Proposal acknowledges the question regarding whether a college is a “program” that can be discontinued under Regent Policy 20-24, and it claims that “there is no question that a college, as a recognized unit, is a program.” Not only is there a question—the claim that a college is a program is mistaken. The Proposal commits a category error.

The Regent Policy 20-24 definition of “program” excludes colleges. It defines “program” narrowly as “a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.” A college is a broader category than a discipline or set of related disciplines. The second sentence of the policy’s definition states that “When feasible, the term [“program”] shall designate a department or similar administrative unit that offers majors and has been officially recognized by the UW institution.” A college is a broader category than a department or similar administrative unit that offers majors. Furthermore, Regent Policy 20-24 section II (“Faculty Layoffs for Reasons of Program Discontinuance”) contains at least three clear cases of the policy distinguishing between “program” and “college or school” including one case that clearly implies that a college or school is a unit that “contains” programs.

Regarding a college as a program is not only inconsistent with Regent Policy 20-24, but it is also inconsistent with ordinary language and ordinary use by UWM. UWM’s list of programs excludes colleges and schools: <https://uwm.edu/academics/>. UWM’s schools and colleges are listed separately: <https://uwm.edu/schools-colleges/>. As with all other UWM schools and colleges, the programs of CGS are listed separately from the college itself: <https://uwm.edu/generalstudies/academics/>).

Finally, note that UWM’s list of programs includes two programs administered by CGS, namely the Associate of Arts and Sciences degree program and the AAS Flexible Option. Neither program is being discontinued. Therefore, according to UWM’s list of programs, no CGS program is being discontinued. This discontinuance proposal in fact fails to identify any actual program for discontinuance.

#### Financial Emergency vs. Program Discontinuance

Wisconsin State Statute 36.22 distinguishes in multiple instances between “budget” decisions and “program changes” decisions. This is reflected in Regent Policy 20-24 in the distinction between sections I and II, namely “Faculty Layoff for Reasons of Financial Emergency” and “Faculty Layoff for Reasons of Program Discontinuance,” respectively. Regent Policy 20-24 section II regarding program discontinuance repeatedly emphasizes “educational considerations.” Section II.A. states that educational considerations “may include strategic institutional planning considerations such as long-term student and market demand and societal needs,” and Section II.C. states that educational considerations may include “programmatic and financial considerations.” Note the

implication in both cases: program discontinuance is first and foremost about educational considerations, although it may “include” other considerations.

Regent Policy 20-24 section II.D. lists seven considerations for program discontinuance. The Proposal’s analysis relies on only two of the seven: (1) student and market demand and projected enrollment; and (2) current and predicted comparative cost analysis/effectiveness. The two considerations used in the analysis are both financial/budgetary in nature, and of the seven those are the only two that are financial/budgetary in nature.

Thus, the Proposal turns “educational considerations” entirely into financial/budgetary considerations rather than regarding the latter as something included in the larger category of educational considerations. The Proposal circumvents the need to declare a financial emergency and renders the distinction between the two categories (i.e., “financial emergency” and “program discontinuance”) meaningless. Any interpretation or implementation of policy that renders as meaningless a substantive distinction contained in that policy is an untenable interpretation or implementation of that policy.

## 2. The Proposal’s Analysis is Flawed

### The Associate of Arts and Sciences Degree Program

The Proposal’s analysis rests on two considerations from Regent Policy 20-14 Section D. The first consideration is “Student and market demand and projected enrollment in the subject matter taught in the program.” This section focuses on the declining demand for the Associate of Arts and Sciences (AAS) degree program. The Proposal commits an egregious error in this section: declining demand for the AAS is offered as one of two considerations for the discontinuance of CGS, but the AAS is not being discontinued, and CGS is not identical to the AAS. The Proposal commits a category error again and its analysis is misleading.

The academic programs of CGS include: AAS, Flex AAS, First-Year Bridge, Pre-Engineering, Online AAS, and Continuing Education. Moreover, the AAS has never been the primary mission of CGS or its pre-UWM iterations; rather, the mission has been to serve bachelor degree students in their first two years. The UWM 2023 Washington County Work Group determined that only 17% of students at UWM at Washington County completed the Associate Degree (<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:c6262d3b-bfbb-3d76-b16a-ffe394cd4adb>).

### The First-Year Bridge Program

According to the Proposal, the First-Year Bridge program (FYB) will be continued. In the Proposal’s Appendix A, it states that “While the First-Year Bridge program, in a technical

sense, enrolls students in an AAS for their first year, it is a main campus offering...” For the purposes of following policies and procedures, technical senses matter. Moreover, “main campus offering” has no technical sense and is factually misleading. The First-Year Bridge program was built by and is administered by CGS. Hiring for FYB is run by CGS, and FYB staff are CGS employees. CGS department chairs list the FYB courses, CGS departments manage the curriculum, and CGS faculty teach FYB courses. The physical location of FYB courses is entirely irrelevant; FYB is, in both a technical and any meaningful sense, a CGS program. Contrary to the Proposal, UWM recognizes that FYB is a CGS program, as clearly indicated here: <https://uwm.edu/generalstudies/academics/first-year-bridge/>.

Additionally, the Proposal states, “Where it is beneficial or feasible to continue some of those operations [such as First-Year Bridge and Flex AAS], UWM will do so by transferring their administration to the main campus. Maintaining CGS and/or the three academic departments is not necessary for the purpose of those ancillary operations.” Notably, Regent Policy 20-24 does not require the institution to do only what is “necessary” but rather to consider “all feasible alternatives.” An alternative can be feasible without being necessary. Furthermore, the Proposal includes FYB as an “operation” or “ancillary operation” of CGS, and therefore it acknowledges that FYB is not at present a “main campus” operation, which contradicts its claim about FYB in the Proposal’s Appendix A.

## Cost Analysis

The second consideration of the Proposal’s analysis is “Current and predicted comparative cost analysis/effectiveness of the program.” In this section, the Proposal cherry-picks data, excludes relevant data, and offers a misleading financial analysis of CGS.

Despite the trends described in the analysis, CGS ended the previous fiscal year with a surplus and projected ending with a small (approximately \$100k) deficit this fiscal year, but only on a very conservative estimate. As of March 11th, when the proposed discontinuance was announced, it was possible CGS would finish the current fiscal year flat or with a surplus. CGS also has millions in reserve. The Proposal states that CGS “cannot now cover its basic expenses from the revenue it generates,” but the Proposal offers no comparison of CGS’s overall financial health to the overall financial health of other individual UWM colleges. The Proposal offers no justification for singling out CGS from other similarly situated colleges.

The Proposal uses the cost per student (or cost per FTE) metric. This metric is misleading, because: (i) the metric does not represent CGS’s overall financial health; and (ii) some colleges (or schools, departments, or programs) should expect a higher cost per student, such as colleges with an access mission (for which the university purposefully charges lower tuition rates and keeps class sizes smaller) or colleges with other high expenses such as sciences that maintain expensive labs. The Proposal misleadingly compares CGS’s cost per student to the rest of UWM’s cost per student as a whole (“Other Schools/Colleges”; see Figure 9) rather than comparing it with other individual colleges or schools or programs,

and it offers no justification for singling out CGS from other similarly situated colleges, schools, or programs on these grounds.

The Proposal's analysis also misleadingly "extracts" the costs of CGS from CGS's admittedly "very cost-effective" First-Year Bridge program, thus artificially making the cost-effectiveness of CGS appear worse than it is.

Furthermore, according to the May 6th AAUP letter, the potential cost savings of the proposed program discontinuance amounts to approximately \$2.5 million per year, or fourth-tenths of one percent of UWM's annual operating cost – an alarmingly low financial bar for program discontinuance.

Finally, at the time the proposed discontinuance was announced, CGS employed over 100 people, including 46 tenured faculty. Many, if not most or all, academic staff and university staff will be laid off by June 30th. Two faculty retired, eight signed the VSIP, and at least three have accepted other jobs – leaving at most 33 tenured faculty. The financial case for laying off the remaining tenured faculty is accordingly weakened and will continue to weaken as faculty voluntarily find alternative employment.

### 3. The Proposal's Implications are Unacceptable

UWM's proposed program discontinuance, with its flawed interpretations of never-before-used Regent Policy 20-24 and misleading analysis, and along with UWM's impending narrow interpretation of statutory reappointment rights, results in an unacceptable position regarding tenure. The proposal amounts to the following: the College of General Studies (CGS) is closed, and its tenured faculty are laid off; some CGS programs, such as Flex AAS and First-Year Bridge, are continued; those programs are moved to the College of Letters and Science (L&S); L&S staffs the courses in those programs with untenured instructors or teaching faculty.

Imagine a similar scenario: the School of Information Studies (SOIS) is closed, and its tenured faculty are laid off; some SOIS courses are moved to another college; those courses are then staffed with untenured instructors or teaching faculty.

On an even narrower interpretation of "program," the results are still unacceptable. Consider a scenario in which UWM proposes to: discontinue the separate language departments of L&S (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish); lay off tenured faculty in those departments; move courses from those departments (a number sufficient for students to complete language requirements) to a new department (for example, World Languages); and, staff those courses with untenured instructors or teaching faculty.

In each scenario, both the hypothetical cases and the actual case of the proposed discontinuance of CGS, the proposal is to lay off tenured faculty and replace them with untenured instructors or teaching faculty.

UWM's Proposal, if accepted, implies that UWM may at any time close any existing college and lay off the tenured faculty in that college while circumventing UWM P&P Chapter 2 and the academic approval matrix. Furthermore, under the Proposal's interpretation of policy, UWM could retain some of a closing college's academic programs by moving the relevant courses to another college and staffing those courses with untenured instructors or teaching faculty.

UWM is effectively proposing to render tenure meaningless, and it is doing so based upon untenable interpretations of policy and flawed analysis. Never before has tenure in the University of Wisconsin System been so disregarded.

### An Alternative Path Forward

UWM should abandon this Proposal and do the following instead:

1. Complete the work of the CGSTT work group. The work group should produce a report regarding the feasibility of the alternatives: dissolving CGS such that CGS faculty and instructional academic staff would be moved into other UWM college(s)/unit(s) as appropriate; or, moving CGS in toto into a UWM college/unit.
2. If, after step 1, it is determined that the College of General Studies should be closed, UWM should follow UWM P&P Chapter 2 and the academic approval matrix (SAAP 1-1).
3. If, after step 2, any programs contained within CGS are candidates for discontinuance, UWM should faithfully consider the feasibility of alternatives for those programs.
4. If, after step 3, any programs contained within CGS remain candidates for discontinuance, each program should be clearly distinguished and identified consistent with Regent Policy 20-24 and a separate analysis supporting discontinuance should be offered for each proposed program discontinuance. Each analysis should focus faithfully on educational considerations, pursuant to Regent Policy 20-24.
5. If, after step 4 and after all relevant policies and procedures are faithfully followed, any tenured faculty are laid off, UWM should devote its best, good-faith efforts to comply with its statutory obligations to secure alternative appointments within the institution and to ensure reappointment rights of those faculty.

### Conclusion

The faculty of UW Stevens Point successfully compelled their Chancellor to change course and abandon his discontinuance proposal. UWM faculty can do the same. UWM faculty are already on record supporting the protection of tenure (faculty documents 3041, 3050, and 3506). Rejecting this proposal is the only consistent option for UWM faculty. Moreover, the

Proposal is critically flawed and ought to be rejected for the reasons provided above. The alternative is to undermine previously supported faculty resolutions and to permit UWM to set grave precedents regarding college closures and devaluing tenured faculty.

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The Program Discontinuance Proposal states that “the College of General Studies is proposed for closure due to a sustained, significant enrollment decline, with projections suggesting the decline will continue. The result of that decline has been substantial challenges to the cost effectiveness of the college’s programs.”

However, enrollment declines and cost challenges in CGS are not solely due to changing demographics and market forces. From the faculty and staff perspective inside of CGS, they have also stemmed from, and been exacerbated by, administrative mismanagement.

1. For example, Figure 3 on page 5 shows increasing enrollments for the UW Colleges Online up to 2018, which were projected to reach and surpass one thousand students. UW Colleges Online was its own, separate UW Colleges campus with an academic dean and instructional support staff. The campus was profitable and had been making headway into international markets. I was among the faculty and instructional academic staff who were hired to teach a .5 online load due to increasing demand. Yet, in 2018, UW Colleges Online enrollment plummeted to zero because the college was closed. Why was a profitable and growing UW Colleges campus shuttered? Because no forethought had been given to its merger as a unique and distributed online campus. It was not merged with a four-year institution because, allegedly, it would have generated resentment among the other four-year campuses. A second alternative proposed that UW Colleges Online be housed within UW System offices in Madison. However, HLC would not accredit such an arrangement. Ultimately, a consortium model was implemented, which proved to be unsuccessful. In short, a vibrant and growing UW Colleges campus was dismantled, not due to enrollment declines or cost challenges, but due to administrative mismanagement.

2. After the merger with UW-Milwaukee, the Washington County campus suffered from inconsistent recruitment in local high schools. There were semester to year long stretches without UWM recruiters in Washington County high schools. The Washington County Work Group interviewed local high school counselors in the summer of 2023, who informed the work group that they didn’t know how to advise graduating seniors with respect to the Washington County campus because there was no recruitment presence or communication. This was not an issue prior to the merger.

3. The Washington County Work Group surveyed 118 current and former branch campus students. According to these students, advising and course transfers to other institutions ranked among the most challenging issues. In 2023, five years after the merger, courses offered at the CGS branch campuses were still not transferring to UWM's main campus programs. In formal conversations the Washington County Work Group conducted with the UWM Registrar's Office, senior staff members conveyed that they were playing a game of "whack-a-mole" with CGS course transfers. The awareness of and frustration with non-transferrable courses was also reported by the high school counselors.

4. Prior to the 2018 merger, the Washington County campus had a thriving and growing engineering program. However, in 2019 the engineering program was discontinued. Washington County's engineering faculty member attempted to collaborate with UW-Milwaukee on a viable path forward, to no avail. He was subsequently hired by the Milwaukee School of Engineering. The CAD workstations, lathes, 3D printers and other tools and equipment were removed from Washington County's engineering labs, and the expansive labs themselves were mothballed.

5. The UWM budget model requires that all colleges pay an annual shared services tax. However, CGS has been paying for shared services that it does not use because those services are not extended to branch campus locations.

It is therefore disingenuous to claim that CGS is suffering from enrollment declines and cost challenges solely due to market forces and changing demographics. It is misleading to put forward a 2025 budget projection for CGS that does not include tuition dollars from the Washington County campus or the First Year Bridge Program. First Year Bridge was, prior to 2020, an experimental summer program run by the main campus. Since then, however, First Year Bridge has been administered and staffed by CGS as a CGS program. Tuition dollars from First Year Bridge are wrapped into CGS' budget, which, again, makes it a CGS program. If tuition dollars from the Washington County campus and the First Year Bridge program were included in the budget narrative, it would show that CGS is breaking even or running a slight profit.

Comments submitted by my colleagues also question the validity of defining a college as a program and the claim that tenured CGS faculty do not warrant reappointment. Repeatedly, it has been stated that CGS needs to be closed due to financial stressors and that reappointment of CGS faculty would be cost prohibitive. At this point, however, the number of tenured CGS faculty is closer to twenty-nine, not forty-five. Associate Professors in CGS have salaries that range between \$49,000 and \$59,000. Replacing these tenured faculty with instructional academic staff would not result in significant cost savings.

The arguments put forward in the program discontinuance proposal are tenuous and devoid of context. Voting in favor of this proposal would also set a dangerous precedent for other colleges, programs, and faculty at UWM.

5/31/2024 9:31:48 PM



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Abby Streicher  
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CGS University Staff

This whole process was handled horribly. Yet again, decisions were made hastily, without any direction or any plan. Having had discussions with both campus community members, they are incredibly upset with the news and how the decisions were made. You have people here who have dedicated their lives to this campus and ripping everything they have worked towards away from them for a bottom line. Those people who put everything into this campus (including myself for over eight years) were never part of the discussion on what to do. There could have been more effort to ask for many opinions where you would have gotten creative ideas and tried some different things instead of forming “committees” made up of mostly Main campus staff to make decisions about what to do. Who knows these communities better than the people who have invested so much of their time and career into them? Those are the people you should have talked to. The “little” people. We felt helpless, destroyed, numb, awful, depressed, unsure, frustrated, terribly mad and upset, and so many other emotions.

In the report that was sent out, there are references to Waukesha as pulling potential UWM students. If we were to all be UWM from 2018, that should not have been the narrative.

I don't know what type of “recommendations” you're looking for, because there isn't anything that can be done to make this better. You can't say with WCTC offering Waukesha faculty and staff positions first if every time you click the link to their site, there isn't anything there! Five years ago, when the restructure happened, UWM should have had the foresight to offer degree completion programs here right away and not move ""some"" programs and “maybe” some faculty to WCTC. You're cutting your departments and colleges off at the knees buy this “charge back” system. There has to be a way for UWM to move forward with a more financially stable model. What has always been done in the past, can't be how to move forward. Look at your tenure faculty who is supposed to be doing x, y, z to help keep your R1 status. People need to be held accountable for what their responsibilities are instead of others pulling double or triple duty to make up for gaps. Value your faculty and staff. I would encourage you all to stop trying to grab money from everywhere to invest in remodeling a building and invest in students. Chances are they won't care how cosmetically the buildings look if their tuition rate is lower, if they are getting the help they need from faculty, if they are coming back because they are happy with the education they are receiving. Look internally at why student retention is down. Dig into those things. Invest in those areas.

The faculty here, the students here, the staff here, and the communities all deserved better. UWM will never look the same in so many people's eyes.

5/31/2024 11:24:10 AM

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Jonathan Kasparek  
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This proposal violates Board of Regent Policy in two important ways. First, CGS is a college, not a program. Indeed, UWM proposes to continue several of the “programs” that had been housed in CGS, including Flex, First Year Bridge, and the AAS degree. Nor is a location a program. At best, UWM intends to \*modify\* programs. To eliminate tenured faculty under the guise of program elimination while continuing those very programs that will be taught by non-tenured, adjunct faculty should disturb every faculty member in the UW System. What is to stop any campus from discontinuing a major, and—using the same logic in this proposal—continue to offer those same courses by adjuncts while laying off tenured faculty? Second, UWM justifies the elimination of CGS and the dismissal of tenured faculty by citing enrollment declines and financial considerations. However, CGS was NOT operating at a deficit and in fact had a surplus. UWM has NOT declared a financial emergency, which is required by state law to eliminate tenured faculty. Moreover, the faculty in CGS teach courses that are equivalent to courses currently being taught on the main campus. In sum, UWM proposes to fire tenured faculty members from the branch campuses instead of incorporating them into existing departments by misleading and downright false information.

Additionally, the financial stresses faced by UWM as a whole have not been caused by absorbing the branch campuses. The financial stresses faced by UWM—and most of the other campuses—is the result of nearly two decades of policy decisions by the state government. The “solution” of shuttering campuses is a knee-jerk response to alarmist and misleading analysis. Wisconsin deserves better. Past decisions about higher education were the result of careful deliberations by all stakeholders. I am hopeful that the news of campus closures will be a wakeup call to the people of Wisconsin to recognize the importance of a well-funded university system, especially those smaller campuses that reach a population that would otherwise be unable to earn a bachelor’s degree. UWM faculty must not be complicit in the dismantling of higher education in Wisconsin and in the approval for the blueprint in destroying tenure around the state.

5/30/2024 12:18:51 PM

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Nicholas Fleisher  
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Main Campus Faculty/Academic Staff

(Submitted on behalf of the Academic Planning and Budget Committee)

On May 3, UWM’s administration put forward a program discontinuance proposal for the College of General Studies (CGS). Per UWM Policies and Procedures, the University

Committee (UC) is tasked with reviewing the proposal, gathering feedback from the campus community, and making a recommendation. What follows is feedback for the UC from the Academic Planning and Budget Committee (APBC). This feedback has been drafted by the APBC co-chairs and approved for submission to the UC by the committee.

The APBC has identified the following questions related to the budgetary impact of closing CGS:

- Per figures 6 and 7 in the proposal, CGS currently requires an expenditure of approximately \$7 million in state appropriations in order to operate, representing about 48% of its operating budget. Shuttering CGS would thus create a net savings of about \$7 million for UWM, all else being equal. Is this level of savings commensurate with the unprecedented impact of conducting mass layoffs of tenured faculty alongside summary dismissal of staff?
- Below figure 6, the report states that UWM’s main-campus units receive on average 27% of their operating budgets from state appropriations (as compared to CGS’s 48%). If CGS were funded at parity with the main-campus units in this respect, “the College would fall approximately \$2.5 million short of meeting its expenses.” Does a \$2.5 million deficit compared to the main-campus units justify the personnel actions contemplated in the program discontinuance proposal?
- UWM has statutory obligations under Wis. Stat. s. 36.22(12)–(14) to tenured faculty on layoff status. What is the likely budget impact of complying with those obligations as UWM seeks to operate the First-Year Bridge Program on the main campus, and as main-campus units may seek to conduct faculty hiring within the next three years?

5/30/2024 10:44:43 AM

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Vicki Bott  
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CGS Faculty/Academic Staff

Hi there,  
I noticed that WCTC is giving access to their internal posting to the impacted UWM employees. I notice UWM never posts for internal candidates only. Is this something UWM could do for this next year or so to support these employees losing their jobs?

Thanks for considering!  
5/23/2024 2:56:17 PM

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Sue Kalinka  
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CGS Faculty/Academic Staff

Thank you for the opportunity to share my thoughts.

It appears that this was a hasty decision, given the fact that the March 11 Important News about UWM at Waukesha states, “This also means closing the College of General Studies and ending its associate degree offerings at that time,” yet the “Program Discontinuance Proposal for the UWM College of General Studies” is dated May 3. How can the announcement of closure precede even the proposal of closure by nearly two months?

I am concerned that the decision, made in haste, did not weigh in several factors:

1. How the budgeting for CGS differs from other colleges of UWM. UWM has a system of charge backs for so many services, and the branch campuses came from a different system and was not designed to pay exorbitant chargeback fees.
2. There has been a lack of recruiters focused on the branch campuses for years. Not a surprise that enrollment decreased.
3. How can parts of the college (Continuing Education, First-Year Bridge) continue if the college is being discontinued? The argument that FYB students are really bachelor's program students “While the First-Year Bridge program, in a technical sense, enrolls students in an AAS for their first year, it is a main campus offering to students who have applied for admission to bachelor’s programs but are not currently admissible based on UWM’s admissions standards. Its goal is to improve those students’ academic performance such that they can be admitted to bachelor’s programs after the one-year bridge program.” can be applied to the majority of branch campus students. Even the branch campus students who choose to fulfill the requirements of the AAS degree go on to a four-year university. The fact that the statement was even included in the proposal exemplifies an often-touted belief that UWM never really tried to embrace the uniqueness of the branch campuses and what we had to offer our students. We have freshmen and sophomores conducting research while also supporting under-prepared students to succeed in college level courses.

I believe closure is inevitable and Wisconsin will soon have a community college system rather than unique two-year university campuses. I also believe that five years from now, WCTC will enroll AA/AS (college transfer) students at a rate that UW-Waukesha has in the past, regardless of the enrollment projections included in this proposal. WCTC has resources we never had, especially in the past five years. UWM spent a lot of money making sure we turned everything black and gold without supporting what really matters, recruitment and retention of students.

Thank you again for letting me share my thoughts.

5/23/2024 1:03:52 PM

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Mark Peterson

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CGS Faculty/Academic Staff

Still waiting to see how UWM management is going to skirt Chapter 36's requirements regarding reappointment of tenured faculty:

<https://docs.legis.wisconsin.gov/statutes/statutes/36/22/13>

My guess is that, should they push through these terminations and “lay offs,” despite clear provisions in the statute, they'll have a way to fire any tenured faculty whenever they feel like it and using -- as they have so far in spades -- lots of equivocation on the meaning of the terms “program” and “college.”

The missed opportunities here -- especially with regard to demonstrated stats on student retention and success toward degree -- speak to the lack of imagination and competence in UWM “Leadership.”

Good luck to our colleagues in Letters & Science and the other colleges. They'll be coming for you next.

5/23/2024 10:16:47 AM

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Steven Decker

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CGS Faculty/Academic Staff

I have several questions regarding the Program Discontinuance Proposal. Thank you for the opportunity to share them with you.

1. Please explain the rationale behind the program discontinuance rather than a program change available in policy.
2. Please explain why after five years since the merger with UWM there has not been an adjustment to the tuition rates charged by CGS that are so much lower than the Milwaukee campus programs.
3. There is a common misconception that CGS has been a financial millstone around the neck of UWM. In fact, this false claim has been trumpeted by many in positions of leadership at UWM. CGS has met their financial obligations of the shared services budget model and as such have decreased the load that other schools and colleges would be forced to cover in their budgets. Given that CGS was able to balance their individual budget (and come out with a small surplus), despite the lower tuition rate hurdle, what specific

financial detail drives this decision to discontinue? Will this model of program discontinuance policy be used throughout UWM to ""fix"" the budget of all schools, programs, and departments? Will this possibly include termination of other tenured faculty?

4. These are indeed challenging times. This also seems to be a time for new ideas and solutions that could be brought forward through engaged leadership and shared expertise relative to a common vision. Please explain why UWM leadership- especially the Office of the Provost- is not leading and engaged directly with the implementation of tenured faculty into other departments within UWM?

5. As a taxpayer in Waukesha County, I value the educational opportunities for our citizens. Millions of dollars in taxes have been allocated in state budgets to offer affordable access for the community. County governments have also allocated millions of dollars toward these brick-and-mortar venues through property taxes. The value of a degree from the UW has been a political discussion and debated for some time now. It seems both unethical and politically damaging for UWM to simply grab the budget lines related to the two-year campuses without some definitive programming in these communities beyond online courses and some loose discussion with WCTC. Given that state budget allocations were aligned with locations on the Waukesha and Washington County campus, will those traditional budget lines be returned to the system and state representatives for reallocation? Will there be any transparency surrounding these funding streams?

5/22/2024 9:06:43 AM

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Jill Rinzel

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CGS Faculty/Academic Staff

I strongly disagree with the program discontinuance proposal that has been submitted for CGS and strongly encourage the UC to vote down the program discontinuance proposal. The proposal has misleading data and leaves out information that is vital to making this decision.

Comparing CGS to “two-year institutions” nationwide is misleading, as one of the major goals and focuses of the UW Colleges and CGS has been to provide the first two years of an eventual Bachelor’s degree program. In fact, the long time moto of the UW Colleges was, “The best start for the life you want,” which was designed to point out that the first two years were just a start to their education. Claiming that students don’t want the first two years is an odd argument given that the students in the Bachelor’s program are still required to complete general education classes, which is the main focus of CGS and part of the reason our college is called the College of General Studies.

The proposal has misleading data as well, such as picking 2010 as the year of comparison is set up to make the data look as bad as possible without giving that date any context. In 2010 the unemployment rate in the state of Wisconsin was over 9% (Bureau of Labor statistics), compared to its current rate of 2.9% (April 2024). It is widely known that enrollment in higher education is higher when the unemployment rate goes up, due to people being laid off and choosing to go back to school. The unemployment rate is at some of its lowest possible levels currently, so it would be expected that all open access institutions would have lower enrollment rates now. To compare the 2010 enrollments to the 2023 enrollments is not an equal comparison. It is unlikely that unemployment rates will remain this low. When they increase, we will likely see an increase in enrollment rates for CGS.

Additionally, the “microgeneration” born between 1990-1991 (NYT, 2024) is a much larger sub-generation. They reached college right around 2010, which further inflated the enrollment rates and high school graduation rates. To compare UWM Waukesha’s graduation rates from 2010 to now is again an unfair comparison. Even with this unfair comparison, the high school graduation rates have not fallen that far in Waukesha and Waukesha continues to have a relatively flat graduation rate (see graph below from UW Madison’s Applied Population Laboratory- this form won't let me post the graph, but it shows the graduation rates staying between 5300 and 5100 student through projected 2026). The minor declines can be managed through smart fiscal management and do not require closing the program as a whole.

The UW-Colleges, in particular, have been targeted and manipulated to decrease enrollments over the last ten years. The UW Colleges have always run on a small budget, but since 2010 the amount of budget cuts have been substantial to the UW Colleges and branch campuses. It is hard to reach stability in offerings when there are constant “reorganizations” and major changes that exhaust faculty and staff and create bad headlines that confuse and drive away students. Still, students that began at the UW Colleges were more likely to gain their Bachelor’s degrees than students who began at the 4-year UW System schools because CGS and the UW Colleges created environments that allowed students from disadvantaged backgrounds to succeed.

CGS has lost enrollment for many years because of a variety of problems, some of which stemmed from mismanagement of enrollment processes. Students couldn’t figure out how to enroll in CGS for several years because the online system made was very confusing and hard to enroll in CGS specifically. Additionally, we have rarely had recruitment specialists who have focused on CGS and have lost many opportunities because of lack of recruitment. Fixing these issue would improve enrollments and don’t require discontinuing the program.

Even with all of the challenges CGS has been financially stable and produced a profit for the last several years. This is not the case for many of the colleges/schools within UWM. To

discontinue CGS when they have balanced their budget while not addressing the budget issues in other UWM schools and colleges is problematic.

Finally, and most importantly, CGS does an excellent job at what it does best: helping students from all different backgrounds get a successful start to their college career. While CGS does offer an Associate's Degree, its main function has always been to provide the best start for students who eventually move to a Bachelor's degree program. One of the major initiatives that the UWM Provost has discussed has been to improve retention. As stated earlier, students who began at the UW Colleges and then went on to a Bachelor's degree program had a higher graduation rate in the Bachelor's program than students who started in the Bachelor's program. This is because faculty in CGS are specially trained and experienced in providing support to students who are underprepared for college. This is why the First Year Bridge program has been so successful. FYB will not be as successful, nor as profitable, if CGS faculty are laid off and unavailable to teach in that program. Even though CGS students make up a small percentage of UWM students as a whole, when CGS was added to UWM, the UWM retention rate increased. The retention rate went from 73-74% in the years before the inclusion of CGS, to 75-76% in the years (2019-2021) following CGS joining UWM. Closing CGS will result in lower retention rates for UWM.

Therefore, closing CGS will not result in a cost savings for UWM and will likely result in lower retention rates. CGS has been able to balance their finances and remain profitable while other colleges within UWM have not. This also leaves those colleges open to being discontinued if the CGS program discontinuance proposal goes through. I strongly recommend that the UC votes down this program discontinuance proposal.

5/20/2024 9:23:17 AM

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[REDACTED]

CGS Student

I am interested in majoring in Art as a working adult. Please consider offering a few art courses at Waukesha or WCTC beyond the one photos class. Thank you.

5/17/2024 4:28:58 PM



To: UWM Faculty Senate  
From: UWM University Committee  
Re: Report on the College of General Studies Program Discontinuance Proposal  
Date: July 24, 2024

On March 11, 2024, Universities of Wisconsin President Jay Rothman ordered UWM to close the UWM at Waukesha campus. This came after the October 2023 announcement of the closing of UWM at Washington County, a closure that was concluded in June 2024.

The plan that UWM outlined after the order to close the Waukesha campus would result in the layoff of tenured faculty associated with the College of General Studies (CGS). In such a situation, Regent Policy 20-24 (Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination) governs the process for considering the campus plan. In addition, on April 18, the Faculty Senate approved additions to Policies and Procedures (P&P) to codify the campus-level procedures.

Under the procedures laid out by RP 20-24 and the approved additions to UWM P&P, the Chancellor submitted the CGS program discontinuance proposal to the University Committee (UC) on May 3, 2024. The UC undertook a process described below to consider the proposal based on the seven considerations laid out in RP 20-24 (RP 20-24 IID, Appendix). This report to the Faculty Senate is the report on our process and recommendation on the proposal.

### **University Committee Activities**

The UC received the program discontinuance proposal on May 3. RP 20-24 and UWM P&P require that the committee seek comments and recommendations on the proposal. Working with staff in the UWM Marketing and Communications office, a website was developed to receive comments. Invitations to comment on the proposal were sent to all employees and students in the College of General Studies, governance leads on main campus (Academic Staff, University Staff, and Student Association), as well as being posted on the website devoted to the branch campus closures for wider public distribution. The comment period was 30 days from UC receipt of the proposal.

The public comment period opened on May 3 and closed on June 2. The UC received 36 separate comments from 35 individuals. These individuals include:

- 18 CGS Faculty/Academic Staff
- 3 CGS University Staff
- 7 CGS Students
- 5 Main Campus Faculty/Academic Staff
- 1 Main Campus Student
- 1 Faculty/Academic Staff from another UW campus

The UC discussed the proposal at its regularly scheduled meetings on May 7 and May 14. A series of meetings focused on the proposal were held on May 20, June 7, June 10, June 12, June 14, and June 17. Meetings were attended by UC members. By custom, we invite newly-elected

incoming UC members to attend our summer meetings. CGS Faculty member Lisa Hager, an incoming member of the UC and Faculty Senate, attended the focused meetings. We then spent time in late June and July working through the major elements of the proposal and the main issues raised in the public comment period in developing our recommendation and writing this report.

Beyond considering the information and recommendations raised in the 36 comments submitted through the open comment period, the UC gathered information about various aspects of the proposal, issues raised by the public comments, and the status of CGS from Chief Legal Officer Joely Urdan, Vice Provost for Student Success Dave Clark, College of Letters and Science Dean Scott Gronert, and Associate Vice Chancellor for Finance and Business Services Drew Knab.

### **Program Discontinuance Proposal**

The key arguments the program discontinuance proposal makes in support of the plan to close the College of General Studies and its three academic departments focus on the enrollment declines experienced by the branch campuses and the significant financial challenges facing main campus. We address each of these in turn.

### **Enrollment Declines**

One of the stark realities of the UWM branch campuses is the consistent declines in enrollment since 2010. This trend is not just occurring at the Washington County and Waukesha campuses, but at almost all the branch campuses and mirrors declines in enrollment at two-year institutions nationally. Because of these enrollment declines, four of the 13 branch campuses have closed at the end of the 2023-2024 academic year – UW Platteville-Richmond, UWM at Washington County, UW Oshkosh Fond du Lac, and UW Green Bay Marinette. UW Oshkosh Fox Cities is scheduled to close at the end of the 2024-2025 academic year. UWM at Waukesha will be the sixth branch campus to close.<sup>1</sup>

The total enrollment at the 13 branch campuses has declined from a high of 9959 students in 2010 to 3556 in 2023, a decline of 64.3 percent.<sup>2</sup> The same patterns are evident for the Washington County and Waukesha campuses, as shown in the figures below.<sup>3</sup> The Washington County campus lost 833 students in this 13-year period, while the Waukesha campus lost 1531 students. These declines are approximately 65 percent of the student population from 2010 to 2023. It is important to note that these enrollment declines started well before the merging of the former UW College campuses with various four-year campuses in 2018.

Declines in enrollment at the two-year campuses are explained by a confluence of potential issues. National data suggest that student behavior is changing, with declines among students at two-year institutions and small increases in students attending four-year campuses.<sup>4</sup> Here in Wisconsin, the educational playing field has been influenced by several trends. One is the six-percentage point decline in the number of high school students since 2010.<sup>5</sup> Related to this is the resulting competition from four-year campuses. As four-year schools have competed for a declining number of high school graduates, the acceptance rates at the UW comprehensive campuses have gone from 84.8 percent to 93.8 percent. This change has occurred at the same

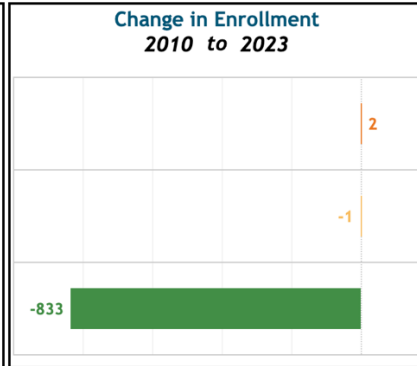
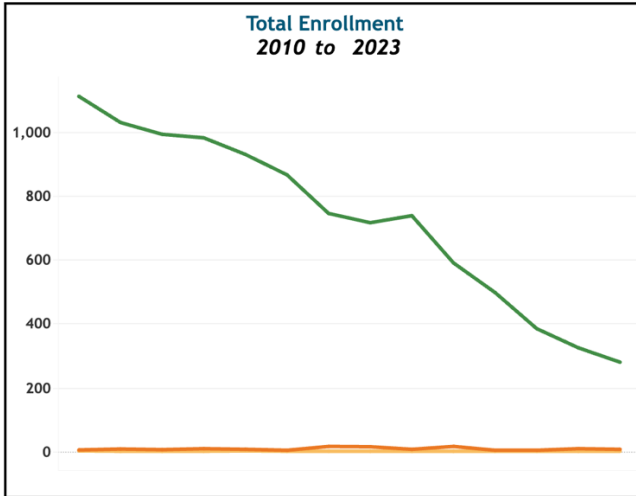
time the 16 Wisconsin Technical College System (WCTS) campuses have been given the authority to offer AA and AS degrees, offering one more point of competition for the UW branch campuses.<sup>6</sup>

### UWM Washington County and Waukesha Enrollments 2010-2023

**Select a UW & Topic**

Show me **Headcount** Enrollment for the **Total** Population by **Residency** for **UW-Milwaukee at Washington County**

Start Year **2010** End Year **2023**



**Residency**

- Non-Resident
- Reciprocity
- Resident

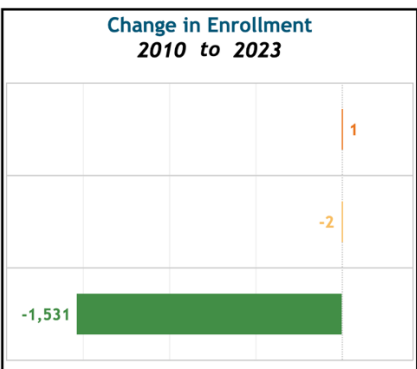
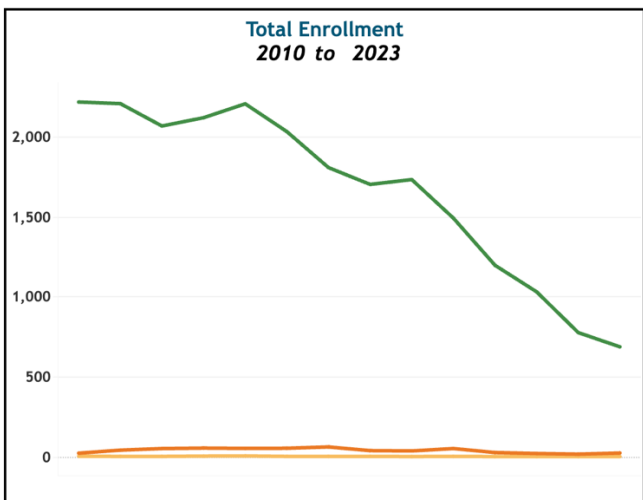
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UWA Office of Policy Analysis & Research

**Select a UW & Topic**

Show me **Headcount** Enrollment for the **Total** Population by **Residency** for **UW-Milwaukee at Waukesha County**

Start Year **2010** End Year **2023**



**Residency**

- Non-Resident
- Reciprocity
- Resident

*Hover Over Chart and Legend Elements for Additional Detail*

UWA Office of Policy Analysis & Research

This enrollment decline is also not a function of UWM main campus leaders failing to make efforts to grow the branch campuses. Main campus worked with CGS leadership to provide recruitment and marketing support since the 2018 merger. While it has evolved over time, the recruitment staff at CGS consists of an admissions recruiter, a visitor experience coordinator, and a New Student Orientation staff member, with the main campus Office of Undergraduate Admissions (OUA) providing application review and other support. The main campus Marketing and Communications office has worked with CGS over time to provide robust advertising covering a range of media – billboards, bus wraps, ads in movie theaters, radio spots, direct mail to residents in West Bend and Waukesha counties, as well as digital and online search campaigns.

Finally, regarding enrollment patterns, there is little optimism that current trends will turn around in the coming years. While national figures may look different, the number of high school students in Wisconsin is projected to continue to decline approximately 12 percentage points between 2024 and 2037.<sup>7</sup> The UWM campuses exist in an area of the state with a significant number of higher education institutions, providing many choices for high school students seeking higher education. Also, the enrollments in the new AA and AS degrees offered at Waukesha County Technical College (WCTC) have not been as robust as anticipated, even with their greater financial resources. In the end, while many Wisconsin colleges and universities are experiencing enrollment declines, including UWM’s main campus, it is clear that the declines at the two-year branch campus are more significant and less likely to rebound.

**Financial Challenges:**

The enrollment declines experienced by UWM Washington County and UWM at Waukesha have led to financial challenges. As tuition revenue declines, CGS is stabilized by increased General Purpose Revenue (GPR) allocations and the growth of the main campus Bridge program, in which several CGS personnel serve. One current reality is the unit’s overdependence on GPR allocations compared to the rest of UWM units. Approximately 48 percent of the CGS budget is covered by the state appropriations subsidy, compared to an average of 27 percent of the budgets of main campus units. As enrollment continues to decline, this percentage would have to continue to increase to cover CGS expenses.

Revenue Sources	College of General Studies		Milwaukee Campus	
	Budget \$	% Share	Budget \$	% Share
Subsidy (State Appropriations)	\$6,964,104	48%	\$139,420,394	27%
Tuition	\$4,836,425	34%	\$186,291,302	36%
Other Tuition & Continuing Education	\$1,095,700	8%	\$8,441,658	2%
Misc Revenue & Transfers	\$793,501	6%	\$32,829,592	6%
Segregated Fees	\$332,100	2%	\$28,213,799	6%
Contracts & Grants	\$242,637	2%	\$45,839,493	9%
Private Gifts & Trust Funds	\$54,950	0%	\$21,454,302	4%
Auxiliary Services	\$35,320	0%	\$42,593,000	8%
Indirect Cost Return	\$15,400	0%	\$7,686,588	1%
<b>Total</b>	<b>14,370,137</b>	<b>100%</b>	<b>512,770,128</b>	<b>100%</b>

An additional reality is staffing. While the faculty on main campus has shrunk considerably over the past several years through retirement, resignation, and vacant positions remaining unfilled, CGS faculty numbers have not decreased in line with their declining number of students. This, along with declining enrollment and greater support from main campus, creates a situation in which CGS has a higher cost per student than does main campus, even after including the cost of graduate education in main campus programs.

In short, the financial challenge facing CGS is that continued enrollment declines would require an increased commitment of money from the main campus to sustain current staffing and operations. Given the financial challenges facing main campus in general, any increased investment in CGS would require additional cuts to main campus units, which have experienced several years of cuts themselves. Since enrollment declines on main campus are not nearly as precipitous as are the enrollment declines in CGS, this doesn't make good financial sense.

### **Salient Themes from Public/Community Comments**

Since the announcement of the closing of the Waukesha campus and the submission of the program discontinuance proposal, the UWM community and observers at large have asked numerous questions, raised concerns, and made several recommendations for the future of CGS. Many of these came through the public comment period and others have been a part of campus and individual level conversations. We address some of the most common questions and recommendations here to offer information to those who might have similar questions.

### **Do CGS and the departments meet the definition of a “program” under RP 20-24?**

RP 20-24 (Definitions) states:

“For the purposes of this policy, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the UW institution. Programs cannot be defined ad hoc, at any size, but should be recognized academic units. Programs shall not be defined to single out individual faculty members for layoff. For the UW System’s cooperative extension and continuing education functions, the term “program” also shall include the substantial equivalent of an academic department that may or may not provide credit-bearing credentials.”

The program discontinuance proposal seeks to close the College of General Studies and its three academic departments. Under the definition of a program here, the focus is on ensuring that what is deemed a program is an existing unit that is recognized as such, as opposed to defining an area or discipline as a program for the purpose of targeting a faculty member or members. “Program” here can be a small unit or a large one, but the important point is that it is an existing formal unit. The three departments and CGS are academic units recognized by the University and each does offer a “related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.”

Have all “feasible alternatives” been explored? RP 20-24 says that faculty layoffs can only occur “after all feasible alternatives have been considered.” 1) Since 2018, when the merger with the branch campuses took place, main campus has made efforts to stabilize and increase enrollments at the Washington County and Waukesha campuses. The recruitment and marketing efforts are discussed above on p. 4. 2) In 2022, when technical colleges were given the authority to offer AA/AS degrees, WCTC approached main campus to establish partnership agreements for UWM to be a transfer institution for their graduates. One element of this partnership was to use CGS courses and instructors to fulfill many of the requirements of their AA/AS programs. Unfortunately, the enrollments in the WCTC AA/AS programs have been lower than they anticipated. 3) Main campus has also invested in a number of bachelor’s completion programs at the Waukesha campus to attract students and keep them on the campus. The Nursing and Psychology programs and a planned program in Business were efforts to reply to market needs and allow students to pursue a BA/BS on the Waukesha campus. Enrollments to date have been modest and it is unknown whether students want to spend four years on the Waukesha campus. 4) It isn’t within the University’s power to raise tuition as a way to gain more revenue, as tuition rates are set by the Board of Regents. Raising tuition for a campus that has had significant enrollment declines is likely a non-starter. 5) Financial constraints on main campus limit the options available beyond those focused specifically on the Waukesha campus.

Why not integrate faculty into main campus departments? Integrating CGS faculty into main campus departments is not possible because of the financial situation in most main campus units. While main campus enrollment declines haven’t been as dramatic as those at the branch campuses, these declines, combined with continued disinvestment on the part of the state, has resulted in financial strains across main campus. UWM’s financial composite index, used by the Higher Learning Commission and the U.S. Department of Education, is a good indicator of the impact of these challenges. The index ranges from 0 to 10 and UWM currently sits at 2.47. Alongside the continuing problem of campus budget deficits, this index suggests that UWM continues to face significant challenges. The challenge of integrating CGS faculty is made more complicated by the fact that the College of Letters and Science (L&S) is the College where most CGS faculty disciplines are housed. L&S enrollments have declined 41 percent over the past 10 years and the college has had consistent structural budget deficits over that same period. Since 2014, the tenure track and tenured faculty in L&S have declined from 366 to 276, mostly because faculty who retired or left the University were not replaced. For FY2025, L&S has further reduced budgeted Full Time Equivalent (FTE) by 35 FTE. As a result of these financial constraints, L&S departments have been under a hiring freeze/reduction in recent years and the College has recently non-renewed a number of instructional academic staff in an attempt to “right-size” the teaching staff. L&S departments have also experienced cuts in S&E budgets and in summer course offerings in the most recently concluded academic year. It is difficult to see how L&S or the main campus as a whole has the budget capacity or the instructional needs to absorb 35 tenured faculty without making further cuts to existing main campus instructional staff and department budgets.

Why the focus on discontinuance of CGS instead of change? Some have asked why main campus doesn’t just let CGS get smaller as enrollments dictate and others have asked why we don’t increase CGS tuition to gain more revenue. The former isn’t realistic, as it would decrease tuition revenue even further and require more investment of main campus financial resources.

There are salary, fringe, and fixed costs (student services, administrative costs, utilities) that would have to be paid. And moving CGS to a per-student cost similar to main campus would remove about 50 percent of their funding, which would have to be made up in faculty/staff reductions. Cuts of this size would likely make significant dents in the programs and curriculum CGS could offer, which would not do much to increase enrollment. The inability of main campus to raise CGS tuition was discussed above.

Why does the discontinuance proposal move the Bridge program to main campus? – What is currently known as the Bridge program evolved out of main campus’s Academic Opportunity Program, an alternative admissions program for students who didn’t meet main campus requirements. The current program began in 2016, when it was known as Summer Bridge. It served students who had applied for admission to UWM’s main campus, but did not meet main campus admissions requirements. These students were admitted to main campus if they successfully completed the Summer Bridge program. Summer Bridge students generally took a Math course, an English course, and an Educational Psychology course designed to help them succeed at the University. The Summer Bridge program transitioned to the semester-model currently being used during 2021 when it became clear that the Covid-19 pandemic would not ease in time for us to have Bridge students in-person that summer. By Fall of 2021, we were back to in-person classes, so Bridge was shifted to the fall at that time. Summer Bridge and the current Bridge program have always served students who applied to main campus, not the branch campuses. CGS personnel have staffed the program because of their mission and facility with the type of students admitted to Bridge. The Bridge instructional staff has been mostly composed of CGS academic staff, but some CGS faculty have been assigned to teach in Bridge at main campus as their ability and availability has expanded because of declining enrollment in Waukesha.

What happens to the money currently being spent on CGS? – If the program discontinuance proposal is approved by the Board of Regents, the General Purpose Revenue (GPR) money currently being spent on CGS would be used by campus for other purposes that support existing programs and other campus activities.

The UWM Chapter of the AAUP’s statement on the discontinuance proposal says that limiting CGS to the same rate of state appropriations as main campus (27 percent) “would only require an additional \$2.5M or 4/10ths of one percent the University’s annual operating budget.” Why not provide additional funding and keep the CGS faculty? - First, there are two errors in the calculations in this statement. Using the 27 percent figures results in an annual budget gap of \$3.1M, not \$2.5M. Second, the 4/10<sup>th</sup> of one percent figure includes several sources of main campus funding that cannot be used to address a budget deficit in CGS – contracts, grants, auxiliary funds, segregated fees, gifts. Beyond these calculation errors, there is the reality that the \$3.1M gap would likely grow over time due to inflation, possible pay plan expenditures, and fringe benefit cost increases. As was stated previously, this would require main campus units to cut spending to shift the funds to a unit with declining enrollments and this transfer would likely grow each year as costs increase.

Why does main campus leadership think that a university-center partnership with WCTC is a better solution than retaining CGS? – The campuses in the state technical college system are funded differently than the 13 four-year campuses in the Universities of Wisconsin. Technical colleges receive funding from local and county property taxes (about 30 percent of their total funding), as well as funds from the state, federal government, and tuition revenue. Currently, the technical colleges receive more funding per student than the four-year campuses, \$17,733 compared to \$15,079.<sup>8</sup> Funding for the technical college system ranks 5<sup>th</sup> highest in the nation, while the funding for the four-year campuses ranks 43<sup>rd</sup>. The technical colleges, which are already competing in the AA/AS market, can do so with more funding and more modern facilities than UWM Waukesha can.

What does this move say about the state of tenure? As RP 20-24 acknowledges (RP 20-24 Policy Statement, Appendix), tenure is the cornerstone of academic freedom on college and university campuses and, as such, actions to lay off tenured faculty should not be undertaken lightly. The groundwork for a potential layoff of tenured faculty such as that described in the CGS program discontinuance proposal was laid in 2015, when the Governor, state legislature, and UW Board of Regents worked to redefine tenure in the state of Wisconsin by removing tenure guarantees from state statute, reducing the power of faculty in campus governance, allowing tenured faculty to be laid off for programmatic reasons, and instituting post-tenure review requirements. The Board of Regents then developed policies for these new definitions of tenure (RP 20-24 IIA, Appendix). Alongside these changes to tenure, a decade of tuition freezes and budget cuts has created a situation in which UW campuses across the state have struggled financially, with many running budget deficits and others barely able to survive. Currently, six campuses have continuing budget deficits, one of which is operating with no financial reserves and is forced to rely on loans from the Universities of Wisconsin as a result. As many faculty and academic organizations predicted in 2015, being faced with situations in which tenure and academic freedom would come face to face with financial hardships would result in extraordinarily challenging situations. This proposal is one such situation, a situation that raises several complex issues. On one hand, because of the closure of the Waukesha campus, 64 CGS academic staff and university staff received non-renewals or layoff notices because they don't enjoy the protections of tenure, which raises concerns about hierarchies among employees. On the other hand, this decision contributes to the erosion of tenured positions on campus, which results in a decline in the number of employees with the academic freedom of inquiry that tenure represents. At the end of the day, there are 35 tenured faculty associated with CGS and it would require \$3.65M each year to retain them, acknowledging that this annual cost would increase approximately 4 percent a year for salary/fringe and other expenses. Current financial and enrollment declines may not support the idea that main campus can support the retention of 35 additional faculty, but this reality is a sobering one.

### **Conclusion and Recommendation:**

After many years of a concerted lack of real investment in financial resources from the state legislature, the UWs campuses face difficult financial and personnel choices. As a result of changes to tenure made by the state legislature in 2015, the status of tenured faculty is more



precarious than ever. In this current situation, a difficult set of decisions faces UWM in the wake of the Universities of Wisconsin decision to close UWM's Washington County and Waukesha campuses. The unfortunate reality of the current situation is that the main campus budget has little ability to invest additional money in a unit with steeply declining enrollment and no realistic path to enrollment increases. CGS costs would continue to increase as all costs do (salaries, benefits, inflation), which would require additional annual main campus investment of resources. Continuing to invest in CGS would require main campus units to continue to cut what little spending they have available to free up these additional funds. Given that CGS enrollment declines are steeper than main campus declines, this isn't a logical decision, particularly given the current austerity being observed by most main campus units. From this financial situation flows the extremely difficult decision to lay off tenured faculty associated with CGS. No one involved takes this decision lightly and all would wish for a different resolution of the situation. All faculty are mindful of the decline in the number of tenured faculty on campus and this proposal contributes to that decline. However, a lack of investment by state legislators, continued declining enrollments at CGS, and the current financial realities on the main campus, leave UWM with no clear feasible options for retaining these positions without risking greater campus-wide financial instability. As a result, the members of the University Committee recommend that the Faculty Senate support the Chancellor's program discontinuance proposal.

Kathleen Dolan, Chair  
Melinda Kavanaugh  
Kelly Kirshner  
Richard Leson  
Lindsay McHenry  
Wilkistar Otieno  
Gillian Rodger

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<sup>1</sup> <https://www.jsonline.com/story/news/education/2024/06/13/university-of-wisconsin-oshkosh-closing-uw-fox-cities-campus/74083903007/>

<sup>2</sup> <https://www.wisconsin.edu/education-reports-statistics/enrollments/>

<sup>3</sup> <https://www.wisconsin.edu/education-reports-statistics/enrollments/>

<sup>4</sup> <https://nces.ed.gov/programs/coe/indicator/cha>

<sup>5</sup> <https://knocking.wiche.edu/dashboards-profiles/>

<sup>6</sup> [https://madison.com/news/local/education/university/new-transfer-paths-between-technical-colleges-uw-campuses-open-up-options-for-students/article\\_186d6cb1-d906-5bb1-b8a9-9ce8d9ce291f.html](https://madison.com/news/local/education/university/new-transfer-paths-between-technical-colleges-uw-campuses-open-up-options-for-students/article_186d6cb1-d906-5bb1-b8a9-9ce8d9ce291f.html)

<sup>7</sup> <https://knocking.wiche.edu/dashboards-profiles/>

<sup>8</sup> [https://captimes.com/news/education/uw-system-public-funding-lags-technical-college-spending-report-finds/article\\_4f8dc6ee-82f4-53f9-b644-1eb00fbe25e0.html](https://captimes.com/news/education/uw-system-public-funding-lags-technical-college-spending-report-finds/article_4f8dc6ee-82f4-53f9-b644-1eb00fbe25e0.html)

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## Appendix

**RP 20-24 IID** “the designated faculty committee’s review and evaluation of a program discontinuance proposal “may be based on the following considerations, where relevant:

1. The centrality of the program to the institution’s mission;
2. The academic strength and quality of the program, and of its faculty in terms of national ratings, if applicable;
3. Whether the work done in the program complements that done in another essential program;
4. Whether the work done in the program duplicates academic instruction and content delivery in other programs in the institution;
5. Student and market demand and projected enrollment in the subject matter taught in the program;
6. Current and predicted comparative cost analysis/effectiveness of the program; and
7. Other relevant factors that the committee deems appropriate.

**RP 20-24 Policy Statement** - Tenure is the keystone for academic freedom and excellence and is awarded for academic and professional merit. Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching and service meet the highest standards and are congruent with the needs of the university. It is therefore expressly recognized that the awarding and continued enjoyment of faculty tenure is of vital importance to the protection of academic freedom and to the overall academic quality of the University of Wisconsin System institutions.

Accordingly, faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered. Additionally, faculty layoff shall not be based on conduct, expressions, or beliefs on the faculty member’s part that are constitutionally protected or protected by the principles of academic freedom.

**RP 20-24 IIA** – “The maintenance of tenure-track and tenured faculty, and of essential instructional and supporting services, remains the highest priority of the university. To promote and maintain high-quality programs, the institutions of the UW System may over time develop new programs and discontinue existing programs. Accordingly, and notwithstanding RPD 20-23 (Regent Policy Document on Faculty Tenure), a tenured faculty member, or a probationary faculty member prior to the end of his or her appointment, may be laid off in the event that educational considerations relating to a program require program discontinuance. Educational considerations may include strategic institutional planning considerations such as long-term student and market demand and societal needs. Layoff for reasons of program discontinuance may be made only in accordance with this policy and Wis. Stat. s. 36.22. “

**UNIVERSITY OF WISCONSIN - MILWAUKEE  
FACULTY SENATE MEETING  
MINUTES**

**Wednesday, August 7, 2024; 2:30 p.m.  
AUP 170 and Microsoft Teams**

Chancellor Mone called the Faculty Senate Meeting to order at 2:30 p.m.

**I. COMMENTS AND QUESTIONS**

1. Chancellor's Report – No comments.

**II. SENATE ROLL CALL**

Assistant Secretary of the University Tammy Howard conducted the roll call for the Senate. There were 37 senators and Parliamentarian Gabriel Rei-Doval present. A quorum of the Faculty Senate was present.

Senators who miss roll call may sign their name on the Attendance Sign-in Sheet located in the back of the room. The sign-in sheet will be available at every Faculty Senate meeting. If attending remotely, Senators may send an email during the meeting time containing their name, department, and division to the Secretary of the University's Office: [secofunv@uwm.edu](mailto:secofunv@uwm.edu).

**III. BUSINESS**

1. Chancellor's Consultation on Program Discontinuance.

Chancellor Mone addressed his proposal to discontinue the College of General Studies (CGS), citing financial and enrollment challenges as primary reasons. The Chancellor explained the context and financial constraints leading to the proposed closure and opened the floor for comments.

Key points from the discussion included:

- **Clarification Requests:**
  - Senator John Boyland asked if associate degree programs were included in the closures.
  - Senator Tait Szabo questioned whether the directive to use Regent Policy 20-24 for faculty layoffs originated from the Universities of Wisconsin (UWs) President or was the Chancellor's decision. The Chancellor confirmed it was his decision.
  - Professor Jeffrey Sommers raised concerns about using 2010 as a baseline for enrollment figures, suggesting economic cycles affect enrollments and that faculty could be retained until trends stabilize.
- **Concerns About Future Use of Regent Policy 20-24:**
  - Senator Anne Widmayer inquired about future use of Regent Policy 20-24 on the main campus, referencing a rumored recent program closure.
- **Historical Context and Assurance:**
  - Professor Rachel Buff recalled past assurances that Act 55 would not be used to terminate faculty, expressing disappointment and concern over its current application.
- **Legal and Policy Interpretations:**
  - Senators Stephan Scholz and John Boyland questioned the interpretation of what constitutes a "program" under Regent Policy 20-24, arguing that many programs within CGS were being retained, and thus the policy might be misapplied.
  - Chief Legal Counsel Joely Urdan confirmed that, per Regent Policy 20-24, both colleges and departments fall under the definition of a program.
- **Faculty Concerns:**
  - Professor Sommers expressed concerns about the financial assumptions and the potential hasty decisions regarding faculty layoffs.

- Senators Szabo and Widmayer discussed the definition of a program and the basis for disagreement regarding the policy's interpretation, suggesting a more cautious approach before proceeding with layoffs.

The Chancellor expressed regret over the situation but emphasized the necessity of the decision based on current circumstances.

2. Faculty Document 3507: University Committee (UC) Recommendation on the College of General Studies Program Discontinuance Proposal. A senator moved adoption of Faculty Document 3507.

UC Chair Kathleen Dolan presented the report recommending the Faculty Senate support the Chancellor's proposal due to declining enrollments and financial issues at CGS. The report emphasized that these challenges were beyond their control and based on current facts. Several faculty members raised concerns about the psychological stress and the fairness of terminating colleagues, the cost implications of retaining faculty, and potential retirements.

Professor Sommers questioned the future costs related to faculty retention, and UC Chair Dolan explained that many close to retirement had already left, reducing the number of faculty. Senator Szabo noted a few more pending retirements, but Dolan emphasized decisions must be based on known data, not speculation.

Senator Kay Wells questioned the UC's process and the organization of CGS faculty, particularly those involved in retained programs like the First-Year Bridge program. UC Chair Dolan clarified that the UC unanimously supported the report and discussed the limited control over certain academic programs.

Senator Boyland proposed transferring tenure lines to UWM's main campus, but UC Chair Dolan highlighted budget constraints and the already limited hiring in L&S departments due to declining enrollments.

**MOTION:** to extend time by 30 minutes. The motion was seconded and approved by voice vote.

Senator Scholz and Associate Professor Nick Fleisher raised legal and financial concerns, arguing that Regent Policy 20-24 requires reappointment of tenured faculty and questioning the future use of funds currently allocated to CGS. Chancellor Mone and Provost Daire responded that declining enrollments and financial constraints made it difficult to absorb additional faculty.

Associate Professor Lisa Hager and Professor Buff expressed concerns about the lack of due diligence in seeking to transfer existing lines and the broader implications for tenure and faculty governance. UC Chair Dolan acknowledged the sensitivity of the issue but emphasized the financial and enrollment challenges faced by the university.

Professor Ellyn Lem highlighted the contributions and dedication of CGS faculty, arguing that the proposal undermines the principles of tenure and shared governance. She urged the Senate to vote against the discontinuance proposal to protect their colleagues and uphold fairness and integrity.

Overall, the discussion centered on the financial and enrollment challenges facing CGS, the implications for tenure and faculty governance, and the need for a fair and transparent process in addressing these issues.

MOTION: To approve Faculty Document 3507. The motion was seconded and failed with a vote of 11-yes; 24-no; and 1-abstention.

**IX. UNFINISHED BUSINESS** – None.

**X. GENERAL GOOD AND WELFARE**

Distinguished Professor Emerita Margo Anderson, a former UC chair, emphasized the importance of documenting and communicating the main points discussed in the meeting. She suggested ensuring that the information reaches the media, the Board of Regents, and UWs. Anderson noted that the issue at hand is ongoing and that creating a thorough record of the proceedings is essential for future reference and progress. She highlighted her long-term experience with similar issues and the need for continued attention and action.

**XI. ADJOURNMENT** -The meeting was adjourned at 3:58 p.m.

DRAFT

## **UPDATE: DIRECT ADMIT WISCONSIN IMPLEMENTATION**

### **REQUESTED ACTION**

For information, discussion, and to inform future decision-making.

### **SUMMARY**

Universities of Wisconsin leadership from the Office of Enrollment & Student Success and Office of Policy Analysis and Research will provide an update regarding the implementation of Universities of Wisconsin Direct Admission program–Direct Admit Wisconsin.<sup>1</sup> This is the first phase in implementing a direct admission initiative, which aims to increase access and simplify the admission process for Wisconsin high school students.

This presentation will provide an update regarding the number of phase I participating high schools, the process of notifying participating high school students of direct admission decisions, just-in-time direct admit data, engagement in national conversations about direct admission, as well as next steps and early observations about the first phase of this initiative.

### **Presenters**

- Julie Amon, Ed.D., Associate Vice President for Enrollment & Student Success, Universities of Wisconsin Administration
- Corina Diaz-Suazo, Strategic Enrollment and Transfer Specialist, Universities of Wisconsin Administration
- Daniel Younan, Policy and Planning Analyst, Universities of Wisconsin Administration

### **BACKGROUND**

Direct Admission is a process for universities to proactively offer admission to students based on academic coursework and grade point average (GPA), much earlier than a student would enter into a traditional admission application process.

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<sup>1</sup> See <https://www.wisconsin.edu/direct-admissions/>

The Education Committee of the UW Board of Regents held a preliminary discussion of direct admissions with academic experts, campus professionals, and chancellors at its August 18, 2022 meeting. A systemwide [task force with broad representation convened](#) and shared a feasibility report and recommendations in [February 2023](#), with updates provided at subsequent meetings in [October 2023](#) and [June 2024](#).

Implementation planning for Direct Admit Wisconsin has continued, with Corina Diaz-Suazo (Universities of Wisconsin) and Erin Grisham (UW Oshkosh) leading an implementation team to design and implement a robust system-wide direct admission program. Direct Admit Wisconsin is an opt-in program, meaning UW universities, high schools, and students may all choose whether to participate.

The implementation team first obtained partnership commitments from high school student information system vendors (Infinite Campus, Skyward and PowerSchool) and the approval of President Rothman. Then, the team moved forward rapidly with various aspects of planning and logistics to meet the ambitious phase I launch date in Fall 2024.

During phase I of the program, Universities of Wisconsin will have the potential to reach nearly 75% of Wisconsin high school seniors. The goal is to bring Direct Admit Wisconsin to all Wisconsin high schools in the coming years. In phase I, 10 of 13 UW universities have opted-in to participate.

### **Related Policies**

- Regent Policy Document 7-3: "[UW System Freshman Admissions Policy](#)"
- [UW System Administrative Policy 171](#) (Recruitment/Retention of Students)
- The [Family Educational Rights and Privacy Act](#) (FERPA)
- [WI Pupil Records Law](#) (Wis. Stat. 118.125)

## **CONTINUING EDUCATION ACROSS THE UNIVERSITIES OF WISCONSIN AND THE UW STRATEGIC PLAN**

### **REQUESTED ACTION**

For information, discussion, and to inform future decision-making.

### **SUMMARY**

The discussion will explain how Continuing Education teams across the Universities of Wisconsin will contribute to the goals of the UW System Strategic Plan in professional development, community engagement and other high demand non-credit programs.

### **Presenters**

- John Fons, Director of Noncredit Programming, Continuing Studies, UW-Madison
- Beth Hein, Executive Director of Educational Pathways and Outreach, UW-Stout
- Jess Lambrecht, Executive Officer for Continuing Education & Workforce Training, UW-Green Bay
- Lynn Weiland, Director, Extended Learning in Graduate and Extended Learning, UW-La Crosse
- Jason Beier, Interim Associate Vice President, Office of Online and Professional Learning Resources, Universities of Wisconsin Administration

### **BACKGROUND**

One objective of the UW System Strategic Plan<sup>1</sup> is to “engage thoughtfully with the employer community to identify and address employer talent, support and research needs.” This includes engaging 500,000 Wisconsin residents by 2028 in professional development, workforce skills training, and community engagement.

Leaders in Continuing Education from four UW universities will discuss how their programs are actively working to achieve the goals outlined in the UW System Strategic Plan. They will highlight the role of continuing education in strengthening the state's education pipeline

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<sup>1</sup> [wisconsin.edu/president/strategic-plan/](https://www.wisconsin.edu/president/strategic-plan/)



through lifelong learning initiatives, the ways in which their teams are forging and nurturing partnerships with employers across Wisconsin, and the collaborative efforts taking place among continuing education departments within the Universities of Wisconsin.

The discussion will begin with an overview and snapshot of enrollments and programming in continuing education specific to the strategic plan's goals. Continuing Education directors will then explain and provide examples from across the UWs of their contributions to lifelong learning and the educational pipeline, their connections with regional employers and corporate engagement, and their collaborations across campuses to reach as many students as possible.

### **Related Reports and References**

- Universities of Wisconsin [Academic Program Planning, Review, & Array Management](#)

### **Related Policies**

- Wisconsin Statutes § 36.05(7): "[Definition of Extension](#)"
- UW System Administrative Policy 125: "[Maintaining Continuity of Extension, Statewide Outreach and Public Service Following the 2017 University of Wisconsin System Restructure](#)"
- UW System Administrative Policy 127: "[Identification of the Extension Function in the University of Wisconsin System](#)"
- UW System Administrative Policy 130: "[Programming for the Non-Traditional Market in the UW System](#)"

### **Discussion Questions**

- What barriers do we face as CE leaders while looking at expanding programming?
- How are decisions made when establishing collaborative programs between campuses?
- Where do CE leaders around the state see opportunities for growth? How are those opportunities evaluated?
- Are there barriers to program array planning, particularly those that the Regents could address?
- What other information, questions, or considerations might Regents want to know about program planning on campus?