

1/27/25

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, February 6, 2025

10:30 a.m. – 12:00 p.m.

Varsity Hall II, 2nd Floor
UW-Madison Union South
1308 W. Dayton Street
Madison, Wisconsin
& via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the December 5, 2024 Meeting Minutes of the Education Committee
 - 2. UW-Eau Claire: Approval of a Bachelor of Arts and a Bachelor of Science in Artificial Intelligence
 - 3. UW-Green Bay: Approval of a Bachelor of Arts in Criminal Justice
 - 4. UW-Madison: Approval of a Master of Fine Arts in Dance
 - 5. UW-Madison: Approval of a Bachelor of Science in Plant Science and Technology
 - 6. UW-Madison: Approval of a Master of Science in Learning Analytics
 - 7. UW-Milwaukee: Approval of a Bachelor of Science in Medical Laboratory Science
 - 8. UW-Parkside: Approval of a Bachelor of Science in Neuroscience
- D. Approval of UW-Stout Revised Faculty, Academic Staff, and Limited Appointees Handbook
- E. AI In Action: Advancing the Universities of Wisconsin
- F. Host Presentation by UW-Madison, Shaping Tomorrow: Student Insights on AI's Impact

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS AND A BACHELOR OF SCIENCE
IN ARTIFICIAL INTELLIGENCE,
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Arts and the Bachelor of Science in Artificial Intelligence at the University of Wisconsin-Eau Claire.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts and a Bachelor of Science in Artificial Intelligence program at the University of Wisconsin-Eau Claire.

SUMMARY

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Artificial Intelligence (AI). The B.A./B.S. in AI will require a total of 120 credits, consisting of 36 credits in Liberal Education (LE) core coursework, and students will have the option to complete either a 36-credit standard AI major or a 60-credit comprehensive AI major. Both majors build upon the 36-credit LE core and include a foundational core in AI, electives in AI, allow students to tailor their education toward their interests and future educational or professional goals, and provide opportunities to participate in high impact practices such as undergraduate research and internships. The standard AI major is designed for students interested in careers in the social sciences, humanities, healthcare, and business sectors. This major requires 24 credits in the AI core and 12 credits in AI electives, providing students with knowledge and skills in statistics, data analysis, algorithms, and ethical reasoning relevant to developing or applying artificial intelligence; students in the standard AI major are also required to complete a minor or certificate in any discipline. The comprehensive AI major is more technically rigorous and aims to prepare students for STEM-oriented careers. This major includes 43 credits in core AI courses and 17 credits in AI electives, offering students in-depth knowledge of programming, data structures, and databases, with a strong emphasis on technical applications, development, and maintenance of AI models.

Developments in artificial intelligence (AI) will have an increasingly significant impact on the workforce. The rationale for the proposed B.A./B.S. in AI majors is to provide education and training that will prepare students for fluid changes in workforce demands resulting from AI, so that they will be able to use AI tools, influence how organizations adapt AI tools, and create new AI tools. With this educational background, students will be better prepared for any data-driven occupation that employs data scientists, statisticians, market research analysts, marketing specialists, operations research analysts, database architects, as well as any occupation that involves digital media, digital humanities, or digital social sciences. The U.S. Bureau of Labor Statistics predicts a 16-25% growth for occupations in these areas over the next several years; this projected growth is faster than the average job growth.¹ Several occupations associated with AI are also listed on the Job Center of Wisconsin's 50 hot jobs list for bachelor's degrees, including market research analysts and marketing specialists, computers systems analysts, and computer and information systems managers.²

Presenter

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.³

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

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook. Retrieved at <https://www.bls.gov/ooh.htm> (March 30, 2024).

² Job Center of Wisconsin, Wisconsin 50 Hot Jobs. Retrieved at <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs.htm#Viz>. (December 20, 2024)

³ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS AND A BACHELOR OF SCIENCE
IN ARTIFICIAL INTELLIGENCE
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin–Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Artificial Intelligence (AI). The B.A./B.S. in AI will require a total of 120 credits, consisting of 36 credits in Liberal Education (LE) core coursework, and students will have the option to complete either a 36-credit standard AI major or a 60-credit comprehensive AI major. Both majors build upon the 36-credit LE core and include a foundational core in AI, electives in AI, allow students to tailor their education toward their interests and future educational or professional goals, and provide opportunities to participate in high impact practices such as undergraduate research and internships. The standard AI major is designed for students interested in careers in the social sciences, humanities, healthcare, and business sectors. This major requires 24 credits in the AI core and 12 credits in AI electives, providing students with knowledge and skills in statistics, data analysis, algorithms, and ethical reasoning relevant to developing or applying artificial intelligence; students in the standard AI major are also required to complete a minor or certificate in any discipline. The comprehensive AI major is more technically rigorous and aims to prepare students for STEM-oriented careers. This major includes 43 credits in core AI courses and 17 credits in AI electives, offering students in-depth knowledge of programming, data structures, and databases, with a strong emphasis on technical applications, development, and maintenance of AI models.

Developments in artificial intelligence (AI) will have an increasingly significant impact on the workforce. The rationale for the proposed B.A./B.S. in AI majors is to provide education and training that will prepare students for fluid changes in workforce demands resulting from AI, so that they will be able to use AI tools, influence how organizations adapt AI tools, and create new AI tools. With this educational background, students will be better prepared for any data-driven occupation that employs data scientists, statisticians, market research analysts, marketing specialists, operations research analysts, database architects, as well as any occupation that involves digital media, digital humanities, or digital social sciences. The U.S. Bureau of Labor Statistics (BLS) predicts a 16-25% growth for occupations in these areas over the next several years; this projected growth is faster than the average job growth.¹ Several occupations associated with AI are also listed on the

¹ BLS, U.S. Department of Labor, Occupational Outlook Handbook, Web Developers and Digital Designers. Retrieved at <https://www.bls.gov/ooh.htm> (March 30, 2024).

Job Center of Wisconsin's 50 hot jobs list for bachelor's degrees, including market research analysts and marketing specialists, computers systems analysts, and computer and information systems managers.²

PROGRAM IDENTIFICATION

University Name

University of Wisconsin–Eau Claire

Title of Proposed Academic Program

Artificial Intelligence, Standard Major
Artificial Intelligence, Comprehensive Major

Degree Designations

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

Proposed Classification of Instructional Program Code

30.3101- Human Computer Interaction

Mode of Delivery

Single Institution, In-person

Department or Functional Equivalent

Department of Computer Science

College, School, or Functional Equivalent

College of Arts and Sciences

Proposed Date of Authorization

Spring 2025

Proposed Date of Implementation

Fall 2025

² Job Center of Wisconsin, Wisconsin 50 Hot Jobs. Retrieved at <https://jobcenterofwisconsin.com/wisconsin/pub/hotjobs.htm#Viz>. (December 20, 2024)

PROGRAM INFORMATION

Overview of the Program

The B.A./B.S. in AI will provide an interdisciplinary and flexible option that will appeal to students interested in both STEM and non-STEM disciplines. For the B.A./B.S. in AI, students will have the option to complete either a 36-credit standard AI major or a 60-credit comprehensive AI major.

The 36-credit standard AI major will serve students with diverse interests and career goals spanning the social sciences, humanities, healthcare, and business sectors. This 36-credit major requires no advanced mathematics or lab-based STEM courses, making it particularly appealing to students traditionally focused on the social sciences, humanities, and healthcare fields. A liberal arts curriculum with a focus on artificial intelligence will be an asset to their future careers and choices, as employment related to these disciplines relies increasingly on an ability to develop and analyze digital content using AI.

The 60-credit comprehensive AI major is designed to develop knowledge and skills in programming, data structures and databases particularly in areas supporting the technical application, development, and maintenance of AI models. This major builds upon the foundation of the 36-credit standard AI curriculum as above and prepares students for more STEM-focused careers by inclusion of computer science and more advanced statistics in the curriculum.

The anticipated number of credits to degree for both majors is 120. The 36-credit standard AI major will require a second academic concentration, typically a minor (at least 24 credits), a certificate (12-18 credits), or a second major. Students will have a wide range of options for this second program of concentration, including disciplines in the humanities, social sciences, STEM, and business. As with all majors at UW-Eau Claire, these AI majors build upon a 36-credit liberal education core.

Both AI majors will build upon a 24-credit core of foundational courses that will also be offered as a 24-credit AI minor. A subset of these foundational courses will be offered as a 12-credit AI certificate. This curriculum will provide multiple options for UW-Eau Claire students to pursue AI credentials that match their academic interests and career goals.

Projected Enrollments and Graduates by Year Five

Table 1 provides the enrollment and graduation projections for students entering the program over the next five years. The plan is to offer the B.A./B.S. in AI program that is tailored to both STEM and non-STEM students. This is a unique approach to broadening the programming array of a public comprehensive university like UW-Eau Claire, and this approach poses challenges for estimating potential enrollments. However, a few considerations have provided a reasonable cornerstone for conservatively projecting

program demand for purposes of estimating enrollments. UW-Eau Claire is a destination for students pursuing academic disciplines related to AI, including STEM, social sciences, healthcare, digital humanities, and business analytics. The growing popularity of AI-related fields, combined with the strong demand for majors such as computer science, software engineering, and business analytics, is expected to drive interest among prospective students.

Enrollment of new students in Year 1 is expected to be lower than in subsequent years due to a limited amount of time to market the program effectively following implementation. However, as awareness increases and recruitment efforts expand, new student enrollment is projected to grow steadily, reaching a consistent pipeline of at least 40 new students annually by Year 3. In the first two years, significant enrollment is expected from students already enrolled in other majors at UW-Eau Claire before the introduction of the proposed B.A./B.S. in AI. These students are likely to either switch to the proposed program or will add it as a second major. Continuing student enrollment in Year 1 is based on approximately 10% of the 300+ students pursuing either computer science or software engineering transitioning to the B.A./B.S. in AI as their major or add it as a second major. Additionally, students from disciplines in other majors may also choose to switch to or add the B.A./B.S. in AI as a major. The average student retention rate of 85% for UW-Eau Claire majors is expected to apply, with any losses in continuing students offset by gains in students who initially enrolled as a different major but later opt for the B.A./B.S. in AI. The number of graduating students in Years 2 and 3 assumes that students who transition to the B.A./B.S. in AI in Year 1 or 2 will have already completed a significant portion of the required courses for the program. By the end of Year 5, it is expected that 165 students will have enrolled in the program and 70 students will have graduated. It is expected that graduation rates will be consistent with the averages for UW-Eau Claire students of 45.2% in four years, 62.1% in five years, and 66% in six years.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	30	40	40	40
Continuing Students	50	50	40	40	40
Total Enrollment	65	80	80	80	80
Graduating Students	0	15	15	20	20

Tuition Structure

For students enrolled in the B.A./B.S. in AI, standard tuition will apply. For the 2024-25 academic year, residential tuition and fees total \$4,891.28 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,965.70 is attributable to tuition, \$855.58 is attributable to segregated fees, and \$70 is the textbook rental fee. Nonresident tuition and fees total \$9,684.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$8,758.72 is attributable to tuition, \$855.58

is attributable to segregated fees, and \$70 is the textbook rental fee. Part time students will pay at the per credit tuition and fee rate of \$407.61 for in-state and \$807.02 for non-resident.

Student Learning and Program Outcomes

AI is a multidisciplinary subject encompassing technical skills, data analysis, statistics, ethics, and system thinking. Students completing the B.A./B.S. in AI will be prepared to apply specific knowledge and skills to either the application or development of AI. Upon completion of either the 36-credit standard AI or the 60-credit comprehensive AI major, students will be able to:

- Leverage domain knowledge and data literacy to collaboratively analyze datasets and develop AI models and algorithms that drive operational efficiency and decision-making across key industries like healthcare, journalism, finance, and manufacturing.
- Assess the performance and potential impacts of AI models and algorithms through statistical thinking and an ethical lens focused on fairness, accountability, and mitigation of bias and harm.
- Leverage the insights gained from comprehensive statistical and ethical evaluations to iteratively refine, retrain, and modify AI models and algorithms.

Students completing the comprehensive AI major will also be able to:

- Utilize advanced mathematical and statistical techniques for exploratory data analysis and performance evaluation of AI models.
- Employ advanced methodologies in programming, data structures and databases to develop and maintain AI models.

These outcomes will prepare students for data-driven occupations that employ data scientists, statisticians, market research analysts, marketing specialists, operations research analysts, and database architects.

Program Curriculum

The proposed B.A./B.S. in AI will be an interdisciplinary program that involves collaboration between the mathematics and computer science departments. Seven new courses (23 total credits) with an AI prefix will be developed for this program. The administrative home will be the Department of Computer Science. In the College of Arts and Sciences at UW-Eau Claire, it is standard practice to provide students with the option of a B.A or B.S. degree for most majors. Therefore, regardless of whether students select the 36-credit standard AI major or the 60-credit comprehensive AI major, students may choose the appropriate degree to meet their interests. Academic advising and student support will assist students in their selection.

The curriculum for the 36-credit standard AI major is summarized in Table 2A. It consists of a core of 24 credits from data science (DS), mathematics (MATH), and AI. The DS

and MATH prefixes are administered by the Department of Mathematics, while the Department of Computer Science will administer the AI prefix. A list of additional courses with prefixes from AI, computer science (CS), DS, economics (ECON), geography (GEOG), information systems (IS), MATH, philosophy (PHIL), psychology (PSYC), and sociology (SOC) is provided from which 12 additional elective credits are to be completed. These elective courses are selected because they:

- a) Develop skills and knowledge related to statistics, data analysis, algorithms, or ethical reasoning that are directly applicable to either the development or application of artificial intelligence;
- b) Promote interdisciplinarity; and
- c) Encourage and facilitate pairings of majors, minors, and certificates.

It is expected that many students in the 36-credit standard AI major will select the B.A. in AI degree and thus will be required to meet an additional foreign language competency requirement. Students in the 36-credit standard AI major who select the B.S. in AI degree must satisfy a mathematics competency requirement at the level of Precalculus.

The curriculum for the 60-credit comprehensive major is summarized in Table 2B. It consists of a core of 43 credits from DS, MATH, AI, and English (ENGL). The core for this comprehensive major requires more coursework in mathematics and computer science. Like the 36-credit AI major described above, a list of courses is provided from which 17 additional elective credits are to be completed. These elective courses are selected on the same basis as that described in the elective list for the 36-credit standard major. Students in the comprehensive AI major will also have a choice between the B.A. and B.S. degrees. It is expected that students with interest in STEM will be attracted to this comprehensive major since it requires calculus and, therefore, will select the B.S. degree option.

The B.A./B.S. in AI program for both majors encourage timely degree completion, while simultaneously providing students with opportunities to participate in high impact practices such as undergraduate research experiences, internships, and travel to national research conferences. Up to 3 credits of the computer science internship course (CS 498) may be taken as an elective for either major.

Table 2A: BA or BS in Artificial Intelligence Program Curriculum for 36-credit Standard AI Major Option	
University and Liberal Education Requirements Not Met by the AI Major	
<p>Liberal Education (LE) Core: Natural Sciences, Social Sciences, Arts and Humanities, Written and Oral Communication, Equity/Diversity/Inclusivity, Global Perspectives, Civic and Environmental Issues, Creativity, Service Learning</p> <p>Note: LE Core requirements for Mathematics and Integration are included below, in AI Core Courses, and are not included in this 36-credit estimate. Depending on AI electives, other LE core electives will be satisfied by coursework in the major.</p>	36 credits

Elective credits to meet 120-credit minimum requirement, including a second academic program of 2 credit minor or 12-credit cert. (required for 36-credit major)		48 credits
Subtotal: 84 credits		
Artificial Intelligence Core Courses (24 credits)		
Data Analysis with R	DS 140	2 credits
Computing in Python: Fundamentals of Procedural Programming	DS 150	4 credits
Elementary Statistics	MATH 246	4 credits
Foundations of AI	AI 250	4 credits
Human Computer Interaction	AI 350	4 credits
Artificial Intelligence	AI 420	3 credits
AI Project	AI 485	3 credits
Artificial Intelligence Electives (select 12 credits)		
AI in Healthcare	AI 260	3 credits
AI in Media	AI 270	3 credits
Chemical Informatics	AI 450	3 credits
Deep Learning	CS 426	3 credits
Computer Science Internship	CS 498	1-3 credits
Data Structures and Algorithms in Bioinformatics	DS 250	4 credits
Econometrics	ECON 316	3 credits
Geographical Information Systems	GEOG 335	3 credits
Brain: Introduction to Neuroscience	IDIS 125	3 credits
Introduction to Business Analytics	IS 307	3 credits
Business Analytics Programming	IS 308	3 credits
Discrete Math	MATH 314	3 credits
Linear Regression Analysis with Time Series	MATH 441	4 credits
Advanced Statistical Modeling	MATH 442	4 credits
Ethics in Computing and Engineering	PHIL 308	3 credits
Philosophy of Mind	PHIL 343	3 credits
Statistical Methods in Psychology II	PSYC 366	3 credits
Sociological Data Analysis	SOC 328	3 credits
Subtotal for Major: 36 credits		

Table 2B: BA or BS in Artificial Intelligence-Comprehensive Major Program Curriculum for 60-credit Comprehensive AI Major

University and Liberal Education Requirements Not Met by the AI Major	
<p>Liberal Education (LE) Core: Natural Sciences, Social Sciences, Arts and Humanities, Written and Oral Communication, Equity/Diversity/Inclusivity, Global Perspectives, Civic and Environmental Issues, Creativity, Service Learning</p> <p>Note: LE Core requirements for Mathematics and Integration are in AI Core Courses, and are not included in this 36-credit estimate. Depending on AI electives, other LE core electives will be satisfied by coursework in the major.</p>	36 credits
Elective credits to meet 120-credit minimum requirement	24 credits

Subtotal: 60 credits		
Artificial Intelligence Core Courses (43 credits)		
Data Analysis with R	DS 140	2 credits
Computing in Python: Fundamentals of Procedural Programming	DS 150	4 credits
Calculus 1	MATH 114	4 credits
Elementary Statistics (or Probability and Mathematical Statistics, or Mathematical Statistics)	MATH 246 (or Math 345 or Math 347)	4 credits
Discrete Math	MATH 314	3 credits
Linear Regression Analysis with Time Series	MATH 441	4 credits
Advanced Programming and Data Structures	CS 245	4 credits
Database Systems	CS 260	4 credits
Foundations of AI	AI 250	4 credits
Human Computer Interaction	AI 350	4 credits
Artificial Intelligence	AI 420	3 credits
AI Project	AI 485	3 credits
Artificial Intelligence Electives (select 17 credits)		
AI in Healthcare	AI 260	3 credits
AI in Media	AI 270	3 credits
Chemical Informatics	AI 450	3 credits
Machine Learning	CS 425	3 credits
Deep Learning	CS 426	3 credits
Computer Science Internship	CS 498	1-3 credits
Data Structures and Algorithms in Bioinformatics	DS 250	4 credits
Econometrics	ECON 316	3 credits
Business Fluctuations and Forecasting	ECON 318	3 credits
Scientific Writing (or Technical Writing)	ENGL 312 (or ENGL 313)	3 credits
Geographical Information Systems	GEOG 335	3 credits
Introduction to Business Analytics	IS 307	3 credits
Business Analytics Programming	IS 308	3 credits
Discrete Math	MATH 314	3 credits
Linear Algebra	MATH 324	4 credits
Advanced Statistical Modeling	MATH 442	4 credits
Ethics in Computing and Engineering	PHIL 308	3 credits
Philosophy of Mind	PHIL 343	3 credits
Statistical Methods in Psychology II	PSYC 366	3 credits
Sociological Data Analysis	SOC 328	3 credits
Subtotal for Major: 60 credits		

Collaborative Nature of the Program

The B.A./B.S. in AI is interdisciplinary by design, involving core courses from four prefixes and electives from several additional disciplines. As other UW universities develop programs in artificial intelligence and related areas, UW-Eau Claire is interested in pursuing collaborations on curriculum, capstone projects, and undergraduate research experiences that share UW-Eau Claire's expertise and infrastructure and leverage the expertise and infrastructure at other UW universities.

UW-Eau Claire and the Mayo Clinic Health System have a collaborative research agreement, announced in 2017, which enables research collaborations between Mayo clinicians and UW-Eau Claire faculty, staff, and students. There are UW-Eau Claire and Mayo resources specifically dedicated to supporting these collaborations. Currently, there are several collaborative research projects involving faculty in disciplines such as computer science, chemistry, and mathematics that employ methodologies of AI, especially machine learning and deep learning algorithms. Students majoring in AI will find opportunities to be involved with collaborative research projects with UW-Eau Claire professors and Mayo Clinic clinicians.

Projected Time to Degree

Full-time students will be able to complete the proposed B.A./B.S. in AI in eight semesters or four years, assuming that students are adequately prepared for coursework in statistics, necessary pre-requisite courses are taken in sequence, and they complete 15 credits per semester.

Accreditation

No specialized accreditation will be required or pursued for this program. The program fits within UW-Eau Claire's accreditation by the Higher Learning Commission.

JUSTIFICATION

Rationale

The objective of the proposed B.A./B.S. in AI is to equip students with knowledge and experience that is foundational for careers in a workforce increasingly reliant on artificial intelligence (AI) tools. The U.S. National Science Foundation (NSF) states³ that "AI-driven discoveries and technologies are transforming Americans' daily lives—promising practical solutions to global challenges, from food production and climate change to healthcare and education. The growing adoption of AI also calls for a deeper understanding of its potential risks, like the amplification of bias, displacement of workers, or misuse by malicious actors to cause harm."

³ National Science Foundation. Artificial Intelligence. Retrieved at <https://new.nsf.gov/focus-areas/artificial-intelligence> (2024)

Under NSF's recommendations for preparing the workforce, the *Artificial Intelligence Commission Report* of the U.S. Chamber of Commerce states, "The United States must increase education around AI in both the K-12 and higher education systems by encouraging policymakers to reform the standard curriculum to better prepare students for developing AI and machine learning systems."⁴ The interdisciplinary curriculum in the proposed AI majors will cater to many student interests and anticipates a constantly evolving role of AI in the workforce. This curriculum aligns with the goal of the UW-Eau Claire 2025 Academic Strategic Plan to "develop transdisciplinary majors, minors, and certificates" that align with workforce demand.⁵ It also supports the 2025 University Plan commitment to "support existing and develop new programs that attract students and serve the needs of Wisconsin."⁶

University and Universities of Wisconsin Program Array

The proposed B.A./B.S. in AI aligns with the existing array of programs at UW-Eau Claire. It follows a pattern of successful interdisciplinary programs including bioinformatics and neuroscience and will incorporate knowledge and skills from across an array of established disciplines. The program is not expected to negatively impact related programs at UW-Eau Claire due to the strength of related programs such as computer science, which currently has more than 300 majors. Other students may add the standard AI major as an additional major, thus negating the impact on programs in the social sciences and humanities.

Across the Universities of Wisconsin, there are no existing undergraduate programs in CIP code 30.3101: Human Computer Interaction. UW-Madison offers a B.S. in Computer Engineering with a concentration in Machine Learning and Data Science (CIP code 14.0901-Computer Engineering, General), which focuses on engineering and does not include the broad range of interdisciplinary coursework required in the proposed majors. Several UW universities offer programs in computer science, but these programs all fall in CIP code curricular areas of 11-Computer and Information Sciences and Support Services or 27-Mathematics and Statistics. It is also noted that UW-Stevens Point recently received approval to plan a B.S. in Artificial Intelligence with a proposed CIP code of 11.0102-Artificial Intelligence.

⁴ U.S. Chamber of Commerce. Executive Summary: CTEC AI Commission 2023. U.S. Chamber of Commerce. Retrieved at https://www.uschamber.com/assets/documents/CTEC_AICommission2023_Exec-Summary.pdf (2023)

⁵ 2025 Academic Strategic Plan, <https://publicwebuploads.uwec.edu/documents/2025-Academic-Strategic-Plan.pdf>

⁶ A Bold Future: 2025 Strategic Plan. Retrieved at <https://publicwebuploads.uwec.edu/documents/Strategic-Plan-2025-booklet-for-web.pdf>

Need as Suggested by Current Student Demand

UW-Eau Claire is already a popular destination for students interested in academic disciplines associated with AI, which include STEM, social sciences, healthcare, digital humanities, and business analytics. It is anticipated that the popularity of these types of majors at UW-Eau Claire, combined with growing general interest in AI will make the B.A./B.S. in AI majors highly attractive to new students. The new majors in AI will provide an additional option for current UW-Eau Claire students enrolled in the undergraduate majors and for incoming students who might normally pursue one of these majors. The 36-credit standard AI major may serve as a primary major or a second major for students in a variety of programs. Among the STEM fields, the computer science department has over 300 students pursuing majors, either in computer science or software engineering. It is estimate that at least 15% of these computer science students will opt for one of the AI majors instead. This baseline estimate is expected to be further augmented by students from other STEM disciplines making a similar choice.

The interdisciplinary and flexible nature of the 36-credit standard AI major is anticipated to attract many students primarily interested in the humanities or social sciences. With the growing impact of AI in the business sector, the 36-credit standard AI major will also be attractive to students planning to go into this employment sector after graduation, and that programs in our College of Business such as the Information Systems minor and certificate and the Business Analytics certificate will be selected to augment the 36-credit AI major.

Need as Suggested by Market Demand

The B.A./B.S. in AI is interdisciplinary and recognizes the market demand for people with knowledge and experience related to artificial intelligence intersects with a myriad of entries found in the BLS Occupational Outlook Handbook. The Handbook states, “Businesses and organizations rely on data to drive and inform many of their decisions” and occupations that focus on data are projected to have strong employment growth, meaning that these occupations are projected to grow faster than the 5% average for all occupations from 2021 to 2031. The Handbook explicitly mentions the data-driven occupations that employ data scientists, statisticians, market research analysts, marketing specialists, operations research analysts, and database architects. Examples of other computer and information technology occupations where a deeper understanding of artificial intelligence is becoming integral and that have a much faster than average projected occupation growth include web developers and digital designers (projected job growth of 16%),⁷ computer and information research scientists (23% projected job

⁷ BLS, U.S. Department of Labor, Occupational Outlook Handbook, Web Developers and Digital Designers. Retrieved at <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm> (March 30, 2024).

growth),⁸ and software developers, and quality assurance analysts and testers (25% projected job growth).⁹

In addition, there is a growing market demand for a workforce that has an understanding of artificial intelligence that goes beyond these computer and information technology occupations. A workforce with a deeper understanding of AI is needed in occupations in the sectors of business, manufacturing, commerce, education, healthcare, and indeed in any field that analyzes or uses data for decision making.

The Wisconsin workforce will also need employees able to work in AI and related fields. A 2024 Governor's Task Force on workforce and artificial intelligence reported that "Wisconsin ranked at the top of all U.S. states, with an estimated 15% of employees in Wisconsin companies working for businesses that currently report using AI, with an additional 5% working for businesses that anticipate adopting AI within six months."¹⁰ The New Manufacturing Alliance reported that between 2020 and 2024, 58% of manufacturers in northeast Wisconsin reported increased investment in artificial intelligence and 57% reported increased investment in generative AI. More than half of the respondents indicated that they intend to maintain or increase these investments over the next three years.¹¹

⁸ BLS, U.S. Department of Labor, Occupational Outlook Handbook, Computer and Information Research Scientists. Retrieved at <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm> (March 30, 2024)

⁹ BLS, U.S. Department of Labor, Occupational Outlook Handbook, Software Developers, Quality Assurance Analysts, and Testers, Retrieved at <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm> (March 30, 2024)


¹⁰ Governor's Task Force on Workforce and Artificial Intelligence, Advisory Action Plan, July 2024. Retrieved at <https://dwd.wisconsin.gov/ai-taskforce/pdf/ai-advisory-action-plan.pdf>

¹¹ Industry 4.0 Talent & Technology Survey 2024. Retrieved at <https://newmfgalliance.org/industry-4-0-talent-technology-survey-2024/>

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For B.A./B.S. in Artificial Intelligence						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	30	40	40	40
	Enrollment (Continuing Student) Headcount	50	50	40	40	40
	Enrollment (New Student) FTE	15	30	40	40	40
	Enrollment (Continuing Student) FTE	50	50	40	40	40
II	Total New Credit Hours	300	630	630	630	630
	Existing Credit Hours	735	906	906	906	906
III	FTE of New Faculty/Instructional Staff	2	2	2	2	2
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	Revenues					
	Tuition	\$59,486	\$317,256	\$317,256	\$317,256	\$317,256
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)					
	Program Revenue - MSDS Shared Revenue	\$31,864	\$31,864	\$31,864	\$31,864	\$31,864
	GPR (re)allocation- Workforce GPR	\$186,057	\$186,057	\$186,057	\$186,057	\$186,057
	Total Revenue	\$277,406	\$535,177	\$535,177	\$535,177	\$535,177
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary (assume 2% annual increase)	\$158,000	\$161,160	\$164,383	\$167,671	\$171,024
	Instructional Academic Staff					
	Administrative and Student Support Staff					
	Other Staff					
	Fringe Faculty and Academic Staff	\$67,150	\$68,493	\$69,863	\$71,260	\$72,685
	Fringe University Staff					
	Fringe Other Staff					
	Facilities and Capital Equipment					
University buildings and space						
Capital Equipment						
Operations						
Other Expenses						
Datasets, data subscriptions, student travel	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	
Other (please list)						
	Total Expenses	\$235,150	\$239,653	\$244,246	\$248,931	\$253,710
	Net Revenue	\$42,256	\$295,524	\$290,931	\$286,246	\$281,467

Provost's Signature: 

Date: 12-13-24

Chief Business Officer's Signature: 

Date: 12-12-24

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-EAU CLAIRE
BACHELOR OF ARTS AND BACHELOR OF SCIENCE
IN ARTIFICIAL INTELLIGENCE**

PROGRAM INTRODUCTION

The University of Wisconsin–Eau Claire (UW-Eau Claire) proposes to establish a Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in Artificial Intelligence (AI). The B.A./B.S. in AI will require a total of 120 credits, consisting of 36 credits in Liberal Education (LE) core coursework, and students will have the option to complete either a 36-credit standard AI major or a 60-credit comprehensive AI major. Both AI majors will build upon a 24-credit core of foundational courses that will also be offered as a 24-credit AI minor. A smaller subset of these foundational courses will be offered as a 12-credit AI certificate. Seven new courses (23 credits) will be developed to support the program. The proposed degrees will follow standard tuition structures. The proposed B.A./B.S. in AI is supported by workforce development funds which will be used to hire one new faculty member in mathematics and one new faculty member in computer science.

COST REVENUE NARRATIVE**Section I – Enrollment**

Enrollment projections include both new students and current students transitioning into the major from other programs at UW-Eau Claire. In Year 1, 15 new and 50 continuing students are predicted, with gradual increases in new student enrollment through Year 3. The number of continuing students in Year 1 is based on approximately 10% of current computer science majors switching to the B.A./B.S. in AI or adding the program as a second major, as well as including students in other majors switching to or adding the major. The average student retention rate of 85% for UW-Eau Claire majors is expected to apply. The number of continuing students in subsequent years includes both students moving into the major from other programs and students continuing in the program.

Section II – Credit Hours

New credit hours are defined as those generated through enrollment in the seven (7) new courses (23 total credits) designed for the program (those with an AI prefix). Four course sections will be taught in Year 1, and seven course sections will be taught in Years 2-5. An average enrollment of 25 in AI courses is anticipated in Year 1, and an average enrollment of 35 in AI courses in Years 2-5. As new student enrollment in the B.A./B.S. in AI grows, additional sections of required non-AI core courses will be added as needed. UW-Eau Claire’s centralized model for allocating instructional resources allows for reallocation of teaching resources to areas with growing enrollment.

Existing credits exclude Liberal Education credits and include core and elective credits in courses with prefixes other than AI. Each student will take approximately 22 of these credits in the 36-credit standard AI major and approximately 46 of these credits in the 60-credit comprehensive AI major. It is assumed that there will be a roughly 50% split between students in the 36-credit and 60-credit majors and a distribution of existing credits across the last three years of a student's program to arrive at existing credit hours. Because of the interdisciplinary nature of the program and the broad area of elective courses, it is anticipated that new students will be accommodated in existing course sections of elective courses.

Section III – Faculty and Staff Appointments

The B.A./B.S. in AI is interdisciplinary and involves collaboration between the departments of mathematics and computer science. The administrative home will be the Department of Computer Science.

The 36-credit and 60-credit majors in the B.A./B.S. in AI program will utilize existing UW-Eau Claire instructional resources for instruction of the core courses. Both AI majors will build upon a 24-credit core of foundational courses. To support the program, it is anticipated that there will be a need to hire 1.0 FTE faculty in mathematics and 1.0 FTE faculty in computer science to start in fall 2025. Current faculty have designed and developed the proposed majors and may also contribute to the 24-credit AI core and/or AI Electives.

Section IV – Program Revenues

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

Tuition

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

Tuition revenue in each year is assumed to be resident undergraduate tuition for the FTE counts of new and continuing students: 65 FTE in 2025-26 and 80 FTE in 2026-27 through 2029-30. Rather than assign all tuition revenue to the new AI program, calculations

attempt to better align tuition revenue collected with the actual expenses of delivering the AI curriculum. This budget model reduces tuition revenue by half (\$317,256 in 2026-27 through 2029-30). This adjustment is an attempt to count only tuition revenue paid by third (3rd) and fourth (4th) year students; the rationale is that these students are more likely to be taking the advanced AI courses taught by the new faculty/instructional staff. Segregated fees and textbook fees are not included in the calculation. There are no program-specific student fees planned for the program at this time.

Program Revenues and GPR

The program will be staffed by GPR positions awarded to UW-Eau Claire through the Workforce Development funding, combined with a portion of UW-Eau Claire's shared revenue from the Universities of Wisconsin collaborative Master of Science program in Data Science (MSDS). Funding for 1.66 FTE salary and fringe comes from GPR Workforce Development funds, and funding for 0.34 FTE salary and fringe comes from UW-Eau Claire's Master of Science in Data Science (MSDS) shared revenue.

Section V – Program Expenses

Salary and Fringe

UW-Eau Claire is in the process of hiring two new faculty members: 1.0 FTE in computer science and 1.0 FTE in mathematics. For the one faculty position in computer science, the \$90,000 salary and \$38,250 in fringe for the position will be supported using Workforce Development funding. The second faculty position in mathematics will be supported through Workforce Development funding and a portion of UW-Eau Claire shared revenue from the Master of Science in Data Science (MSDS) program, totaling \$68,000 salary and \$28,900 in fringe. The budget assumes 2% annual pay plans in years 2026-27 through 2029-30. Fringe was calculated using the composite rate of 42.5%.

Other Expenses

There may be a total of \$10,000 per year for expenses such as the purchase of datasets, large language model and graphics subscriptions, and student travel to conferences about AI and data science. No new or additional capital or facilities expenses are expected.

Section VI – Net Revenue

In summary, the budget projections estimate positive “Net Revenue” beginning in Year 1, with an estimated net revenue that is over \$200,000 in Years 2-5. All GPR funds are centrally managed by university administration. As such this positive net revenue is expected to support programs as needed and to support general education as well as the needs of specific programs.



University of Wisconsin-Eau Claire

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

December 13, 2024

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

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Science/Bachelor of Arts (B.S./B.A.) majors in Artificial Intelligence (60-credit comprehensive major, 36-credit liberal arts major) for review, consideration, and approval by Universities of Wisconsin System Administration and the Universities of Wisconsin System Board of Regents.

These majors in Artificial Intelligence, along with a minor and a certificate, are necessary as Artificial Intelligence becomes integrated in all areas of society. The 36-credit major will give students with diverse interests and career goals an edge by providing knowledge and experience in evaluating and applying AI models and algorithms used in a variety of industries. The 60-credit comprehensive major will build on that core and provide students with the knowledge and skills to use advanced methodologies to develop and maintain AI models. These programs evolve from existing campus expertise; all faculty in computer science, along with several faculty in affiliated departments, have expertise to teach in the proposed majors and to help adapt the curriculum as this field of study continually evolves. In shared governance discussion of the proposals, it was noted that as far back as the 1970s, UW-Eau Claire offered CS 350 which offered: *Study of the computer as a device for symbol manipulation; natural language manipulation, mechanical pattern recognition, and topics in artificial intelligence.* In recent years, faculty have been teaching courses in machine learning and deep learning and collaborating with students on research in those areas. Those research projects are often associated with UW-Eau Claire's Mayo Clinic Research Partnership and use UW-Eau Claire's high performance computing resource obtained through our collaboration with Hewlett Packard Enterprise.

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

The B.S./B.A. majors in Artificial Intelligence align with UW-Eau Claire's mission to provide "educational opportunities responsive to the needs of our communities, state, region and

Excellence. Our measure, our motto, our goal.

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beyond.” As noted in the authorization, The US National Science Foundation (NSF) states¹ that “*AI-driven discoveries and technologies are transforming Americans' daily lives — promising practical solutions to global challenges, from food production and climate change to healthcare and education. The growing adoption of AI also calls for a deeper understanding of its potential risks, like the amplification of bias, displacement of workers, or misuse by malicious actors to cause harm.*” Progress in this area not only requires graduates who are able to build and maintain AI models, but also graduates who can evaluate and apply AI models across and beyond the range of industries highlighted by the NSF.

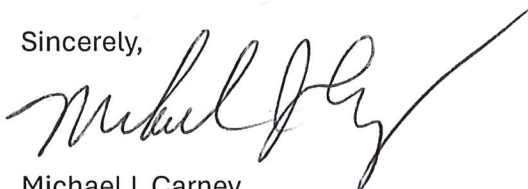
The program has been carefully considered and is supported on campus. A nine-member, cross-disciplinary group including faculty from STEM, humanities, and social science disciplines began developing the program in Fall 2023. The proposed programs were approved by University Senate on October 22, 2024, and the University Senate action was signed by Chancellor Schmidt on November 11, 2024. All programs at the University are subject to an in-depth review every seven years, which is complemented by an annual program data review and reflection process focused on continuous improvement. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be closely monitored as part of the annual program data review process.

After reviewing the proposal, I am confident UW-Eau Claire has identified the financial, capital, and human resources to launch and maintain the program. Those resources are supplemented by Workforce Development funding that will be used to hire 1.0 FTE in Mathematics and 1.0 FTE in Computer Science to support this interdisciplinary program.

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

Thank you for your consideration.

Sincerely,



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

Enclosures

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

¹ National Science Foundation (2024). <https://new.nsf.gov/focus-areas/artificial-intelligence>

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS IN CRIMINAL JUSTICE,
UNIVERSITY OF WISCONSIN-GREEN BAY**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Arts in Criminal Justice at the University of Wisconsin-Green Bay.

Resolution C.3 That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Criminal Justice program at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin-Green Bay proposes to establish a Bachelor of Arts (B.A.) in Criminal Justice. This proposal is driven by the success of the existing Criminal Justice minor, which has seen rapid enrollment growth and is among the most popular minors at UW-Green Bay. Implementing a major in Criminal Justice will respond to strong student demand, regional workforce needs, and the university's mission to promote opportunity, inclusion, and civic engagement. The B.A. in Criminal Justice is comprised of 120 credits, including 42 credits specific to the major. Students will develop interdisciplinary and critical analytical skills, as well as learning that prepares graduates for careers in law enforcement, legal advocacy, corrections, policy analysis, and related fields. Students will gain practical skills through internships and field placements with local law enforcement agencies and non-profits, fostering career readiness and professional development. Projected growth in occupations related to criminal justice is anticipated to grow as fast as or faster than average across the decade. Additionally, regional leaders, including Green Bay's mayor and police chief, have expressed support for the program to address community safety and public policy needs. Standard undergraduate tuition will apply.

Presenter

- Dr. Kate Burns, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.¹

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

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS IN CRIMINAL JUSTICE
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish a Bachelor of Arts (B.A.) in Criminal Justice (CJ). This proposal is driven by the success of the existing CJ minor, which has seen rapid enrollment growth and is among the most popular minors at UW-Green Bay. Implementing a CJ major will respond to strong student demand, regional workforce needs, and the university's mission to promote opportunity, inclusion, and civic engagement. The B.A. in CJ is comprised of 120 credits, including 42 credits specific to the major. Students will develop interdisciplinary and critical analytical skills, as well as learning that prepares graduates for careers in law enforcement, legal advocacy, corrections, policy analysis, and related fields. Students will gain practical skills through internships and field placements with local law enforcement agencies and non-profits, fostering career readiness and professional development. Projected growth in occupations related to CJ is anticipated to grow as fast as or faster than average across the decade. Additionally, regional leaders, including Green Bay's mayor and police chief, have expressed support for the program to address community safety and public policy needs. Standard undergraduate tuition will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Green Bay

Title of Proposed Academic Program

Criminal Justice

Degree Designation(s)

Bachelor of Arts

Proposed Classification of Instructional Program (CIP) Code

43.0104 Criminal Justice/Safety Studies

Mode of Delivery

Single university; Mixed Modality.

Students can complete course requirements fully via distance education, predominantly in-person, or in a combination of distance education and in-person modalities.

Department or Functional Equivalent

Public and Environmental Affairs

College, School, or Functional Equivalent

College Arts, Humanities, and Social Sciences

Proposed Date of Implementation

August 2025

PROGRAM INFORMATION

Overview of the Program

The proposed B.A. in CJ at UW-Green Bay aims to address community safety, public policy reform, and equity within the criminal justice system. This interdisciplinary program develops critical analytical skills, encouraging students to evaluate research, theories, and policy in ways that promote justice and civic responsibility. The B.A. in CJ program aligns with UW-Green Bay's mission of promoting diversity, inclusion, and civic engagement. It aims to equip students with the skills and knowledge necessary to address bias and inequity within the criminal justice system while fostering positive community impact.

The B.A. in CJ will require 42 credits specific to the major. Students will complete foundational courses introducing them to sociology, public administration, and crime statistics. As students progress, upper-level courses will cover research methods, criminology, and criminal justice processes. Students will also have the opportunity to choose from a variety of electives tailored to their interests, such as environmental law, immigration policy, and constitutional law. The program incorporates practical learning through internships and fieldwork, providing hands-on experience with real-world criminal justice systems. High-impact learning practices are integrated into the program. Internships and fieldwork, developed in partnership with local law enforcement and non-profit agencies. Interdisciplinary coursework in areas such as sociology, environmental policy, and philosophy will enhance their understanding of the complexities of criminal justice. The program emphasizes career readiness, preparing students for roles in law enforcement, corrections, legal advocacy, forensic analysis, and related areas. It also provides a solid foundation for those interested in graduate programs or law school.

Courses will be offered both in-person and distance education to accommodate a range of students, including traditional students, transfer students, and career changers. This flexibility reflects the university's commitment to accessibility and student success.

Projected Enrollments and Graduates by Year Five

The projected enrollments for the B.A. in CJ were determined by analyzing trends from the existing CJ minor at UW-Green Bay, which has grown significantly since its introduction. The minor is the second most popular within the College of Arts, Humanities, and Social Sciences and the fourth most popular at UW-Green Bay. In the Academic Year (AY) 2024-25, 115 students are enrolled in the minor. Additionally, feedback and inquiries received by admissions and advising staff, confirm ongoing interest in the proposed major.

Table 1 illustrates enrollment projections for the first five years of the program. Over the first five years of the program, it is expected that a total of 120 new students will have enrolled in the program and 45 students will have graduated. A retention rate of approximately 90%, is anticipated based on strong student interest and the university's focused strategies that support student success and engagement. Retention will be supported through advising, internships, field placements, and other high-impact practices designed to foster student connection and academic engagement.

The B.A. in CJ is designed so that students can enter the program at any point in their academic journey. This flexibility allows the program to attract a mix of recent high school graduates, transfer students, non-traditional learners, and those shifting from other majors. The interdisciplinary nature of the program will complement other programs across the university, such as the B.A. in Sociology & Anthropology, B.A./B.S. in Democracy and Justice Studies, and B.A./B.S. in Psychology. Some students may transition from those programs into the CJ major. These students are not included in the enrollment projections. It is expected that the new major will have a positive impact on overall enrollment without significantly reducing numbers in other areas.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	25	25	30
Continuing Students	0	18	35	50	59
Total Enrollment	20	38	60	75	89
Graduating Students	0	0	10	15	20

Tuition Structure

The CJ program at UW-Green Bay will follow the standard tuition and fee structure in compliance with SYS 805. Based on the 2024-25 tuition schedule, students who are Wisconsin residents who attend full-time would pay \$4,350.00 per semester, of which \$3,562.44 is attributable to tuition and \$787.56 is attributable to segregated fees. Full-time students enrolled under the Midwest Tuition Rate (MTR) would pay \$6,131.28, of which \$5,343.72 is attributable to tuition and \$787.56 is attributable to segregated fees. Part-time Wisconsin students will pay \$296.87 per credit. Students under the MTR would pay \$445.31 per credit. Students will also incur costs for textbooks, which may include rental or

purchase options, depending on the course requirements. UW-Green Bay faculty and instructors are encouraged and supported to utilize open educational resources.

Student Learning Outcomes and Program Objectives

The B.A. in CJ at UW-Green Bay is designed to equip students with the knowledge, skills, and critical thinking abilities needed to succeed in a variety of roles within the criminal justice system and related fields. Graduates will be prepared to contribute meaningfully to the field, whether through public service, policy development, legal advocacy, or further education. The program emphasizes a well-rounded, interdisciplinary approach, enabling students to engage with complex social issues and apply solutions within local, national, and global contexts. Students will also be equipped to work effectively in diverse communities, promoting equity, justice, and public safety. Upon completion of the program, graduates will be able to:

1. Analyze how deviance and crime are socially constructed within the framework of the criminal justice system.
2. Examine the evolution and diversity of justice systems across different historical periods and cultures.
3. Interpret and critically assess quantitative and qualitative data relevant to criminal justice processes and outcomes.
4. Apply criminological theories and conceptual frameworks to understand the processes of justice administration and policy development.
5. Identify and evaluate the demographic and social structural characteristics of criminal offenders and victims within the justice system.
6. Assess ethical considerations involved in the construction and implementation of criminal justice policy.
7. Critically analyze and address bias in policies and interactions within the criminal justice system.
8. Evaluate the differential impacts of the criminal justice system on populations based on race, ethnicity, gender, sexuality, ability, age, and other relevant social statuses.

While the program does not directly prepare students for a specific professional or industry-based exam, it lays a strong foundation for those interested in careers requiring further certification or graduate education, such as law enforcement training, forensic analysis, or law school. Graduates will leave with the analytical, theoretical, and practical skills needed to pursue such credentials or professional exams, as well as succeed in roles that require critical engagement with policy and practice.

Program Requirements and Curriculum

The CJ program at UW-Green Bay provides students with a comprehensive curriculum that balances foundational knowledge, core disciplinary learning, and practical experience. The coursework is designed to develop analytical and critical thinking skills, enabling students to evaluate and address complex issues related to justice, public safety, and policy. The curriculum ensures that students meet the program's learning outcomes

through interdisciplinary study, hands-on learning opportunities, and a focus on equity and civic responsibility.

High-impact educational practices are embedded throughout the program to enhance student learning and career readiness. Field placements and internships, developed in partnership with local law enforcement, non-profit organizations, and government agencies, allow students to apply their classroom learning in real-world settings. These experiences foster connections between theory and practice, helping students develop essential skills for careers in law enforcement, corrections, legal advocacy, and related fields.

Table 2 illustrates the curriculum for the program. The B.A. in CJ is comprised of 120 credits and integrates 36-43 credits of general education courses. Undergraduate degree requirements also include writing and math competencies and a capstone requirement. Courses taken to fulfill degree and general education requirements may also be used simultaneously to fulfill the requirements of the major. Major requirements include 42 credits of degree prerequisites and major-specific coursework. Students may satisfy remaining credit requirements with elective coursework. This structure ensures students receive a well-rounded education while gaining specialized knowledge in criminology, law, public administration, and forensic methods. Graduation requirements include maintaining a cumulative 2.0 grade point average (GPA) and a 2.0 GPA in the major. Students must complete a minimum of 30 credits at UW-Green Bay.

Table 2: B.A. in CJ Program Curriculum

General Education Program Requirements	36-43 credits
First Year Seminar	3 credits
Fine Arts	3 credits
Social Sciences	6 credits
Humanities	6 credits
Biological Sciences	3 credits
Natural Sciences	3-5 credits
Sustainability Perspective	3-4 credits
Ethnic Studies Perspective	3 credits
Global Culture	3 credits
Quantitative Literacy	3-7 credits

Major Requirements		42 credits
Supporting Courses (9 credits) Complete all of the following:		
Sociol 101	Introduction to Sociology	3 credits
Poly Sci 101	American Government and Politics	3 credits
Pub Adm 215	Introduction to Public Administration	3 credits
Lower-level Core Courses (9 credits) Complete all of the following:		
SOCIOLOG 231	Crime and CJ	3 credits
SOCIOLOG 246	Juvenile Delinquency	3 credits
PSYCH 205	Social Science Statistics	3 credits
Upper-Level Core (9 credits) Complete the following:		
SOCIOLOG 325	Research Methods in Sociology & Anthropology	3 credits
SOCIOLOG 404	Criminology	3 credits
DJS 303	CJ Processes	3 credits
OR SOCIOLOG 316	CJ Systems, Administration, and Process	3 credits
Upper-Level Electives (15 credits) Choose five of the following:		
DJS 320	Constitutional Law	3 credits
DJS 325	Law and Society	3 credits
DJS 348	Gender and the Law	3 credits
EPP 378	Environmental Law	3 credits
EPP 379	Natural Resources Policy, Law, and Administration	3 credits
FNS 392	First Nations Justice and Tribal Governments	3 credits
PHILOS 301	Ethical Theory	3 credits
PHILOS 326	Philosophy, Politics, and Law	3 credits
POL SCI 322	Politics of Crime and Punishment	3 credits
POL SCI 361	Immigration and Immigration Policy	3 credits
POL SCI 378	Environmental Law	3 credits
PUB ADM 408	Public Policy Analysis	3 credits
SOCIOLOG 304	Deviant Behavior	3 credits
SOCIOLOG 315	Street Gangs in America	3 credits
SOCIOLOG 357	Environmental Justice	3 credits
SOCIOLOG 497	Internship	3 credits
Additional Elective Coursework Sufficient to reach 120 credits		35-42 credits
Total Credits		120 credits

Collaborative Nature of the Program

The B.A. in CJ at UW-Green Bay is built on collaborative efforts that leverage expertise from multiple departments and external partners to provide students with rich, interdisciplinary learning experience. Internally, the program draws faculty and resources from and aligns well with other academic offerings in democracy and justice studies, sociology & anthropology, psychology, and public administration, fostering cross-enrollment and collaborative learning opportunities. These connections allow students to integrate insights from different disciplines, building a comprehensive understanding of law enforcement, policy development, and equity issues. As the program grows, additional

contributions are anticipated from Psychology (e.g., forensic psychology) and Accounting (e.g., forensic accounting). This interdisciplinary approach ensures students are exposed to a variety of perspectives, enriching their understanding of criminal justice processes and societal issues.

Externally, the program faculty and staff have developed strong partnerships with local officials. The Mayor of the City of Green Bay and the Chief of the Green Bay Police Department have submitted letters in support of the program. These partnerships alongside those established with non-profit organizations, and community groups will support meaningful internships and fieldwork experiences for students. These hands-on opportunities ensure students apply classroom knowledge in real-world settings, developing essential skills for future careers. Partnerships with organizations focused on public safety, advocacy, and justice reform align with the program's mission to promote civic responsibility and community engagement.

There are no formal partnerships with other UW universities at present, but there are possible collaborations with other UW universities with similar programs. As well, UW-Green Bay has a history of working closely with local technical college partners to create seamless transfer pathways. For example, transfer pathways are being developed with Northeastern Wisconsin Technical College and Fox Valley Technical College, two institutions with which UW-Green Bay has a longstanding relationship. Both institutions have several well-enrolled programs in law enforcement and public administration. Thus, upon implementation of the program, there are immediate opportunities to create transfer pathways and articulation agreements that enable individuals in the region to advance their education and careers through the completion of a bachelor's degree.

Projected Time to Degree

The B.A. in CJ at UW-Green Bay is designed for completion in four years. Flexible in-person and distance education options support students in balancing education with work or other commitments. Transfer students or those with prior credits may complete the degree faster, but the program aligns with typical degree expectations, allowing students to integrate internships and fieldwork without delaying graduation. Given the mixed-modality delivery of the program, non-traditional students may opt to enroll in the program part-time, extending their time to a degree.

Accreditation

The B.A. in CJ at UW-Green Bay does not require any specialized accreditation. Since the program falls under the university's standard academic offerings, no additional approvals are needed from external accrediting bodies. The program will adhere to the guidelines and quality standards set by the Higher Learning Commission (HLC), but no separate notice or approval from HLC is required for its implementation.

PROGRAM JUSTIFICATION

Rationale

The development of the B.A. in CJ at UW-Green Bay was prompted by increasing student demand, both from those enrolled in the existing minor and from prospective students and community members inquiring about a major. The rapid growth of the minor and feedback from advisors and admissions staff highlighted the need for a more comprehensive degree option. Market trends also show strong employment opportunities in fields related to law enforcement, corrections, legal advocacy, and policy development, further supporting the program's relevance.

This program aligns closely with UW-Green Bay's mission and strategic framework by promoting diversity, inclusion, and civic engagement. Its interdisciplinary structure encourages students to engage critically with societal challenges and apply their knowledge to promote public safety and justice. The program also supports the university's commitment to student success and community service by offering practical, career-oriented learning experiences, such as internships and fieldwork that prepare students to meet both local and national workforce needs.

University and Universities of Wisconsin Program Array

The B.A. in CJ complements UW-Green Bay's existing academic program array by building on the success of related programs, such as the CJ minor, the B.A./B.S. in Democracy and Justice Studies, and courses offered in sociology, public administration, and political science. Its interdisciplinary approach aligns with the university's focus on programs that foster critical thinking, civic engagement, and community impact. The major will attract students interested in careers in public service, law enforcement, legal advocacy, and corrections, enhancing enrollment across related programs.

Within the Universities of Wisconsin, there are five UW universities that offer CJ or closely related programs classified under CIP code 43.0104, these include UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Platteville. UW-Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Platteville deliver their programs in mixed modality options. Three UW universities offer Criminology programs under CIP code 45.0401, including UW-River Falls, UW-Stout, and UW-Whitewater, the latter of which is offered in mixed modality. UW-Green Bay's program will differentiate itself through a curricular emphasis on equity, data analysis, and community engagement that is consistent with the university's mission. The program's in-person and distance education delivery will provide flexibility to working students, especially within the northeast region of Wisconsin. This ensures access for diverse student populations, including non-traditional students. This alignment with the systemwide academic program array helps position UW-Green Bay to meet regional workforce demands while offering a unique program focus within the broader UW array.

Need as Suggested by Student Demand

Student demand for the B.A. in CJ at UW-Green Bay was projected based on enrollment trends within the CJ minor. Since its establishment, enrollment in the minor has grown from 35 students in AY 2021-22 to 115 students in the current AY 2024-2025. It is the second most popular minor in the College of Arts, Humanities, and Social Sciences and the fourth most popular across campus. Informal feedback from advising staff and prospective student inquiries consistently indicated a desire for a full major, underscoring unmet demand. Additionally, admissions staff have reported an increased interest in criminal justice as a field of study over the past several years.

The addition of this major is expected to complement existing programs, such as the B.A./B.S. in Democracy and Justice Studies and the B.A. in Sociology and Anthropology, rather than diminish their enrollment. Many students who are already enrolled in the minor or related disciplines have expressed interest in pursuing the major as a way to expand their career opportunities. Offering the major will also serve place-bound transfer students and non-traditional learners from the local region, helping UW-Green Bay grow its enrollment and better meet regional workforce needs.

Need as Suggested by Market Demand

The national, state, regional, and local market data indicate workforce demand for graduates with expertise in criminal justice. According to the U.S. Bureau of Labor Statistics, careers in law enforcement are expected to grow as fast as average in the next decade, with many positions offering competitive salaries and benefits.¹ According to the data, occupational growth for police and detectives is projected to grow by 4% in the decade 2023 to 2033. Occupation growth for private detectives and investigators is projected to be 5%. According to the State of Wisconsin, Department of Workforce Development, over 1,636 vacancies are expected in law enforcement-related positions in Wisconsin between 2022 and 2032.²

While not well reflected in the occupational projection data, there is a significant need for professionals in Wisconsin correctional facilities and community corrections programs. According to the *Wisconsin Department of Corrections Staffing and Vacancy Dashboards*, as of January 2025, the statewide vacancy rate for correctional officers and sergeants in adult facilities is 12.5%, representing more than 560 FTE. In community corrections, the statewide vacancy rate for probation officers is 13.3%, representing more

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> (visited November 25, 2024)

² State of Wisconsin, Department of Workforce Development, Office of Economic Advisors. Long-term Occupational Projections 2022-2032. July 2024. Retrieved from <https://jobcenterofwisconsin.com/wisconomy/pub/occupation> (January 2025)

than 150 FTE.³ In addition, graduates may pursue careers in related fields such as public safety, legal advocacy, and community engagement.

Regionally, local agencies have expressed support for the proposed B.A. in CJ, as reflected in letters from Green Bay Mayor Eric Genrich and Police Chief Chris Davis. These community leaders highlight the need for trained professionals to address evolving social and public safety challenges. UW-Green Bay's CJ major is also positioned to meet the needs of federal agencies, non-profits, and research institutions that seek individuals with interdisciplinary skills in policy analysis, criminology, and data interpretation.

³ State of Wisconsin, Department of Corrections, Staffing and Vacancy Dashboards located at <https://public.tableau.com/app/profile/widoc.public.affairs/viz/StaffingVacancies/Home>

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	20	20	25	25	30
	Enrollment (Continuing Student) Headcount	0	18	35	50	59
	Enrollment (New Student) FTE	10	10	12.5	12.5	15
	Enrollment (Continuing Student) FTE	0	9	18	25	30
II	Total New Credit Hours	240	240	300	300	360
	Existing Credit Hours	0	216	432	600	720
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	4.5	4.5	4.5	4.5	4.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.89	0.89	0.89	0.89	0.89
IV	Revenues					
	Tuition	\$71,249	\$135,373	\$217,309	\$267,183	\$320,620
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$563,636	\$574,909	\$586,407	\$598,135	\$610,098
	Total Revenue	\$634,885	\$710,282	\$803,716	\$865,318	\$930,718
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$348,560	\$355,531	\$362,642	\$369,895	\$377,293
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$40,461	\$41,270	\$42,096	\$42,938	\$43,797
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$152,321	\$155,367	\$158,474	\$161,644	\$164,877
	Fringe University Staff	\$22,294	\$22,740	\$23,195	\$23,659	\$24,132
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (Marketing)	\$7,000	\$3,000	\$0	\$0	\$0
Other (please list)						
Total Expenses	\$570,636	\$577,909	\$586,407	\$598,135	\$610,098	
Net Revenue	\$64,249	\$132,373	\$217,309	\$267,183	\$320,620	

Provost's Signature:

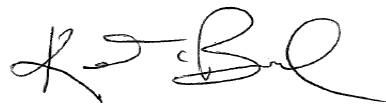
Date:



12/3/2024

Chief Business Officer's Signature:

Date:



12/3/2024

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-GREEN BAY BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

PROGRAM INTRODUCTION

The proposed Bachelor of Arts (B.A.) in Criminal Justice at UW-Green Bay is an interdisciplinary program designed to address community safety, public policy reform, and equity within the criminal justice system. Building on the success of the Criminal Justice minor, this major responds to strong student demand and aligns with UW-Green Bay's mission of fostering civic engagement, diversity, and inclusion. The program requires 120 total credits, including 42 credits specific to the major, and incorporates high-impact practices such as internships and field placements to prepare graduates for careers in law enforcement, legal advocacy, corrections, and public policy. The program's development leverages existing faculty and resources across multiple departments; thus no new faculty/staff or facilities will be needed to deliver the program. The program design allows for flexibility in student entry points and scalability in growth. Additionally, the elevation of the Criminal Justice minor to a major ensures efficient use of established curriculum and institutional expertise. Standard tuition will apply.

COST REVENUE NARRATIVE

Section I – Enrollment

By Year 5, the program anticipates a total headcount of 89 students, including both new and continuing students. To calculate FTEs, it is assumed that some students will enroll part-time, which results in FTE projections being slightly lower than the headcount. FTEs were calculated using a standard conversion methodology, assuming part-time students take an average of six credits per semester and full-time students take 12 credits per semester.

Section II – Credit Hours

The B.A. in Criminal Justice at UW-Green Bay is expected to generate a substantial number of credit hours each year, based on student FTE and assuming each FTE enrolls in 24 credits per student per year.

Section III – Faculty and Staff Appointments

The program will rely on 4.5 FTEs of current faculty/instructional academic staff and 0.89 FTE of current administrative staff. No additional FTEs will be required in the first five years. This staffing model, along with the interdisciplinary design that uses existing faculty resources, minimizes the need for additional course sections. The inclusion of high-impact practices, such as internships, provides experiential learning without contributing directly

to traditional credit hour generation, supporting a sustainable and cost-effective program structure.

Section IV – Program Revenues

Tuition

The B.A. in Criminal Justice program at UW-Green Bay will follow the university's standard tuition structure, in line with SYS 805 policies. Tuition is calculated using the Wisconsin per credit resident tuition of \$296.87 per credit, this is a conservative estimate considering non-residents will pay a higher rate of tuition. Tuition revenue calculations are based on projected enrollment figures for new and continuing students, as outlined in Section I. In Year 1, revenue is calculated based on 10 new student FTEs, with growth over time as continuing students' progress and new enrollments increase. For continuing students, tuition revenue is based on incremental FTE growth across years, ensuring alignment with student progression rates. No additional or specialized tuition revenue streams are applied to this program.

Fees

No additional program-specific fees, aside from the standard tuition, will be charged to students in the Criminal Justice program. This section does not include any fees that will be directly accessible to the program for covering operational or instructional expenses.

Program Revenues and GPR

At this time, there are no extramural grants, gifts, or other non-tuition revenue sources allocated to the Criminal Justice program. The program will rely on existing budget resources within UW-Green Bay. Current General Purpose Revenue (GPR) allocations are reflected in section IV and will support existing faculty and staff salaries of individuals who will support instruction and program delivery. There is no anticipated need for new GPR allocations or reallocations. This revenue structure is projected to sustain the program without additional funding sources. Any additional funding opportunities, such as grants or external gifts, will be pursued to enhance the program as needed, but are not currently included in the program's budgetary projections.

Section V – Program Expenses

The program's development leverages existing faculty and resources across multiple departments, minimizing additional costs while enriching interdisciplinary collaboration. This design avoids the need for cohort-based enrollment or caps, allowing for flexibility in student entry points and scalability in growth. Additionally, the elevation of the Criminal Justice minor to a major ensures efficient use of established curriculum and institutional expertise.

Salary and Fringe

This program will rely on current faculty and staff with no new FTEs needed in the first 5 years of this program. The salary and fringe calculations are based on an FTE faculty salary of \$77,457.78 in Year 1 and an FTE administrative staff salary of \$45,462.10. Projections include annual pay plan increases of 2%. The fringe is calculated using UW Green's Bay's calculated composite rate of 43.7% for faculty and 55.1% for university staff.

No additional planned expenses for facilities or capital with the launch of this program. Included costs will cover marketing of the new criminal justice program.

Section VI – Net Revenue

This program will utilize existing faculty and staff who are currently funded with GPR. The tuition revenue produced by new enrollments will generate additional revenue without additional costs for the university. The only additional cost predicted in the first five years will include minimal marketing for this new program. Net revenue will go into the UW-Green Bay centralized revenue pool.



Date: December 03, 2024

To: Jay Rothman, UW-System President

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

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

Subject: Authorization to Implement: Bachelor of Arts in Criminal Justice



I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Arts in Criminal Justice to our undergraduate program array. The program gained formal support from UW-Green Bay's shared governance at the Faculty Senate meeting in the Spring of 2024.

The proposed Criminal Justice program meets regional needs and aligns with UW-Green Bay's mission of promoting diversity, inclusion, and civic engagement. It aims to equip students with the skills and knowledge necessary to address bias and inequity within the criminal justice system while fostering positive community impact.

Courses will be offered both in-person and online to accommodate a range of students, including traditional students, transfer students, and career changers. We will also create articulation agreements with our local technical colleges to build pathways from relevant associate degrees to the bachelor's degree in criminal justice. This reflects the university's commitment to access and student success.

UW-Green Bay has existing faculty and instructional staff who will deliver coursework and assess student learning and conduct program reviews in this area. They all are qualified per Higher Learning Commission (HLC) and UW System requirements.

The program draws faculty and resources from our Public and Environmental Affairs, Democracy and Justice Studies, and Humanities units. Additional contributions are anticipated from Psychology (e.g., forensic psychology) and Accounting (e.g., forensic accounting) as the program grows. This interdisciplinary approach ensures students are exposed to a variety of perspectives, enriching their understanding of criminal justice processes and societal issues.

Externally, the program will build strong partnerships with local law enforcement agencies, non-profit organizations, and community groups to offer students meaningful internships and fieldwork experiences. These hands-on opportunities ensure students apply classroom knowledge in real-world settings, developing essential skills for future careers.

I am fully supportive of the development of a Bachelor of Arts in Criminal Justice at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF FINE ARTS IN DANCE
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Fine Arts in Dance at the University of Wisconsin-Madison.

Resolution C.4. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Fine Arts in Dance program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Fine Arts (M.F.A) in Dance. The proposed program will fill a growing niche in the field of dance and the contemporary need for technologically innovative and culturally aware dancers, choreographers, directors, and educators. The program leverages the existing strengths and resources within the Department of Dance, as well as a significant endowed gift. The M.F.A. in Dance will be delivered in person. It will be a 60-credit program that includes two subplan options, Screendance or Creative Research, Culture, and Practice. The core curriculum comprises 28 credits of advanced coursework in composition, practice, history and theory, and research. Students will complete an additional 23 credits of coursework in their selected option, including the history of screendance, interarts and technology, video design, production, dance composition and performance, global dance, and fieldwork.

Graduates of the M.F.A. in Dance will be well-prepared for various professional pathways, within academia and beyond. In academic settings, graduates will be qualified for positions such as professors in dance, whereby they can teach choreography, performance, contemporary movement practices, and non-Western dance forms in socio-cultural and historical contexts. Outside of academia, graduates can pursue careers as artistic directors, choreographers, creative consultants, non-profit leaders, producers, stage and movement directors, and more. The demand for the M.F.A. in Dance program is supported by evidence of job market needs and the growing prominence of specialized fields such as

screenance, as well as identified position vacancies for assistant professors in dance across the U.S.

Presenter

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.¹

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

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF FINE ARTS IN DANCE
AT THE UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Master of Fine Arts (M.F.A) in Dance. The proposed program will fill a growing niche in the field of dance and the contemporary need for technologically innovative and culturally aware dancers, choreographers, directors, and educators. The program leverages the existing strengths and resources within the Department of Dance, as well as a significant endowed gift. The M.F.A. in Dance will be delivered in person. It will be a 60-credit program that includes two subplan options, Screendance or Creative Research, Culture, and Practice. The core curriculum comprises 28 credits of advanced coursework in composition, practice, history and theory, and research. Students will complete an additional 23 credits of coursework in their selected option, including the history of screendance, interarts and technology, video design, production, dance composition and performance, global dance, and fieldwork.

Graduates of the M.F.A. in Dance will be well-prepared for various professional pathways, within academia and beyond. In academic settings, graduates will be qualified for positions such as professors in dance, whereby they can teach choreography, performance, contemporary movement practices, and non-Western dance forms in socio-cultural and historical contexts. Outside of academia, graduates can pursue careers as artistic directors, choreographers, creative consultants, non-profit leaders, producers, stage and movement directors, and more. The demand for the M.F.A. in Dance program is supported by evidence of job market needs and the growing prominence of specialized fields such as screendance, as well as identified position vacancies for assistant professors in dance across the U.S.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Program

Dance

Degree Designation(s)

Master of Fine Arts (M.F.A.)

Proposed Classification of Instructional Program (CIP) Code

50.0301 Dance, General

Mode of Delivery

Single university, in-person delivery

Department or Functional Equivalent

Department of Dance

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

September 2026

PROGRAM INFORMATION**Overview of the Program**

The M.F.A. in Dance cultivates technologically innovative and culturally informed dancers, choreographers, directors, and dance educators to serve the needs of the state and beyond. The program would feature two subplans/options: Screendance, and Creative Research, Culture, and Practice. The scaffolded curriculum and faculty mentorship in both subplans/options are designed to guide graduate students in gaining tools of theory, technical strategies, performance, creation, and practice for dance innovation in a fast-changing global context. The M.F.A. in Dance culminates in a thesis. From proposal through completion, M.F.A. theses will be creative research projects that can take the form of a suite of screendance works, choreographic works, or a hybrid combination of dance-based works.

The curriculum emphasizes collaborative projects, interdisciplinary learning, community engagement, and direct research opportunities with faculty. Students will investigate dance in diverse social, cultural, political, and historical contexts, both nationally and internationally, fostering real-world applications of their artistic practice. The program's focus on interdisciplinary collaboration encourages students to develop and practice collaborative skills across various platforms and artistic fields, enhancing their ability to work in diverse academic, artistic, and professional settings. The emphasis on community-centered projects and preparation for professional careers through hands-on experiences in professional settings is a vital part of the program. Additionally, the program's practice-as-research model provides opportunities for experiential learning and applied research, culminating in a thesis that is a significant capstone experience represented by nine credits of DANCE 990: Creative Project for Research. Overall, the

program integrates high impact practices through its commitment to direct engagement with faculty research, as well as direct mentorship of personal research, interdisciplinary scholarship, community engagement, and practice-based research, all of which prepare students for successful careers in a variety of dance-related fields.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that a total of 20 students will have enrolled in the program and 14 students will have graduated from the program. Cohorts of four students per year are typical of M.F.A. in Dance programs in the United States (U.S.) The average student retention rate is projected to be 90.7% based on the UW-Madison Graduate School’s average completion rate for master’s degrees.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	4	4	4	4
Continuing Students	0	3	4	4	3
Total Enrollment	4	7	8	8	7
Graduating Students	0	3	4	4	3

Tuition Structure

For students enrolled in the M.F.A. in Dance program, standard graduate tuition and fee rates will apply. It is expected that students will enroll in this program full-time. Part-time enrollments are not anticipated. For the academic year 2024-25, Wisconsin resident tuition and segregated fees total \$12,324.14 for a full-time graduate student enrolled in eight or more credits. For a Minnesota resident, tuition and segregated fees total \$20,714 for a full-time graduate student enrolled in eight or more credits. For nonresident students and international students, tuition and segregated fees total \$25,651.02 for a full-time graduate student enrolled in eight or more credits. Of these totals, \$798.31 per semester is attributable to segregated fees. There are no additional program or course fees associated with the proposed M.F.A. in Dance.

Student Learning Outcomes and Program Objectives

The proposed M.F.A. in Dance has five program learning outcomes:

1. Demonstrate a range of familiarity with creative methodologies and apply them in flexible and adaptable ways to meet project- and problem-specific needs.
2. Formulate an individual artistic vision in balance with critical analyses, historical and cultural perspectives, and curatorial lenses.
3. Cultivate and practice collaborative skills across disciplines using a variety of synchronous and asynchronous modes of communication and collaboration.
4. Investigate dance in diverse community settings and in social, cultural, political, and historical contexts, nationally and internationally.

5. Develop and practice a critical vocabulary for communicating about one’s own work and that of others.

These learning objectives inform an intensive two-and-a-half-year curriculum that engages local, regional, national, and international artists and scholars to create experiences and projects that are collaborative, interdisciplinary, and community-centered. This curriculum builds upon the international networks and expertise of program faculty. Students will engage in directed and independent research and creative production that develop their skills in both program building and investigating the connections between the body and digital spaces.

Program Requirements and Curriculum

Students will apply to the M.F.A. in Dance through the Graduate School’s application portal. Applicants submit prior higher-education transcripts, two letters of recommendation, samples of prior work (choreographic/performance work or screendance work), a research statement, and a resume. An interview process with prospective M.F.A. applicants is also required. If there are any deficits in an incoming student’s knowledge base, those students may be asked to take requisite coursework.

The M.F.A. in Dance is a 60-credit program. The core curriculum for both subplans/ options is 28 credits. Each named option has a set of 23 required credits. The remaining nine credits are electives reserved for students to fill in with flexibility and individual choice. Table 2 illustrates the curriculum for the proposed program and subplans/options.

Table 2: M.F.A. in Dance Program Curriculum (28 credits)

DANCE 455	Dance Composition	3 credits
DANCE 466	Curating the Practice	4 credits
DANCE 675	Dance and Community	3 credits
DANCE 665	Dance History and Theory	3 credits
DANCE 762	Research Methods	3 credits
DANCE 776	Dance Curriculum Practice	3 credits
DANCE 990	Creative Project for Research	9 credits
Subplan/Option: Screendance		23 credits
DANCE 567	History of Screendance	3 credits
DANCE 449	Survey of Interarts and Technology	3 credits
<i>13 Credits selected from the following courses:</i>		
DANCE 345	Video Design for Performance/Visual Arts	3 credits
DANCE 440	Advanced Production Laboratory	1 credit
ART 318	Intro to Video, Performance and Installation Art	4 credits
ART 511	Art Performance	3 credits
ART 518	Artist’s Video	4 credits
ART 531	Screen Performance	3 credits

Additional credits from existing movement courses in DANCE Subject Listing 4 credits

Subplan/Option: Creative Research, Culture, and Practice		23 credits
DANCE 318	West African Dance and Music in the Americas	3 credits
DANCE 679	Dance Field Work	3 credits
<i>9 credits selected from the following courses:</i>		
DANCE 345	Video Design for Performance/Visual Arts	3 credits
DANCE 355	Dance Composition	3 credits
DANCE 440	Advanced Production Laboratory	2 credits
DANCE 451/452	Dance Repertory Theater	1 credit
DANCE 551/552	Advanced Dance Repertory Theater	1 credit
Additional credits from existing movement courses		8 credits
Elective Credits		9 credits
Total Credits		60 credits

Collaborative Nature of the Program

The M.F.A. in Dance is a UW-Madison offering and is not a collaborative program. This program will not rely on external collaborations. No inter-institutional agreements are anticipated.

Projected Time to Degree

The M.F.A. in Dance is a full-time program designed to be completed in 2.5 years, including two academic years and one summer. Students will enroll in the fall, spring, and summer terms of Year 1, and fall and spring terms of Year 2. A final thesis performance project will occur at the end of the Spring semester of the second year. This time-to-degree projection assumes full-time enrollment and successful completion of all department and degree responsibilities, as well as all phases of the thesis.

Accreditation

The M.F.A. in Dance is designed to meet the requirements of accreditation from the National Association of Schools of Dance (NASD)¹ and will seek accreditation from NASD. NASD currently accredits the undergraduate programs in the Department of Dance and has recommended the development of an M.F.A. in Dance in prior accreditation reviews. NASD requires a minimum of two years of study and 60 semester-hour credits for the Master of Fine Arts.²

¹ National Association of Schools of Dance Handbook. Retrieved from <https://nasd.arts-accredit.org/accreditation/standards-guidelines/handbook/>

² National Association of Schools of Art and Design, National Association of Dance, and National Association of Schools of Theatre. Master of Fine Arts Degree and Faculty Policies. Retrieved from https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2016/03/The_M.F.A._and_Faculty_Policies.pdf

PROGRAM JUSTIFICATION

Rationale

Dance was added to the curriculum at UW–Madison in 1926. It represented the first degree-granting academic program in dance offered in post-secondary education in the U.S. Originally established under the Department of Physical Education for Women,³ The first master’s degree was awarded in 1927.⁴ In 1964, the department shifted its focus from primarily training educators to training artists. Thereafter, the original M.F.A. in Dance was created to balance the existing master’s degree, which had focused on teaching physical education, with a component of dance. The academic structure and the academic home of dance changed over time and finally became a standalone Department of Dance in 2010. In 1988, admission was suspended to all dance degree programs due to declining enrollment. The decline in enrollment across the dance degree programs was due to several factors, such as changes to university-wide general education requirements. Coursework in dance continued. The B.S. in Dance program was reinstated in 1992, and the B.F.A. in Dance was introduced in 1995.

In 2015, UW-Madison sent a notice to the UW Administration, formally suspending the M.F.A. in Dance. At that time, the department began to examine a potential redesign and reinstatement of the M.F.A. in Dance. However, neither the Department of Dance nor the School of Education had the financial resources to support the reinstatement of the M.F.A. before the five-year deadline to reinstate the program passed. The program was eliminated in 2021. Since then, funding has been provided by the estate of Professor Emerita Mary Alice “Buff” Brennan, who joined the faculty of the dance program in 1967. With these renewed resources, the department and School of Education seek to reestablish the M.F.A. in Dance, continuing the long tradition of graduate education in dance at the University of Wisconsin–Madison. Implementation of the proposed program will align with the university’s mission by contributing to research excellence, interdisciplinary collaboration, and expanding global and cultural perspectives in the arts.

University and Universities of Wisconsin Program Array

UW-Milwaukee is the only other UW university to offer a graduate program in dance. UW-Milwaukee’s M.F.A. in Dance is a low-residency program designed to attract returning dance professionals.⁵ This design differs fundamentally from UW-Madison’s

³ UW-Madison News (2017). Celebrating 90 years of dance at UW-Madison. Retrieved from <https://news.wisc.edu/celebrating-90-years-of-dance-at-uw-madison/>

⁴ UW-Madison Archives and Records Management. From culture to Education: The P.E. department. Retrieved from <https://www.library.wisc.edu/archives/exhibits/campus-history-projects/health-and-fun-shall-walk-hand-in-hand-the-first-100-years-of-womens-athletics-at-uw-madison/from-culture-to-education-the-p-e-department/>.

⁵ UW-Milwaukee, Peck School of the Arts. Information retrieved from <https://uwm.edu/arts/dance/graduate/>

proposed in-residence, two-and-a-half academic year program. The design of the proposed M.F.A. in Dance with subplans/options in Screendance and Creative Research, Culture, and Practice is also unique within the Universities of Wisconsin.

No other dance department in the United States at this moment provides a terminal degree in Screendance with an in-depth curriculum like the one being proposed. The London Contemporary Dance School in the United Kingdom has been offering an M.A. in Screendance since Fall 2018. This program is currently the world's only extant program of its kind.⁶ The design of the proposed program's subplan/option in Creative Research, Culture, and Practice also has a unique forward-thinking focus. It acknowledges the role of contemporary concert dance in higher education but also pushes forward with more interdisciplinary investigations of movement practices and technologies rooted in a diversity of contemporary cultures around the world. Furthermore, while there has been a clear surge in interest in screendance in recent years, the university's undergraduate dance majors began researching and creating screendance works more than five years ago. Many of the undergraduate students were early experimenters going back to the 1990s in the dance film or screendance genre because the university had the first interarts and technology program and faculty research interests.

Need as Suggested by Student Demand

To project student demand for the proposed M.F.A. in Dance program, the department collected data through observation and interactions at screendance and dance festivals, conferences, symposia, books, journals, articles, and national and international forums.⁷ Department faculty also logged and evaluated direct inquiries received through phone calls, emails, and in-person visits from prospective students and colleagues over the past several years. The faculty analyzed the surge in interest in screendance, largely fueled by the shift to virtual performances during the COVID-19 pandemic, as well as the accessibility of applications like TikTok.⁸

Additionally, the film industry has seen a notable increase in dance in films and movement-centered moments in film, for example, the screen version of *In the Heights* in 2021 and the Oscar-winning Hindi film *Naatu Naatu*, as well as the dance sequence in *Barbie* in 2023. All have contributed to the growing elevation of movement on the screen, an innovation further supported by the Academy of Motion Pictures' announcement of a production and technology branch and a production award category, including

⁶ The London Contemporary Dance School. Information retrieved from <https://theplace.org.uk/study/post-graduate-courses#ma-screendance>

⁷ The International Journal of Screendance. Information retrieved from <https://screendancejournal.org/index.php/screendance/>

⁸ American College Dance Association. Information retrieved from https://www.acda.dance/?page_id=5945

choreography.⁹ This trend underscores the need for educational programs that prepare artists to navigate live and digital performance landscapes and the next generation of scholars and leaders in this area.

Screendance is an exploding field with no current graduate-level training or certification in the U.S. The UW-Madison M.F.A. in Dance with the subplan/option in Screendance would meet this increasing demand and fill this gap. Based on the expertise and renown of the program faculty and the reputation of UW-Madison as a Research 1 university, dozens of students have shown serious interest in applying to the program. With the fully funded model of graduate education, it is anticipated that the program would have a highly competitive pool of prospective students.

The proposed M.F.A. in Dance program is expected to complement and enhance existing enrollments in related programs at UW-Madison rather than detract from them. The program's unique focus, particularly the subplan/option in Screendance, is designed to attract students interested in the intersection of dance and digital media, an area not currently addressed by other graduate programs at the university. This focus will diversify the student body and increase enrollment in courses related to dance technology and media arts. These new offerings will fill a specific niche, expanding the overall enrollment in the Department of Dance.

Need as Suggested by Market Demand

The proposed M.F.A. in Dance would fill a need for a terminal degree and preparation of creative artists with a critically and culturally focused academic program within a multidisciplinary international community. The market demand for the M.F.A. in Dance graduates falls inside and outside of academia. Today, all dancers, choreographers, and dance educators interface with screendance in some capacity. For example, dancers must make digital reels that demonstrate their skills and talent as performance dancers. Similarly, dance educators need to stand out with good marketing that includes examples of the quality of their instruction. For choreographers, screendance can be a further extension of their choreographic skills.

The film industry and commercial world (online, broadcast television, streaming platforms, etc.) are looking for skills across these applications for professionals in various roles, such as choreographer, director, editor, and/or dancer, but certainly not limited to these jobs. The world of screendance for graduate students will give these individuals an edge in their knowledge base that not all dance and choreography students get at other universities. UW-Madison will ensure that its M.F.A. in Dance students gain this knowledge and experience. The proposed M.F.A. in Dance subplan/option in Screendance will attract

⁹ Academy of Motion Picture Arts and Sciences (2023). Academy establishes new production and technology branch. Retrieved from <https://press.oscars.org/news/academy-establishes-new-production-and-technology-branch>

people from film, theater, art, and industry, because choreography is a useful skill with many different applications, and screendance creators carry these skills into realms beyond the stage or studio and beyond live performance. Looking at many of the top-tier choreographers in the world, most have some experience in dance on camera. This list includes luminaries such as Merce Cunningham, Bill T. Jones, Paul Taylor, Jawole Willa Jo Zollar (Urban Bush Women), Elizabeth Streb, Molissa Fenley, Eiko and Koma, Cando Dance Company, Cie L'Esquise, Wim Vandekeybus, Anne Teresa De Keersmaeker, and many more.

The Department of Dance conducted a systematic investigation of the job market for dance professionals, focusing on both academic and professional opportunities. Initially, the research team conducted an online survey of peer universities offering M.F.A. programs in dance. Subsequently, the investigation was broadened to include position vacancy listings (PVLs) for Assistant Professors in Dance across the U.S. This broader search identified more than 30 universities with openings for the academic year 2023-24. This included the University of Arizona, University of Cincinnati, University of California at Riverside, University of Iowa, Northern Illinois University, Rutgers University, University of Kansas, University of Houston, Ohio State University, Texas Tech University, Virginia Commonwealth University, and George Washington University. The list also included recognized dance departments/programs in colleges and universities, including James Madison University, University of Tampa, Marymount Manhattan College, St. Mary's College of Maryland, Dean College, Skidmore College, Broward College, Southern Utah University, California State University at Long Beach, Minnesota State University at Mankato, Columbia College Chicago, University of Southern Mississippi, Binghamton University, Coppin State University, Middle Tennessee State University, Scripps College, and Davidson College. These PVLs emphasized the demand for candidates with terminal degrees, especially those who can teach in areas like choreography, contemporary movement practices, and non-Western dance forms within socio-cultural and historical frameworks.

The UW-Madison M.F.A. in Dance subplan/option in Screendance would be the first M.F.A. in Dance program nationally that offers a comprehensively and professionally focused curriculum. Of the PVLs for Assistant Professors in Dance, one-third listed screendance as one of the desired areas of expertise. While this innovation may seem insignificant to people outside of the field of dance, a specific position seeking a screendance expert is a portent of growth in this field, which boomed during and after the COVID-19 pandemic. A survey of dance departments and programs in the U.S. shows a significant growth in offering of screendance courses. The growing number of festivals, conferences, symposia, books, journals, and articles in screendance provide further evidence of how important this hybrid art form has become. This is an exploding field with, again, currently no graduate-level training or certification in the U.S. The UW-Madison M.F.A. in Dance subplan/option in Screendance would meet this increasing demand and fill this gap.

University of Wisconsin-Madison Cost and Revenue Projections For MFA-Dance						
	Items	Projections				
		2026-27	2027-28	2028-29	2029-30	2030-31
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	4	4	4	4	4
	Enrollment (Continuing Student) Headcount	0	3	4	4	3
	Enrollment (New Student) FTE	4	4	4	4	4
	Enrollment (Continuing Student) FTE	0	3	4	4	3
II	Total New Credit Hours					
	Existing Credit Hours	144	252	288	288	252
III	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	3	3	3	3	3
	FTE of New Admin Staff					
	FTE Current Admin Staff	1	1	1	1	1
IV	Revenues					
	Tuition and Seg Fees (based on \$670.47/credit WI res, \$1,503	\$ 156,518.64	\$ 273,907.62	\$ 313,037.28	\$ 313,037.28	\$ 273,907.62
	Program Revenue (233 endowed funding, 131 revenue from	\$341,729	\$341,729	\$341,729	\$341,729	\$341,729
	Tuition Remission Surcharge (for assistanships from grants)	\$48,000	\$84,000	\$96,000	\$96,000	\$84,000
	Program Revenue - Other					
	GPR (re)allocation	\$331,226	\$307,824	\$380,966	\$397,440	\$426,867
	Total Revenue	\$877,474	\$1,007,461	\$1,131,732	\$1,148,206	\$1,126,504
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$330,000	\$336,600	\$343,332	\$350,199	\$357,203
	Instuctional Academic Staff					
	Administrative and Student Support Staff	\$200,000	\$204,000	\$260,100	\$265,302	\$270,608
	Fringe Faculty and Academic Staff (36.5%)	\$193,450	\$197,319	\$220,253	\$224,658	\$229,151
	Assistanships (from grants)	\$106,024	\$185,542	\$212,048	\$212,048	\$185,542
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
Other (tuition remission for assistantships)	\$48,000	\$84,000	\$96,000	\$96,000	\$84,000	
Other (please list)						
	Total Expenses	\$877,474	\$1,007,461	\$1,131,733	\$1,148,206	\$1,126,504
	Net Revenue	\$0	\$0	\$0	\$0	\$0

Provost's Signature:



11/8/2024

Chief Business Officer's Signature:



11/7/2024

COST AND REVENUE PROJECTIONS NARRATIVE

UNIVERSITY OF WISCONSIN-MADISON

MASTER OF FINE ARTS IN DANCE

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Master of Fine Arts (M.F.A.) in Dance, offered by the Department of Dance in the School of Education. The proposed M.F.A. in Dance is an in-person master's program of 60 credits.

COST REVENUE NARRATIVE

Section I – Enrollment

The M.F.A. in Dance would enroll four new students per year and will achieve an estimated enrollment of eight students by Year 2 of the program. Students will enroll full-time, so the headcount and FTE are the same. The typical degree completion time will be 2.5 academic years, including fall, spring, and summer terms in Year 1 and fall and spring terms in Year 2. By the end of Year 5, it is expected that 20, in total, students will have enrolled in the program and 14 students will have graduated from the program. Cohorts of four students per year are typical of M.F.A. in Dance programs in the United States. The average student retention rate is projected to be 90.7% based on the UW-Madison Graduate School's average completion rate for master's degrees.

Section II – Credit Hours

The M.F.A. in Dance is designed to be completed in 2.5 years, with a minimum of 60 required credits. Students will take coursework in the fall and spring semesters of each year in the program and the summer term in between. This projection assumes full-time enrollment, which is typical for MFA students; full-time status is an average of 12 credits in fall, spring, and summer. These assumptions are the basis for the credit hour calculations.

The program enrollment will generate approximately 144 credit hours in Year 1 of the program and approximately 288 credit hours by Year 3. Coursework is drawn from existing courses available in Dance, graduate courses offered in partner departments (e.g., Art), and new coursework developed specifically for the M.F.A. in Dance program.

Section III – Faculty and Staff Appointments

Based on comparisons to M.F.A. programs at peer institutions, the department estimates that no new faculty FTE will be necessary to implement and sustain the program, with responsibilities distributed among faculty who will serve as advisors to students in the program. No new faculty or staff resources will be allocated to this program.

Instructional staffing for the proposed M.F.A. in Dance is shared with the existing B.S. in Dance and B.F.A. in Dance programs. Based on the assumption that four new

students will begin the program each academic year, the instructional costs for faculty teaching graduate courses will be offset by the credit hours taught by graduate students that were previously taught by faculty. One faculty member will also serve as the program faculty director. The Department Administrator will handle student services. Salaries are projected to increase at a rate of 2% annually. All fringe benefit rates are set at 36.5%, applied to the faculty and staff salary total.

Section IV – Program Revenues

Currently, the department generates an average of \$150,000 in revenue from Summer Term enrollment, has \$117,614 in annual endowment funds from the Buff Brennan Gift Fund earmarked for the M.F.A. in Dance program, annual income of \$25,888 from the Margaret H'Doubler Physical Education and Dance Fund, and an offset of \$48,227 in 101 funding currently used for graders. Going forward, these funds will be directed toward MFA graduate student teaching appointments. The M.F.A. in Dance will be funded as a traditional program through pooled tuition and state funds (101 program).

Tuition

Each student will enroll in an average of 12 credits per semester in the two-and-one-half-year program. Thus, students will enroll in sufficient credits to maintain the full-time enrollment levels per the UW-Madison Graduate School Policy, which requires a minimum enrollment of eight credits.¹

Tuition revenues are estimated on the assumption that headcount enrollments are 50% Wisconsin residents and 50% nonresident students. Graduate student tuition rates apply to students enrolled full-time in the M.F.A. in Dance program. For academic year 2024-25, tuition rates for Wisconsin residents enrolled as full-time students are \$5,363.76 per semester (\$670.47 per credit) and \$12,027.20 per semester (\$1,503.40) for non-residents. Based on the mix of Wisconsin residents and non-residents, the annual tuition revenue is projected to be about \$156,519 in Year 1 and \$273,908 in Year 2. As noted below, tuition will be remitted for all students, because they will hold fellowship and graduate assistantship appointments. There are no additional program or course fees.

Program Revenues and GPR

The practice at UW-Madison is to fully fund M.F.A. students to the extent possible. Funding for students will come from a combination of graduate assistantship positions and fellowship funding through existing 233 endowed funds, 131 Summer Term revenue, and 101 funds from the School of Education. Dance typically hires four graders each academic semester; going forward, teaching assistants in the M.F.A. in Dance program will fill these roles. Teaching assistants are hired at a 50% appointment. The 50% teaching assistantship stipend rate is \$26,506 for the 2024-25 academic year, and the budget assumes a 2% increase in the rate annually.

¹ <https://policy.wisc.edu/library/UW-1208>

In their first year, M.F.A. in Dance students will receive fellowship funding from 233 endowed funds from the Buff Brennan endowed funds and anticipated funding from one Education Graduate Research Scholars Fellowship every other year. During their first year, students will receive training for their second-year teaching assistantship appointments by serving as graders as part of their fellowship requirements. During the second year of the program, students will serve as teaching assistants for a set of undergraduate movement courses that will offset faculty teaching loads and enable faculty to offer M.F.A. in Dance graduate instruction. Teaching assistantship appointments will be funded by a combination of 131 Summer Term revenue and 101 funding currently used for graders. The program will also be funded by a GPR reallocation from existing programs in the School of Education.

Section V – Program Expenses

All expenses are expected to carry over from existing departmental funding from 233 endowed funds, 131 Summer Term revenue, and 101 funding, in addition to the anticipated funding for one Education Graduate Research Scholars Fellowship for one new student every other year. No new expenses are anticipated.

Salary and Fringe

Instructional and non-instructional expenses, including salary and fringe expenses for faculty, instructional staff, and other staff, total \$723,450 in Year 1. This total includes 3.0 FTE faculty positions and 1.0 FTE of administrative staff. This figure was calculated by the Department of Dance Administrator based on 2024-25 anticipated expenses. These costs are built into the existing budget and will not require additional salary resources for the M.F.A. in Dance program.

Graduate student funding will be supported by existing 233 endowed funding, 131 revenue from Summer Term enrollment, and existing 101 funding, in addition to an anticipated Education Graduate Research Scholars Fellowship for one student every other year. Graduate students will be funded at the standard rate of \$26,506, based on the Graduate School minimum stipend requirement for the 2024-25 academic year, and \$29,068 for Lecturer/Student Assistant roles in the second year of the program. Graduate student funding is expected to cost \$106,024 during the first year.

When fully enrolled, the M.F.A. in Dance students will be funded by Fund 233 endowed gifts, Fund 101 allocations from the School of Education, and Fund 131 Summer Term revenues. These resources will support a combination of fellowships, teaching assistantships (TAs), and Lecturer/Student Assistantships (SAs) for the two-year program. TAs and SA/Lecturers will teach a wide variety of the Department of Dance's movement courses, as well as courses exploring dance studies concepts regarding the function of dance and writing about dance in varying cultural, political, and social settings. These courses and other opportunities will cultivate our graduate students' professional training by exposing them to varying teaching methods and cultural frameworks.

Shifting tenure-track faculty from current undergraduate core courses into fulfilling graduate courses would not jeopardize undergraduate operations. The department has mapped out these curricular impacts and has a plan for teaching assignments to maximize the use of resources. The department's theory-based scholars are currently teaching large breadth requirement courses, which can be shifted to adjunct faculty and teaching assistants, thus making these faculty members available to facilitate graduate teaching and mentorship. All remaining courses in the M.F.A. in Dance curriculum are either already offered as existing standalone or "meets with" courses, or are offered as independent studies with individual supervision, and thus will not impose any new curricular demands on the department. Moreover, as of Spring 2024, a new tenure-track faculty member who filled a recently vacated position has restored instructional capacity at the undergraduate level, with the potential also to teach at the graduate level. Other faculty members who hold campus fellowships, serve in leadership positions outside the department, or are on sabbatical, are currently and effectively replaced by instructional staff funded by salary savings.

In the past, the Department of Dance has hired graduate students from other departments to serve as "graders" for one-credit sections of several popular courses. Going forward, MFA students will fill these grader positions, in combination with other TA or SA/Lecturer positions for 2-credit courses. In some cases, MFA graduate assistants will allow the department to capitalize on the popularity of these courses by offering additional sections or topical courses that stem from and are representative of the diverse ethnic, cultural, and dance/performance backgrounds of recruited MFA candidates.

Facilities and Capital Equipment

No new costs are anticipated in this category. MFA students will use existing studios, classrooms, and performance spaces. The Department of Dance received seed funding from the School of Education Dean's Office to create a video lab, including recording and editing equipment, to support offering DANCE 345 Screendance Production in the curriculum. Dance MFA students will also use this lab.

Other Expenses

There are no other expenses beyond the program expenses outlined above. Other expenses include the tuition remissions that are provided for graduate students who hold TA and SA positions. The expectation is that students will be fully funded, and this analysis shows that all tuition is remitted.

Other expenses such as faculty travel and research awards, office space, library resources, and computing that are associated with the cost of the program will be covered by existing departmental resources; they are not detailed here because they are not program-specific expenses.

Section VI – Net Revenue

This program is funded from the existing 233 endowed funds, 131 Summer Term revenue, and 101 funds from the School of Education, as well as one anticipated Education Graduate Research Scholars Fellowship every other year. The program will also be funded by a GPR reallocation from existing programs in the School of Education. Sufficient instructional and administrative resources are available among the faculty and staff who support the current programs. Overall, the program will be revenue-neutral.



Date: 21 November 2024

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

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

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

Subject: Request for Authorization to Implement: MFA-Dance

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new MFA-Dance program at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to first enroll students in the fall of 2026. We are requesting that this proposal be scheduled for consideration at the February 2025 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

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

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
Marcelle Haddix, Dean, School of Education
Adam Nelson, Senior Associate Dean for Academic Programs, School of Education
Cindy Waldeck, Academic Planner, School of Education
William Karpus, Dean, Graduate School
Jenna Alsteen, Assistant Dean, Graduate School
Rob Cramer, Vice Chancellor for Finance and Administration
David Murphy, Associate Vice Chancellor for Finance and Administration
Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE
IN PLANT SCIENCE AND TECHNOLOGY
UNIVERSITY OF WISCONSIN–MADISON**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in Plant Science and Technology at the University of Wisconsin–Madison.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin–Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Plant Science and Technology program at the University of Wisconsin–Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Plant Science and Technology. In Summer 2024, the UW-Madison Departments of Agronomy and Horticulture merged to form the Department of Plant and Agroecosystem Sciences. This merger has created the opportunity to implement a new array of programming that prepares undergraduate students for the demands of industry, research, and post-graduate study in an evolving field. To serve the changing needs of students and respond to developments in the field, the B.S. in Agronomy and B.S. in Horticulture curriculum was re-envisioned as the B.S. in Plant Science and Technology. After its authorization, the B.S. in Agronomy and B.S. in Horticulture will be suspended.

The B.S. in Plant Science and Technology will be a 120-credit program featuring 25–27 credits of major coursework. Students will learn basic principles of biological processes impacting the growth and productivity of a wide diversity of crop species and plants in natural environments. The program will provide a cohort-based experience for students centered around deepening levels of engagement with plant production and technology. Coursework will emphasize the impacts of biotechnology, automation, and artificial intelligence in crop production and system operation and optimization.

The depth and breadth of elective coursework will allow students to explore their interests and pursue career goals. Graduates will be prepared for a variety of career opportunities. They will find immediate employment as consultants, technicians, sales agents, small business owners, analysts, and researchers within the emerging local and global bioeconomy. There is a shortage of bachelors-level workers trained in plant science and technology in Wisconsin and across the nation. Industry surveys conducted by the department indicated employers are seeking employees with baccalaureate preparation in science, agriculture, and agronomy, as well as lab experience. Standard undergraduate tuition rates will apply.

Presenter

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.¹

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

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN PLANT SCIENCE AND TECHNOLOGY
AT THE UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Plant Science and Technology. In Summer 2024, the UW-Madison Departments of Agronomy and Horticulture merged to form the Department of Plant and Agroecosystem Sciences. This merger has created the opportunity to implement a new array of programming that prepares undergraduate students for the demands of industry, research, and post-graduate study in an evolving field. To serve the changing needs of students and respond to developments in the field, the B.S. in Agronomy and B.S. in Horticulture curriculum was re-envisioned as the B.S. in Plant Science and Technology. After its authorization, the B.S. in Agronomy and B.S. in Horticulture will be suspended.

The B.S. in Plant Science and Technology will be a 120-credit program featuring 25–27 credits of major coursework. Students will learn basic principles of biological processes impacting the growth and productivity of a wide diversity of crop species and plants in natural environments. The program will provide a cohort-based experience for students centered around deepening levels of engagement with plant production and technology. Coursework will emphasize the impacts of biotechnology, automation, and artificial intelligence in crop production and system operation and optimization. The depth and breadth of elective coursework will allow students to explore their interests and pursue career goals. Graduates will be prepared for a variety of career opportunities. They will find immediate employment as consultants, technicians, sales agents, small business owners, analysts, and researchers within the emerging local and global bioeconomy. There is a shortage of bachelors-level workers trained in plant science and technology in Wisconsin and across the nation. Industry surveys conducted by the department indicated employers are seeking employees with baccalaureate preparation in science, agriculture, and agronomy, as well as lab experience. Standard undergraduate tuition rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Plant Science and Technology

Degree Designation

Bachelor of Science (BS)

Suggested Classification of Instructional Programs (CIP) Code

01.1101 Plant Sciences, General

Mode of Delivery

Single university, In-person delivery

Department or Functional Equivalent

Department of Plant and Agroecosystem Sciences

College, School, or Functional Equivalent

College of Agricultural and Life Sciences

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

The proposed B.S. in Plant Science and Technology will require 120 credits to complete the program. In addition to University General Education Requirements and College of Agricultural and Life Sciences Requirements, students will complete 27-33 credits of foundational coursework in mathematics, science, and economics; 25-27 credits of core coursework in plant science; nine credits establishing depth in the major; six credits of breadth courses to form interdisciplinary connections between plant science; and any additional electives to complete the 120 credits needed to earn the bachelor's degree. Many courses in the proposed B.S. in Plant Science and Technology can meet general education and/or college degree requirements. UW-Madison students are offered several high impact practices (HIPs) during their undergraduate experience. This program will incorporate several. Two required HIPs will include participating in a first-year seminar and a capstone course. Along with the capstone course, two newly created core courses in plant science will create shared academic and social opportunities for students in the major.

The B.S. in Plant Science and Technology will be housed in the Department of Plant and Agroecosystem Sciences and governed by the department's undergraduate committee. The committee will make decisions and recommendations about changes to the degree program requirements; address individual and collective student issues; and solicit, assign, coordinate, and track teaching and teaching assistant responsibilities.

The proposed B.S. in Plant Science and Technology will not require additional resources because once implemented, it will replace and improve upon two existing programs, the B.S. in Agronomy and the B.S. in Horticulture. Currently, most courses for this program are offered by UW-Madison. Newly developed courses will be supported through a reorganization of existing instructional resources. Faculty and staff from the Department of Plant and Agroecosystem Sciences will continue to teach required courses and expect to accommodate students in the proposed major with current staffing levels.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Projections assume that two-thirds of students will declare and enroll in the major as first-year students and one-third will declare in their second year. Continuing students are defined as those who are continuing their enrollment in the B.S. in Plant Science and Technology program from a previous year, as well as students who declare the major in their second year. Students who declare in their second year may represent those previously enrolled in the B.S. in Agronomy or Horticulture, undeclared students, or students who decide to change their major. By the end of Year 5, it is expected 156 students will have enrolled and 48 students will have graduated from the program. In year five, it is expected that about 120 students will be enrolled in the program. The average student retention rate is projected to be 95% based on the UW-Madison undergraduate average.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	13	17	20	25	30
Continuing Students (from the previous year)		19	42	61	76
Continuing Students (declaring in 2 nd Year)	7	8	10	12	14
Total Enrollment	20	44	72	98	120
Graduating Students	0	0	7	17	24

Tuition Structure

This undergraduate program would be offered under the pooled tuition model, as is consistent with other College of Agricultural and Life Sciences undergraduate majors. For students enrolled in the B.S. in Plant Science and Technology, standard tuition and fee rates will apply. For the 2024-25 academic year, residential tuition and segregated fees total \$5,801.35 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$5,003.04 is attributable to tuition and \$798.31 is attributable to segregated fees. Nonresident tuition and segregated fees total \$21,051.07 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$20,252.76 is attributable to tuition and \$798.31 is attributable to segregated fees. In addition, students will pay for textbooks and course materials. No other fees are anticipated.

Student Learning Outcomes and Program Objectives

The B.S. in Plant Science and Technology program aims to equip students with a comprehensive understanding of the innovative world of applied plant science, coupled with cutting-edge technological advancements. The curriculum will feature courses designed to foster a deep appreciation for plant life, from molecular and cellular aspects to ecological interactions. The department anticipates delivering a combination of existing and new courses for the curriculum. The creation of this program reflects a commitment to addressing the evolving needs of the agricultural and environmental sectors by providing students with the skills and expertise needed to contribute meaningfully to the future of plant science and technology. Students enrolled in the B.S. in Plant Science and Technology will be able to:

1. Define biological processes related to plant growth, development, and productivity, and explain their role in plant and agroecosystem sciences.
2. Apply scientific and technological concepts and critical thinking skills to analyze global issues in plant and agroecosystem sciences.
3. Communicate solutions to complex problems in the field of plant science and technology to diverse audiences composed of peers, scientists, and/or professionals.

Program Curriculum

Students may enroll in the B.S. in Plant Science and Technology upon admission to the university as new first-year students, as transfer students, or they may declare the program later during their course of study. The program will inform students about the major through an entry in the *Guide* (the university's online catalog), new student advising, campus advising networks and events, and social media. Requirements for the B.S. in Plant Science and Technology are completed in the context of the university-wide General Education Requirements and the College of Agricultural and Life Sciences-specific baccalaureate degree requirements. Consistent with other majors in the College of Agricultural and Life Sciences, this program governs no more than 60 of the minimum 120 credits required for a Bachelor of Science degree.

The B.S. in Plant Science and Technology major will require 120 credits for the Bachelor of Science degree, which includes a combination of general education, college, and major requirements. Many of the university general education and college requirements for graduation can be fulfilled through program requirements. College breadth requirements also include a first-year experience course and a capstone course that will provide a cohort-based experience for students centered around deepening levels of engagement. Students must complete 30 degree credits in residence at UW–Madison after earning 86 credits toward their undergraduate degree and students must maintain a minimum cumulative grade point average of 2.000 to be eligible for graduation.

Students will complete 27-33 credits of foundation prerequisite courses in science, math, statistics, and economics. Courses in the major will include 25-27 credits of core coursework. These credits will include two newly created core courses (PLANTSCI 110 and 310), and the capstone course in the major. As with all undergraduate programs in the college, the major-specific capstone course will provide a synthesis of the curriculum. Major breadth and depth courses will allow students to explore their interests, as well as apply agricultural aspects of plant science and related technologies. It is anticipated that students enrolled in the major will complete at least six credits in interdisciplinary coursework to ensure breadth and at least nine credits to acquire depth in the major.

Table 2: Bachelor of Science in Plant Science and Technology Program Curriculum

General education courses required for graduation¹	
Breadth – Social Science, Natural Science, Social Studies, Humanities	13-15 credits
Communication Part A and Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A and Part B	6 credits
College of Agricultural and Life Sciences requirements for graduation¹	
CALS First Year Seminar	1 credit
CALS International Studies	3 credits
CHEM 103, 108, or 109 (<i>credits counted in major requirements</i>)	
Biological Science (<i>identified with breadth attributes</i>)	5 credits
Additional Science (<i>identified with breadth attributes</i>)	3 credits
Science Breadth (<i>identified with breadth attributes</i>)	3 credits
CALS Capstone Learning Experience (<i>credits counted in major req.</i>)	
Major program prerequisites or support courses: 27-33 credits	
Algebra and Trigonometry: MATH 112 & 113 or MATH 114	5-6 credits
General Chemistry: CHEM 103 & 104 or CHEM 109	5-9 credits
Statistics: STAT 240, 301, or 371	3-4 credits
Introductory Biology: BIOLOGY 151 & 152; BOTANY 130 & ZOOLOGY 101 & 102; BIOCORE 381, 382, 383 & 384	10 credits
Economics: A A E 101, ECON 101, or ECON 111	4 credits
Academic degree program or major course requirements:	
Major Core: 25-27 credits	
PLANTSCI 110: Introduction to Plant Science and Technology	4 credits
PLANTSCI 310: Plant Science and Technology in Cropping Systems	4 credits
SOIL SCI 301: General Soil Science	3 credits
AGRONOMY 500: Senior Capstone Experience	2 credits

Genetics: Complete one of the following: HORT/AGRONOMY 338: Plant Breeding and Biotechnology GENETICS 466: Principles of Genetics	3 credits
Systems: Complete one of the following: AGRONOMY 300: Cropping Systems PL PATH 300: Introduction to Plant Pathology ENTOM/ZOOLOGY 302: Introduction to Entomology	3-4 credits
Environment: Complete one of the following: HORT 320: Environment of Horticultural Crops BOTANY 500: Plant Physiology	3-4 credits
Technology HORT/AGRONOMY/BOTANY 340: Plant Cell Culture and Genetic Engineering HORT 334: Greenhouse Cultivation and HORT 335: Greenhouse Cultivation Lab BSE 380: Introductory Data Science for the Agricultural and Life Sciences	3 credits
Major Depth: <i>A course completed to meet the core requirement may not count as a major depth course. Complete 9 credits from the list below.</i>	9 credits
AGRONOMY 302: Forage Management and Utilization AGRONOMY 377: Global Food Production and Health AGRONOMY 471: Food Production Systems and Sustainability AGRONOMY 532: Environmental Biophysics HORT 227: Propagation of Horticultural Plants HORT 262: Turfgrass Management Lab HORT/LAND ARC 263: Landscape Plants I HORT/AGRONOMY/SOIL SCI 326: Plant Nutrition Management SOIL SCI 301: General Soil Science SOIL SCI 321: Soil and Environmental Chemistry HORT 334: Greenhouse Cultivation and HORT 335: Greenhouse Cultivation Lab HORT 345: Fruit Production HORT/AGRONOMY 360 Genetically Modified Crops: Science, Regulation & Controversy HORT 367 Introduction to Organic Agriculture HORT 370: World Vegetable Crops HORT 501: Principles of Plant Breeding HORT 502: Techniques of Plant Breeding HORT 550: Molecular Approaches for Potential Crop Improvement BSE 365: Measurements and Instrumentation for Biological Systems BSE 380: Introductory Data Science for the Agricultural and Life Sciences BSE 405: Intelligence and Automation in Agriculture BOTANY 300: Plant Anatomy ENTOM 351: Principles of Economic Entomology ENTOM/BOTANY/ZOOLOGY 473 Plant-Insect Interactions GENETICS 631: Plant Genetics and Development PL PATH 300: Introduction to Plant Pathology	

PL PATH 315: Plant Microbiomes
PL PATH 517: Plant Disease Resistance
PL PATH 505: Plant-Microbe Interactions
PL PATH 559: Diseases of Economic Plants
HORT/SOIL SCI 332 Turfgrass Nutrient and Water Management

Major Breadth: *Complete 6 credits from the list below.*

6 credits

A A E 319: The International Agricultural Economy
A A E 320: Agricultural Systems Management
A A E 322 Commodity Markets
A A E 323: Cooperatives and Alternative Forms of Enterprise Ownership
A A E 419 Agricultural Finance
A A E 422: Food Systems and Supply Chains
BIOCHEM 501: Introduction to Biochemistry
BSE 243: Operating and Management Principles of Off-Road Vehicles
BSE 301: Land Information Management
BOTANY 305: Plant Morphology and Evolution
BOTANY 400: Plant Systematics
BOTANY 401: Vascular Flora of Wisconsin
BOTANY/ANTHRO/ZOOLOGY 410: Evolutionary Biology
BOTANY 422: Plant Geography
BOTANY/AMER IND/ANTHRO 474: Ethnobotany
COMP SCI 220: Data Science Programming I
ENTOM/F&W ECOL 500: Insects in Forest Ecosystem Function and Management
F&W ECOL/ENVIR ST 100: Forests of the World
F&W ECOL/C&E SOC/SOC 248 Environment, Natural Resources, and Society
F&W ECOL 300: Forest Measurements
F&W ECOL 371: Introduction to Environmental Remote Sensing
GEN BUS 310: Fundamentals of Accounting and Finance for Non-Business Majors
GEN BUS 311: Fundamentals of Management and Marketing for Non-Business Majors :
Marketing Communication for the Sciences
GENETIC 545: Genetics Laboratory
GEOG/ENVIR ST 309: People, Land and Food: Comparative Study of Agriculture
Systems
GEOG/BOTANY 338: Environmental Biogeography
GEOG/ENVIR ST 339: Environmental Conservation
HORT 121: Horticulture Colloquium
HORT 234: Ornamental Plants
HORT 240: The Science of Cannabis
HORT 261: Sustainable Turfgrass Use and Management
HORT 301: (Horti)Cultural Roots: Human and Histories of Plants and Science
HORT 330: Wines and Vines of the World
HORT 350: Plants and Human Wellbeing

HORT 351: A Deeper Look at Plants and Human Wellbeing
 HORT 376: Tropical Horticultural Systems
 HORT 378: Tropical Horticultural Systems International Field Study
 HORT 380: Indigenous Foodways: Food and Seed Sovereignty
 HORT 372: Seminar in Organic Agriculture
 LAND ARC 250: Survey of Landscape Architecture Design
 LAND ARC 260: History of Landscape Architecture
 PL PATH 311: Global Food Security (Food Systems, Sustainability, and Climate Change)
 SOIL SCI 302: Meet Your Soil: Soil Analysis and Interpretation Lab
 SOIL SCI 321: Soils and Environmental Chemistry
 SOIL SCI/PL PATH 323: Soil Biology
 SOIL SCI/ENVIR ST 324: Soils and Environmental Quality
 SOIL SCI 327: Environmental Monitoring and Soil Characterization for Earth's Critical Zone
 SOIL SCI/ENVIR ST 575: Assessment of Environmental Impact
 SOIL SCI 585: R for Soils Scientists

Electives	~30 credits
Degree Total	120 credits

Collaborative Nature of the Program

The B.S. in Plant Science and Technology will be housed in the Departments of Plant and Agroecosystem Sciences. While students will complete coursework in related disciplines, this program will not rely on internal or external collaborations, and no inter-institutional agreements are anticipated.

Projected Time to Degree

The B.S. in Plant Science and Technology is designed to be completed within four or fewer years of full-time undergraduate study. Courses required for the major will be offered on a regular schedule, and enrollment priority will be given to declared majors as needed. The B.S. in Plant Science and Technology will have an example four-year plan available in the *Guide* demonstrating how a student could complete the major within four years. Students who choose to attend UW-Madison part-time, who enter the major later in their undergraduate career, or who wish to graduate in less than four years will work with the B.S. in Plant Science and Technology advisor on plans for timely completion of the degree that takes these considerations into account.

Accreditation

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

PROGRAM JUSTIFICATION

Rationale

The merger of the UW-Madison Departments of Horticulture and Agronomy, forming the Department of Plant and Agroecosystems Sciences, has provided the opportunity to reimagine program offerings within the new department. To serve the changing needs of students and respond to developments in the field, the Department of Plant and Agroecosystem Sciences proposes to re-envision the existing Horticulture and Agronomy degree programs as an integrated B.S. in Plant Science and Technology. The goal of this program is to provide students with the education and training needed for productive careers in public and private enterprises, creating and managing plants and technologies that support the future bioeconomy. The new major will continue to meet the needs of students interested in horticulture and agronomy and attract new students interested in the application of cutting-edge technology to plant production.

The B.S. in Plant Science and Technology is consistent with the UW-Madison goals of excellence in research, teaching, and scholarship. As a program with an applied component, the B.S. in Plant Science and Technology students will live the Wisconsin Idea by creating and transferring knowledge to constituents in Wisconsin and the world, meeting the challenges of climate, global population, and human well-being.

The B.S. in Plant Science and Technology aligns with all seven priority themes of the College of Agricultural and Life Sciences Strategic Plan. Basic science exploration is the foundation of plant science, while bioenergy and bioproducts, food systems, climate change, and economic/community development are covered within the curriculum and represent possible focus areas for academic study and future career pursuits. These dimensions are fundamental to the College of Agricultural and Life Sciences Land Grant mission, blending research, teaching, and extension in the framework of promoting talent, innovation, and place (Gavazzi and Gee 2018).¹

University and Universities of Wisconsin Program Array

The B.S. in Plant Science and Technology will provide educational and career training opportunities that complement rather than duplicate existing programs like the B.S. degrees in Botany, Biology, Plant Pathology, and Agroecology. The new program differentiates itself from related programs at UW-Madison through its focus on applied agricultural aspects of plant science and related technologies. The B.S. programs in Botany and Biology attract students with interests framed in the curricular areas of biological sciences whereas the B.S. in Plant Science and Technology program will appeal to students with interests framed as applied and agricultural sciences. Similarly, the B.S. in Agroecology and B.S. in Plant Science and Technology meet distinct educational needs. The B.S. in

¹ Gavazzi, S. M., and E. G. Gee. 2018. Land-grant universities for the future: Higher education for the public good. Johns Hopkins University Press.

Agroecology has an interdisciplinary core curriculum that emphasizes ecology and sociology, whereas the B.S. in Plant Science and Technology will emphasize applied plant physiology and new technologies utilized in plant nutrient management, pest management, and cultivar development. Similarly, it is expected that the different learning outcomes, coursework, and career paths differentiate the B.S. in Plant Science and Technology from the B.S. in Agroecology.

Most B.S. in Plant Science and Technology students will take courses offered in botany and plant pathology. The B.S. in Plant Pathology complements the B.S. in Plant Science and Technology with its focus on the biology of plant pathogens and the effects and control of plant diseases. B.S. in Plant Science and Technology students will leverage Botany's emphasis on plant structure and function and Plant Pathology's emphasis on understanding and managing plant diseases to understand the growth and productivity of crop species and plants in natural environments. Historically, there has been little competition for students among the B.S. degrees in Agronomy, Horticulture, Botany, and Plant Pathology programs, and it is expected that that trend will continue with the implementation of the new B.S. in Plant Science and Technology.

UW-River Falls offers a B.S. in Crop and Soil Science (01.1102) and a B.S. in Horticulture (01.11.03). UW-Platteville has a B.S. in Soil and Crop Science (01.1102), as well as a B.S. in Environmental Horticulture (01.1103). Students interested in the new B.S. in Plant Science and Technology program may also be interested in these UW-Platteville and UW-River Falls programs. However, given that UW-Madison's B.S. in Horticulture and B.S. in Agronomy programs have coexisted with these programs for many years, it is not expected that the B.S. in Plant Science and Technology will affect enrollment at other UW universities. UW-River Falls and UW-Platteville have strong regional constituencies. Furthermore, the curriculum of the proposed B.S. in Plant Science and Technology will differ. It has been designed to emphasize new technologies, including biotechnology, and is oriented to the population of students who matriculate at UW-Madison, the vast majority of whom do not have a traditional agricultural background. At the same time, the curriculum is designed to accommodate students who remain interested in a traditional plant science curriculum with an emphasis on the application of the latest technologies to plant production.

Need as Suggested by Current Student Demand

Student surveys and national data have demonstrated a clear demand for the creation of the proposed program. The department used a multidisciplinary approach to understand student demand using public databases and student surveys. The findings indicate a robust interest in and need for the proposed B.S. in Plant Science and Technology. Student surveys have shown a high level of demand for the creation of the new program. In a survey that collected responses from 40 students across 13 aligned majors, nearly 75% of respondents reported interest in pursuing post-baccalaureate

education in the plant sciences, regardless of their current declared majors. In a second survey that collected responses from 86 students from 19 aligned majors, nearly 75% of respondents exhibited at least a moderate level of interest in the proposed B.S. in Plant Science and Technology, and nearly 50% of students had “high” or “extremely high” levels of interest.

National enrollment trends support survey data indicating demand for undergraduate opportunities in plant science and the need for UW-Madison to make changes to current undergraduate offerings in plant science in response. According to *Data USA*,² bachelor’s degrees awarded in plant sciences have remained steady across 116 U.S. land-grant institutions over the last ten years, while the current plant sciences programs at UW-Madison (i.e., the B.S. in Horticulture and the B.S. in Agronomy) have declined. This indicates that UW-Madison is lagging behind its peer institutions and current programming does not meet the demands of the future. A change is necessary for UW-Madison to keep pace or surpass other land-grant institutions in the plant sciences.

The proposed B.S. in Plant Science and Technology is a crucial part of that change. The Department of Plant and Agroecosystem Sciences has capitalized on the opportunities afforded by university investment and structural change to ensure its programs are responsive to student needs, developments in a fast-changing field, and employer demands. The B.S. in Plant Science and Technology will offer new courses, more flexible curricula, and an emphasis on the latest technology that will be attractive to students interested in solving complex problems and pursuing the careers of the future. The B.S. in Agronomy and B.S. in Horticulture will be replaced by the new B.S. in Plant Science and Technology program so that the College of Agricultural and Life Sciences can continue to educate students interested in these areas while simultaneously marketing to a new population of students. It is anticipated that the new program and associated promotional efforts will encourage additional interest and enrollment. The proposed B.S. in Plant Science and Technology will not require additional faculty and staff resources, as most courses for this program are currently offered by UW-Madison and newly developed courses will be supported through a reorganization of existing instructional resources. The program will benefit from new tenure-track faculty positions that are filled within the college. These individuals will teach coursework that supports several academic degree programs within the college, including the B.S. in Plant Science and Technology, as well as the research goals of the department. Thus, the department will have the capacity to support continued growth.

² Data USA, Plant Sciences, retrieved from <https://datausa.io/profile/cip/plant-sciences>, December 2024

Need as Suggested by Market Demand

Employment opportunities in plant science and technology are diverse and plentiful, according to employers in the industry. Industry surveys show there is demand for the creation of a new major in B.S. in Plant Science and Technology at UW-Madison. The Department of Plant and Agroecosystem Sciences surveyed potential employers in January and February 2024. The 48 responding employers ranged from large companies (e.g., Syngenta, Corteva, Bayer, Pepsi Co.) to smaller organizations (e.g., Hartung Brothers, Natural Resources Conservation Service, Meadowlark Organics & Mill). All respondents indicated a demand at their company for students with a B.S. in Plant Science and Technology. They noted organizations in their industry need people with backgrounds in science, agriculture, agronomy, and lab experience. They indicated candidates with a four-year degree tend to have an advantage over those who do not.

Plant science graduates will find immediate employment as consultants, technicians, sales agents, small business owners, analysts, and researchers across industries and occupations. For this reason, demand may be embedded in general industry data. Within the specific occupational area of agriculture and food scientists, demand will be strong. For example, according to the Occupational Outlook Handbook produced by the U.S. Bureau of Labor Statistics, there were an estimated 37,200 positions in the occupational area of agricultural and food scientists in 2023 and this occupation is expected to have higher-than-average growth of 8% between 2023 and 2033. The 2023 median pay in the occupation was \$76,400 per year.³ As well, graduates will be prepared to advance their studies in graduate or professional school.

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Agricultural and Food Scientists, retrieved 12 September 2024

University of Wisconsin-Madison						
Cost and Revenue Projections For BS-Plant Science and Technology						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	13	17	20	25	30
	Enrollment (Continuing Student) Headcount	7	27	52	73	90
	Enrollment Total FTE	20	44	72	98	120
II	Total Credit Hours	600	1320	2160	2940	3600
III	FTE of Current Faculty	3	3	4	5	6
	FTE of Current IAS	1	1	3	3	3.5
	FTE Current Admin Staff	0.5	0.5	0.5	2.4	2.9
IV	Revenues					
	Tuition (based on \$416.92/credit)	\$250,152	\$550,334	\$900,547	\$1,225,745	\$1,500,912
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$296,464	\$7,214	\$3,536	\$8,191	\$1,212
	Total Revenue	\$546,616	\$557,548	\$904,083	\$1,233,936	\$1,502,124
V	Expenses					
	Salaries Including Fringes					
	Faculty	\$413,247	\$421,512	\$573,256	\$730,902	\$894,624
	Instructional Academic Staff	\$92,306	\$94,152	\$288,105	\$293,868	\$349,702
	Administrative and Student Support Staff	\$41,063	\$41,884	\$42,722	\$209,167	\$257,798
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)					
Other (please list)						
Total Expenses	\$546,616	\$557,548	\$904,084	\$1,233,936	\$1,502,124	
Net Revenue	\$0	\$0	\$0	\$0	\$0	

Provost's Signature:



11/8/2024

Chief Business Officer's Signature:



11/7/2024

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN PLANT SCIENCE AND TECHNOLOGY

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Plant Science and Technology. The proposed program will be offered by the Department of Plant and Agroecosystem Sciences in the College of Agricultural and Life Sciences. To serve the changing needs of students and respond to developments in the field, the B.S. in Plant Science and Technology will replace the current B.S. in Agronomy and B.S. in Horticulture. The proposed B.S. in Plant Science and Technology will be delivered in an in-person format. Students will pay standard undergraduate tuition and segregated fees.

COST REVENUE NARRATIVE

Section I – Enrollment

Undergraduates enrolled at UW-Madison can elect to pursue the proposed B.S. in Plant Science and Technology as a choice among the university's more than 100 undergraduate programs. For planning purposes, enrollment assumptions include:

- Students will enter the program as first- and second-year students in the initial academic year (i.e., 2025-26);
- Two-thirds of students will declare as first-year students and one-third will declare in their second year;
- Continuing students are defined as students who are continuing in the degree program from the previous year, as well as those students who declare in their second year;
- Students will take four or fewer years to graduate; and
- The average student retention rate is projected to be 95% based on the UW-Madison undergraduate average.

In Year 5, it is expected 120 students will be enrolled in the program. This is a conservative estimate to support planning, and enrollments may be higher.

Section II – Credit Hours

Most courses in the B.S. in Plant Science and Technology program are currently offered at the university because these courses will carry over from the existing B.S. in Horticulture and B.S. in Agronomy program, which will be suspended and discontinued with the implementation of the proposed program. Two new courses will be developed for the new program and the teaching and administration of these courses will be supported through reorganization of instructional resources.

The proposed B.S. in Plant Science and Technology will require 120 credits to complete. In addition to University General Education Requirements and College of Agricultural and Life Sciences requirements, students will complete 27-33 credits of foundational coursework in mathematics, statistics, science, and economics; 25-27 credits of core coursework in plant science; nine credits establishing depth in the major; six credits of breadth courses to form interdisciplinary connections between plant science; and any additional electives to complete the 120 credits needed to earn the Bachelor of Science degree.

Many courses in the proposed B.S. in Plant Science and Technology can meet General Education Requirements and/or college degree requirements. Therefore it is expected that students will take a large proportion of courses from within the College of Agriculture and Life Sciences. For credit hour projections purposes, it is assumed students will take 15 credits each fall and spring semester, for 30 credits total per academic year, over four academic years totaling 120 credits for the degree.

Section III – Faculty and Staff Appointments

FTE for faculty and staff consider the FTE requirements to deliver projected credit hours indicated in section II. The Department of Plant and Agroecosystem Sciences has sufficient capacity to offer this program based on the projections. This is largely a result of the simultaneous discontinuation of the B.S. in Agronomy and the B.S. in Horticulture. FTE projections It is estimated that 3.0 faculty FTEs, 1.0 FTE of instructional staff, and 0.5 FTE of non-instructional staff will directly provide services for the B.S. in Plant Science and Technology in its first year of implementation. As enrollments grow, a modest increase in FTE allocated to the program will be realized.

Section IV – Program Revenues

The B.S. in Plant Science and Technology will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. No additional funding specifically for this program will be provided to the College of Agricultural and Life Sciences, however, budget allocation may be somewhat influenced by the enrollment and student credit hour formula followed by UW-Madison's academic year budget model. The program will be supported by reallocation and enrollment growth in existing programs within the College of Agricultural and Life Sciences.

Tuition

The revenue projections include an estimate of revenues based on estimated student credit hours taken annually at \$416.92 per credit tuition (excluding segregated fees). The per-credit tuition estimate is based on the 2024-25 Wisconsin resident undergraduate rate and assumes students enroll for an average of 15 credits per semester. The estimate does not account for tuition collected for credits taken above the credit plateau, credits taken outside of the major requirements, or tuition based on nonresident tuition rates. The model assumes the same tuition rate over the first five years and that

students take an average of 30 credits per academic year spread equally over four years. There are no program or course fees.

Program Revenues and GPR

The program will be revenue-neutral and will be funded, initially, by reallocation from the College of Agricultural and Life Sciences (CALs) funds. This includes the 101 instructional/tuition pool from the CALs budget allocation and funds from current and successful service-based pricing programs in the college. The General Program Revenue (GPR) reallocation line in the Cost and Revenue Projection illustrates that some reallocation will be necessary, particularly in Year 1, but becoming negligible (i.e., less than \$10,000) in Years 2-5.

Section V – Program Expenses

Salary and Fringe

The proposed B.S. in Plant Science and Technology will be staffed by existing program faculty and staff. No new salary and fringe expenses will be incurred. The current related salary expenses are 3.0 faculty FTEs, averaging \$137,749 per year; 1.0 FTEs of instructional staff, averaging \$92,306 per year; and 0.5 FTE of non-instructional staff at \$82,126 per year. All salaries are assumed to have a 2% inflation rate applied. A fringe rate of 33.33% is utilized and incorporated into the expenses illustrated in this section.

Facilities and Capital Equipment

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

Other Expenses

No additional expenses will be incurred to implement the new B.S. in Plant Science and Technology. Promotion and marketing will be incorporated into the general promotional materials prepared for all programs of study within the College of Agricultural and Life Sciences.

Section VI – Net Revenue

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



Date: 21 November 2024

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

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

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

Subject: Request for Authorization to Implement: BS-Plant Science and Technology

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new BS-Plant Science and Technology program at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to first enroll students in the fall of 2025. We are requesting that this proposal be scheduled for consideration at the February 2025 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

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

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
Glenda Gillaspy, Dean and Director, College of Agricultural and Life Sciences
Jeri Barak, Associate Dean for Academic Affairs
Megan Ackerman-Yost, Assistant Dean for Academic Programs and Policies
Rob Cramer, Vice Chancellor for Finance and Administration
David Murphy, Associate Vice Chancellor for Finance and Administration
Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN LEARNING ANALYTICS
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Master of Science in Learning Analytics program at the University of Wisconsin-Madison.

Resolution C.6. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Learning Analytics program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Learning Analytics. This proposal seeks to elevate the existing M.S. in Educational Psychology subplan/named option in Learning Analytics to a stand-alone degree. The implementation of an M.S. in Learning Analytics will improve program visibility to potential students and employers. Further, the adoption of new program learning outcomes and a unique Classification of Instruction Program (CIP) code will better reflect the curriculum's goals and priorities and the STEM components of learning analytics. The proposed M.S. in Learning Analytics will be an online skills-based degree program designed for working professionals. Students will complete the 30-credit program as a cohort over 24 months of continuous enrollment. The curriculum reflects a focus on analytical methods, design strategies, and communication skills in the context of data and learning analytics. Graduates will be prepared to enter positions within the education sector, such as independent education research organizations, education think tanks and start-ups, higher education administration, and education non-profits, as well as individual schools, districts, and state-level departments of education. Graduates also will enter fields external to public education, such as online program management, international development organizations, corporate training, and assessment organizations. Occupational growth in related areas is expected to grow faster than average over the next decade. Service-based pricing will apply, as it does for the current subplan/option. Students will pay \$1,000 per credit.

Presenter

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, available at: <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.¹

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

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN LEARNING ANALYTICS
AT THE UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Learning Analytics. This proposal seeks to elevate the existing M.S. in Educational Psychology subplan/named option in Learning Analytics to a stand-alone degree. The implementation of an M.S. in Learning Analytics will improve program visibility to potential students and employers. Further, the adoption of new program learning outcomes and a unique Classification of Instruction Program (CIP) code will better reflect the curriculum's goals and priorities and the STEM components of learning analytics. The proposed M.S. in Learning Analytics will be an online skills-based degree program designed for working professionals. Students will complete the 30-credit program as a cohort over 24 months of continuous enrollment. The curriculum reflects a focus on analytical methods, design strategies, and communication skills in the context of data and learning analytics.

Graduates will be prepared to enter positions within the education sector, such as independent education research organizations, education think tanks and start-ups, higher education administration, and education non-profits, as well as individual schools, districts, and state-level departments of education. Graduates also will enter fields external to public education, such as online program management, international development organizations, corporate training, and assessment organizations. Occupational growth in related areas is expected to grow faster than average over the next decade. Service-based pricing will apply, as it does for the current subplan/option. Students will pay \$1,000 per credit.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Program

Learning Analytics

Degree Designation(s)

Master of Science (M.S.)

Proposed Classification of Instructional Program (CIP) Code

30.7199 Data Analytics, Other

Mode of Delivery

Single university; Fully Distance Education

Department or Functional Equivalent

Department of Educational Psychology

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

June 2025

PROGRAM INFORMATION**Overview of the Program**

The M.S. in Learning Analytics is proposed to be an online skills-based degree program designed for working professionals. The 30-credit master's degree program is completed over 24 months of continuous enrollment in a cohort model. The curriculum reflects a focus on analytical methods, design strategies, and communication skills in the context of data and learning analytics.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Students will enter the program as a cohort, completing the program within two years across six consecutive semesters. By the end of Year 5, it is expected that 122 students will have enrolled in the program and 84 students will have graduated. The average student retention rate is projected to be 85%. This rate is conservative and lower than the UW-Madison Graduate School's average retention and completion rate for master's degrees. Students enrolled in the existing M.S. in Educational Psychology subplan/option in Learning Analytics will be moved into the new M.S. in Learning Analytics. These enrollments are reflected as continuing students in Year 1. If a student needs to temporarily leave the program, they can request approval for a leave of absence and may return to the same point of the program the subsequent year; however, returning students are not included in Table 1.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	18	20	22	24	26
Continuing Students	12	15	17	19	21
Total Enrollment	30	35	39	43	47
Graduating Students	12	15	17	19	21

Tuition Structure

The tuition structure for the proposed program will be based on service-based pricing principles for distance education as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. The M.S. in Learning Analytics is designed to meet the needs of students balancing work and the pursuit of their graduate degree. As a fully distance education program, students will be provided with flexible course delivery to meet their scheduling needs. For students enrolled in the M.S. in Learning Analytics, the tuition rate will be \$1,000 per credit for both Wisconsin residents and nonresidents. The total cost will be \$30,000 for the 24-month 30-credit program. It is expected that students will enroll in the program part-time as part of a fixed cohort model. The pricing structure was determined after extensive market research and is aimed at balancing tuition rates at peer institutions with expected program costs and revenue. Additional program or course fees are not anticipated. The M.S. in Learning Analytics is a zero-textbook cost degree program.

Student Learning Outcomes and Program Objectives

The M.S. in Learning Analytics program curriculum will support the following learning outcomes. Students will:

1. Demonstrate a strong foundation in current and past learning theories and research findings.
2. Describe how human diversity (in terms of individual abilities, orientations, and sociocultural backgrounds) has ethical implications for research and practice in the learning analytics field.
3. Implement a variety of both quantitative and qualitative methodologies associated with the field and determine their ethical implications and appropriate use.
4. Develop research questions relevant to learning analytics and the contexts in which it is applied, and use a range of current qualitative, statistical analysis, and data visualization programs to answer them.
5. Develop written, visual, and oral skills needed to effectively communicate analyses to professional/practitioner and lay audiences.
6. Practice the fundamentals of client collaboration, research design, data collection, data analysis, and data communication through participating in a capstone project.

Upon completion of the M.S. in Learning Analytics, students will be prepared for careers in a variety of areas requiring knowledge and skills in both the field of education and analytics. Learning analytics is a growing domain that is garnering attention and resources at all levels of the education industry. This includes schools, districts, colleges and universities, state and federal departments of education, as well as providers of learning technologies, instructional design, publishers, etc. Graduates of the existing M.S. in Educational Psychology subplan/option in Learning Analytics have obtained roles in school districts, universities, software companies, hospitals, non-profit organizations, and city government. Position titles of recent graduates include data scientist, learning operations analyst, reporting and data analyst, data specialist, records and enrollment specialist, learning counselor, corporate trainer, and data impact analyst, among other varied roles.

Program Requirements and Curriculum

The M.S. in Learning Analytics is proposed to be a 30-credit distance education program. The curriculum will be completed over six academic semesters or 24 months. The program is designed for students who plan to pursue careers analyzing educational data. Table 2 illustrates the coursework that all students will be required to complete.

Table 2: M.S. in Learning Analytics Program Curriculum

Academic degree program or major course requirements:		
ED PSYCH 501	Thinking and Learning	4 credit(s)
or		
a. ED PSYCH 501	Thinking and Learning <u>and</u>	3 credit(s)
b. ED PSYCH 505	Fundamental Statistics in Learning Analytics	1 credit(s)
ED PSYCH 560	Foundations of Quantitative and Qualitative Research Methods	6 credit(s)
ED PSYCH 525	Learning Analytics Theory and Practice	5 credit(s)
ED PSYCH 551	Quantitative Ethnography	4 credit(s)
ED PSYCH 575	Instructional Design for Learning Analytics	3 credit(s)
ED PSYCH 615	Conversations and Visualizations	3 credit(s)
ED PSYCH 695	Capstone in Learning Analytics	5 credit(s)
Total Credits		30 credit(s)

Projected Time to Degree

Students are expected to complete the degree within six semesters (including summers) or two full years. Should a student need to temporarily leave the program, they will submit an official leave of absence request and will return to the same place the following year when the course is offered next. Twenty-eight students across two cohorts have completed the existing subplan/option on this timeline as of spring 2024.

Accreditation

The proposed M.S. in Learning Analytics program is not subject to specialized or additional accreditation approvals. The program will be reported to the Higher Learning Commission according to their requirements.

PROGRAM JUSTIFICATION

Rationale

The mission of the Department of Educational Psychology at UW-Madison, in part, is to “advance education-related theory and methodology; to improve knowledge about the biological, psychological, technological, and social processes of learning, development, and mental health in diverse populations.... As a leader in its field and at the forefront of innovations and practices, the department will advance its mission and commitment to the Wisconsin Idea A through the implementation of the M.S. in Learning Analytics. Learning analytics is a growing domain that is garnering attention and resources at all levels of education (e.g., schools, districts, colleges and universities, state and federal Departments of Education), learning technologies, and publishers. While the practice of learning analytics is gaining widespread attention, the number of institutions offering training in learning analytics is still small. There is a niche, especially in the Midwest region, that can be filled by having UW-Madison as the leader in the field. Further, the specializations of the Department of Educational Psychology faculty directly transfer to the M.S. in Learning Analytics. Their expertise has already been established and the program will coalesce the department's strengths into a timely and strategic new degree program.

University and Universities of Wisconsin Program Array

UW-Madison currently offers master’s degree programs related to analytics, but they are outside the education domain. These offerings include:

- M.S. in Business: Analytics
- M.S. in Business: Data, Insights, and Analytics
- M.S. in Data Science

No UW university offers an academic program under the proposed CIP code of 30.7199 Data Analytics, Other. Like UW-Madison, there are four graduate programs offered under a related curricular area of business analytics (30.7102). UW-Milwaukee offers an M.S. in Healthcare Administration, UW-River Falls offers an M.S. in Business Analytics, and UW-Whitewater offers an M.S. in Data Analytics. None of these programs reflect the educational or learning science contexts that are specific to the proposed M.S. in Learning Analytics.

Need as Suggested by Student Demand

This is a program into which UW-Madison undergraduates can transition and a program for which there is growing interest. All courses are designed to be scalable, should

there be a higher number of qualified applicants. Over the past four years, the average cohort size in the existing Learning Analytics subplan/option is 14 students. About 45% of these students are K-12 teachers who are looking to leverage their teaching experience and make a broader impact beyond their classroom. Enrolled students also hold educator roles beyond K-12 as corporate trainers, and administrative roles in higher education, educational technologies, and instructional design organizations. Most have a proficient degree of educational experience and are looking to this program to learn contextualized data analysis skills. They desire to learn how to analyze and communicate educational data to deepen their current impact and/or broaden their career options. Elevating the current subplan/option to a standalone degree will improve the visibility of the program and consequently, it is expected to increase student demand.

Need as Suggested by Market Demand

The Division of Continuing Studies performed a labor analysis in the summer of 2019 and determined there will be a strong demand for this program. The analysis consisted of a detailed review of more than 380 learning analytics-related positions listed in the hiring platform *Indeed*. The analysis revealed that bachelor's degrees are most required for entrance into entry-level positions that need candidates who have studied learning analytics. However, the analysis revealed four times as many position vacancy listings than average that looked for candidates with a master's degree, making this a good fit for a graduate program. Of the position listings that specified a need or preference for candidates with a master's degree, most expect those candidates to have 0-5 years of experience. Of these 33% indicated a need for 0-2 years of experience and 48% indicated 3-5 years of experience. Thus, the proposed M.S. in Learning Analytics program would be poised to accept the early professional audience.

As a growing and evolving field, the U.S. Bureau of Labor Statistics (BLS) occupation projections do not include a specific occupational category for education or learning analytics. For similar occupations, growth over the next decade is projected to be higher than average. Occupations include Data Scientists (36%), Management Analysts (11%), and Operations Research analysts (23%).¹

The number of careers in data analytics is growing, and there are a plethora of institutions offering degrees that focus on business analytics. Careers in data analytics applied to learning and education are increasing, and there is an expanding number of universities offering graduate programs to support this growth, but none in the Midwest. As of 2024, in-person programs in or including learning analytics are offered at Georgetown, Stanford, and Columbia Universities. Online programs in learning analytics are offered at the University of Texas-Arlington and American University. The University of

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Data Scientists:

<https://www.bls.gov/ooh/math/data-scientists.htm> (visited December 21, 2024)

Pennsylvania offers an in-person or online option, and North Carolina State University is currently developing a master's program with the modality still to be determined. Additionally, there are online certificates in learning analytics at a handful of institutions including Brandeis, Northcentral, and the University of North Dakota. There is a clear need for the proposed M.S. in Learning Analytics program and a clear niche in the Midwest.

The existing subplan/option in Learning Analytics has graduated two cohorts of students since its launch in 2021, with 28 graduates active in the field. Many of these students have leveraged the program into a job promotion or a new career. Alumni are working in positions such as K-12 district data analysts, analysts at universities, and data scientists in educational technology companies.

University of Wisconsin - Madison						
Cost and Revenue Projections For MS-Learning Analytics						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	18	20	22	24	26
	Enrollment (Continuing Student) Headcount	12	15	17	19	21
	Enrollment (New Student) FTE	9	10	11	12	13
	Enrollment (Continuing Student) FTE	6	7.5	8.5	9.5	10.5
II	Existing Credit Hours	450	525	585	645	705
III	FTE of New Faculty/Instructional Staff/Adjunct	0	0	0	0	0
	FTE of Current Fac/IAS/Adjunct	2.75	3	3.25	3.25	3.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1.00	1.25	1.50	1.75	2.00
IV	Revenues					
	Tuition (based on \$1,000/credit)	\$450,000	\$525,000	\$585,000	\$645,000	\$705,000
	Total New Revenue	\$450,000	\$525,000	\$585,000	\$645,000	\$705,000
V	Expenses					
	Salaries					
	Faculty Salary (0.5 FTE, \$100,000)	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 81,182
	Instructional Academic Staff (0.75 FTE, \$65,000)	\$ 48,750	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
	Adjunct Instructors (1.5 FTE, \$60,000)	\$ 90,000	\$ 91,800	\$ 109,242	\$ 111,427	\$ 113,655
	Administrative Staff (1.0 FTE, \$50,000/yr)	\$ 50,000	\$ 63,750	\$ 78,030	\$ 92,856	\$ 110,366
	Fringe Faculty and Academic Staff (34.7%)	\$ 82,846	\$ 94,679	\$ 106,501	\$ 113,234	\$ 130,320
	TOTAL Salaries plus Fringe	\$321,596	\$367,529	\$413,419	\$439,555	\$505,881
	Other Expenses					
	Course Development	\$23,499	\$ 23,969	\$ 24,448	\$ 24,937	\$ 25,436
	Scholarship Funding	\$24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978
	Supplies	\$500	\$ 510	\$ 520	\$ 531	\$ 541
	Events	\$4,000	\$ 4,080	\$ 4,162	\$ 4,245	\$ 4,330
	Marketing	\$18,000	\$ 18,360	\$ 18,727	\$ 19,102	\$ 19,484
Outreach	\$2,100	\$ 2,142	\$ 2,185	\$ 2,229	\$ 2,273	
Total Expenses	\$393,695	\$441,070	\$488,430	\$516,067	\$583,924	
VI	Net Revenue - Reinvestment Margin	\$56,305	\$83,930	\$96,570	\$128,933	\$121,076

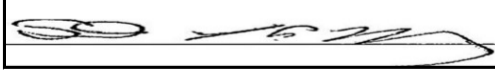
Submit budget narrative in MS Word Format

Provost's Signature:



Date: 12/17/24

Chief Business Officer's Signature:



Date: 12/17/24

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN LEARNING ANALYTICS

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Learning Analytics. The 30-credit program features a curriculum designed for working professionals offered in a fully distance education format. A service-based pricing tuition rate of \$1,000/credit hour is proposed under the UW System Administrative Policy SYS 805: Tuition and Fee Policies for Credit Instruction¹ and SYS 130: Programming for the Non-traditional Market.² The proposed M.S. in Learning Analytics represents an elevation of the existing M.S.-Educational Psychology subplan/named option in Learning Analytics to a standalone degree.

COST REVENUE NARRATIVE

Section I – Enrollment

The program will maintain the part-time cohort-based model, as it exists in the current subplan/option in Learning Analytics. The program will begin enrolling students in the summer of 2025 with a projected enrollment of 18 new students in the first year, with an average growth of two students per year. Continuing students will be moved from the existing M.S. in Educational Psychology subplan/option in Learning Analytics into the new M.S. in Learning Analytics. Twelve continuing students are expected to move from the subplan/option in Year 1.

Enrollment estimates are based on enrollment patterns in the existing subplan/option in Learning Analytics, which has an identical curriculum to the proposed M.S. in Learning Analytics. The current subplan/option will be suspended and discontinued upon approval and implementation of the new program. For planning purposes, the program projects a retention rate of 85%, which is lower than the 90% average retention rate of master's degree students in the Graduate School for cohorts beginning in 2010-18. Students who must stop out of the program before completion may be readmitted to a future cohort, reentering at the appropriate point in the program.

Section II – Credit Hours

The M.S. in Learning Analytics program requires 30 credits over 24 months. Students complete 15 credits in each year (i.e., summer, fall, and spring combined) of the

¹ <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>

² <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/>

two-year program. Four credits are completed in the summer, six credits are completed in the fall, and five credits are completed in the spring of each year in the program. Per UW-Madison Graduate School policy, full-time enrollment is set at 8-15 credits during the fall and spring terms and 4-12 credits during the summer term. This projection assumes part-time enrollment, which is typical for online students. The program enrollment will generate approximately 450 credit hours in Year 1 and approximately 525 credit hours by Year 2. Coursework is drawn from existing courses offered in the M.S.-Educational Psychology subplan/option in Learning Analytics.

Section III – Faculty and Staff Appointments

The department estimates that no new faculty FTE will be necessary to implement and sustain the program, with responsibilities distributed among existing faculty who already serve the M.S. in Educational Psychology subplan/option in Learning Analytics. No new faculty or staff resources will be allocated to this program initially, though modest gains in FTE dedicated to the program will be implemented to keep pace with growing enrollment and student needs.

Instructional staffing for the M.S. in Learning Analytics is covered by a combination of current faculty and instructional academic staff working in the Department of Educational Psychology, and adjunct instructors employed as working professionals in the field of learning analytics. Administrative staff support the program, and the Department Administrator and Graduate Program Manager will provide limited support to the program as a portion of their broader support for the Department of Educational Psychology.

Section IV – Program Revenues

Tuition

Each student will enroll in between four and six credits per semester in the six-semester program. Thus, students will enroll in sufficient credits to maintain enrollment level per Graduate School Policy. Tuition revenues are estimated using the service-based pricing model of \$1,000/credit hour. With the initial enrollment of 18 students in the first-year cohort combined with the 12 continuing students from the existing subplan/option, anticipated tuition revenues are \$450,000 in Year 1 and \$525,000 in Year 2. Elevating the M.S. in Educational Psychology subplan/option in Learning Analytics to the standalone M.S. in Learning Analytics is anticipated to provide the growth of two students per year calculated in the proposal. There are no program or course fees.

Program Revenues and GPR

The existing Learning Analytics subplan/option is run using the service-based pricing model. Revenue realized from the existing program will transition to the new standalone degree program. As illustrated in the cost and revenue projections spreadsheet, the program will generate revenue to support itself starting in Year 1.

Section V – Program Expenses

All expenses are expected to carry over from the existing M.S. in Educational Psychology subplan/option in Learning Analytics. Current expenses as reflected in Year 1 include \$23,499 for course development, \$24,000 in annual scholarship funding, \$500 in supplies, \$4,000 for events, \$18,000 for marketing, and \$2,100 for outreach for a total of \$72,099 in program expenses. No new expenses are anticipated. These expenses are expected to increase by 2% per year and are detailed in the cost and revenue projection spreadsheet.

Salary and Fringe

Instructional and non-instructional expenses, including salary and fringe of faculty, instructional staff, and other staff is projected to total \$321,596 in Year 1. This total includes faculty, instructional academic staff, administrative staff, and adjunct instructors. Salaries are projected to increase at a rate of two percent annually. All fringe benefits are set at 34.7% applied to the faculty and staff salary total.

Facilities and Capital Equipment

No new costs are anticipated in this category. Students in the M.S. in Learning Analytics will enroll online, and the infrastructure for the existing subplan/option in Learning Analytics will continue to serve the stand-alone degree program.

Other Expenses

There are no other expenses beyond the outlined program expenses.

Section VI – Net Revenue

This program will maintain identical funding from the existing M.S. in Educational Psychology subplan/option in Learning Analytics. Sufficient instructional and administrative resources are available among faculty and staff who support the current program. Anticipated net revenue is \$56,305 in the first year of the program, growing to \$121,076 by Year 5. The revenue from the M.S. in Learning Analytics will be reinvested into other academic programs in the School of Education that will need early financial support upon implementation.



Date: 17 December 2024

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

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

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

Subject: Request for Authorization to Implement: MS-Learning Analytics

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new MS-Learning Analytics program at the University of Wisconsin–Madison.

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

Contingent upon Board of Regents approval, the faculty plan to implement the new program in summer 2025 with first enrollments in the summer of 2025. We are requesting that this proposal be scheduled for consideration at the February 2025 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

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

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
 Marcelle Haddix, Dean, School of Education
 Adam Nelson, Senior Associate Dean, School of Education
 Cindy Waldeck, Academic Planner, School of Education
 William Karpus, Dean, Graduate School
 Jenna Alsteen, Assistant Dean, Graduate School
 Rob Cramer, Vice Chancellor for Finance and Administration
 David Murphy, Associate Vice Chancellor for Finance and Administration
 Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE
IN MEDICAL LABORATORY SCIENCE,
UNIVERSITY OF WISCONSIN-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Science in Medical Laboratory Science at the University of Wisconsin-Milwaukee.

Resolution C.7. 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 Bachelor of Science in Medical Laboratory Science program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Medical Laboratory Science (MLS). The proposed B.S. in MLS program is an elevation of an existing Medical Laboratory Science concentration within the B.S. in Biomedical Sciences program at UW-Milwaukee. The standalone B.S. in MLS program will increase visibility to students and external stakeholders and allows for accurate collection and reporting of program data.

The B.S. in MLS program requires a total of 129 credits, including 18 credits in general education, 53 credits in pre-professional coursework, and 58 credits in professional coursework. The pre-professional components provide foundational knowledge to prepare students for the professional coursework. Once in the professional phase, students gain in-depth content knowledge and hands-on laboratory experiences, and they apply their training in a clinical internship. This program is designed to prepare students to specialize in diagnostic laboratory testing. Laboratory testing is the single highest-volume medical activity affecting Americans, and it drives about two-thirds of all medical decisions made by doctors and other healthcare professionals; however, there is a severe workforce shortage for MLS professionals. Occupational employment projections indicate a high demand for MLS professionals. The U.S. Bureau of Labor Statistics predicts a 5% projected growth

nationally, and the Wisconsin Department of Workforce Development projects an 11.84% employment growth in Wisconsin. Given the high demand, graduates from the B.S. in MLS program have high job placement (99% of graduates find a laboratory career within one year).

Standard tuition and fee structure for undergraduate students at UW-Milwaukee will apply; students will incur additional program-specific tuition upon entry into the professional phase of the program in their third year.

Presenter

- Dr. Andrew P. Daire, 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/>.¹

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

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE
AT UNIVERSITY OF WISCONSIN–MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin (UW)–Milwaukee proposes to establish a Bachelor of Science (B.S.) in Medical Laboratory Science (MLS). The proposed B.S. in MLS program is an elevation of an existing Medical Laboratory Science concentration within the B.S. in Biomedical Sciences program at UW-Milwaukee. The standalone B.S. in MLS program will increase visibility to students and external stakeholders and allows for accurate collection and reporting of program data.

The B.S. in MLS program requires a total of 129 credits, including 18 credits in general education, 53 credits in pre-professional coursework, and 58 credits in professional coursework. The pre-professional components provide foundational knowledge to prepare students for the professional coursework. Once in the professional phase, students gain in-depth content knowledge and hands-on laboratory experiences, and they apply their training in a clinical internship. This program is designed to prepare students to specialize in diagnostic laboratory testing. Laboratory testing is the single highest-volume medical activity affecting Americans, and it drives about two-thirds of all medical decisions made by doctors and other healthcare professionals; however, there is a severe workforce shortage for MLS professionals. Occupational employment projections indicate a high demand for MLS professionals. The U.S. Bureau of Labor Statistics predicts a 5% projected growth nationally, and the Wisconsin Department of Workforce Development projects an 11.84% employment growth in Wisconsin. Given the high demand, graduates from the B.S. in MLS program have high job placement (99% of graduates find a laboratory career within one year). Standard tuition and fee structure for undergraduate students at UW-Milwaukee will apply; students will incur additional program-specific tuition upon entry into the professional phase of the program in their third year.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Milwaukee

Title of Proposed Academic Program

Medical Laboratory Science

Degree Designation(s)

Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

51.1005 – Clinical Laboratory Science/Medical Technology/Technologist

Mode of Delivery

Single institution, in-person with some online didactic courses (blended)

Department or Functional Equivalent

Biomedical Sciences and Healthcare Administration

College, School, or Functional Equivalent

College of Health Professions and Sciences

Proposed Date of Implementation

September 2025

PROGRAM INFORMATION**Overview of the Program**

The B.S. in MLS program requires 129 credits of general education, pre-professional, and professional coursework. Students entering the program are identified as “MLS-intended.” During the first two years, students complete general education requirements as well as pre-professional coursework comprised of required scientific prerequisites. Once students have completed general education and pre-professional coursework requirements, they are admitted to the professional phase of the program where they complete a series of didactic and laboratory coursework in MLS until they begin a clinical internship with one of UW-Milwaukee’s clinical partners. During the 20-week clinical practicum, students utilize instrumentation and work with patient samples within all the areas of diagnostic testing including immunohematology, hematology, hemostasis, immunology, microbiology, clinical chemistry, and urinalysis. Upon finishing their practicum, students graduate from the program with their B.S. in MLS degree. The program is designed to meet the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS) accreditation standards for MLS program, and it prepares students to complete the MLS national certification exam.

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 enrollment projections are based on enrollment data for the existing MLS concentration (sub-major) within the B.S. in Biomedical Sciences program. The existing MLS concentration consistently maintains a total enrollment of 120 students each year.

On average, 30 new students (incoming freshmen and transfer students) enter the program each year. Enrollment patterns over a ten-year span (2009-2019) indicate that 46% of students who completed the existing MLS concentration were transfer students or students who were seeking a second degree. Similar enrollment trends are anticipated for the standalone program. If the standalone degree is approved, enrollment for the MLS concentration in the B.S. in Biomedical Sciences will be suspended and current students will be moved to the new B.S. in MLS major.

For the existing MLS concentration, 75% of new first-year students entering the program as freshmen are retained into their third year—the point at which students enter the professional phase of the program, and there is an average annual retention rate of 79%. Program enrollments are steady overall, with student losses being offset by students changing majors into the MLS concentration and through the addition of new, external transfers. In the last four cohorts for the MLS concentration, 98% of students admitted into the professional phase of the program graduated from the program. With several clinical affiliations in the Milwaukee area, the program can place approximately 30 students during the clinical year of the professional phase, and the program graduates approximately 30 students per year. By the end of Year 5, it is expected that 150 students will have enrolled in the program, and 145 students will have graduated from the program.

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	30	30	30	30
Continuing Students	85	90	90	90	90
Total Enrollment	115	120	120	120	120
Graduating Students	25	30	30	30	30

Tuition Structure

For students enrolled in the B.S. in MLS, UW-Milwaukee’s standard undergraduate tuition and fees rate will apply (2024-25 tuition schedule). For the current academic year, residential tuition and segregated fees total \$5,198.92 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,385.20 is attributable to tuition and \$812.80 is attributable to segregated fees. Nonresident tuition and fees total \$11,198.80 per semester for a full-time student enrolled between 12-18 credits per semester. Of this amount, \$10,386 is attributable to tuition and \$812.80 is attributable to segregated fees.

When students in the B.S. in MLS are admitted into the professional phase of the program in their third year, they will also incur additional program-specific tuition in the amount of \$518.75 per semester for the remainder of the program. A \$30 per credit Instructional Technology fee is assessed for any online or hybrid class.

Student Learning Outcomes and Program Objectives

The B.S. in MLS is designed to meet the NAACLS accreditation standards for MLS programs. Students who complete the B.S. in MLS will gain the essential knowledge and skillset to prepare them for careers in medical laboratory science, and they will be eligible to complete the MLS national certification exams.

Students graduating from the B.S. in MLS program will be able to:

1. Apply laboratory testing theory and perform laboratory techniques across the disciplines of diagnostic laboratory testing.
2. Practice professional conduct and identify the significance of continuing professional development.
3. Communicate sufficiently to serve the needs of patients, the public, and members of the healthcare team.
4. Identify and apply educational methodologies and terminologies sufficient to train/educate users and providers of laboratory service.
5. Comply with the safety and governmental regulations and standards as applied to medical laboratory science.
6. Analyze principles and practice of clinical study design, implementation, and dissemination of results.
7. Identify principles and practices of administration and supervision as applied to medical laboratory practice.

Program Requirements and Curriculum

The proposed B.S. in MLS program requires 129 credits, and consists of 18 credits in general education coursework, 53 credits in pre-professional coursework, and 58 credits in professional coursework. The pre-professional phase provides foundational knowledge to prepare students for the professional coursework. Once in the professional phase, students gain in-depth content knowledge, hands-on laboratory experiences, and they apply their training in a 20-week clinical internship.

Table 2: B.S. in MLS Program Curriculum

General Education courses required for graduation (18 credits)

Social Science	6 credits
Cultural Diversity	3 credits
Arts	3 credits
Humanities	6 credits

Pre-Professional Coursework (53 credits)

BIO SCI 150: Foundations of Biological Sciences	4 credits
BIO SCI 202: Anatomy and Physiology I	4 credits
BIO SCI 203: Anatomy and Physiology II	4 credits
BIO SCI 325: Genetics	4 credits
BIO SCI 383: General Microbiology	4 credits

BMS 301-305: Human Pathophysiology Fundamentals	5 credits
BMS 427: Clinical Immunology	3 credits
BMS 428: Clinical Immunology Laboratory	1 credit
CHEM 102: General Chemistry	5 credits
CHEM 104: General Chemistry and Qualitative Analysis	5 credits
CHEM 341: Introduction Survey of Organic Chemistry	3 credits
CHEM 342: Introductory Organic Chemistry Lab	2 credits
CHEM 501: Introduction to Biochemistry	3 credits
HS 224: Computational Tools for Healthcare Prof.	3 credits
KIN 270: Stats in Health Professions	3 credits

Professional Coursework (58 credits)

BMS 420: Clinical Hematology	3 credits
BMS 421: Introduction to Hematology Lab	1 credit
BMS 431: Clinical Chemistry	3 credits
BMS 432: Clinical Chemistry Lab Theory and Operations	1 credit
BMS 521: Applied Clinical Hematology	2 credits
BMS 522: Hemostasis	1 credit
BMS 523: Lectures in Advanced Clinical Hematology	1 credit
BMS 524: Advanced Clinical Hematology Practicum	3 credits
BMS 529: Introduction to Immunohematology	3 credits
BMS 530: Immunohematology and Blood banking Lab	1 credit
BMS 531: Advanced Lectures in Clinical Lab Sciences	1 credit
BMS 532: Advanced Immunohematology and Immunol	3 credits
BMS 534: Medical Microbiology	3 credits
BMS 535: Medical Microbiology Laboratory	2 credits
BMS 536: Applied Clinical Microbiology	2 credits
BMS 537: Medical Parasitology and Mycology	2 credits
BMS 538: Advanced Clinical Microbiology Practicum	3 credits
BMS 541: Urinalysis	1 credit
BMS 542: Applied Clinical Chemistry	2 credits
BMS 544: Advanced Clinical Chemistry Practicum	3 credits
BMS 547: Clinical Laboratory Diagnosis	5 credits
BMS 548: Clinical Laboratory Practice	5 credits
BMS 549: Professional Development in CLS	3 credits
BMS 555: Toxicology and Therapeutic Drug Monitoring	1 credit
BMS 560: Molecular and Genetic Diagnostics	2 credits
BMS 561: Molecular Diagnostics Laboratory	1 credit

Total Credits	129 credit(s)
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Collaborative Nature of the Program

Near the end of the program, students are required to complete a clinical internship at a clinical affiliate. The program's affiliation agreements are within the Milwaukee area, and there are currently 11 affiliation agreements in place where up to 30 total students can be

consistently placed. The program accepts traditional four-year students, second-degree students, and transfer students. In addition, articulation agreements are being developed with two-year medical laboratory technician (MLT) programs (at Moraine Park Technical College and Milwaukee Area Technical College) for ease of transfer and friendlier curriculum that will allow them to graduate from the four-year MLS program much more quickly than in previous years.

Projected Time to Degree

Full-time students will be able to complete the proposed B.S. in MLS degree in four years (nine semesters including one summer semester), assuming that necessary pre-requisites are taken in sequence, and they complete an average of 16 credits (ranging between 14-17 credits) per fall and spring semester. Due to the sequencing and requirements of the B.S. in MLS program, full-time students and not part-time students usually take the program. The completion rates and time to degree are calculated accordingly.

Accreditation

UW-Milwaukee is accredited by the Higher Learning Commission (HLC). No additional approvals are needed from HLC to launch the program. The existing MLS concentration within the B.S. in Biomedical Sciences is accredited by the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS). This existing accreditation will still apply for the new program as there is no change in curriculum, administration, or university sponsor.

PROGRAM JUSTIFICATION

Rationale

UW-Milwaukee currently offers an MLS concentration within the B.S. in Biomedical Sciences, and the proposed B.S. in MLS is an elevation of this concentration. While there is stable enrollment for the existing MLS concentration, it is anticipated that elevating the MLS concentration to a B.S. in MLS will increase program visibility to students and external stakeholders. Currently, there are eight separate submajors under the umbrella of the B.S. in Biomedical Sciences program, which poses challenges not only for prospective students in their identification of the program, but it also creates difficulty in deciphering whether a student is interested in MLS or another field (such as Imaging) when they only indicate interest in pursuing a Biomedical Sciences degree. Having a standalone B.S. in MLS degree will help to resolve this issue and will aid in directing incoming students accurately to their field of interest. It is common for a student to erroneously enroll as an imaging student when in fact they are more interested in lab diagnostics and vice versa. Increased transparency will improve retention within the MLS program and will be an important aspect for maintaining steady enrollment. External stakeholders, such as clinical laboratories, strongly support this change as a degree in "Medical Laboratory Science" will be clearly identified on a graduate's diploma. The transparency of the proposed B.S. in MLS will make the hiring process for B.S. in MLS students smoother, and it will also make data collection easier for the clinical lab's accreditation.

University and Universities of Wisconsin Program Array

UW-Milwaukee currently provides MLS training under the umbrella of the B.S. in Biomedical Sciences program. The proposed B.S. in MLS does not duplicate any other existing programs at UW-Milwaukee. Upon approval of the B.S. in MLS, enrollment for the MLS concentration in the B.S. in Biomedical Sciences will be suspended and current students will be moved to the new B.S. in MLS major.

Across the UWs, three UW universities offer a degree or program in the same curricular area (CIP code: 51.1005—Clinical Laboratory Science/Medical Technology/Technologist). UW-La Crosse offers a B.S. in Clinical Laboratory Science. UW-Oshkosh and UW-Stevens Point offer B.S. in MLS programs. Due to UW-Milwaukee's urban location, the proposed program is not expected to compete with existing programs. Being in Milwaukee, the program offers students access to leading healthcare systems, such as Aurora Health Care and Froedtert Hospital. Of the clinical placements, 90% are within 30 minutes from UW-Milwaukee Campus. Over 90% of graduates within the last 5 years have stayed and worked within Wisconsin as a Medical Lab Scientist.

Need as Suggested by Student Demand

The need for the program is supported by current enrollment in the existing MLS concentration of the B.S. in Biomedical Sciences program. Using UW-Milwaukee's Office of Analytics and Institutional Research (OARI) Dashboard, the program has consistently had more than 120 students enrolled in the program annually¹. By developing and marketing a more visible B.S. in MLS program, enrollments are expected to remain stable and to potentially grow. Nationally, there are approximately 4,000 MLS degrees conferred each year consistently over the last five years, and approximately 95 MLS degrees conferred state-wide each year over the last five years. Like many healthcare professions, there is a significant workforce shortage where the number of graduates is significantly below the number of job openings.

Need as Suggested by Market Demand

Market demand for medical laboratory professionals in Wisconsin and nationally is high. According to the Bureau Labor of Statistics, there is a projected 5% growth for Medical Laboratory positions in the next 10 years. In Wisconsin, there is a projected 11.84% growth. According to Lightcast data, there were 744 and 545 medical laboratory job openings in 2022 and 2023.² However, there are only approximately 95 MLS degrees (bachelor level) conferred and 95 MLT (associate level) each year to help fill these positions. Given this information, like many MLS programs, job placement is high. Many of the MLS students at UW-Milwaukee are hired before graduation. Over the last five years, an average of 99% of graduates from the MLS concentration have received a job within one year of graduation.

¹ Data source: UWM OAIR Department Analytics Dashboard and OAIR Enrollment by Field of Study and Plan Type. Accessed December 2024.

² University Marketing on Medical Laboratory Professions. 2024. Lightcast.

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For B.S. in Medical Laboratory Science						
	Items	Projections				
		2025	2026	2027	2028	2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	30	30	30	30	30
	Enrollment (Continuing Student) Headcount	85	90	90	90	90
	Enrollment (New Student) FTE	30	30	30	30	30
	Enrollment (Continuing Student) FTE	85	90	90	90	90
II	Total New Credit Hours	960	960	960	960	960
	Existing Credit Hours	2720	2880	2880	2880	2880
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2.82	2.82	2.82	2.82	2.82
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1.61	1.61	1.61	1.61	1.61
IV	Revenues					
	Tuition	\$0	\$657,780	\$657,780	\$657,780	\$657,780
	Program-Specific Additional Tuition	\$0	\$62,250	\$62,250	\$62,250	\$62,250
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$578,000	\$0	\$0	\$0	\$0
	Total Revenue	\$578,000	\$720,030	\$720,030	\$720,030	\$720,030
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$19,274	\$19,274	\$19,274	\$19,274	\$19,274
	Instructional Academic Staff	\$208,072	\$208,072	\$208,072	\$208,072	\$208,072
	Administrative and Student Support Staff	\$116,879	\$116,879	\$116,879	\$116,879	\$116,879
	Other Staff (Ad hoc requests)	\$15,750	\$15,750	\$15,750	\$15,750	\$15,750
	Fringe Faculty and Academic Staff	\$146,320	\$146,320	\$146,320	\$146,320	\$146,320
	Fringe University Staff	\$1,705	\$1,705	\$1,705	\$1,705	\$1,705
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Laboratory Equipment/Reagents for MLS lab courses	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Lab Equipment and Maintenance	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	
Total Expenses	\$578,000	\$578,000	\$578,000	\$578,000	\$578,000	
Net Revenue	\$0	\$142,030	\$142,030	\$142,030	\$142,030	

Provost's Signature:

Date:



12/19/2024

Chief Business Officer's Signature:

Date:



12/19/2024

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE**

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Medical Laboratory Science (MLS). The program requires 129 credits, consisting of general education, pre-professional, and professional coursework. The proposed B.S. in MLS is an elevation of the existing Medical Laboratory Science concentration (sub-major) within the B.S. in Biomedical Sciences program. All courses are currently taught at UW-Milwaukee as part of the MLS concentration and existing faculty will be utilized to support the standalone program. No additional resources are required to implement the B.S. in MLS. Standard tuition and fee structure for undergraduate students at UW-Milwaukee will apply. When students are admitted into the professional phase of the program in their third year in the program, an additional program-specific tuition also applies per semester for the remainder of the program.

COST REVENUE NARRATIVE**Section I – Enrollment**

New student enrollment projections are based on current demand for the existing MLS concentration within the B.S. in Biomedical Sciences program. The existing MLS concentration consistently maintains a total enrollment of 120 students each year. On average, 30 new students (incoming freshmen and transfer students) enter the program each year. Enrollment patterns over a ten-year span (2009-2019) indicated that 46% of students who completed the existing MLS concentration were transfer students or students who were seeking a second degree. Similar enrollment trends are anticipated for the standalone program. If the standalone degree is approved, enrollment for the MLS concentration in the B.S. in Biomedical Sciences will be suspended, and current students will be moved to the new MLS major.

There is a 75% retention rate of first-year students who are retained to the third year, the point at which students enter the professional phase of the program. Program enrollments are steady overall, with student losses being offset by students changing majors into MLS and through the addition of new, external transfers. In the last four cohorts for the MLS concentration, 98% of students admitted into the professional phase of the program graduated from the program. With several clinical affiliations in the Milwaukee area, the program can place approximately 30 students during the clinical year, and the program graduates approximately 30 students per year. By the end of Year 5, it is

expected that 150 students will have enrolled in the program, and 145 students will have graduated from the program.

Section II – Credit Hours

The total number of credits required to complete the program is 129 credits. Full-time students will average 16 credits per semester. Credit hours per year were calculated with an assumption that 16 credits per semester will be completed per student headcount.

Section III – Faculty and Staff Appointments

The courses for the B.S. in MLS exist as an MLS concentration in the B.S. in Biomedical Sciences program. Therefore, instruction will be delivered by existing faculty and instructional academic staff as part of their normal course load. No additional faculty and staff are needed for this program. Currently, 2.82 FTE of instructional staff and faculty and 1.61 FTE of administrative and non-academic staff are dedicated to supporting the MLS concentration.

Section IV – Program Revenues

Tuition & Additional Tuition

For students enrolled in the B.S. in MLS, UW-Milwaukee's standard undergraduate tuition and fees rate will apply (2024-25 tuition schedule). For the current academic year, residential tuition and segregated fees total \$5,198.92 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,385.20 is attributable to tuition and \$812.80 is attributable to segregated fees. Nonresident tuition and fees total \$11,198.80 per semester for a full-time student enrolled between 12-18 credits per semester. Of this amount, \$10,386 is attributable to tuition and \$812.80 is attributable to segregated fees.

When students in the B.S. in MLS are admitted into the professional phase of the program in their third year, they will also incur additional program-specific tuition in the amount of \$518.75 per semester for the remainder of the program. A \$30 per credit Instructional Technology fee is assessed for any online or hybrid class.

For conservative calculations, tuition revenue is calculated based on the estimated number of students who will be enrolled in the professional phase since all credits taken during this phase are solely MLS courses associated with the program. It is anticipated that at least 50% of the total number of students enrolled in the program will be in the professional phase. Tuition revenue projections are calculated accordingly. Similarly, additional program-specific tuition is calculated using the same assumption that 60 students will be in the professional phase annually.

Please note that since tuition revenue from students in the professional phase in Year 1 is predicted to result from continuing students who shift from the existing MLS concentration to the B.S. in MLS, no tuition revenue has been included for Year 1. There are no fee revenues for this program.

Program Revenues and GPR

Because existing faculty, instructional academic staff, and non-academic staff will support this program and the majority of students enrolled in Year 1 will originate from the existing MLS concentration in the B.S. in Biomedical Sciences program, the salary expense for the 4.43 FTE dedicated to supporting this program is included in the existing budget for the MLS concentration of the B.S. in Biomedical Sciences program. This existing budget is shown as a GPR reallocation in Year 1.

Section V – Program Expenses

Salary and Fringe

A variety of faculty, academic staff, and non-academic staff are dedicated to supporting the B.S. in MLS program. There are approximately 10 individuals, but most have other duties such as teaching/advising for other Biomedical Sciences programs and research. Therefore, in total there are 4.43 FTE dedicated to supporting this program. To determine the cost of salary and fringes, the portion of their salary equivalent to the percentage devoted towards the B.S. in MLS program was utilized. Fringe rates are based on actual rates by category as established in the School of Biomedical Sciences/Healthcare Administration:

The existing FTE for faculty who will be dedicated to supporting the B.S. in MLS program includes 0.2 FTE of faculty, 2.62 FTE of Instructional academic staff, and 1.61 FTE of administration and student support. The average salary for faculty in the department is \$96,370; therefore, 0.2 FTE equates to \$19,274 and a fringe rate of 37.6% was added totaling \$7,247. The average salary for instructional academic staff is \$79,417. Therefore, 2.62 FTE equates to \$208,072 and a fringe rate of 43.2% was added totaling \$89,471. The average salary for student support (e.g., academic advising) and administration (program director, clinical coordinating, lab manager) of \$72,596 was used to calculate the salary for Administrative and Student Support Staff, which equates to \$116,879 for the 1.61 FTE. For the fringe rate calculations, 1.56 of the 1.61 FTE are academic staff for which a 43.2% fringe rate was applied, totaling \$49,602. There is 0.05 FTE (of the 1.61 FTE) university staff and a 56.4% fringe rate was added totaling \$1,705.

Lastly, a few ad hoc instructors are requested annually to teach within the lab courses which total approximately \$15,075. Altogether, salary and fringe rate of faculty and staff, and ad hoc requests total \$508,000.

Facilities and Capital Equipment

The B.S. in MLS program does not have a specific budget for facilities and capital equipment. It is expected that the college will utilize net revenue to invest in maintaining general facilities and any large laboratory equipment expenses.

Other Expenses

The laboratory courses taught within the program require specific reagents, general laboratory supplies, and equipment maintenance. These expenses total approximately \$70,000 each year.

Section VI – Net Revenue

It is expected that the B.S. in MLS program will have a positive net revenue beginning in Year 2 of the program. The college will utilize a portion of the net revenue to support maintenance of general facilities, marketing, and large laboratory equipment expenses.



Academic Affairs
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uwm.edu/academicaffairs

TO: Jay Rothman, President
University of Wisconsin System

FROM: Andrew P. Daire, Provost and Vice Chancellor 

DATE: December 13, 2024

RE: Authorization to Implement a Bachelor of Science in Medical Laboratory Science

Per UW System guidelines for new program development, I am writing in support of the proposed Bachelor of Science in Medical Laboratory Science put forward by UWM's School of Biomedical Sciences and Health Care Administration, a unit in the College of Health Professions and Sciences (CHPS).

CHPS seeks to implement this degree in order to provide more visibility for its already successful MLS program, which is currently a submajor within the Biomedical Sciences degree. By elevating the program to the status of a stand-alone degree, CHPS hopes to attract more students to the program while also providing clearer degree-to-job-market alignment for students.

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

Finally, the program will not require investment of additional resources; no faculty or staff appointments will be needed in order to offer the degree. We will also not need to make any changes to the curriculum. This change is simply about creating more visibility and, ideally, expanding the pool of UWM graduates (currently 30 per year) in this in-demand profession.

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
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Kim Litwack, Dean, College of Health Professions and Sciences
Dave Clark, Vice Provost for Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
NEUROSCIENCE,
UNIVERSITY OF WISCONSIN-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Science in Neuroscience at the University of Wisconsin-Parkside.

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

SUMMARY

The University of Wisconsin (UW)-Parkside proposes to establish a Bachelor of Science (B.S.) in Neuroscience. The program constitutes a seamless development of a new major from the current Neuroscience concentration, utilizing existing resources to provide students with an in depth and interdisciplinary perspective on neuroscience. The 120-credit program will consist of 43-58 credits of general education coursework, 53-55 credits of core Psychology and STEM coursework, and an additional 14-32 credits to fulfill degree requirements. The standard tuition rate will apply to this program. Developing a standalone Neuroscience major improves the visibility of the program to both perspective students as well as potential employers. Upon program completion, students will be prepared to enter the work force as entry level researchers in the health sciences, biotechnology, or similar science fields. According to the U.S. Bureau of Labor Statistics (BLS), the employment of medical scientists, including those in the field of neuroscience, is projected to grow by 11% nationwide and the Wisconsin Department of Workforce Development predicts job growth of 21.6% in the state by 2033. The Neuroscientist profession often requires postgraduate education, in either graduate or professional programs. The aim of this major is to effectively put students on that path.

Presenter

- Dr. Matt Cecil, 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/>.¹

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

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- D) Provost's Letter

¹ See UW Academic Programs Dashboard: <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN NEUROSCIENCE
AT UNIVERSITY OF WISCONSIN-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin (UW)-Parkside proposes to establish a Bachelor of Science (B.S.) in Neuroscience. The program constitutes a seamless development of a new major from the current Neuroscience concentration, utilizing existing resources to provide students with an in depth and interdisciplinary perspective on neuroscience. The 120-credit program will consist of 43-58 credits of general education coursework, 53-55 credits of core Psychology and STEM coursework, and an additional 14-32 credits to fulfill degree requirements. The standard tuition rate will apply to this program. Developing a standalone Neuroscience major improves the visibility of the program to both perspective students as well as potential employers. Upon program completion, students will be prepared to enter the work force as entry level researchers in the health sciences, biotechnology, or similar science fields. According to the U.S. Bureau of Labor Statistics (BLS), the employment of medical scientists, including those in the field of neuroscience, is projected to grow by 11% nationwide and the Wisconsin Department of Workforce Development predicts job growth of 21.6% in the state by 2033. The Neuroscientist profession often requires postgraduate education, in either graduate or professional programs. The aim of this major is to effectively put students on that path.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Parkside

Title of Proposed Academic Program

Neuroscience

Degree Designation(s)

Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

42.2706 – Behavioral Neuroscience

Mode of Delivery

Single institution, mixed modality predominantly in-person

Department or Functional Equivalent

Department of Psychology, Professional Counseling, and Neuroscience (PPCN)

College, School, or Functional Equivalent

College of Natural and Health Sciences

Proposed Date of Implementation

Fall 2025

PROGRAM INFORMATION**Overview of the Program**

The B.S. in Neuroscience is an elevation of the current Neuroscience concentration within the Psychology major, that will make use of existing instructional and facility resources for program delivery. The program is designed to provide students with a comprehensive understanding of the interdisciplinary field of neuroscience, emphasizing the study of the brain and its functions, while drawing on various scientific disciplines. Students will gain a rigorous overview of human neuroanatomy from a functional perspective and develop skills in empirical methods used to study the brain.

The credit load for the major will be between 53 and 55 credits. Core courses will cover topics ranging from basic principles of neuroscience to neuroanatomy, statistics, and research methods. Students can choose from an array of electives, including courses in psychology, anthropology, biology, and philosophy. Additionally, students will select from one group of interdisciplinary STEM electives in biology, math, or computer science.

Consistent with other bachelor's degrees at UW-Parkside, students must complete at least 36 general education credits from the Humanities and the Arts, Social and Behavioral, and Natural Sciences. Depending on previous educational experiences, other courses that students might be required to take include 3-6 credits of Reading and Writing Skills; 4-5 credits of Computational Skills; and possibly a foreign language requirement (0-8 credits). These general education requirements total 43-58 credits. The remaining 14-32 credits that will need to be completed to reach the 120-credit requirement for a bachelor's degree may be fulfilled through elective credits.

In addition to academic coursework, the program will incorporate High-Impact Practices (HIPs). Chief among them is access to active neuroscience research labs where students can complete independent studies under the mentorship of our faculty. Additionally, the program includes a senior capstone course where students and professors will discuss current research in neuroscience.

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 18 students who are currently enrolled in the Neuroscience concentration within the Psychology major, will likely change to the Neuroscience major. Additionally, students currently enrolled in the Neuroscience certificate program may change to the major. Based on current enrollments, it is anticipated that eight current juniors will switch to the Neuroscience program in Fall 2025 and graduate in the first year. Based on year one new and continuing students and continuing students in years two through five, UW-Parkside anticipates that the proposed degree will have 95 students enrolled and graduate 55 students by the end of year five. The projected average retention rate of non-graduating students is 86% based on campus retention rates across all majors. This projection is based on the year-to-year retention of all non-graduating undergraduate students (freshmen through seniors).

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

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	13	16	18	20
Continuing Students	18	17	18	20	23
Total Enrollment	28	30	34	38	43
Graduating Students	8	11	11	12	13

Tuition Structure

For students enrolled in the B.S. in Neuroscience program, standard tuition and fee rates will apply. For the current academic year, residential tuition is \$3,489 per semester (\$290.75 per credit) and segregated fees total \$646.20 per semester for a full-time student enrolled in 12-18 credits per semester. Nonresident tuition is \$8,068.56 per semester (\$672.38 per credit) for a full-time student enrolled in 12-18 credits per semester. Students will cover incidental expenses such as textbooks and similar.

Over the past three years, approximately 50% of PPCN departmental credits in the proposed Neuroscience major have been taken via distance education. The projection assumes the same rate going forward, so 50% of anticipated credits would be subject to the University's \$35 per credit distance education fee. Additionally, two required courses, PSYC 326 and PSYC 420, carry course fees of \$13 and \$63, respectively. These course fees are used for laboratory supplies and specimens for dissection by the students.

Student Learning Outcomes and Program Objectives

Upon completion of the B.S. in Neuroscience degree students will be able to:

1. apply neuroscience perspectives to understand brain behavior relationships.
2. demonstrate the skills necessary to perform neuroscience research and demonstrate proficiency in some neuroscience research procedures.

3. integrate relevant knowledge from a wide variety of fields to better understand brain, mind, and behavior interactions.
4. organize, manipulate, and analyze scientific datasets using statistical methods.
5. demonstrate critical thinking skills by analyzing and evaluating neuroscience primary literature.
6. communicate scientific information in written and oral formats clearly.

The Neuroscience program aims to offer a comprehensive educational experience by integrating courses from multiple scientific disciplines, such as biology, math, and computer science that inform the study of the brain. Students who graduate from the program will be competitive for admission to graduate programs in neuroscience and other related fields. Additionally, this program will equip graduates for success in entry-level scientific employment in a laboratory or research setting. This program will provide students with the knowledge and skills needed for lifelong learning in fields associated with neuroscience and encourage students to apply personal and social responsibility for the dissemination of neuroscience knowledge to the general population.

Program Requirements and Curriculum

Any student enrolled at UW-Parkside is eligible to be admitted into the program. To be eligible for entrance into the major students must have completed 15 credits overall including successful completion of Introduction to Psychological Science (PSYC 101) and Introduction to Neuroscience (PSYC 200). Table 2 illustrates the proposed program curriculum.

Table 2: Bachelor of Science in Neuroscience Program Curriculum

General education courses required for graduation:	
Reading and Writing Skills	3-6 credit(s)
Computational Skills	4-5 credit(s)
General Education Requirements in Humanities and the Arts, Social and Behavioral Sciences, and Natural Sciences	36 credit(s)
Foreign Language Requirement: Met by completing two semesters, or the equivalent of two semesters, at the college level of one foreign language; may be fulfilled through secondary school coursework or placement testing under specific circumstances	0-8 credit(s)
Ethnic Diversity Requirement: One 3-credit course that may also count toward fulfillment of general education, major, or minor requirements	0-3 credit(s)
Total	43-58 credits

Program prerequisites or support courses:

New entering students, and transfer students with less than 30 college credits, choosing a major in the College of Natural and Health Sciences are required to take this course.

UWP 101	First Year Seminar: Natural and Health Sciences	1 credit
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Academic degree program or major course requirements:*Core Courses (15 credits)*

PSYC 101	Introduction to Psychological Science	3 credits
PSYC 200	Introduction to Neuroscience	3 credits
PSYC 250	Psychological Statistics	3 credits
PSYC 300	Research Methods in Psychology	3 credits
PSYC 491	Senior Capstone in Neuroscience	3 credits

Breadth Courses (18 credits)

PYSC 205	Cognitive Psychology	3 credits
PSYC 325	Biological Psychology	3 credits
PSYC 326	Cognitive Neuroscience	3 credits
PSYC 327	Neuropsychology	3 credits
PSYC 328	Psychopharmacology	3 credits
PSYC 420	Neuroanatomy	3 credits

*Interdisciplinary Courses (students choose one group, 8-10 credits)**Biology group (8 credits)*

BIOS 101	Bioscience	4 credits
BIOS 102	Organismal Biology	4 credits

Math group (10 credits)

MATH 221	Calculus and Analytic Geometry I	5 credits
MATH 222	Calculus and Analytic Geometry II	5 credits

Computer science group (8 credits)

CSCI 241	Computer Science I	4 credits
CSCI 242	Computer Science II	4 credits

*Interdisciplinary Elective Courses (at least 12 credits)**Anthropology electives*

ANTH 100	Introduction to Anthropology	3 credits
ANTH 202	Human Evolution (ANTH 100)	3 credits
ANTH 312	Anthropology of Language (ANTH 100)	3 credits
ANTH 402	Advanced Human Evolution (ANTH 202)	3 credits

Biological sciences electives (BIOS 105-106 and BIOS 300 are mutually exclusive)

BIOS 105	Human Physiology and Anatomy I	5 credits
BIOS 106	Human Physiology and Anatomy II	5 credits
BIOS 300	Human Functional Anatomy (BIOS 101-102)	4 credits

Computer sciences electives

CSCI/MATH 231	Discrete Mathematics (MATH 112 with C or better)	3 credits
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CSCI 309	Probability and Statistics (<i>MATH 221 with C or better</i>)	
CSCI 333	Programing Languages (<i>CSCI 231 with C or better; CSCI 242</i>)	3 credits
CSCI 405	Artificial Intelligence (<i>CSCI 333 with C or better</i>)	3 credits
CSCI 410	Introduction to Data Science (<i>CSCI 242; CSCI 309</i>)	3 credits
CSCI 412	Data Mining & Machine Learning (<i>CSCI 410</i>)	3 credits
<i>Philosophy electives</i>		
PHIL 101	Introduction to Philosophy	3 credits
PHIL 201	Logic	3 credits
PHIL 212/312	Philosophy of Science	3 credits
PHIL 390	Philosophy of Mind	3 credits
<i>Psychology electives</i>		
PSYC 301	Learning and Memory (<i>PSYC 205, 300</i>)	3 credits
PSYC 306	Sensation and Perception (<i>PSYC 205, 300</i>)	3 credits
PSYC 329	Brain Development and Plasticity (<i>PSYC 200</i>)	3 credits
Total		53-55 credits

Collaborative Nature of the Program

Given the interdisciplinary nature of the brain sciences, this major allows students to take courses from multiple departments at UW-Parkside. These courses cover a wide range of disciplines from philosophy and anthropology to biology and computer sciences. The Department of Psychology, Professional Counseling, and Neuroscience (PPCN) will actively work to create articulation agreements or transfer plans with area technical and two-year colleges. Operating from within the College of Natural and Health Sciences (CNHS), the UW-Parkside program is well-situated to build on the existing partnerships of the college with regional healthcare and health science-oriented organizations.

Projected Time to Degree

The Neuroscience major is designed to be completed in four academic years, assuming a full-time student who declares the major in the first or second year. PSYC 101 and PSYC 200 are the prerequisites of most core and breadth courses, fulfill general education requirements, and are offered in multiple sections in Fall and Spring semesters. Students who pursue their degree part-time will need more time to complete it. A dedicated academic advisor in the CNHS works with full-time and part-time students to develop an academic plan to assist the student in their degree progress and completion. Many of the electives will facilitate students completing the 36-credit rule, which requires students to take 36 credits at 300 level or above to graduate and allow most students time to take courses outside of their major.

Accreditation

UW-Parkside is accredited by the Higher Learning Commission (HLC) and no additional approvals or specialized accreditation are required.

PROGRAM JUSTIFICATION

Rationale

The proposed elevation of the Neuroscience concentration within the Psychology major to a standalone Neuroscience major is consistent with the mission and strategic plan of UW-Parkside and the CNHS, specifically, by providing high-quality educational and research experiences. The curriculum provides students with the background and critical thinking skills necessary to prepare them for graduate and professional school and career opportunities in a diverse range of scientific and medical fields. Furthermore, the program emphasizes enriching students' intellectual experiences through hands-on research via independent study opportunities with faculty who maintain active research programs and the Senior Capstone course (PSYC 491).

The elevation of the program to a B.S. in Neuroscience comes in response to the growing demand for skilled professionals in this field and the increasing prevalence of brain-related industries. This new program will equip students with the knowledge and skills necessary to apply to graduate programs aimed at contributing to advancement of science, medicine, and technology. By elevating the existing concentration to a major, with Neuroscience explicitly transcribed, it will increase the visibility of the program and highlight the educational experiences of graduates to potential employers.

The compelling factors for the creation of this program include Neuroscience professionals tend to enjoy competitive salaries due to the specialized nature of their work and the increasing importance of neuroscience research and applications. The median annual wage for medical scientists, as of May 2023, was \$100,890 significantly higher than the median wage for all occupations (BLS).¹ Thus, graduates with a B.S. in Neuroscience from UW-Parkside who go on to earn a Ph.D., MD, or both can expect to enter the job market with a strong earning potential, thereby contributing to their personal growth and financial stability.

The establishment of a B.S. in Neuroscience at UW-Parkside could expand existing collaborations and partnerships with regional industry and healthcare partners. There is a growing need for professionals with expertise in neuroscience in industries such as pharmaceuticals, biotechnology, medical devices, and neuropsychology. By offering this program, UW-Parkside can strengthen already established connections with these sectors, providing opportunities for future internships and networking opportunities for our students.

¹ Bureau of Labor Statistics. "Medical Scientists." Accessed December 17, 2024. <https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm>

University and Universities of Wisconsin Program Array

The Neuroscience major aligns with the current program array at UW-Parkside, specifically the Pre-Health Programs, the Biological Sciences and Computer Science majors, and the Psychological Research certificate. Students who are currently either Psychology majors or Biological Sciences majors may choose to switch to the new Neuroscience major. Both programs are well enrolled, so the potential student transfer between programs should not significantly affect the enrollment of existing majors.

There are no UW universities that offer undergraduate degrees in the 42.2706: Behavioral Neuroscience CIP code area. However, there are four UW universities that offer undergraduate degrees in the 26.1501: Neuroscience CIP code area. UW-Eau Claire, UW-Milwaukee, and UW-River Falls offer undergraduate programs in Neuroscience while UW-Madison offers an undergraduate degree in Neurobiology and graduate degrees in Neuroscience. The difference in CIP code between the proposed program and existing UW programs highlights the distinction of UW-Parkside's Neuroscience degree. The Neuroscience B.S. focuses on the brain from a psychological perspective, with curriculum in Neuropsychology (PSYC 327), Psychopharmacology (PSYC 328), and Neuroanatomy (PSYC 420), with further specialization in biology, mathematics, or computer science. Existing Neurobiology degrees are taught from a biological perspective. Further, the UW-Parkside program will complement existing UW offerings by providing an undergraduate-focused education that utilizes high-impact practices (HIPs) such as undergraduate research and a capstone course.

Need as Suggested by Student Demand

The elevation of the Neuroscience concentration to a standalone degree program arises from demand expressed by current and prospective students. The Neuroscience concentration within the Psychology major has seen consistent student enrollment and many of those students have expressed a desire to complete the degree. The development of this program increases the visibility in marketing to prospective new students and highlights to potential employers the educational experiences of graduates.

Need as Suggested by Market Demand

At the national level, the market demand for graduates with a neuroscience background looking into postgraduate education in the health sciences is growing rapidly. The Bureau of Labor Statistics (BLS) projects that employment of medical scientists, which includes neuroscientists, will grow 11% by 2033,¹ much faster than the average for all occupations. This growth is being driven by increasing demand for research and treatment on diseases and conditions of the nervous system, such as Alzheimer's disease, Parkinson's

disease, and stroke.² Many of these diseases have age as a risk factor and the US has a growing aging population.³

Like the national forecast, the state demand for undergraduate neuroscience programs is strong. The Wisconsin Department of Workforce Development projects that employment of medical scientists in Wisconsin will grow 21.6% by 2033.⁴ This growth is being driven by the state's strong healthcare sector, which includes several leading research institutions and hospitals. The local market need for undergraduate neuroscience programs in Southeastern Wisconsin is also significant. The Milwaukee metropolitan area has several major healthcare employers, including Froedtert Health, Ascension Wisconsin, and Children's Wisconsin. Based on anecdotal data from recent graduates with a neuroscience concentration from UW-Parkside, these employers are increasingly looking for graduates with neuroscience skills to fill entry level research and clinical positions. Furthermore, neuroscience graduates will be in an outstanding position to apply to graduate education in the health sciences, thus helping cover the local demand for nurses and physicians (with additional coursework at UW-Parkside), mental health practitioners, and scientists.

² "The Lancet Neurology: Neurological Conditions Now Leading Cause of Ill Health and Disability Globally, Affecting 3.4 Billion People Worldwide | Institute for Health Metrics and Evaluation." Accessed December 17, 2024. <https://www.healthdata.org/news-events/newsroom/news-releases/lancet-neurology-neurological-conditions-now-leading-cause-ill>

³ Hou, Yujun, Xiuli Dan, Mansi Babbar, Yong Wei, Steen G. Hasselbalch, Deborah L. Croteau, and Vilhelm A. Bohr. "Ageing as a Risk Factor for Neurodegenerative Disease." *Nature Reviews. Neurology* 15, no. 10 (October 2019): 565–81. <https://doi.org/10.1038/s41582-019-0244-7>

⁴ Wisconsin Department of Workforce Development. "Occupational Employment Projections." Accessed December 30, 2024. <https://jobcenterofwisconsin.com/wisconomy/pub/occupation>

University of Wisconsin - Parkside						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	13	16	18	20
	Enrollment (Continuing Student) Headcount	18	17	18	20	23
	Enrollment (New Student) FTE	8.6	11.2	13.8	15.5	17.2
	Enrollment (Continuing Student) FTE	15.5	14.6	15.5	17.2	19.8
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	217	232	263	294	333
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2	2	2	2	2
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	Tuition	\$63,093	\$67,454	\$76,467	\$85,481	\$96,820
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$128,079	\$127,541	\$122,428	\$117,392	\$110,110
	Total Revenue	\$191,172	\$194,995	\$198,895	\$202,873	\$206,930
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$132,758	\$135,413	\$138,121	\$140,884	\$143,702
	Instructional Academic Staff	\$0	\$0	\$0	\$0	\$0
	Administrative and Student Support Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$58,414	\$59,582	\$60,773	\$61,989	\$63,229
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	\$0	\$0	\$0	\$0	\$0
	Capital Equipment	\$0	\$0	\$0	\$0	\$0
	Operations	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Other (please list)	\$0	\$0	\$0	\$0	\$0
	Other (please list)	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$191,172	\$194,995	\$198,895	\$202,873	\$206,930	
Net Revenue	\$0	\$0	\$0	\$0	\$0	

Provost's Signature:

Date:

1/9/2025

Chief Business Officer's Signature:

Date:

1/9/2025

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-PARKSIDE BACHELOR OF SCIENCE IN NEUROSCIENCE

PROGRAM INTRODUCTION

The program is an elevation of the existing Neuroscience concentration within the Psychology major to a standalone major within the Psychology, Professional Counseling, and Neuroscience (PPCN) Department. The program is a standard, undergraduate major that utilizes existing resources (e.g., curriculum, faculty and staff, and facilities) currently available at UW-Parkside.

COST REVENUE NARRATIVE

Section I – Enrollment

UW-Parkside anticipates that the proposed degree will have 95 students enrolled and graduate 55 students by the end of year five. The projected average retention rate of all non-graduating students is 86%. The enrollment projections are based on the following information and assumptions. Students who are currently enrolled in the Neuroscience concentration will likely change to the Neuroscience major. There is also currently a Neuroscience certificate program, and students in that program may also change to the major. The department has received feedback from students who have left UW-Parkside to pursue a Neuroscience BS elsewhere. Those students now will likely be retained at UW-Parkside.

To calculate student FTE, five years of data for students in the Psychology major were examined, and an average FTE of approximately 0.86 per term was calculated. That calculation was then applied to both new and continuing students to calculate the total FTE per year.

Section II – Credit Hours

The proposed major is based on the existing concentration, so no new courses will need to be developed to support the major. Because of this, the capacity currently exists at the university to offer the courses required for program completion. The program consists of 53-55 credits, 33-42 of which are offered by the PPCN department. For the purposes of the credit hour estimate, it is estimated that students will take the 33 core and breadth credits, plus three of the 12 interdisciplinary elective credits within the PPCN department. Additionally, the assumption is made that students will divide PPCN courses throughout the four years, so the 36 credits were divided evenly to nine credits per year for each full-time student. As some students will most likely study part time, the nine credits were multiplied by the FTE enrollment figure each year. Finally, since only existing courses utilizing current personnel and resources will be utilized, all credit hours are categorized as existing credit hours.

Section III – Faculty and Staff Appointments

The Neuroscience concentration within the Psychology program currently consists of approximately 2.0 FTE, or two faculty members teaching Neuroscience courses along with other courses that required by or are electives in the Psychology major and the campus General Education program. Based on this, as well as the offering of cross-listed courses, the university has the existing capacity to support the program. As such, no additional FTE or salary expenditures are required. The spreadsheet shows the salary attributable to current faculty members who are teaching in the Psychology program and who will be responsible for teaching courses specific to the Neuroscience program. The Neuroscience faculty will remain members of the Psychology, Professional Counseling, and Neuroscience (PPCN) program and will be supported through that department budget line.

Section IV – Program Revenues

Tuition Revenues

For students enrolled in the B.S. in Neuroscience program, standard tuition and fee rates will apply. The revenue projections are based on the number of students enrolled multiplied by the cost of undergraduate tuition, (excluding segregated fees) which is \$290.75 per credit. To address lower tuition paid by part-time students, FTE rather than headcount was used as the enrollment multiplier. For the current academic year, residential tuition is \$3,489 per semester and segregated fees total \$646.20 per semester for a full-time student enrolled in 12-18 credits per semester. Nonresident tuition is \$8,068.56 per semester (\$672.38 per credit) for a full-time student enrolled in 12-18 credits per semester. For simplicity purposes, any additional tuition generated by non-resident students is assumed to be offset by losses due to tuition waivers. Students will cover incidental expenses such as textbooks and similar.

Over the past three years, approximately 50% of PPCN departmental credits in the proposed Neuroscience major have been taken via distance education. The projection assumes the same rate going forward, so 50% of anticipated credits would be subject to the University's \$35 per credit distance education fee. Funds from this fee are held in a university-wide account to support distance education-related expenses across campus.

Additionally, two required courses, PSYC 326 and PSYC 420, carry course fees of \$13 and \$63, respectively. These course fees are used for laboratory supplies and specimens for dissection by the students.

Program Revenues and GPR

It is possible that the program will seek external funding opportunities in the future, but since those are uncertain, they are not included in the budget projection.

GPR (re)allocation

Faculty members in the Neuroscience program will continue to teach courses in the PPCN department that will serve Psychology majors and the General Education program. As such, GPR will be (re)allocated to offset program expenses not covered by program revenue. As student enrollment for the program increases, it is anticipated that the amount of GPR (re)allocation needed will decrease.

Section V – Program Expenses

Salary and Fringe Expenses

Since the proposed major is an elevation of a current concentration in an existing department, no new faculty or instructional academic staff members are needed to offer the major courses. Currently there are approximately two faculty members teaching courses in the program. There are currently no staff members supporting the department or proposed major. The mean faculty salary in the department was multiplied by 2.0 to approximate the salary expenses needed for the program, and an annual salary increase of 2% was included in the calculations. For fringe, the FY2025 rate of 44% was used each year to estimate annual expenses. The faculty teaching in the program will continue to also teach courses that serve the Psychology program and the General Education program.

Facilities and Capital Equipment

At this time, no new facilities or capital equipment are expected. The current lab spaces and equipment in place to provide the existing concentration are adequate to implement or sustain the proposed major.

Other Expenses

Expenditures for supplies, expenses, and additional support are expected to remain at current levels, with no anticipated new expenses to implement or sustain the proposed major.

Section VI – Net Revenue

The net revenue is calculated by subtracting the projected expenses from the projected revenue each year. This is an elevation of an existing concentration to a major and therefore the expenses attributable to the program are ones that the university is currently encumbering as part of supporting the Psychology program rather than new expenses. It is anticipated that this program will be net revenue neutral.



Office of the Provost

P.O. Box 2000 | 900 Wood Road
Kenosha, WI 53141-2000
Phone: 262-595-2022
www.uwp.edu Keyword: Provost

December 3, 2024

Dear President Rothman,

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new Bachelor of Science in Neuroscience degree program. All program materials have been approved by our Course and Curriculum Committee, the Committee on Academic Planning, and the Faculty Senate.

The proposed Neuroscience major utilizes existing university resources to create a major from an existing concentration that will address student demand and employment. The program is aligned with national and regional requirements for biomedical scientists. Upon program completion, students will be prepared to enter the work force as entry level researchers in biomedicine and the health sciences. Additionally, they will be well prepared for entering further training as graduate students in neuroscience or obtain graduate education in the health sciences. This new program is an important addition to the university's array and has my full support.

The institution has in place a seven-year program review process along with an annual process of program reporting on assessment of student learning outcomes. These processes will ensure ongoing assessment of program quality and continuous improvement.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2025 with first enrollments in the fall of 2025. We are requesting that this proposal be scheduled for consideration at the February 2025 Board of Regents meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Cecil".

Matt Cecil, Ph.D.
Interim Provost & Vice Chancellor
Office of Academic Affairs

APPROVAL OF UW-STOUT REVISED FACULTY, ACADEMIC STAFF, AND LIMITED APPOINTEES HANDBOOK

REQUESTED ACTION

Adoption of Resolution D.

Resolution D. That, upon the recommendation of the Chancellor of University of Wisconsin-Stout and the President of the University of Wisconsin System, the UW System Board of Regents approves the revised University of Wisconsin-Stout Faculty, Academic Staff, and Limited Appointees Handbook.

SUMMARY

The UW System Board of Regents is asked to approve the attached proposed revisions (Attachment A) to the faculty personnel rules in UW-Stout's Faculty, Academic Staff, and Limited Appointees Handbook (FASLAH). These changes are intended to align policy with practice, ensure UW-Stout's policy and practice are in alignment with current Regent policy, and communicate clear processes to the faculty. These include updates to the process and criteria for faculty appointments, recruitment, rank determination, annual performance evaluations, and promotion, renewal, and tenure decisions, as well as updates to the procedures for faculty layoff and termination for reasons of financial emergency or program discontinuance.

The proposed FASLAH revisions were developed in consultation with and approved by the appropriate campus governance bodies including the Faculty Senate, Provost, and Chancellor.

Presenters

- Glendalí Rodríguez, Provost & Vice Chancellor for Academic Affairs, UW-Stout
- Nelu Ghenciu, Professor and Chair, Mathematics, Statistics and Computer Science, UW-Stout

BACKGROUND

Section UWS 2.02, Wis. Admin. Code (“Faculty Rules: Coverage and Delegation”), states: “Rules and procedures developed pursuant to UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents.”

On March 10, 2016, the UW System Board of Regents created Regent Policy Document (RPD) 20-24, “Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.” RPD 20-24 states: “UW System institutions shall submit to the Board of Regents for approval any institutional policy developed in accordance with this Regent policy. The chancellor at each institution, with the advice and counsel of the faculty, shall be responsible for implementation of this Regent policy.”


ATTACHMENTS

- A) Chancellor’s Letter of Support
- B) UW Administration Memo Regarding UW-Stout handbook revisions
- C) Proposed Redlined UW-Stout Faculty, Academic Staff, and Limited Appointees Handbook



University of Wisconsin-Stout

TO: Jay Rothman
President, Universities of Wisconsin

FROM: Katherine P. Frank 
Chancellor

DATE: November 20, 2024

SUBJECT: UW-Stout Faculty, Academic Staff, & Limited Appointee Handbook (FASLAH) Approved Revisions

Pursuant to Wisconsin Legislature, Chapter UWS 2.02, I am requesting to present the attached revisions to our handbook for approval at the February 6-7, 2025, Board of Regents meeting. These statutes state: “rules and procedures developed pursuant to chs. UWS 3,4,5,6,7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect.”

UW-Stout worked with the Universities of Wisconsin Office of General Counsel to determine which portions of our handbook fit within the scope of these statutes. Following that, we went through a comprehensive process to review and update the handbook. This process included the following steps:

- On December 11, 2023, Chancellor Frank issued a charge memo to the chairs of the Faculty, Academic Staff and University Staff Senates asking them to determine which items require approval per UWS 2.02 and to work through that review and internal approval process.
- The chairs worked with their respective Senates to conduct a comprehensive review of the relevant sections. At the same time, the Faculty Senate chair and vice-chair met regularly with the Chancellor and Provost to work together on the updates.
- The proposed edits were presented to the Faculty Senate at various meetings and were approved:
 - 8/27/2024: Faculty Senate discussion item on chapters 4, 5, 7
 - 9/10/2024: Faculty Senate discussion item on chapter 3, discussion item on Layoff and Termination Due to Program Discontinuance, Decision item on Chapters 4, 5, 7 (motion carried)
 - 10/8/2024: Faculty Senate decision item on chapter 3 and on Layoff and Termination Due to Program Discontinuance (motions carried)

- The edits were sent via resolution to Chancellor Frank and Provost Rodriguez and were endorsed and approved as indicated below:
 - Resolution 24-25-002, chapter 4 revision, endorsed 9/13/24 by Provost and approved 9/15/24 by Chancellor
 - Resolution 24-25-003, chapter 5 revision (Faculty), endorsed 9/13/24 by Provost and approved 9/15/24 by Chancellor
 - Resolution 24-25-004, chapter 7 revision, endorsed 9/13/24 by Provost and approved 9/15/24 by Chancellor
 - Resolution 24-25-013, chapter 3 revision, endorsed 10/21/24 by Provost and approved 10/24/24 by Chancellor
 - Resolution 24-25-007, Layoff and Termination Due to Program Discontinuance, endorsed by the Provost on 10/10/24 and approved 10/13/23 by the Chancellor

Thank you for your assistance advancing these documents to the next step in the process.

attachment



Division of Academic and Student Affairs

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608-262-3826

TO: Jay Rothman, President, Universities of Wisconsin Administration

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

DATE: January 29, 2025

RE: Revisions to UW-Stout Faculty, Academic Staff, and Limited Appointees Handbook

Pursuant to Wis. Admin. Code s. UWS 2.02, UW-Stout is requesting to present the attached revisions to the faculty portions of their Faculty, Academic Staff, and Limited Appointees Handbook (FASLAH) for approval at the February 6-7, 2025, Board of Regents meeting. Wis. Admin. Code s. UWS 2.02 states: "rules and procedures developed pursuant to chapters UWS 3,4,5,6,7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect."

Note that the changes to the FASLAH were approved by appropriate governance bodies on campus. In particular, the changes were developed in consultation with the relevant shared governance representatives to conduct a comprehensive review of the relevant sections. The proposed edits, which are relevant to Wis. Admin Code ch. UWS 3, 4, 5 and 7 and to Regent Policy Document 20-24 related to Layoff and Termination Due to Program Discontinuance, have been approved by the UW-Stout Faculty Senate, endorsed by Provost Glendali Rodriguiz, and approved by Chancellor Katherine Frank.

UW-Stout provided the following rationale for the policy change:

This revised policy is intended to align policy with practice, ensure UW-Stout's policy and practice are in alignment with current Regent policy, and communicate clear processes to the faculty.

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

Attachments:

Chancellor's Letter of Support
 Proposed Redlined UW-Stout Faculty, Academic Staff, and Limited Appointees Handbook

c: Megan Wasley, Executive Director and Corporate Secretary, UW System Board of Regents
 Katherine Frank, Chancellor, UW-Stout
 Quinn Williams, General Counsel, Universities of Wisconsin Administration
 Kelly Cook, Interim Associate Vice President and Chief Human Resources Officer, Universities of Wisconsin Administration
 Tracy Davidson, Associate Vice President, Office of Academic Affairs, Universities of Wisconsin Administration

CHAPTER IIIB: PERSONNEL RULES FOR FACULTY

EXPLANATION

The Wisconsin Administrative Code, Chapters UWS 2 to UWS 68, defines personnel rules for faculty. Chapter III.B. contains each of the sections of the code that apply to personnel rules for faculty. Following each UWS rule, in ~~italics and~~ identified as "UW-Stout," is the applicable university rule and/or procedure which further specifies UW-Stout's particular application of the system rule. To gain a full understanding, both the administrative code statement and the UW-Stout statement must be read. A complete copy of the administrative code can be found at https://docs.legis.wisconsin.gov/code/admin_code in the library.

NOTICE PERIODS

(1) When an act is required by these rules to be done within a specified number of days:

[\(UWS 1.08\)](#)

(a) Day shall mean calendar day,

(b) The first day shall be the day after the event, such as receipt of a notice or conclusion of a hearing, [UWS 1.08\(1\)\(c\)](#)

(c) Each day after the first day shall be counted, except that a Sunday or legal holiday shall not be counted if it would be the final day of the period.

FACULTY RULES: COVERAGE AND DELEGATION

Rules

[\(UWS 2.01\)](#)

Rules in chs. [UWS 2](#) and [3](#) apply to all faculty appointments made on or after the effective date of these rules. Any person who holds a tenure appointment under former chs. [36](#) and [37](#), 1971 Stats., and related rules shall continue to hold tenure as defined under those chapters and related rules. Any person who holds a probationary appointment under former chs. [36](#) and [37](#), 1971 Stats., and related rules shall continue to enjoy the contractual rights and guarantees as defined under those chapters and related rules. The rules in chs. [UWS 4](#) to [8](#) apply to all appointments to faculty positions regardless of whether the appointment preceded the adoption of these rules.

Delegation

[\(UWS 2.02\)](#)

Rules and procedures developed pursuant to chs. [UWS 3](#), [4](#), [5](#), [6](#), [7](#), and [8](#) by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents.

FACULTY APPOINTMENTS

Types of Appointments

[\(UWS 3.01\)](#)

- (1) Appointments to the faculty are either tenure or probationary appointments. Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor.
- (a) "Tenure appointment" means an appointment for an unlimited period granted to a ranked faculty member by the board upon the affirmative recommendation of the appropriate academic department, or its functional equivalent, and the chancellor of an institution via the president of the system.
- (b) "Probationary appointment" means an appointment by the board upon the affirmative recommendation of the appropriate academic department, or its functional equivalent, and the chancellor of an institution and held by a faculty member during the period which may precede a decision on a tenure appointment.
- (c) In accordance with s. [36.05 \(8\)](#), Stats., academic staff appointments may be converted to faculty appointments by the action of the board upon the recommendation of the appropriate faculty body and the chancellor of an institution. Such faculty appointees shall enjoy all the rights and privileges of faculty.
- (d) In accordance with s. [UWS 1.05](#) members of the academic staff may be given faculty status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff.
- (e) A person holding a faculty appointment shall not lose that appointment by accepting a limited appointment for a designated administrative position.

(UW-Stout 3.01(c))

Conversion of Academic Staff to Faculty, **if a faculty position is available and the conversion process is confirmed by the provost.** The personnel committee of the department or its functional equivalent is designated as the "appropriate faculty body" referred to in UWS 3.01(c).

Recruiting

[\(UWS 3.02\)](#)

The faculty of each institution, after consultation with appropriate students and with the approval of the chancellor, shall develop procedures relating to recruitment of members of the faculty. The procedure shall be consistent with board policy and state and federal laws with respect to nondiscriminatory and affirmative action recruitment. The procedures shall allow maximum flexibility at the departmental, school and college levels to meet particular needs. In all instances the procedures shall provide for departmental peer review and judgment as the operative step in the recruiting process.

(UW-Stout 3.02)

Guidelines Regarding Recruiting and Hiring. The faculty of each department or its functional equivalent, through its personnel committee, shall devise and

implement a procedure for recruitment and hiring of new personnel. This procedure should include the following features:

1. The faculty (or appropriate body) of each unit shall profile the personnel needs of the unit to determine the abilities, interests, qualifications, numbers and types (faculty, academic staff--fixed term or probationary/indefinite, graduate assistant, classified, etc.) of personnel required to carry out the unit's functions.
 - a. The profiles will take into account accreditation concerns (for example, doctoral requirements or other appropriate terminal degrees), market concerns, enrollment, the need for current expertise, and the identification of core or ongoing positions.
 - b. These profiles are to include position descriptions for each member of the unit.
 - c. Guidelines for these profiles should be standardized and implemented uniformly, and the profiles should be updated annually.
 - d. Profiles should be approved by unit, school (or functional equivalent), and division administrators.

These determinations shall be made within the total allocation specified for that unit and shall be the basis upon which positions are filled.

2. The human resources office shall determine the procedures to be used in search for suitable applicants.
3. The faculty of the department or functional equivalent shall determine the manner in which the **departmental** faculty shall be involved in the selection process, taking into consideration the availability of the faculty during the hiring process. The procedures shall provide for department peer review and judgment as the operative step. **Final approval of the search committee membership and vacancy announcement is provided by the chancellor.**
4. The procedures shall be consistent with board policy and state and federal laws with respect to nondiscriminatory and affirmative action recruitment.

Appointments--

General

[\(UWS 3.03\)](#)

The faculty of each institution, after consultation with appropriate students and with the approval of the chancellor, shall develop rules relating to faculty appointments. Each person to whom an appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probation, tenure status, and crediting of prior service. Accompanying this letter shall be an attachment detailing institutional and system rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the board, a statement to this effect must be included in the letter.

(UW-Stout 3.03)
(Rev. 12/1/2015-Faculty Senate:

Each person to whom an appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and

conditions of the appointment, including but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probation, tenure status, and crediting of prior service. Accompanying this letter shall be an attachment detailing institutional and system rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the board, a statement to this effect must be included in the letter.

It is the policy of UW-Stout that, in order to teach any courses at UW-Stout, the faculty member must meet the following criteria, which are in alignment with the Higher Learning Commission (HLC) criteria:

1. Have an **earned doctorate terminal** degree relevant to the content they are teaching, Master of Fine Arts (MFA) or Master of Architecture (MArch) OR
2. Have a Master's degree relevant to the content they are teaching and a learning plan for achieving an **terminal earned doctorate degree relevant to the content they are teaching, MFA or MArch.**

In instances where these criteria are not met, there is an exception process to hire a person as faculty if they meet the following criteria for equivalent experience:

- Having a Master's degree plus five years of professional experience relevant to the content they are teaching, including tested/documented experience and advancement or recognition in the field. Evidence should include peer-reviewed publications, documented recognition of scholarly activity and/or in-depth knowledge specific to the field of study.

The exception process to hire a faculty member under these criteria happens at the point of hire **and it is documented via the provost's office.** ~~The ES forms will include a question asking if an exception is being requested that will be completed by the department chair.~~ When the Provost and Dean(s) sign off on the paperwork, as part of the regular recruitment process, this will also serve as the approval for the exception. Documentation of the review is maintained on the ES **Human Resources** form and within personnel files maintained by the college.

Note: These rules do not apply to graduate assistants, as they never have full responsibility for a course and are always under the direct supervision of faculty.

Faculty assigned to teach graduate level courses meet HLC guidelines **B-2 for Faculty Roles and Qualifications.** In instances where these criteria are not met, there is an exception process to assign faculty to teach graduate level courses if they meet the following criteria for equivalent experience:

- Have a degree equivalent to the level they are teaching at, plus 5 years of professional experience relevant to the content they are teaching, including tested/documented experience and advancement or recognition in the field. Evidence should include peer-reviewed publications, documented recognition of scholarly activity and/or in-depth knowledge specific to the field of study

The exception process to assign a faculty member to teach a graduate level course happens at the point of workload assignment. The workload worksheets prepared by budget managers and completed by department chairs will include a column for requesting an exception. In these cases, the department chair will

also attach an evaluation of the instructor explaining why ~~he or she~~ **they** merits an exception. When the Dean signs off on the workload assignments, as part of the regular workload process, this will also serve as approval for the exception.

Procedures for Determining Rank at Hire

(Approved 9/28/83-Faculty
Senate)

The following guidelines should be used in determining rank for new faculty:

Assistant Professor

A person may be hired at the rank of assistant professor if ~~he/she~~ **they** ~~has~~ **have** the following qualifications:

1. An ~~terminal~~ **earned doctoral** degree relevant to the content they are teaching, **MFA or MArch** and evidence of excellence, OR
1. A master's degree relevant to the content they are teaching and evidence of excellence and a learning plan for achieving an ~~terminal~~ **earned doctoral** degree **relevant to the content they are teaching, MFA or MArch.**

In instances where these criteria are not met, there is an exception process to hire a person as faculty if they meet the following criteria for equivalent experience:

- A master's degree plus five years of professional experience relevant to the content they are teaching, including tested/documentated experience and advancement or recognition in the field.

Associate Professor

A person may be hired at the rank of associate professor if ~~he/she~~ **they** ~~has~~ **have** the following qualifications:

- A master's degree plus two full years of graduate work and at least ten years of teaching experience and/or relevant work experience.
OR
- A master's degree plus the completion of all requirements of an earned doctor's degree except the required dissertation,
AND
- At least seven years of teaching experience and/or relevant work experience.
OR
- An earned doctor's degree, **MFA or MArch**
AND
- At least five years of teaching and/or relevant work experience showing evidence of excellence.

Professor

A person hired as a professor should be a person of unusually high ability who has distinguished himself/herself themselves in his/her their field; and has proven expertise or has shown exceptional achievement. Such a person may be hired at the rank of professor if he/she they has have the following qualifications:

- An earned doctor's degree, or MFA or MArch,
AND
- At least ten years of teaching and/or relevant work experience showing evidence of excellence, with four years of this experience consisting of teaching and/or work experience at the college or university level.

Probationary Appointments

[\(UWS 3.04\(1\).\)](#)

Each institution's rules for faculty appointments shall provide for a maximum 7-year probationary period in a full-time position, and may provide for a longer maximum probationary period in a part-time position of at least half time. Such rules may permit appointments with shortened probationary periods or appointments to tenure without a probationary period. Provision shall be made for the appropriate counting of prior service at other institutions and at the institution. Tenure is not acquired solely because of years of service.

[\(UWS 3.04\(2\).\)](#)

A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the 7-year period under sub. (1).

[\(UWS 3.04\(3\).\)](#)

Circumstances in addition to those identified under sub. (2) that do not constitute a break in continuous service and that shall not be included in the 7-year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under s. [UWS 3.06 \(1\) \(c\)](#). A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to a designated administrative officer who shall be authorized to grant a request and who shall specify the length of time for which the request is granted. Except for a request because of responsibilities with respect to childbirth or adoption, a request made because of other circumstances under this section shall be submitted to a designated administrative officer who shall be authorized to grant a request in accordance with institutional policies. A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted because of responsibilities with respect to childbirth or adoption. More than one request may be granted to a probationary faculty member but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one probationary faculty member ordinarily shall be no more than one year. Each institution shall develop procedures for reviewing the requests.

If any faculty member has been in probationary status for more than 7 years because of one or more of the reasons set forth in sub. (2) or (3), the faculty member shall be evaluated as if he or she had been on probationary status for 7 years.

Example: A faculty member has been on probationary status for a total of 9 years because the faculty member was granted 2 requests under sub. (3) for one-year extensions because of the birth of 2 children. The faculty member's teaching, research and professional and public service and contribution to the institution shall be evaluated as if the faculty member had only 7 years to work towards achieving tenure, rather than as if the faculty member had been working towards achieving tenure for 9 years.

All faculty appointments of one-half time or more, other than tenured appointments, shall be probationary appointments.

The maximum length of a probationary appointment is seven years for a UW-Stout faculty member whose appointment is one-half time or more. Any shortening of the probationary period or counting of prior service within the institution and/or at other institutions shall be accomplished only through the following procedure:

1. For initial appointments:
 - a. A written request explaining the reason(s) for altering the customary probationary period shall be provided by the chairperson of the department or functional equivalent in which the individual is to be located. This request must be based upon the recommendation of the personnel committee of the department or its functional equivalent.
 - b. The written request shall be forwarded by the department chair to the dean for a recommendation and then forwarded to the provost.
 - c. ~~The provost will make a recommendation on the request and forward it to the chancellor.~~
 - d. ~~Within ten business days A~~ after receiving the request, the ~~chancellor~~ **provost** shall make a ~~recommendation~~ **determination** and notify the ~~dean and~~ department.
2. For changes in length of probationary period after hiring:
 - a. A written request explaining the reason(s) for altering the customary probationary period shall be provided by the chairperson of the department or functional equivalent in which the individual is located. This request must be based upon the recommendation of the personnel committee of the department or its functional equivalent.
 - b. The written request shall be forwarded by the department chair to the dean for a recommendation and then forwarded to the provost.
 - c. The provost will make a recommendation on the request and forward it to the chancellor.
 - d. Within ten business days after receiving the request, the chancellor shall make a decision and notify the individual and the department.

Faculty Workload Policy - Excerpts

(Approved-3/11/94, Board of Regents)

Background

Institutions of the university of Wisconsin system share a primary goal: to provide excellent education for our students. Achieving this goal depends on the discovery, creation, integration, transmission, and application of knowledge, as faculty teach, conduct research, and perform academic, clinical and public service, and outreach and extension activities.

The particular components of the educational workload assigned to any individual faculty member vary with the nature of the individual's program, discipline and position, as well as with the mission of the institution at which that faculty member serves. Differences among the educational assignments of individual faculty reflect different modes of teaching, levels of students and courses taught, number of preparations, program accreditation standards, administrative and other special assignments, research, extension, and/or public service assignments; all of these are necessary to achieving educational excellence.

Many educational activities occur off the public stage -- not only in classrooms, but in private studies to prepare for classes and evaluate student work, in offices for individual student tutorials and advising, on campus in extracurricular discussion, over the circuits of interactive distance technology, in laboratories and archives, in conference rooms doing collaborative work on educational policy assessment, on farms and in hearing rooms and board rooms providing expertise to agriculture, K-12 schools, government and business.

The University of Wisconsin recognizes the need to tell our stakeholders about the faculty's educational activities and what they achieve. In keeping with the recommendations of the Governor's Accountability Task Force, we also recognize a particular responsibility to continually strive to improve the involvement of faculty in undergraduate education and to document that involvement.

Discussion and Recommendations

The full range of faculty involvement in education cannot be adequately documented by a single measure. Since educational quality derives from a complex mix of factors, it is important to describe faculty work not only in quantitative, but in qualitative ways, to explain its interactive dimensions, to recognize and encourage emerging new approaches to instruction that can help students learn better, and to value faculty roles in discovering, creating, integrating, transmitting, and applying knowledge. To that end, the university of Wisconsin system will provide both quantitative and qualitative information about faculty activities and accomplishments.

Workload Policy

Instructional Workload Policy

This policy shall be reviewed by the Faculty Senate Executive Committee on an annual basis to examine its efficacy and refine the underlying approaches.

Purpose

Consultation with the Senate of Academic Staff Chair regarding aspects of the policy that impact instructional academic staff will also occur at that time. Revisions shall be made as necessary to bring the policy into alignment with effective practices and towards continuous improvement in operations with final approval by the chancellor.

Credit Load And Instructional Time

1. Usually full-time faculty teach 24 credits, counted over the nine-month academic year. Individual full-time faculty may teach less than 24 credits to allow for balancing of schedules and achieving equity across the department. Departments will achieve a departmental average of 20 - 24 credits per faculty instructional FTE.
2. Usually, 15 credits per semester are equivalent to a 1.0 FTE contract for IAS. Often, IAS are contracted on a semester basis, which impacts FTE calculations across the nine-month academic year. IAS with a) rolling horizon contracts, b) fixed term no intent to renew contracts, or c) fixed term intent to renew contracts at a 100% appointment may teach fewer than 15 credits a semester to allow schedule balancing and to achieve equity across the department, while still being considered a 1.0 FTE contract, and their contracts may not be pro-rated. FTE percentages for Instructional academic staff with fixed term renewable contracts with less than 100% appointments are negotiated at the time a contract is issued and in alignment with equitable departmental policies. Instructional academic staff with renewable and rolling horizon contracts are nine-month academic year employees which should be reflected in, but not limited to, departmental planning and scheduling. Departments will achieve a departmental average of 12-15 credits per semester or 24-30 credits across the nine-month academic year, among those IAS with 100% 1.0 FTE appointments.
3. Providing credit flexibility acknowledges the variability of instructional workload across different courses within and across disciplines and gives flexibility to departments, including cases when student contact hours exceed course credits. Instructional credit load includes reassigned time for service and research, following the current reassignment policy. Financial deficits may require temporary increases to instructional teaching loads not to exceed 24 credits for full-time faculty or 30 credits for full-time instructional academic staff, across the nine-month academic year.
4. Faculty and instructional academic staff shall not be assigned to teach more than 24 or 30 credits, respectively, in an academic year without additional compensation, following current overload policy. Generally, overload pay for faculty becomes available after reaching a 12-credit load in a semester. However, because instructional workload is determined over the entire nine-month academic year, there is flexibility available in establishing teaching assignments (e.g. a faculty member could teach 15 credits in fall and 9 credits in spring without overload). When faculty are teaching less than 12 credits as their full assignment in a particular semester, determinations for overload will be made by chairs and deans as appropriate. When instructional academic staff are hired on single-

semester contracts, determinations for overload will be made by chairs and deans as appropriate.

5. Contact hours are defined as the official teaching hours for an individual faculty or instructional academic staff member, including lectures, discussions, labs, studios, etc. For asynchronous online classes, the number of assigned credits will be counted as contact hours. Instructional hours are defined as the time of direct instruction with students (contact hours, office hours, tutoring, mentoring, workshopping, etc.) whether individual or collective, formal or informal. Contact hours are included in instructional hours. Full-time faculty are expected to be available a minimum average of 20 instructional hours per week. Faculty and instructional academic staff will not be required to participate in more than 20 weekly contact hours.

Department Policy

1. Departments shall establish and maintain policies within their by-laws that direct the department chair in making appropriate and equitable teaching assignments for all faculty and instructional academic staff. The dean reviews and approves those departmental policies related to instructional workload. These policies should address teaching needs particular to the department and its disciplines (e.g. classes requiring extensive preparation, such as equipment maintenance and material preparation; student teaching supervision; individualized instruction, including internships, independent studies, and capstone projects; teaching multiple sections of a course simultaneously [i.e. stacking]), the balance of specialized and general teaching opportunities, and the flexibility of teaching loads afforded by the credit range defined in this policy-among other values and priorities in each department.
2. Department policies related to instructional workload should take into consideration metrics from the Department Teaching Dashboard (e.g. student credit hour (SCH) per instructional FTE targets); quality of instruction for students; a sustainable balance of credits, contact hours, and student credit hours; and other considerations for equitable and sustainable operations.
3. The chair follows the department policies and documents the teaching assignments each semester. In collaboration, chairs and deans assure that the teaching schedule and assigned teaching loads are equitable, financially sustainable, and supportive of high-quality student learning. Faculty and instructional academic staff can avail themselves of the grievance policy as necessary.

Financial Sustainability and Student Credit Hours Pilot for the 2023-2024 Academic Year

1. To promote the financial sustainability and responsible financial management of the university, especially as it relates to tuition revenue, instructional workload is indexed to student credit hour (SCH) generation and SCH per instructional full-time equivalents (FTE). Institutional and department-level SCH per instructional FTE targets are established in consultation with administration and endorsed by the Faculty Senate each academic year. These targets help ensure the university will meet its operational needs.
2. Departments shall use those targets to help in scheduling classes and making teaching assignments each semester. These targets are helpful tools for department chairs and deans to strategically manage enrollment and adjust class schedules as appropriate and equitable. Department-level targets shall be used in collaboration by chairs, deans, and administration as tools to support strategic planning and decision making. Decisions on low- and over-enrolled courses will be made by department

chairs in collaboration with the deans based on the extent to which overall department targets are being met. Targets are intended as helpful metrics to guide staffing, scheduling, and curricular decisions and are not quotas that invite punitive action when not achieved. Furthermore, targets should be considered in context of trends over multiple years and the availability of faculty and instructional academic staff as measured by full-time equivalents.

3. As part of the annual budgeting process, the University Budget Office determines the tuition revenue required for sustainable institutional operations in context of the entire university budget and calculates a global student credit hour target. Once that global SCH target is established, the Vice Chancellor for Business, Finance, and Administrative Services (BFAS) calculates a proposed SCH per instructional FTE target for each department based on historical data, projected enrollment, and strategic priorities.
4. The Finance Committee reviews the proposed department-level targets in a special session with the Vice Chancellor for BFAS, Provost, and deans, recommending adjustments to SCH per instructional FTE targets as appropriate. In general, year-to-year adjustments to department-level SCH per instructional FTE targets will be incremental, indexed to specific factors (e.g. increases of instructional FTE), and strategically supported. The Finance Committee makes a recommendation to the Faculty Senate regarding endorsement of the annual targets. The approved SCH per instructional FTE targets will be published **by the Budget Office on the Department Teaching Dashboard (DTD)** with accompanying teaching data (FTE, enrollment, trend data, etc.) and updated regularly. The **DTD information** will be available to assist chairs, deans, and administration to make well-measured decisions for teaching assignments and enrollment management.
5. The timeline for approval of SCH per instructional FTE targets:

Following the tenth day of the Fall Semester, the Vice Chancellor of BFAS creates initial projected SCH per instructional FTE targets for the next academic year. The Finance Committee reviews the initial projections and makes a recommendation to the Faculty Senate. The Faculty Senate discusses the initial targets and makes an endorsement decision by the end of the Fall Semester.

Following the tenth day of the Spring Semester, the Vice Chancellor of BFAS refines initial projected SCH per instructional FTE targets for the next academic year.

Refined targets are reviewed by the Finance Committee. The Faculty Senate can choose to discuss refined targets again if there are concerns or questions about the changes from initial to refined targets.

1. Research and service are necessary components to a healthy academic community. Workload policy must reflect opportunities for faculty in each of these areas.

Research And Service Workload Policy

Periodic Review

(UWS 3.05)

(Revisions/updates approved
9/21/04-Faculty Senate;
Approved 10/13/04-Chancellor;
Approved
February 2005-Board of Regents)

The faculty and chancellor of each institution, after consultation with appropriate students, shall establish rules providing for periodic review of faculty performance.

(UW-Stout 3.05)

The performance of all faculty members will be reviewed periodically in terms of job descriptions. Specific procedures will be designed by the faculty subject to the approval of the chancellor.

Definition of Meritorious Performance for Faculty

(Approved 5/20/93-
Faculty Senate,
Approved 11/15/93-Chancellor)

Quality of performance as one functions in a job may be viewed as a continuum which ranges from less than adequate performance to meritorious performance. **Meritorious performance is functioning within one's job description in an exemplary manner.** MERITORIOUS PERFORMANCE IS FUNCTIONING WITHIN ONE'S JOB DESCRIPTION IN AN EXEMPLARY, PRAISEWORTHY MANNER. It is a quality of performance which is desirable to reinforce and which would be perceived by supervisors, peers, colleagues, and publics served as outstanding, exceptional, or excellent.

Meritorious performance is measured in objective as well as subjective ways that stem from assessment techniques such as observations, ~~mental reactions~~; evaluation instruments, discussions, feedback, and written materials.

The following are essential concepts and elements necessary to judge meritorious performance.

1. Job descriptions ~~defined by the university and refined by departments and units within the university (colleges/school, etc.), supervisors, faculty members, and other appropriate personnel are essential. The job description must include functional responsibilities and performance expectations relative to those functions. The job descriptions must show a basis of commonality for similar positions, yet they must be refineable for specific personnel and specific positions.~~ Functions within each job description should be viewed in their relationship to teaching, **research scholarly activity** and service.
2. Meritorious performance must be achievable within one's position **description.**
3. Meritorious performance must be ~~attainable for each individual member, regardless of how other members have been judged in their roles~~ **judged on an individual basis.**
4. Meritorious performance is reinforceable not only in a monetary way. It also can be rewarded through oral and written recognition, special assignments, provision for personal growth, etc.
5. The basis for performance evaluation will be the "definition of meritorious performance" in regards to (1) the degree of accomplishment of the faculty member's individual performance objectives and (2) overall performance

in relationship to professional expectations as listed in the faculty member's job description.

Evaluation Policy Introduction

Periodically, the university must make certain personnel decisions, such as merit, promotion, reappointment and tenure. Separate procedures are used in making each, and several factors affect the decisions made for each individual. However, one piece of information is essential in all: "What is the quality of the performance of the individual?"

Another major purpose of performance evaluation is to aid the person in improving his/her performance. Feedback from others contributes to an individual faculty member's performance improvement which is summarized by the person's supervisor.

Responsibility of Department Chairs, Deans and Division Administrators

The responsibility for assessing performance rests with one's immediate supervisor with input from the person's peers, colleagues, students, ~~publics served~~, and other supervisory/administrative personnel.

Each dean is charged with organizing faculty members under ~~his/her~~ **their** supervision to develop a system ~~that which~~ will provide appropriate data for evaluating the performance of each person. The system(s) may be different for the various sub-units.

The provost, as the Academic Affairs division administrator is charged with organizing faculty members under ~~his/her~~ **their** direct supervision to develop a system ~~that which~~ will provide appropriate data for evaluating the performance of the persons who report to ~~him/her~~ **them**.

University administration (university; division; college/school; department/unit) is charged with providing faculty members by the specified time with a copy of both short term (1-2 year future plan period) and intermediate term (3-5 year future plan period) ~~strategic goals/thrusts~~.

- ~~University Short/Intermediate Term Goals/Thrusts Deadline: January 1~~
- ~~College/School Short/Intermediate Term Goals/Thrusts Deadline: February 15~~
- ~~Department Short/Intermediate Term Goals/Thrusts Deadline: April 1~~

Faculty members are expected to be directly involved in the development of ~~strategic goals/thrusts~~ of the university, division, college/school and department level.

~~The office of human resources management and the division administrators are charged with providing training for persons within the university; college/school, and departments who are responsible for determining compensation for others, including faculty who participate in peer review evaluations. The training will include information on how to conduct performance appraisals and compensation reviews.~~

Newly Hired Probationary Faculty

Principles to be Followed - Performance Objectives/Review

All Probationary Faculty Principles to be Followed –

Performance Objectives/Review

(Revised 3/11/15-Faculty Senate;
Approved 3/19/15-Chancellor)

1. Newly hired probationary faculty, **in consultation with the department chair**, must write and submit performance objectives within ~~30~~ **60** calendar days from the starting date of their initial contract.
2. Newly hired probationary faculty's department chair will review ~~his/her~~ **their** performance objectives within 15 calendar days of receipt of performance objectives. The immediate supervisor will schedule a performance objective review meeting with the faculty member within ~~60~~ **90** calendar days of the starting date of their initial contract to appraise ~~him/her~~ **them** of strengths and/or weaknesses of those objectives.
1. Each probationary faculty member will be responsible for developing ~~his/her~~ **their** individual performance objectives in collaboration with the immediate supervisor and submitting them to ~~his/her~~ **their** immediate supervisor in writing by the last contractual day in May. For probationary faculty, this is done on an annual basis.
2. The faculty member's performance objectives should be developed and written so as to give a clear understanding of how and on what basis ~~his/her~~ **their** supervisor will judge performance at ~~his/her~~ **their** next evaluation review period. Since performance objectives may be accomplished over a longer time span than the performance evaluation period, it may be necessary to evaluate the partial completion of the performance objective at the faculty member's performance review meeting.
3. Performance objectives for probationary faculty will give appropriate weight to the importance of teaching within the tripartite faculty members' responsibilities of teaching, research, and service. In addition, performance objectives for faculty members in the area of academic advising, when assigned, should also be specified.
4. Performance objectives should include expectations for any or all of the following key activity areas including their alignment with university, college/school, and departmental goals and objectives:
 - Individual-based activities
 - Department/unit-based activities
 - College/School-based activities (including program director)
 - University-based activities
 - Other collaborative activities
5. Between the last contractual day in May and first contractual day in August, the immediate supervisor and ~~his/her~~ **their** supervisor will review the performance objectives of faculty members within the department/unit. If the immediate supervisor or ~~his/her~~ **their** supervisor finds the performance objectives of any faculty member inadequate, then during the two contractual weeks in August, the immediate supervisor will review the performance objectives with that faculty member and apprise ~~him/her~~ **them** of the weaknesses of those objectives. Final approval of performance objectives will occur by September 20.
6. At least one interim meeting to discuss progress and to possibly revise objectives will take place between the immediate supervisor and the faculty member.

7. The faculty member's immediate supervisor will explain to the faculty member that ~~his/her~~ **their** performance rating ~~and compensation~~ will be based upon the satisfactory accomplishment of those agreed upon performance objectives.
8. Records of performance objectives will be kept for seven years and faculty will receive copies.

Administration - Individual Performance Objectives/Review for Probationary Faculty

~~Each faculty member's immediate supervisor is responsible for reviewing the faculty member's performance objectives between the last contractual day in May and first contractual day in August. Meetings will be conducted with each faculty member to review whether or not the faculty member's performance objectives and progress are acceptable or unacceptable within the first two contractual weeks in August. Final approval of performance objectives will occur by September 20.~~ **Review and approval of the faculty member's performance objectives occurs as part of the annual performance evaluation process.**

Principles to be Followed - Performance Evaluations/Review for Probationary Faculty

1. The basis for performance evaluation will be the "definition of meritorious performance" in regards to (1) the degree of accomplishment of the faculty member's individual performance objectives and (2) overall performance in relationship to professional expectations as listed in the faculty member's job description.

The definition of meritorious performance requires the need for job descriptions for each person. No particular format is specified for use in all units. The type and extensiveness will be determined by each unit, but should be consistent within a department.

2. A broad view of the responsibilities of faculty members should be taken. This includes teaching, research and service, and/or administration as deemed appropriate to the type of faculty appointment.

Various kinds of data, from sources who are in a position to know of the person's performance, will be used for making evaluation. Examples are peer ratings, classroom peer observations, supervisor's ratings, records of research/scholarship and service activities, student ratings, and ~~input by users of services~~ **others as relevant**. For instructional faculty, student ratings must be considered when evaluating each individual.

Departments/units, with the approval of their immediate supervisor and dean, may design reasonable approaches for collecting data. However, there should be some data from all types of appropriate sources.

An integral part of the evaluation should include an assessment of progress towards tenure. That assessment must be done at least annually.

3. It is expected that there will be at least an annual performance evaluation of each probationary faculty member.

Probationary Faculty
Members
Performance
Objectives

4. Performance evaluation reviews should be conducted at a performance objective review meeting between the individual's immediate supervisor (i.e., department chair, dean, peer group, etc.) and the faculty member **as part of the annual performance evaluation process.**
1. Major emphasis should be placed upon performance objectives and their degree of completion as opposed to past merit ratings when considering performance over time.
2. Each probationary faculty member's immediate supervisor will review and evaluate (last contractual day in May – first contractual day in August) the faculty member's performance and assign a performance rating. The supervisor will also give feedback on progress towards tenure (see tenure policies for details). In addition, the faculty member's immediate supervisor will review with his/her supervisor the faculty member's performance and performance rating. The probationary faculty's immediate supervisor will conduct a performance objective review meeting (during the first two contractual weeks in August) with the faculty member to review his/her performance and assigned rating over the past evaluation period. Final approval of performance objectives will occur by September 20. **Review and approval of the faculty member's performance objectives occurs as part of the annual performance evaluation process.**

Administration of Evaluations - Performance Evaluations/Review

(Approved 12/10/96-Faculty Senate; Approved 2/19/97-Chancellor)

1. Where a split assignment gives a person two immediate supervisors, each will make an evaluation. In the event of different ratings by each supervisor, the provost will decide the final rating. Where a faculty member is on leave of absence and has been on leave throughout the annual or other evaluation period, then no performance evaluation will be conducted. Instead a leave of absence rating will be assigned by human resources (see number 6 of this section).
2. Each evaluation, including data on which the rating was based, will be reviewed by the next higher level supervisor. If the rating is confirmed at this level, there will generally be no further review.
3. Support data, on which the rating is assigned, will be retained by the department chairperson for a seven year period.
4. The University of Wisconsin-Stout ~~summary~~ of performance evaluation form, distributed by the human resources office ~~to deans~~ **electronically**, will be used to report evaluations to that office. Each person evaluated will be asked to sign the form in recognition of the fact that ~~he/she~~ **they** ~~has~~ **have** seen the rating.
5. The faculty member's immediate supervisor will be responsible for assigning the faculty member a performance rating. In relation to the accepted definition of meritorious performance and the uses to be made of the ratings assigned, the following three ratings will be used:
 - a. Meritorious Performance (above): Performance is judged to be above expectations acceptable to the position.
 - b. Adequate Performance (within): Performance is judged within expectations acceptable for this position.
 - c. Inadequate Performance (below): Performance is judged below expectations acceptable for this position.

The faculty member's immediate supervisor will be responsible for meeting with their immediate supervisor to review the faculty member's performance and assigned performance rating.

No percentages of each rating are specified, either by unit or for the total university. The attempt is to produce a valid assessment of each faculty member's performance.

~~To simplify the process and to provide consistency of approach, it may be well to assume the following point of view: In using data to determine a performance rating, the supervisor should look for exceptional aspects of performance (either good or poor). If the data do not contain evidence of such, it may be assumed that the person is performing within an acceptable range for his/her position.~~

6. Where a faculty member is on leave of absence and has been on leave throughout the **full duration of the** annual evaluation period, then a leave of absence rating will be assigned by the human resources office based on the actual performance ratings of the person from their previous ~~three~~ annual evaluation periods, ~~as follows:~~ If all three performance ratings are the same, that rating will be assigned during the leave of absence period. If one of the three ratings is different, the rating Adequate Performance ("within") will be used. ~~In the event only two evaluations were made prior to the leave, and each of these two evaluations assigned the same rating,~~

that rating will be used; if the two differ, the higher of the two ratings will be used. If only one evaluation was made, the performance rating from that evaluation will be used. If no previous evaluation has occurred, then the rating Adequate Performance ("within") will be used.

7. Probationary faculty members' evaluations must be in the human resources office within fifteen (15) calendar days upon receipt by the provost of the faculty member's performance rating from the dean.

Thus, the following schedule applies:

- a. The immediate supervisor rating assigned to probationary faculty given to dean within fifteen (15) calendar days after the performance objective review meeting.
- b. Dean's/director's review and approval of probationary faculty member's performance (within 15 calendar days from receipt from unit/department supervisor), will be forwarded to the human resources office within fifteen (15) calendar days of receipt of probationary faculty's performance rating.

The role of the provost is to review the individual faculty member's performance ratings to determine: (1) that faculty member has been evaluated fairly and (2) that there has been a ~~proper~~ performance rating assigned in relationship to faculty in other units/schools.

In the event that a performance rating is evaluated as improper by the provost, ~~he/she~~ they will notify (in writing) the affected faculty member as to the change. In addition, the rationale used in reaching the decision will be provided in writing.

Performance Evaluation Appeals Process

(Approved Faculty Senate
12/13/16; Approved Chancellor
12/19/16)

1. Faculty member is able to appeal department chair performance evaluation to the dean. Include a check box on form stating "I wish to appeal this decision to the next highest level."
2. Faculty member is able to appeal dean's evaluation decision to faculty senate subcommittee.
3. To appeal dean's decision, faculty member must contact chair of faculty senate. Faculty senate chair forms a committee of 5 tenured faculty senators. Members who have a conflict of interest should recuse themselves from serving on the committee.
4. Faculty member will submit the following documentation to the committee:
 - a. Job description,
 - b. Performance objectives for the evaluation period,
 - c. The departmental definition of ~~research~~ **scholarly activity**
 - d. Departmental bylaws related to performance evaluations
 - e. Documentation provided to the department performance evaluation committee
 - f. Performance memo from chair and/or dean
 - g. A letter of appeal outlining faculty member's disagreement with evaluation

Faculty member can appear before subcommittee to provide additional information. To insure this process is non-confrontational the dean and/or department chair will not be involved in the appeal process.

5. The committee must respond to the appellant within 30 days with their decision to uphold or overturn the performance evaluation rating. The committee's decision must be based on the definition of meritorious performance as outlined in FASLAH (UWS 3.05).
6. The committee's recommendation is sent to the provost on whether or not the committee decided to recommend that the provost uphold or overturn the performance evaluation of the faculty member.
7. **The provost reviews the recommendation and makes the final rating determination.**

UW-Stout Post-Tenure Review Policy

(Approved Faculty Senate
2/14/17; Approved Chancellor
2/16/17)

Scope

This policy applies to tenured faculty members at UW-Stout.

FASLAH: UW Stout Faculty, Academic Staff and Limited Appointees Handbook.

FASLAH: UW Stout Faculty, Academic Staff, and Limited Appointees Handbook.

Definitions:

In this document, the definitions of teaching, research and service are to be interpreted consistently with FASLAH, Chapter IIIA: "Personnel Rules for All Unclassified Personnel."

Purpose

UW-Stout is committed to providing support for the professional development of all faculty members at any time in their careers.

The purposes of the review of tenured faculty are:

- to recognize and reward achievement;
- to help identify and remedy, from a developmental point of view, any deficiencies and to provide opportunities for mentoring and professional development.

Tenured faculty are evaluated on an annual basis through the use of a university-developed and faculty approved annual performance evaluation process as described in FASLAH.

The process of post-tenure review is the periodic comprehensive assessment of each faculty member's activities and performance, in accordance with the mission of the department, college, and institution, and the responsibilities of the faculty as described in FASLAH, and Regent Policy Document 20-9. The review is to be appropriately linked to the merit process. Post-tenure review is not a reevaluation of tenure and is not undertaken for the purposes of discipline or dismissal. Faculty members shall be subject to dismissal only for just cause. Departments, schools,

Policy Statement
(Regent Policy
Document 20-9)

colleges, and the university may not use post-tenure reviews as the basis for budgetary decisions or for program modification or redirection.

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 met the highest standards and are congruent with the needs of the university.

It is the policy of the Board of Regents that a periodic, post-tenure review of tenured faculty members is essential to promoting faculty development, including recognizing innovation and creativity; enhancing the educational environment for students; and identifying and redressing deficiencies in overall performance of duties through a supportive and developmental remediation process.

Post-Tenure Review
Process

Nothing in this policy shall be interpreted to alter or to infringe upon existing tenure rights, as set forth in UW System Board of Regents or UW System policies, nor shall this policy diminish the important guarantees of academic freedom. Specifically, this policy does not supersede administrative rules providing for termination for cause set forth in Chapter UWS 4 of the Wisconsin Administrative Code.

CRITERIA

The post-tenure review period begins in the academic year following the granting of tenure. In the case of a faculty member being promoted to full professor during a post-tenure review cycle, the five-year period will reset at the time of promotion. The review may be deferred, only with the approval of the provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment. In such cases, the provost will specify the new review cycle that applies to the faculty member. The periodic, post-tenure review will substitute for the subsequent annual review within the same calendar year unless the faculty member under review requests otherwise. The non-substitution request is initiated by the faculty member after receipt of the Chancellor's final decision on post-tenure review.

The basic standard for review shall be whether the faculty member under review performs conscientiously and with professional competence the duties appropriately associated with the faculty member's position. These duties encompass teaching, scholarly activity, and service.

Each department shall develop criteria to measure progress in scholarly activity as appropriate to the field(s) and these criteria must be included in the department bylaws. The criteria shall be periodically reviewed by the personnel committee of each department. Each department must make these criteria available to each faculty member being reviewed, and the criteria document must be included with the written summary of the post-tenure review, filed by the reviewers. Likewise, university-wide standards about the content and length of post-tenure review packets shall be listed on the Faculty Senate intranet site.

The criteria for review should reflect the overall mission of the department, college, and institution, be sufficiently flexible to accommodate faculty

PROCEDURES

members with differing responsibilities and recognize that careers and levels of productivity may change over time. In developing such criteria, departments may draw on statements used in other faculty review procedures, such as merit or promotion review. The criteria must take into account that UW Stout is an institution primarily oriented toward teaching, and the research/scholarship/service expectations must be appropriately scaled to reflect the teaching load of UW Stout faculty. The faculty member's performance shall be considered holistically, with Faculty Senate developed and recommended university-wide guidelines regarding how to review levels of activity. Recognizing that responsibilities and accomplishments vary based on discipline, department-level criteria shall complement and be consistent with the university-wide guidelines and be applicable upon approval by the dean and inclusion in the department bylaws. Special care should be taken to ensure that the scholarly productivity of jointly appointed and interdisciplinary faculty members is appropriately evaluated.

The personnel committee of each department shall ensure that the criteria governing faculty review do not infringe on the accepted standards of academic freedom of faculty, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry, or innovative methods of teaching, and recognize that scholarly projects take varying amounts of time to come to fruition. Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors proscribed by applicable state or federal law, such as race, color, religion, creed, marital status, sex, sexual orientation, ethnicity, age, and disability.

Reviews shall occur once every five years or earlier if requested by the faculty member reviewed. These post-tenure reviews may be incorporated into the annual merit review.

Notice of the intent to review should be provided at least three months before the review is conducted. However, failure to meet this notice deadline does not obviate the requirement to conduct and participate in the review. Each review, as determined by each department's personnel committee, shall be carried out by three or more tenured faculty members at the same rank or above as the faculty reviewed, who may be drawn from outside the department if there are not sufficient members in the department to serve on the committee. There must be an odd number, not an even number, of reviewers. If the faculty member under review formally objects to one reviewer, the chair, in consultation with the relevant dean, shall identify another appropriate reviewer. Such formal objections should be kept confidential to the extent permissible by law. In the case of a faculty member with appointments in more than one department, the tenured faculty members of the departments shall jointly conduct the review.

Each review must be conducted in accordance with the criteria developed by the department, as required by the section "Criteria" above. Review procedures shall include:

- i. A review of qualitative and quantitative evidence of the faculty member's performance over at least the previous five-year period. The evidence should include a current curriculum vita, annual activity reports, teaching evaluations or summaries of evaluations, and other materials providing evidence of the faculty member's accomplishments and contributions that the department or the faculty member feel are relevant to the review. The faculty member should provide the reviewers with a

brief summary of career plans for the future. Letters from outside the university would not ordinarily be a part of the review process. The faculty member under review, however, may submit appropriate letters if ~~she or he~~ **they** so ~~chooses~~ **choose**. The reviewers shall examine materials to the degree needed to accomplish the purposes of this review.

- ii. Discussion with the faculty member about her or his contributions to the profession, the department, and the university if either the reviewers or the faculty member so desire.
- iii. Appropriate consideration of a faculty member's contributions outside the department to interdisciplinary and other programs, governance, and administration.
- iv. Other steps the reviewers consider useful in making a fair and informed judgment, including, but not limited to consultation with individuals who have knowledge of faculty member's work.

The reviewers will identify one of the following categories reflecting the overall results of the review. In determining the category, the review will consider whether the faculty member under review has conscientiously and with professional competence performed the duties appropriately associated with the faculty member's position, as stated in the job description and the faculty member's post-tenure professional development plan. A rating of does not meet expectations is to be given only if a majority of the committee members find the faculty member to have not met her/his expectations.

Meets Expectations. This category is awarded to those tenured faculty members whose performance reflects the expected level of accomplishment.

Does not meet expectations. This category is awarded to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below.

The reviewers shall provide the faculty member with a written summary of the review by the last business day in January. The faculty member shall have the right to prepare a written response to the summary within 30 days after receipt.

In the event a review leads to a rating of "meets expectations," the Chancellor shall review the report. In the course of the review, the Chancellor may consult and seek input from the faculty reviewers and any other tenured faculty as appropriate. Following the Chancellor's review, the faculty member shall be informed by the Chancellor that the faculty member has received a result of "meets expectations" or "does not meet expectations." If the Chancellor assigns a "does not meet expectations rating", the Chancellor must provide a carefully considered written explanation of why such a rating was assigned, including specific evidence of deficiencies in the areas of teaching, scholarly activity, or service. As required by Regent Policy Document 20-9, the deficiencies at issue must be described in writing and in detail (as part of the summary) whenever a "does not meet expectations" result is given. If a "does not meet expectations" rating is assigned by the Chancellor a remediation plan will be developed.

In the event the Chancellor assigns a rating of "meets expectations" a copy of the summary and any written response to it shall be given to the department chair, dean, as applicable, and the Provost and shall be placed in the personnel file of the faculty member. The department shall also preserve

in the faculty member's personnel file all documents that played a substantive role in the review (other than documents such as publications that are readily accessible elsewhere), and a record of any action taken as a result of the review. The summary and outcome of the review shall remain confidential, that is, confined to the appropriate departmental, college, or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion, or with the explicit consent of, the faculty member, or as otherwise required by law.

Faculty members who receive a review in the category of "meets expectations" should be considered for additional base compensation, subject to the availability of resources.

In the event the initial review by the faculty committee leads to a rating of "does not meet expectations," the Dean shall review the committee's report. As required by Regent Policy Document 20-9, the deficiencies at issue must be described in writing and in detail (as part of the report) whenever a "does not meet expectations" result is given. The faculty member may provide a written statement to accompany the Dean's review. In the course of her or his review, the Dean should consult and seek input from tenured faculty members in the College or another College of UW Stout if there is a cognate discipline. The Dean's review will be followed by the chancellor's review, no sooner than 30 days after the Dean's review. The faculty member may provide a written statement to accompany the Chancellor's review. In the course of her or his review, the Chancellor may consult and seek input from tenured faculty. Following the chancellor's review, the faculty member shall be informed by the chancellor that the faculty member has received a result of "meets expectations" or that a "does not meet expectations" rating was assigned and a remediation plan will be developed.

For faculty members needing to develop a remediation plan, support from institutional resources for professional development shall be proffered. The department chair and the faculty member, in consultation with the dean, shall develop a written plan for mentoring and professional development to address all the deficiencies identified in the review. This plan shall be the product of mutual discussion between the faculty member, the department chair(s) and dean(s), shall respect academic freedom and professional self-direction, and shall be flexible enough to allow for multiple paths for success. Such a plan could include review and adjustment of the faculty member's responsibilities, development of a new program for scholarly activity/research engagement, or teaching strategy, referral to campus resources, assignment of a mentoring committee, institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements. The faculty member shall have the right to provide a written response regarding the manner in which any written development plan is formulated, the plan's content, and any resulting evaluation, including metrics to be used. The written response will accompany the plan as a permanent appendix.

The remediation plan should clearly indicate a deadline (not to exceed three academic semesters starting the Fall subsequent to the development of remediation plan) by which time all elements of the plan must be satisfied. The plan shall include a description of what constitutes satisfactory completion of each element.

In those few remediation plans related to a performance shortfall in research where more than three academic semesters may be necessary to correct

identified deficiencies, an extension of one academic semester shall be permitted only with the approval of the Chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.

The remediation plan should indicate that 1) a progress meeting will be scheduled with the Dean, the chair and the faculty member approximately one semester into the plan to help determine progress and identify additional improvement resources that may aid the faculty member and 2) that a final remediation follow-up meeting will occur between the Dean, the chair, and the faculty member after the deadline, but before the start of the next academic semester, and not to exceed 30 calendar days past the deadline (e.g., if three semesters, limited to 18 months in total are provided, within 30 calendar days of the close of the 3rd semester). At the meeting, the Dean will consult with the chair and the faculty member about the evidence indicating that the faculty member has met or not met the obligations of the remediation plan. The Dean may request evidence from the department, the faculty member, and/or other sources prior to the meeting.

The remediation plan should indicate the actions to be taken for failing to satisfy the remediation plan by the deadline. Consequences can range from informal actions such as workload assignments, to disciplinary measures. In extremely egregious situations, dismissal for cause under the category of “non-performance of duties” shall be a possible sanction, provided that the policies in FASLAH are followed, including the procedures of the termination of employment committee.

Meeting the expectations of the remediation plan is defined as satisfying all the elements of the remediation plan. The dean, in consultation with the chancellor and the faculty member, makes the determination whether the elements of the plan have been successfully completed. The remediation follow-up meeting will result in a letter from the Dean to the faculty member and the Chancellor (with a copy to the department Chair, the Provost, and HR) indicating that the faculty member has

1. Met the conditions of the remediation plan, with a statement stating that the next formal post-tenure review by the department will occur 5 years from the date of the review that triggered the remediation plan.

OR

2. Not met the conditions of the remediation plan. If the remediation plan has not been met, the letter will include information regarding the potential sanctions or disciplinary procedures.

The standard for dismissal remains that of just cause as outlined in FASLAH. The fact of successive negative reviews does not diminish the obligation of the institution to show such cause in a separate forum, following the procedures outlined in FASLAH. Records from post-tenure review may be relied upon and are admissible, but are rebuttable as to accuracy. The administration bears the ultimate burden of proof on the issue of just cause for dismissal.

The faculty member retains all protections guaranteed in FASLAH, including, but not limited to, the rights to appeal specified above and the right to appeal disciplinary and dismissal action to the Positive Action Committee as described in FASLAH.

ACCOUNTABILITY

Copies of the departmental criteria and procedures for reviews of tenured faculty shall be filed with the appropriate dean, the provost, and the secretary of the faculty.

At the beginning of each academic year, the chair shall identify faculty to be reviewed by the end of that year. In consultation with the Faculty Senate, the Provost's Office will develop a yearly timeline for the review and plan development (if needed).

Departments shall maintain a record of reviews completed, including the names of all reviewers.

If a department fails to conduct requisite reviews by the specified deadline, the dean shall appoint reviewers to conduct reviews based on the department's specified criteria.

The periodic review of each department, in which the department's mission, personnel, and development are now evaluation, shall include review of the process for review of tenured faculty in the department.

A full, written record is to be created containing the results of a faculty member's periodic, post-tenure review and any ensuing actions, as described above. The written record is to be provided to the dean and chancellor. Information and documentation relating to the review shall be maintained by the appropriate department, college or school, or university personnel or bodies, and disclosed otherwise only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.

Department chairs are required to report annually to the dean and chancellor that all periodic, post-tenure reviews for tenured faculty in that annual cycle have been completed. The chancellor has responsibility for ensuring the reviews are completed on schedule.

The reviews conducted and remediation plans developed in accordance with this policy are not subject to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

Promotion Policies and Procedures

(Approved 5/19/92-Faculty Senate)

(Approved 6/24/92-Chancellor)

(Rev. 4/30/96-Faculty Senate)

(Approved 8/21/96-Chancellor)

(Rev. 5/11/99-Faculty Senate;

Approved 6/28/99-Chancellor)

(Rev. 5/9/00-Faculty Senate;

Approved 7/5/00-Chancellor)

Faculty members are hired at a given rank in terms of their qualifications at that time. They may proceed to higher ranks through a procedure that involves judgments and recommendations by various groups of colleagues following faculty established criteria.

This statement consists of: (1) Definition of Promotion, (2) Policy Statements, (3) Procedures, (4) Criteria for Promotion, and (5) Time Tables.

Definition of Promotion

Promotion is a recognition given to a faculty member by colleagues for excellence in professional achievements, contributions, and services, with the expectation that the promoted individual will continue to make contributions worthy of emulation by their colleagues. Some of the fundamental assumptions in influencing promotion deliberations are:

1. Academic rank is one of the means the university community uses to indicate its respect and esteem for the faculty member. Faculty members are those who hold the rank of professor, associate professor, or assistant professor in academic departments or their functional equivalent.
2. Promotion of a faculty member to a higher rank is one of the university's ways of demonstrating its assessment of meritorious performance of the individual. Criteria are used to determine which individuals will be promoted. The actual performance and contribution of the individual to the profession and to the university must be given significant consideration. Other criteria must also be given significant consideration in the determination of candidates for promotion. Among them are the traditional criteria of experience and the required degree for the rank. Exception to these latter criteria should be increasingly more difficult to receive as higher ranks are considered.
3. Exceptions to the traditional criteria of experience and the required degree
 - a. Required degree: An individual who applies as an exception to the required degree must demonstrate established excellence in performance. Additionally, that person must establish that they possess at minimum the knowledge, scholarship and experience in their academic field which is expected by excellent faculty with the required degree.
 - b. Time in rank criteria allows for evaluation and demonstration of the potential for sustained excellence in performance. An individual who applies as an exception to time in rank must demonstrate established excellence in performance that is above and beyond that expected of a person who meets the minimum time in rank requirement. Additionally, that person must establish that ~~he/she~~ **they has have** accomplished in fewer years that which is expected to be accomplished by excellent faculty with full time in rank.
4. Every profession has the responsibility for setting its standards of competency and performance. It is the responsibility of the faculty at large to recognize and reward its members for their exceptional contributions to the university through promotion in academic rank.
5. Those persons who work closest with an applicant in fulfilling or meeting the same or similar goals have the greatest potential expertise to recognize excellence in their peers. Therefore, the identification of faculty members for promotion to the higher rank is the responsibility of the peers at the level one committee. It is understood that recommendations for promotion must go through the appropriate promotion committees to the chancellor.

Promotion: Policy Statements

(Rev. 5/11/99-Faculty Senate;
Approved 6/29/99-Chancellor)
(Rev. 5/9/00-Faculty Senate;
Approved 7/5/00-Chancellor)
(Rev. 10/14/08-Faculty Senate;
Approved 11/24/08-Chancellor)

The following statements establish the general policies to be followed in applying the criteria through the established procedures. They are meant to establish the tone of the actions and aid in making interpretations and rendering judgments.

1. Initiation of action on an individual promotion is by application of the faculty member, though others may encourage individuals to apply.
2. The promotion procedures involve professional judgments made in terms of promotion criteria. At each level where faculty action is called for, a faculty approved procedure will be used to make judgments on individuals for promotion. The person's application and attachments will provide the data to be used in making decisions. Following each step in the process, all data and ratings will be forwarded to the next level with the exception that an application not recommended for promotion will be returned to the applicant and not proceed further in the process. At the conclusion of each step, to provide maximum information for subsequent decisions, applicants will be informed of the action taken and given the opportunity to indicate if they think their qualifications were misinterpreted or an improper decision was made.
3. Various combinations of degrees and relevant work experience are described as important qualifications for each rank. The acquisition of such qualifications does not automatically lead to promotion, however.
4. The fundamental criteria for promotion are excellence of performance within the job description, contributions to the total university, and participation as a contributing member of the profession.
5. Outstanding and extensive service to the university and/or the profession may be used in highly unusual cases in lieu of part of the academic education recommended for promotion.
6. Extensive experience, within the five and seven year limits for teaching, service and scholarships, relevant to the faculty member's assignment may be considered for promotion, and it may be used in highly unusual cases in lieu of part of the academic education recommended. This may be teaching or non-teaching experience.
7. The designation of academic achievement and relevant experience as criteria for the various faculty ranks is not intended to be arbitrary. Rather, it is a reflection of the belief that relevant experience and the attainment of advanced levels of education can and will facilitate more effective performance for faculty members in their assignments and in their contributions to the university and their professions.
8. Promotion by exception is highly unusual.
9. The faculty's recommendations for promotion, made through a series of committees, will be forwarded to the chancellor, who is responsible for the university's final recommendation to the system president. A copy of the action taken will be forwarded to the chair of the committee at the preceding level. In addition, decisions which are at variance with faculty recommendations at the all-university level will be explained in writing.

Promotion: Procedures

(Rev. 5/15/14-Faculty Senate;
Approved 5/21/14-Chancellor)

The following statements of procedure will guide the process of promotion to full professor, and to those applying for promotion to associate professor either (a) by exception or (b) by choosing to “grandfather in” if and only if their contract began on or before August 25, 2014. For those whose contract began after August 25, 2014, anyone choosing to apply for promotion by exception would go through the Full Professor. Any questions on interpretation should be referred to the provost.

Promotion: Making Application

(Rev. 5/11/99-Faculty Senate;
Approved 6/29/99-Chancellor)
(Rev. 5/9/00-Faculty Senate;
Approved 7/5/00-Chancellor)
(Rev. 5/15/03-Faculty Senate;
Approved 5/15/03-Chancellor)
(Rev. 4/15/03-Faculty Senate;
Approved 5/28/03-Chancellor)
(Rev. 4/29/03-Faculty Senate;
Approved 5/28/03-Chancellor)
(Rev. 1/30/07-Faculty Senate;
Approved 2/14/07-Chancellor)
(Rev. 2/11/2014)
(Rev. 4/3/2018 -Faculty Senate;
Approved Chancellor 4/19/2018)

1. Any faculty member wishing to apply for promotion will obtain an “application for promotion” from the human resources office or faculty senate office. ~~Accompanying the application form will be a “summary of promotion action.”~~ An application must be filed with the Level 1 committee chair, including faculty with split appointments.
2. When filling out the "application for promotion" and supplying additional information other than that asked for on the form, the faculty member must comply with the following guidelines:
 - a. All information must be accurate and consistent with the faculty member's appointment to the university.
 - b. Describe additional graduate work since your last degree and/or other pertinent educational experiences.
 - c. The years of experience in educational institutions are those which have been accumulated at the time of application by the faculty member since coming to UW-Stout (excluding the year at the time of application), and those for which the faculty member was officially credited with when originally appointed to the faculty. Leaves of absence, without pay, do not count toward years of experience at UW-Stout. Summer school and mini-session assignments do not count as fractions of academic years. Experience as a graduate assistant or teaching assistant while working toward a degree will not count as years of experience on the theory that this was credited as experience at the time of the faculty member's appointment to the university.

The human resources office will send to each department chair an official printout for that department and to the office of the provost for all departments. If a discrepancy exists between the information contained in the printout and that on the application, the application will be returned by the chair to the applicant, and it will be the responsibility of the applicant to go to the director of human resources for clarification and their signature.

- d. The reported years of related work experience should be described sufficiently well that reviewers of the application can recognize the relationship of the experiences to the applicant's current role as a faculty member. Related work experience should be specified to the nearest half calendar year, and may not be claimed in any year during which the person claims full-time teaching. For other experiences, see (i) below.
- e. When members of the faculty who do not possess the required educational degree for the next higher rank file applications for promotion, they are expected in their applications to indicate how their relevant experience and/or contribution to the university and/or their profession is/are sufficiently extensive to merit the judgment that it is an adequate substitution for whatever formal deficit they may have. The person must establish that they possess at minimum the knowledge and experience in their academic field, which is expected by excellent faculty having the degree required that rank. See number 5 and 6 above under Policy Statements. Since there is probably no single measure of performance that is appropriate to all faculty members, it is suggested that such statements should specifically describe the performance of the

applicant in relation to the group of faculty members with equivalent rank who a) hold similar positions and assignments in the university, b) have the necessary educational and/or experiential qualifications for the next higher rank, and c) hold the next higher rank. See numbers 5 and 6 above under Policy Statements.

- f. When members of the faculty who do not fulfill the time in rank requirement for the next higher rank file applications for promotion, they are expected in their application to indicate how their relevant experience and/or contribution to the university and/or their profession is/are sufficiently extensive to merit the judgment that it is an adequate substitution for whatever formal deficit they may have. Since there is perhaps no single measure of performance that is appropriate to all faculty members, it is suggested that such statements should specifically describe the performance of the applicant in relation to the group of faculty members with equivalent rank who; a) hold similar positions and assignment in the university, b) have the necessary experiential qualifications for the next higher rank, and c) hold the next higher rank.

Time in rank criteria allows for evaluation and demonstration of the potential for sustained excellence in performance. An individual who applies as an exception to time in rank must demonstrate established excellence in performance that is above and beyond that expected of a person who meets the minimum time in rank requirement. Additionally, that person must establish that the applicant has accomplished in fewer years that which is expected to be accomplished by excellent faculty with full time in rank.

- g. The performance ratings for the most recent years will be listed. A person who has been on leave during that period, may choose to use the next most recent rating in place of the one given during the leave year.
- g. Each applicant is encouraged to submit a statement in support of their application. This statement may be no more than SEVEN typed pages on one side, and it is recommended that within these seven pages, the applicant include a 2-page TEACHING NARRATIVE. Guidance on what types of information are best suited to inclusion within the two-page teaching narrative will be provided. The application will not be processed if this guideline is not followed. The statement may include, but is not limited to, descriptions of course or program development; extensive revisions of teaching materials or methods; service on university committees; leadership in professional organizations; writing, speaking, or research in the applicant's field of work; work experience since coming to UW-Stout such as consulting; occupationally related experience during non-contractual periods; sabbatical projects; the development of new programs and methods to serve students or the university; departmental leadership activities. The information supplied must describe only activities during the preceding five years for faculty members employed at UW-Stout during that interval. Applicants currently on leave or who have been on leave during any of the preceding five years may supply information pertinent to their last five years of active employment in the university. Publications during the last seven years will be acceptable. While activities from the last five years are considered most important,

persons applying for promotion to FULL PROFESSOR may include significant activities from earlier years. All activities and publications should be dated at least by year. It is important that any activities such as publications, etc., that are "in process" be labeled as such and the dates they will be completed so they are not confused with applicant's completed works.

Applicants should try to represent their qualifications for promotion as extensively and accurately as the limits of the promotion form and five typewritten attached pages will permit. Further, the narrative should describe (as necessary) the relevance and significance of the applicant's activities.

- k. Applicants ON LEAVE, who wish to be notified of the times for committee meetings and committee recommendations, must leave an address or telephone number with their department administrator and indicate on the front of the application the department administrator's office as the location to receive notifications.

Promotion: The Selection Process

(Rev. 5/11/99-Faculty Senate;
Approved 6/29/99-Chancellor)

The process for choosing persons to be promoted consists of successive recommendations made by two levels of faculty committees to the chancellor, who is responsible for the final university recommendation for promotion. The levels of faculty committees are:

LEVEL I Department or functional equivalent

LEVEL II All university- by rank

- a. Professor

In keeping with specified procedures, each committee at each level will make its recommendations and forward them, along with the applications of those recommended plus previous committees' actions, to the appropriate next level committee through the administrator facilitating the next level committee. (Level II committees forward to chancellor) See Election of Promotion Committees, above, paragraph 3. Any application "not recommended at this time" is returned to the applicant by the committee chairperson.

Acting upon the all-university committee's recommendations, the chancellor, in consultation with the division administrators and academic deans, will select the persons to be recommended by the university to the president of the UW system. The chancellor will consult with the all-university committee in cases where ~~he~~ ~~they~~ ~~has~~ ~~have~~ questions about the basis for their action. In any case where the chancellor's recommendation is at variance with that of the all-university committee, ~~he~~ ~~they~~ will state ~~his~~ ~~their~~ reasons in writing to the faculty member involved, the chairperson of the appropriate all-university committee, and the chairperson of the faculty senate.

Election of Promotion Committees

(Rev. 2/25/97-Faculty Senate;
Approved 3/5/97-Chancellor)
(Rev. 5/11/99-Faculty Senate;
Approved 6/29/99-Chancellor)
(Rev. 12/11/12-Faculty Senate;
Approved 1/9/13-Chancellor)
(Rev. 4/4/17-Faculty Senate;
Approved 4/19/17-Chancellor)
(Rev. 4/3/2018 -Faculty Senate;
Approved Chancellor
4/19/2018)pre-balloting
procedure

1. Because promotion is a process which applies exclusively to faculty, only faculty members will determine unit procedures, or vote for or be eligible to serve on promotion committees.
2. There are two levels of faculty promotion committees:
 - LEVEL I Department or functional equivalent level
 - a. Professor
 - LEVEL II All-university levels
 - a. Professor
3. The appropriate administrator at Levels I (department chair) and II (provost), will serve as the facilitator of the committee and carry out the following:
 - a. See that the committee members are selected in a timely and proper fashion in keeping with the policies and procedures of the university;
 - b. Schedule the committee for its organizational meeting at which a secretary and chair will be selected;
 - c. See that copies of the promotion applications are available to the committee members.
 - d. Serve as a resource person to the committee at the committee's request; and
 - e. See that the committee's report is forwarded to the next level in a timely fashion and that information required is contained.
4. Candidates for promotion, can't serve on, a promotion committee.
5. Standing personnel committees may continue to serve in departments and functional equivalents which have such committees to deal with promotions, but the university's policy on membership and procedures applies.
6. University of Wisconsin Stout promotion procedures and policies take precedence over departmental or functional equivalent promotion policies.
8. University level committees are elected each fall before the department elections are held in order to minimize duplication on promotion committees at other levels. No individual will serve on an all-university promotion committee, at the same rank, for consecutive years.
9. Department promotion committees will have a minimum of three members. Faculty should not serve on both the department promotion committees and all-university professor committee. However, with smaller departments this may not be possible.
10. Faculty serving as chair or vice-chair on one committee may not serve as chair or vice-chair of another committee.

11. The professor committee is selected by a vote of all professors and all associate professors.

There are nine members on each university level committee chosen to give broad representation to the various areas. Three members plus one alternate will be elected from each college.

12. To be eligible for election to the Level 1 or Level II Professor Promotion Committee, the faculty member must have completed at least three years as a faculty member at UW-Stout and hold at least the rank of the committee for which they are serving.
13. Human Resources will provide each college with a list of faculty at the rank of associate professor and above within that college. If a department does not have the appropriately ranked faculty to serve on promotion committees, then the college will provide that department chair with a list of faculty within the college who hold the rank of associate professor or above. From that list, the department chair will select the most applicable faculty person to serve on the Level 1 promotion committee. Faculty serving on a Level 1 promotion committee should not be serving on multiple Level 1 promotion committees or on both the Level 1 and Level II promotion committees.

Promotion: Conduct of Committee Meeting

(Revised Approved 11/26/96-
Faculty Senate)
(Approved 1/8/97-Chancellor)
(Revised 2/11/2014)

1. Applicants for promotion may not serve on any committee acting on their own promotion. Should a member of a standing committee be an applicant, the committee will designate an eligible substitute.
2. Alternates for committee members may be named, but they will not attend committee meetings unless they are substituting for absent persons. In such cases, they will be regular voting members.
3. University of Wisconsin Stout promotion procedures and policies take precedence over departmental, college, or functional equivalent promotion policies.
4. The promotion application is the candidate's personal representation of their contribution to the university. As such, no attachments or alternatives would be permitted once the applicant submitted an application for promotion. Any additional information of support or non-support is to be returned to the sender, if known, and disregarded. This covers all levels of promotion.
5. At least 24 hours in advance, each promotion committee will announce to applicants a schedule which states when applications will be considered. Any applicant wishing to appear before the committee will inform the committee chairperson of their wish to do so. The departmental committee shall be charged with not processing any application unless all questions prior to the applicant's signature on the "application for promotion" are completed.
6. Applicants who choose to appear before the committee are not to make comparisons with other applicants, nor are they free to introduce new subjects not contained in their original application. This is also a time for the committee to clarify with the applicant any questions they have about information contained in the application.
7. At the meeting, when all applicants who wish to appear have done so, the committee may go into executive session to discuss the applicants and decide on recommendations. Any applicant who is determined to be unqualified for promotion should not be recommended even if there are no other applicants at that rank.
8. After the committee's decision is made, the chairperson will prepare a report which includes the following:
 - a. The recommendations made on all applicants; and
 - b. A description of the procedures used to arrive at the decisions made.

The committee will submit with its positive recommendation on promotion, a rationale for that decision. The committee will submit with its positive recommendation on promotion, a rationale for that decision, citing the areas of teaching, research, service and advisement.
9. To facilitate work at the next level, the chairperson will also provide a brief summary of the committee's decisions (a) and a brief description of the procedures used to arrive at the decisions made (b) to the next level committee.

10. This report will be sent to the next level, to each applicant being considered, and to the human resources office. If an applicant is not recommended for promotion to the next level committee, the chairperson of the committee must provide an evidence-based written rationale for the decision to the applicant in a timely fashion.
11. Level I and II committees will assess applicants based upon promotion criteria. The recommendations to be made at each level will be:
 - a. Recommended for promotion at this time.
 - b. Not recommended for promotion at this time.
12. The committee chairperson will ~~complete and sign the "summary of promotion action" for each applicant and forward it along with the application and all appropriate data to the facilitator at the next level and a copy of the committee's procedures and recommendations will be sent to the chair of the committee at the preceding level, to the human resources office, and to the facilitating administrator at the current level of action, and the applicant.~~ If an applicant is recommended for promotion to the next level committee, the chairperson of the committee must provide an evidence-based written rationale for the decision. **If the University Promotion Committee finds that a letter from a departmental committee lacks sufficient detail in its recommendation, the UPC may request a revised letter. Additionally, the UPC is encouraged to reach out to the departmental committee with any clarifying questions regarding the applicant's teaching, research, or service.**
13. All applications will be forwarded with the exception of any rated "not recommended for promotion at this time." Applications which have been "not recommended at this time" will be returned to the applicant by the committee chairperson ~~with the "summary of promotion action"~~. If an applicant is not recommended for promotion to the next level committee, the chairperson of the committee must provide an evidence-based written rationale for the decision to the applicant in a timely fashion. Non-recommended applicants who wish consideration at a succeeding level must follow the procedure for appeals under Applicant's Response to Recommendations (Appeals) below.
14. Committees at all levels, but especially at Level I, need to give equal consideration to persons who are on a split assignment.
15. Applicants who are on leave or who are going on leave are eligible for consideration for promotion.

Promotion: Special Note on Split Assignments

(Revised 2/11/2014)

1. Definition of split assignment
Reassigned time from traditional classroom teaching responsibilities, in any percentage. The split appointment percentage is a tool used by HR to determine payroll accounts. It is not necessarily related to the definition of instructional service.
2. Faculty with split assignments applying for promotion, tenure or sabbatical will file a single application as if they had no reassigned time. The application will go to the Level 1 promotion committee of the academic unit in which the faculty line exists. Their Level 1 committee will be drawn from the promotion committee of the academic unit with one or more representatives from the other appointment(s), as determined by the Level 1 committee chair, in consultation with supervisors for each appointment, retaining a larger percentage of faculty on the committee.

Promotion:
Applicant's Response
to Recommendations
(Appeals)

1. Following the recommendation made at any level, applicants wishing to appeal may do so by sending an "appeal memo" to the committee chairperson at the next level (or chancellor, if appealing an all university committee recommendation) explaining the reason(s) they find the recommendation improper. A copy shall also be sent to the level which made the recommendation.
2. Such statements must be received at the next level by starting date of their considerations and shall not include any evidence of qualifications which are not contained in the application. Appeals of promotion decisions must follow the above process at all levels before consideration can be given through the positive action procedure. Any promotion committee (or the chancellor) receiving such an appeal memo is required to respond in writing to the applicant and to the chair of the preceding level committee describing its disposition of the appeal.
3. The ~~"Summary of Promotion Action"~~ and the letter outlining the reasons for 'do not recommend' will be included with the application, along with the appeal memo from the applicant.
4. This appeal packet will be considered by the committee at the same time that the applications that have been recommended for promotion are considered, using the same process. The committee may not see the appealed application, or discuss the situation, unless they are convened to examine the entire pool of applications. There may not be a special meeting to consider only appealed applications.
5. The role of the Chair in this appeals process is to receive the memo of appeal, ensure that the Letter of "do not recommend" and the memo of appeal are distributed with the application under appeal, and ensure that the appealed application is examined with the applications recommended for promotion, and only with the applications recommended for promotion.
6. The chair of the committee will note any dates and times that the appealed application was discussed in front of the committee.
7. It is the responsibility of the committee receiving the appeal to assess whether the application under appeal meets or exceeds the quality of the applications recommended for promotion.
8. In the event that the appealed application meets or exceeds what the committee determine, ~~and~~ the application moves into the pool of applications recommended for promotion at the next level. Both the ~~promotion summary~~ document containing the "do not recommend" action and the appeal memo will be disassociated from the application, and the application will move forward to the next level committee with the other recommended applications. The application will be treated like a regular application from this point forward.
9. Any promotion committee (or the Chancellor) receiving such an appeal memo is required to respond in writing to the applicant and to the chair of the preceding level committee describing its disposition of the appeal.
10. Appeals of promotion decisions must follow the above process at all levels before consideration can be given through the positive action procedure.

Promotion: Informing Applicants of Final Action

The chancellor will inform each candidate whose application has reached this level whether or not they are being recommended for promotion. Because system action comes several months later, this is not final action. As soon as the board of regents acts, each person promoted will be informed of the official promotion by letter from the chancellor.

Promotion: Criteria For Promotion

The following criteria will be used in recommending applicants. Reference to the policy statements will aid use and interpretation.

Promotion: Professional Performance

1. Excellence of performance must be judged present in all persons recommended for promotion. Carrying out professional duties as detailed in the applicant's job description, service to the university community through committees and university organizations, and contributions to the profession are of primary importance in judging professional performance. UW-Stout's performance appraisal system is designed to provide annual appraisals of each person's performance by their supervisor.

Promotion: Education and Experience

(Revised Approved 11/26/96-
Faculty Senate)

(Approved 1/8/97-Chancellor)

(Rev. 5/11/99-Faculty Senate;

Approved 6/29/99-Chancellor)

(Revised Approved 3/8/2016 –

Faculty Senate; Approved

4/25/2016 – Chancellor)

2. The following combinations of education and experience are described for each rank.

- a. Associate Professor

A person may be promoted to the rank of associate professor if they have the following qualifications:

- ~~Earned degrees other than the earned doctorate requiring a minimum of three full years' work beyond the baccalaureate degree. This includes the MFA and other degrees as approved by the senate; three years completed at the rank of assistant professor at UW-Stout at the time of application;~~ **Tenured, or concurrently being awarded tenure, and completion of a Master's or Doctoral degree.**

AND

- ~~At least six years of teaching and/or relevant work experience~~ **OR**
- ~~Terminal degree as defined by Faculty Senate; three years completed at the rank of assistant professor at UW-Stout at the time of application;~~

AND

- Five years completed at the rank of Assistant Professor at UW-Stout at the time of application.

- b. Professor

A person may be promoted to the rank of professor if they have the following qualifications:

- ~~Terminal degree as determined by Faculty Senate~~ **Doctorates, Master of Architecture, and Master of Fine Arts are approved as meeting the education requirements for promotion to full professor.**
- ~~At least ten years of teaching and/or relevant work experience, and four years completed at the rank of associate professor at UW-Stout at the time of application;~~ **Four years completed at the rank of Associate Professor (including both time in rank credited at time of hire and time at UW-Stout)**
- While activities from the last five years are considered most important, persons applying for promotion to FULL PROFESSOR may include significant activities from earlier years.

- 3.

Promotion: Timetable

The specific timetable for each year will be announced early in the fall. The intention is that the department (Level I) and college (Level II) committees will complete their work during the second quarter, and the all-university committee (Level III) and the chancellor will complete their work during the third quarter.

Promotion: Combined Promotion to Associate Professor and Tenure Process

(Approved 5/15/14-Faculty Senate,
Approved 5/21/14-Chancellor)

. As a general rule, faculty appointed at the Assistant Professor level are promoted to Associate Professor simultaneously with the granting of tenure. Assistant professors who are employed by UW-Stout but not yet tenured as of August 25, 2014 can choose to either (a) apply simultaneously for tenure and promotion to Associate Professor according to the procedures described below or (b) apply for promotion to Associate Professor prior to the tenure decision according to the procedures indicated in the previous section.

1. Faculty members will be promoted to the rank of Associate Professor at the time tenure is approved by the Board of Regents, or as soon as possible thereafter providing that they meet the appropriate degree, time in rank, and experience criteria, **and are recommended by the chancellor.**
2. Faculty members whose tenure is approved but who do not meet the degree, time in rank, and experience criteria for Associate Professor at the time tenure was approved will be granted tenure.
3. Faculty members whose tenure is approved but who do not meet the degree, time in rank, and experience criteria for Associate Professor at the time tenure was approved will be promoted to that rank as soon as possible after they meet those criteria, **if recommended by the chancellor.**
4. For subsections (1) and (2), immediately above, the process for implementing these promotions shall be by administrative action of the Office of the Chancellor.
5. Early promotion to Associate Professor (prior to tenure) is an option only by exception, as prescribed in Chapter 3B.
6. Individuals cannot apply separately for promotion to Associate Professor during the academic year of their tenure decision.
7. Candidates should carefully review the criteria for both tenure and promotion since the information submitted for tenure consideration also serves as the material under review for promotion to Associate Professor.
8. Prior to its review of the tenure and promotion application, the initial level of review will ascertain whether the candidate has satisfied the degree, time in rank, and experience for promotion to Associate Professor.
9. All simultaneous tenure and promotion applications will be reviewed, considered, and appealed through the regular renewal process, as prescribed in Chapter 3B.
10. The effective date for all promotions will be the time of formal approval by the Board of Regents of the University of Wisconsin System.

Renewal of Appointments and Granting of Tenure

[\(UWS 3.06\)](#)

(Revisions/updates approved
February 2005-Board of Regents)

General

1. Appointments may be granted only upon the affirmative recommendation of the appropriate academic department, or its functional equivalent, and the chancellor of an institution. When specified by the board, the institutional recommendation shall be transmitted by the president of the system with a recommendation to the board for action. Tenure appointments may be granted to any ranked faculty member who holds or will hold a half-time appointment or more. The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the institution, unless the faculty member is dismissed for just cause or is terminated or laid off pursuant to s. [36.21](#), Stats.

Criteria

2. Decisions relating to renewal of appointments or recommending of tenure shall be made in accordance with institutional rules and procedures which shall require an evaluation of teaching, research, and professional and public service and contribution to the institution. The relative importance of these functions in the evaluation process shall be decided by departmental, school, college, and institutional faculties in accordance with the mission and needs of the particular institution and its component parts. Written criteria for these decisions shall be developed by the appropriate institutional faculty bodies. Written criteria shall provide that if any faculty member has been in probationary status for more than 7 years because of one or more of the reasons set forth in s. [UWS 3.04 \(2\)](#) or [\(3\)](#), the faculty member shall be evaluated as if he or she had been in probationary status for 7 years.

Procedures

3. The faculty and chancellor of each institution, after consultation with appropriate students, shall establish rules governing the procedures for renewal or probationary appointments and for recommending tenure. These rules shall provide for written notice of the departmental review to the faculty member at least 20 days prior to the date of the departmental review, and an opportunity to present information on the faculty member's behalf. The probationary faculty member shall be notified in writing within 20 days after each decision at each reviewing level. In the event that a decision is made resulting in nonrenewal, the procedures specified in s. [UWS 3.07](#) shall be followed.

Appointments

(UW-Stout 3.06)
(Approved 2/2/93-Faculty Senate,
Approved 7/28/93-Chancellor)
(Approved 9/21/04-Faculty Senate,
Approved 10/13/04-Chancellor)
(Revised 5/10/05-Faculty Senate;
Approved 6/7/05 Chancellor)
(Revised 5/15/14-Faculty Senate;
Approved 5/21/14 Chancellor)

1. Appointments

- a. Renewal is an annual process based on evaluation of performance objectives, as well as excellence in teaching, research, and service. Along with the evaluation of performance, the renewal process should include annual feedback from the department personnel committee on progress towards tenure.

Each academic department must develop a procedure for providing annual feedback on progress toward tenure in accordance with their departmental bylaws and the faculty and unclassified staff handbook, particularly sections UWS 3.06, 3/1/94 and UW-Stout 3.06 2/10/05.

Renewal of probationary appointments may be granted only upon the affirmative recommendation of the appropriate department or its functional equivalent, and the chancellor of the institution.

- b. Tenure appointments may be granted only upon the affirmative recommendation of either the appropriate department or its functional equivalent or an ad hoc review committee and the chancellor of the institution. Promotion to Associate Professor is simultaneous with the granting of tenure (unless the individual received early promotion or does not meet appropriate degree, time in rank, or experience criteria), **if recommended by the chancellor**. An ad hoc review committee would be appointed only under both of the following conditions:

- (1) The appropriate department or its functional equivalent recommends against tenure.
- (2) The committee on termination of employment, on appeal, reviews the negative recommendation of the department or functional equivalent, finds the negative decision was based to a significant degree on impermissible factors as defined in UWS 3.08, reports these findings to the chancellor and appoints an ad hoc review committee who are knowledgeable or experienced in the probationary faculty member's academic field or a substantially similar field. The committee on termination of employment in consultation with the chair of the faculty senate shall choose the five members of the ad hoc committee. Members of the ad hoc committee shall be tenured faculty members of the University of Wisconsin-Stout and/or scholars from outside the University of Wisconsin-Stout but they shall not be members of the probationary faculty member's department or functional equivalent. The ad hoc committee shall base its decision on the credentials of the tenure candidate, a comparative analysis of the department's (or functional equivalent's) recent tenure recommendations and the written criteria used by the department or its functional equivalent to reach its tenure decision, as provided in this handbook (UW-Stout 3.06(2)). The committee on termination of employment has 30 days to select the ad hoc committee. The ad hoc committee has 30 days from receipt of the materials to submit its recommendation to the chancellor with a copy to the chair of the committee on termination of employment.

Criteria

2. Decisions regarding renewal and tenure must involve a performance evaluation. The criteria for evaluation of performance shall be based upon performance within the faculty member's specific job assignment.

A person's primary functional responsibility as defined by the job description shall be the basis for the major portion of the evaluation of the individual's performance. Other bases for evaluation shall include secondary activities based upon the individual's job description. Decisions relating to renewal of appointments and recommendations of tenure shall be made in accordance with institutional rules and procedures which require an evaluation of teaching, research, and service. The relative importance of these functions in the evaluation process shall be decided by the department, school/college, and university faculties in accordance with the mission and the needs of UW-Stout and its component parts. Written criteria for these decisions will be developed at each level of the appropriate institutional faculty bodies. Neither the faculty member's department or its functional equivalent nor any ad hoc review committee may base its recommendation on impermissible factors, as defined in UWS 3.08.

Procedures

3. The personnel committee of each department or its functional equivalent shall develop policies and procedures for determining renewal of probationary appointments and tenure recommendations. These policies and procedures shall provide for written notice of the department review to the faculty member at least 20 days prior to the date of the review and an opportunity for presentation of written information on the faculty member's behalf. The probationary faculty member will be notified in writing within 20 days after each recommendation at each reviewing level.

In the event a decision is made resulting in a nonrenewal, the procedures specified in UWS 3.07 shall be followed.

Explanation and Process for Recommendation of Tenure of Faculty Member

Before ~~completing the form~~ recommending tenure, persons involved are to review departmental profiles and departmental, school/unit, university and UW system regulations regarding the awarding of tenure. UW system regulations may be found in Chapter IIIB Personnel Rules for Faculty, paragraphs UWS 3.01 (a) and (b), 3.03, 3.04 and 3.06. UW-Stout rules are found under rules UW-Stout 3.03, 3.04 and 3.06. Whenever a person being recommended for tenure has a "split" appointment between two or more departments, each department is to submit a separate form for that portion of the "split" in that department. Following an affirmative action by the chancellor, recommendations for tenure are forwarded to the board of regents for their action, which is final. Tenure is not awarded to any individual until the board of regents' final approval. Usually this action takes place once a year, in late spring, as part of the budget action by the board. Following this action, the initial date at which tenure starts is the July 1st following board action. However, this is not guaranteed. It is best simply to plan that tenure is assured only following an affirmative action by the board of regents of the UW system.

Process for Recommending Tenure and Promotion to Associate Professor

(Revised 5/15/14-Faculty Senate;
Approved 5/21/14 Chancellor)

- a. The departmental tenure committee reviews all related rules and regulations before considering individuals for tenure and promotion to Associate Professor. (See Personnel Committee section for additional information p. 3-1.)
- b. The committee reviews all pertinent information about each individual and makes a decision concerning the awarding of tenure and promotion to Associate Professor of each individual involved. If the decision is affirmative, the department chairperson ~~signs the form and forwards the~~ **decision and documentation** ~~form~~ to the chancellor. If the decision is not to award tenure and promotion to Associate Professor, the committee and department chairperson are to note the faculty rules concerning action which must then be taken, mainly, nonrenewal.
- c. The chancellor will review all recommendations **and submitted documentation** for tenure and promotion to Associate Professor. In this process, the chancellor may consult and seek input from various persons and offices in the university.
- d. The chancellor will forward all accepted recommendations to the board of regents ~~(via UW system office)~~ for final action. Any recommendations which are not accepted will be returned to the individual with a statement of reasons for such rejection, with appropriate notice to others concerned.
- e. The board of regents takes final action on all recommendations received, ~~and notifies the chancellor of such action.~~
- f. The chancellor notifies all parties concerned of the action of the board of regents. The human resources office modifies or makes necessary records in appropriate files, including the effective date of tenure and promotion to Associate Professor.

Procedure for Augmentation of Tenure Committees

(Approved 4/4/95-Faculty Senate,
Approved 5/25/95-Chancellor)
(Revisions/updates approved February 2005-Board of Regents)

Procedures:

1. A tenure committee must have a minimum of three members.
2. When a tenure committee lacks the required number, the department chair notifies the tenure candidate, the dean of the college, and the provost that augmentation is necessary.
3. The augmentation process is to be conducted in a confidential manner.
4. The department chair and the dean of the college select the two departments ~~within the college~~ that are most closely related to the tenure candidate's area of expertise. These department names are submitted to the provost.
5. The provost screens for conflict of interest ~~by asking each tenured member of the departments identified in step four to self-identify~~. Persons with conflict of interest are eliminated from the process.
6. The provost randomly selects members from the designated departments to augment the department committee. This will result in a committee of three.
7. When a department chair is the tenure candidate, actions in steps two and four will be undertaken by the **longest serving** tenured faculty in the department and the dean of the college.

Following these procedures, the process reverts to the normal process.

Nonrenewal of Probationary Appointments

[\(UWS 3.07\)](#)

Rules and Procedures

1. The faculty and chancellor of each institution, after consultation with appropriate students, shall establish rules and procedures for dealing with instances in which probationary faculty appointments are not renewed. These rules and procedures shall provide that, upon the timely written request of the faculty member concerned, the department or administrative officer making the decision shall, within a reasonable time, give him or her written reasons for nonrenewal. Such reasons shall become a part of the personnel file of the individual. Further, the rules and procedures shall provide for reconsideration of the initial nonrenewal decision upon timely written request.

Reconsideration

The purpose of reconsideration of a nonrenewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to insure that all relevant material is considered.

1. Such reconsideration shall be undertaken by the individual or body making the nonrenewal decision and shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.
2. Reconsideration is not a hearing or an appeal, and shall be nonadversary in nature.
3. In the event that a reconsideration affirms the nonrenewal decision, the procedures specified in s. [UWS 3.08](#) shall be followed.

(UW-Stout 3.07)

Renewal and nonrenewal decisions initiate at the department personnel committee level. A written renewal decision is provided by the department personnel committee chair to the probationary faculty copying the department chair and the dean. A written nonrenewal decision is provided by the department personnel committee chair to the probationary faculty member, copying the department chair, the dean, and the provost. After receiving the department personnel committee decision, the provost provides a written notice of the nonrenewal decision to the probationary faculty member informing them of their due process. Upon written notice of a nonrenewal decision from the provost, a probationary faculty member may seek explanation and reconsideration according to the following procedures:

1. The opportunity is available for the faculty member to seek clarification and additional information on these procedures from the office of the provost. Time deadlines mentioned in these rules may be extended by mutual consent of the faculty member and the university.
2. Within ten days after receipt of the nonrenewal notice, the faculty member may submit a written request to the department or functional equivalent or the administrative officer making the nonrenewal decision for a written statement of the reasons for nonrenewal. The department or functional equivalent or the administrative officer shall reply within ten days. Such a request also results in the stated reasons becoming a part of the personnel file of the individual. In the absence of such a request, the statement of reasons shall be regarded as confidential.
3. Within ten days after receipt of the letter stating reasons, the faculty member may submit a written request for reconsideration to the department or functional equivalent or the administrative officer making the nonrenewal decision.
4. The department or functional equivalent or administrative officer making the decision shall schedule a meeting for the purpose of allowing the faculty member to present any written or oral arguments relevant to the decision. Sufficient notice of the scheduled meeting shall be given to allow the faculty member to present evidence and arguments. This is an informal meeting, not a formal appeal or hearing, and shall be limited to the department or functional equivalent or the administrative officer who

makes the decision. The department or functional equivalent or administrative officer conducting the reconsideration meeting shall inform the faculty member of the outcome of the reconsideration within five business days of the meeting. If the department or functional equivalent or administrative officer determines a reversal would be appropriate, then that decision should be forwarded to the provost and chancellor.

5. If the original decision is reaffirmed, the faculty member may request, in writing within 20 days, that the human resources office schedule a formal appeal through the committee on termination of employment. The appeal meeting will be held with the all university committee following the procedures established in UWS 3.08.

Appeal of a Nonrenewal Decision

[\(UWS 3.08\)](#)

- (1) The faculty and chancellor of each institution, after consultation with appropriate students, shall establish rules and procedures for the appeal of a nonrenewal decision. Such rules and procedures shall provide for the review of a nonrenewal decision by an appropriate standing faculty committee upon written appeal by the faculty member concerned within 20 days of notice that the reconsideration has affirmed the nonrenewal decision (25 days if notice is by first class mail and publication). Such review shall be held not later than 20 days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the review committee. The faculty member shall be given at least 10 days notice of such review. The burden of proof in such an appeal shall be on the faculty member, and the scope of the review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:
 - (a) Conduct, expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, or
 - (b) Factors proscribed by applicable state or federal law regarding fair employment practices, or
 - (c) Improper consideration of qualifications for reappointment or renewal. For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a faculty member in question if material prejudice resulted because of any of the following:
 1. The procedures required by rules of the faculty or board were not followed, or
 2. Available data bearing materially on the quality of performance were not considered, or
 3. Unfounded, arbitrary or irrelevant assumptions of fact were made about work or conduct.
- (2) The appeals committee shall report on the validity of the appeal to the body or official making the nonrenewal decision and to the appropriate dean and the chancellor.
- (3) Such a report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the committee, or a recommendation to the next higher appointing level. Cases shall be remanded for reconsideration by the decision maker in all instances unless the appeals committee specifically finds that such a remand would serve no useful purpose. The appeals committee shall retain jurisdiction during the pendency of any reconsideration. The decision of the chancellor will be final on such matters.

(UW-Stout 3.08, 7/28/93)
(Standing Faculty Committee to
Hear Appeals)

The committee on termination of employment is designated as the standing faculty committee for the formal review of a nonrenewal decision. It shall be the duty of this committee to conduct review of nonrenewal decisions according to UWS 3.08.

Procedures for the Appeal of a Non- Renewal Decision

In instances where the committee finds the faculty member's department or functional equivalent based a negative tenure recommendation to a substantial degree on impermissible factors according to UWS 3.08 and the committee elects not to remand the case back to the department or its functional equivalent because it would serve no useful purpose, the committee shall report its findings to the chancellor and appoint a five member ad hoc review committee whose members are knowledgeable or experienced in the probationary faculty member's academic field or a substantially similar field. Members of the ad hoc committee shall be tenured faculty members of the University of Wisconsin-Stout and/or scholars from outside the University of Wisconsin-Stout but they shall not be members of the probationary faculty member's department or functional equivalent. The ad hoc committee shall base its decision on the credentials of the tenure candidate, a comparative analysis of the department's (or functional equivalent's) recent tenure recommendations, and the written criteria used by the department or its functional equivalent to reach its tenure decision, as provided in this handbook (UW-Stout 3.06). The ad hoc committee's decision and rationale shall be sent in writing to the faculty member, the appropriate department or functional equivalent, the appropriate dean, **the provost**, and the chancellor.

The committee on termination of employment has 30 days to select the members of the ad hoc committee. The chair of the ad hoc committee is to be selected by the committee on termination of employment in consultation with the chair of the faculty senate. The ad hoc committee has 30 days from receipt of the materials to submit its recommendation to the chancellor. The chancellor's office shall send copies of the ad hoc committee's decision to the faculty member and the department or functional equivalent and the appropriate dean, in a timely manner.

If the ad hoc committee's decision is a negative recommendation, the faculty member may request written reasons and reconsideration in accordance with UWS 3.07 and UW-Stout 3.07 except that the faculty member would present evidence and arguments in written form to the ad hoc committee rather than in person. A formal appeal of the ad hoc committee's adverse decision may be made to the committee on termination of employment in accordance with UWS 3.08. After reviewing the ad hoc committee's decision, the committee on termination of employment would send its recommendation to the chancellor with copies to all parties concerned. The chancellor's decision shall be final.

Standing Faculty Committee to Hear Appeals on Termination of Employment

(Approved-Faculty Senate)
(Approved 9/7/77-Board of
Regents)

The committee on termination of employment is designated as the standing faculty committee required in sections 3.08, 4.03 and 5.11 of the personnel rules for faculty. This committee shall be composed of five tenured faculty and five tenured alternates elected by the faculty senate for two year terms. The members of the committee are eligible for reelection.

It shall be the duty of this committee to conduct review of nonrenewal decisions according to section 3.08 of the personnel rules for faculty. It also shall be the duty of the committee to conduct hearings for dismissal cases according to chapter 4.0 and to hear cases involving layoff and termination for reasons of financial emergency according to chapter 5.0 of the personnel rules for faculty.

The review of nonrenewal cases is to be conducted in accordance with section 3.08 of the personnel rules for faculty. Since these regulations do not furnish many details about the actual format of the review, it is necessary to state these details as follows:

1. The burden of proof is on the faculty member.
2. The faculty member may be represented by legal counsel.
3. The review is closed unless the faculty member requests that it be open.
4. The review shall be recorded **and retained by HR in alignment with the record and retention schedule.**
5. A list of persons who might furnish information desired by both the university and the faculty member should be presented to the committee prior to the review along with all pertinent information. This information will be provided to the committee at least three days prior to the review. The committee will request in writing that these persons be present at the review. Other persons may be called at the time of the review by the faculty member, the university, or the review committee.
6. Format for the review:
 - a. Introduction by the chairperson -the chairperson shall read the statement which contains- the reasons for nonrenewal.
 - b. Persons who might present information are not to be sequestered unless the faculty member makes such a request.
 - c. The faculty member or ~~his/her~~ **their** representative will be called on for ~~his/her~~ **their** presentation.
 - (1) At the conclusion of the presentation by each person, the university's representative may question that individual.
 - (2) The committee may question each of the individuals.
 - d. The university has the option of making a presentation.
 - (1) The faculty member or ~~his/her~~ **their** representative may question each person called by the university.
 - (2) The committee may question that person.

- e. The committee may call any person it desires and question ~~them~~ ~~him~~ or ~~her~~.
- (1) The faculty member or ~~his/her~~ ~~their~~ representative may question these individuals.
- (2) The university may question these individuals.
- f. The faculty member, the university, or the review committee may recall any person for the purpose of clarification of previous information presented to the committee.
- g. The faculty member summarizes ~~his/her~~ ~~their~~ presentation.
- h. The university summarizes its position.

Notice Periods

[\(UWS 3.09\)](#)

A faculty member who is employed on probationary appointment shall be given written notice of reappointment or non reappointment for another academic year in advance of the expiration of the current appointment as follows:

- (a) When the appointment expires at the end of an academic year, not later than March 1 of the first academic year and not later than December 15 of the second consecutive academic year of service;
- (b) If the initial appointment expires during an academic year, at least 3 months prior to its expiration; if a second consecutive appointment terminates during the academic year, at least 6 months prior to its expiration;
- (c) After 2 or more years of continuous service at an institution of the University of Wisconsin System, such notice shall be given at least 12 months before the expiration of the appointment.

Absence of Proper Notification

[\(UWS 3.10\)](#)

If proper notice is not given in accordance with s. [UWS 3.09](#), the aggrieved faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.

Limitation of Appointments

[\(UWS 3.11\)](#)

Tenure and probationary appointments are in a particular institution; a tenure appointment is limited to the institution in which the appointment is held, unless another institution has, through normal procedures and explicit agreement, undertaken to share in the appointment. The explicit agreement shall specify both the tenure responsibility and the budget responsibility.

UWS 4.01 Dismissal for cause.

- (1) Any faculty member having tenure may be dismissed only by the board and only for just cause and only after due notice and hearing. Any faculty member having a probationary appointment may be dismissed prior to the end of the faculty member's term of appointment only by the board and only for just cause and only after due notice and hearing. A decision not to renew a probationary appointment or not to grant tenure does not constitute a dismissal.
- (2) A faculty member is entitled to enjoy and exercise all the rights and privileges of a United States citizen, and the rights and privileges of academic freedom as they are generally understood in the academic community. This policy shall be observed in determining whether or not just cause for dismissal exists. The burden of proof of the existence of just cause for a dismissal is on the administration.
- (3) Faculty dismissal for cause and lesser discipline based on allegations of Title IX misconduct, as defined in s. [UWS 4.11](#), shall be governed by ss. [UWS 4.11](#) to [UWS 4.24](#).

UWS 4.015 Definitions. In this chapter:

- (1) "Clear and convincing evidence" means information that would persuade a reasonable person to have a firm belief that a proposition is more likely true than not true. It is a higher standard of proof than "preponderance of the evidence."
- (2) "Complaint" means an allegation against a faculty member reported to an appropriate university official.
- (3) "Consent" means words or overt actions by a person who is competent to give informed consent, indicating a freely given agreement to engage in sexual activity or other activity referenced in the definitions of sexual assault and sexual exploitation in this section. A person is unable to give consent if the person is in a state of incapacitation because of drugs, alcohol, physical or intellectual disability, or unconsciousness.
- (4) "Consult" or "consulting" means thoroughly reviewing and discussing the relevant facts and discretionary issues.
- (5) "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- (6) "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Wisconsin, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of Wisconsin as per ss. [813.12 \(1\) \(am\)](#) and [968.075](#), Stats.
- (6m) "Incapacitation" means the state of being unable to physically or mentally make informed rational judgments and effectively communicate, and may include unconsciousness, sleep, or blackouts, and may result from the use of alcohol or other drugs. Where alcohol or other drugs are involved, evaluation of incapacitation requires an assessment of how the consumption of alcohol or drugs affects a person's decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a sober, reasonable person.
- (7) "Preponderance of the evidence" means information that would persuade a reasonable person that a proposition is more probably true than not. It is a lower standard of proof than "clear and convincing evidence."
- (9) "Sexual assault" means an offense that meets any of the following definitions:
 - (a) "Rape" means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of the complainant, without the consent of the complainant.

- (b) “Fondling” means the touching of the private body parts of the complainant for the purpose of sexual gratification, without the consent of the complainant, including instances where the complainant is incapable of giving consent because of the complainant's age or because of the complainant's temporary or permanent mental incapacity.
- (c) “Incest” means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law as provided in s. 944.06, Stats.
- (d) “Statutory rape” means sexual intercourse with a complainant who is under the statutory age of consent as provided in s. 948.02, Stats.
- (10) “Sexual exploitation” means attempting, taking or threatening to take, nonconsensual sexual advantage of another person . Examples include:
 - (a) Engaging in the following conduct without the knowledge and consent of all participants:
 1. Observing, recording, or photographing private body parts or sexual activity of the complainant.
 2. Allowing another person to observe, record, or photograph sexual activity or private body parts of the complainant.
 3. Otherwise distributing recordings, photographs, or other images of the sexual activity or private body parts of the complainant.
 - (b) Masturbating, touching one's genitals, or exposing one's genitals in the complainant's presence without the consent of the complainant, or inducing the complainant to do the same.
 - (c) Dishonesty or deception regarding the use of contraceptives or condoms during the course of sexual activity.
 - (d) Inducing incapacitation through deception for the purpose of making the complainant vulnerable to non-consensual sexual activity.
 - (e) Coercing the complainant to engage in sexual activity for money or anything of value.
 - (f) Threatening distribution of any of the following, to coerce someone into sexual activity or providing money or anything of value:
 1. Photos, videos, or recordings depicting private body parts or sexual activity of the complainant.
 2. Other information of a sexual nature involving the complainant, including sexual history or sexual orientation.
- (11) “Stalking” means engaging in a course of conduct directed at the complainant that would cause a reasonable person to fear for their safety or the safety of others; or suffer substantial emotional distress.

UWS 4.016 Subchapter II definitions. In this subchapter:

- (1) “ Complainant” means any individual who is alleged to be the subject of sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation as defined in this section and s. UWS 4.015.
- (2) “ Sexual harassment” means conduct on the basis of sex that satisfies any of the following:
 - (a) *Quid pro quo sexual harassment.*
 1. An employee of the institution conditions the provision of an aid, benefit, or service of the institution directly or indirectly on an individual's participation in unwelcome sexual conduct; or
 2. An employee of the institution either, explicitly or implicitly, conditions the provision of an academic, professional, or employment-related opportunity, aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
 - (b) *Hostile environment sexual harassment.*
 1. Unwelcome conduct of a sexual nature directed towards a student, an employee, or a person participating in a program or activity of the university that, when using the legal “reasonable person” standard, is so severe, pervasive, and objectively offensive that it effectively denies the person equal access to the institution's education program or activity; or
 2. Unwelcome conduct of a sexual nature directed towards an individual that, when using the legal “reasonable person” standard, is so severe or pervasive and objectively offensive that it has the purpose or effect of unreasonably interfering with an individual's academic or work performance or participation in an

university sponsored or supported activity.

UWS 4.02 Responsibility for charges.

- (1) Whenever the chancellor of an institution within the University of Wisconsin system receives a complaint against a faculty member which the chancellor deems substantial and which, if true, might lead to dismissal under s. [UWS 4.01](#), the chancellor, or designee, shall within a reasonable time initiate an investigation and shall, prior to reaching a decision on filing charges, offer to discuss the matter informally with the faculty member. For complaints of sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the chancellor, or designee, shall appoint the Title IX Coordinator, or designee, to initiate an investigation in accordance with applicable policies. The chancellor, or designee, shall also offer to discuss the matter informally with the complainant, and provide information regarding rights under this chapter. Both the faculty member and the complainant shall have the right to be accompanied by an advisor of their choice at any meeting or proceeding that is part of the institutional disciplinary process. A faculty member may be dismissed only after receipt of a written statement of specific charges from the chancellor as the chief administrative officer of the institution and, if a hearing is requested by the faculty member, in accordance with the provisions of this chapter. If the faculty member does not request a hearing, action shall proceed along normal administrative lines but the provisions of ss. [UWS 4.02](#), [4.09](#), and [4.10](#) shall still apply.
- (2) Any formal statement of specific charges for dismissal sent to a faculty member shall be accompanied by a statement of the appeal procedures available to the faculty member.
- (3) The statement of charges shall be served personally, by electronic means, or by certified mail, return receipt requested. If such service cannot be made within 20 days, service shall be accomplished by first class mail and by publication as if the statement of charges were a summons and the provisions of s. [801.11 \(1\) \(c\)](#), Stats., were applicable. Such service by mailing and publication shall be effective as of the first insertion of the notice of statement of charges in the newspaper. If the statement of charges includes sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the statement shall be provided to the complainant upon request, except as may be precluded by applicable state or federal law.

UWS 4.03 Standing faculty committee. The faculty of each institution shall provide a standing committee charged with hearing dismissal cases and making recommendations under this chapter. This standing faculty committee shall operate as the hearing agent for the board pursuant to s. [227.46 \(4\)](#), Stats., and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence and transmit such record and summary along with its recommended findings of law and decision to the board according to s. [UWS 4.07](#).

(UW-Stout 4.03) This committee will be the **UW-Stout Termination of Employment Committee**, the standing committee to hear appeals on termination of employment.

UWS 4.04 Hearing. If the faculty member requests a hearing within 20 days of notice of the statement of charges (25 days if notice is by first class mail and publication), such a hearing shall be held not later than 20 days after the request except that this time limit may be enlarged by mutual written consent of the parties, or by order of the hearing committee. The request for a hearing shall be addressed in writing to the chairperson of the standing faculty committee created under s. [UWS 4.03](#).

UWS 4.05 Adequate due process.

- (1) A fair hearing for a faculty member whose dismissal is sought under s. [UWS 4.01](#) shall include the

following:

- (a) Service of written notice of hearing on the specific charges at least 10 days prior to the hearing;
- (b) A right to the names of witnesses and of access to documentary evidence upon the basis of which dismissal is sought;
- (c) A right to be heard in the faculty member's defense;
- (d) A right to an advisor, counsel, or other representatives, and to offer witnesses;
- (e) A right to confront and cross-examine adverse witnesses. If the complaint involves sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the hearing committee may reasonably restrict the faculty member or the complainant from questioning each other;
- (f) A verbatim record of all hearings, which might be a sound recording, provided at no cost;
- (g) Written findings of fact and decision based on the hearing record;
- (h) Admissibility of evidence governed by s. 227.45 (1) to (4), Stats.
- (2) If the complaint involves sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the complainant shall have all the rights provided to the faculty member in sub. (1) (a) to (h), except as may be precluded by applicable state or federal law.

UWS 4.06 Procedural guarantees.

- (1) Any hearing held shall comply with the requirements set forth in s. UWS 4.05. The following requirements shall also be observed:
 - (a) The burden of proof of the existence of just cause is on the administration or its representatives;
 - (am) For complaints involving sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the standard of proof shall be a preponderance of the evidence;
 - (b) No faculty member who participated in the investigation of allegations leading to the filing of a statement of charges, or in the filing of a statement of charges, or who is a material witness shall be qualified to sit on the committee in that case;
 - (c) The hearing shall be closed unless the faculty member under charges requests an open hearing, in which case it shall be open (see subch. V of ch. 19, Stats., Open Meetings of Governmental Bodies);
 - (d) The faculty hearing committee may, on motion of either party, and, if the complaint involves sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, on the motion of the complainant, disqualify any one of its members for cause by a majority vote. If one or more of the faculty hearing committee members disqualify themselves or are disqualified, the remaining members may select a number of other members of the faculty equal to the number who have been disqualified to serve, except that alternative methods of replacement may be specified in the rules and procedures adopted by the faculty establishing the standing committee under s. UWS 4.03;
 - (e) The faculty hearing committee shall not be bound by common law or statutory rules of evidence and may admit evidence having reasonable probative value but shall exclude immaterial, irrelevant, or unduly repetitious testimony, and shall give effect to recognized legal privileges;
 - (f) If the faculty hearing committee requests, the chancellor shall provide legal counsel after consulting with the committee concerning its wishes in this regard. The function of legal counsel shall be to advise the committee, consult with them on legal matters, and such other responsibilities as shall be determined by the committee within the provisions of the rules and procedures adopted by the faculty of the institution in establishing the standing faculty committee under s. UWS 4.03;
 - (g) If a proceeding on charges against a faculty member not holding tenure is not concluded before the faculty member's appointment would expire, the faculty member may elect that such proceeding be carried to a final decision. Unless the faculty member so elects in writing, the proceeding shall be discontinued at the expiration of the appointment;
 - (h) If a faculty member whose dismissal is sought has requested a hearing, discontinuance of the proceeding by the institution is deemed a withdrawal of charges and a finding that the charges were without merit;
 - (i) Nothing in this section shall prevent the settlement of cases by mutual agreement between the administration and the faculty member, with board approval, at any time prior to a final decision by the board;

- (j) Adjournment shall be granted to enable the parties, including the complainant, to investigate evidence as to which a valid claim of surprise is made.

UWS 4.07 Recommendations to the chancellor and the regents.

- (1) The faculty hearing committee shall send to the chancellor and to the faculty member concerned, as soon as practicable after conclusion of the hearing, a verbatim record of the testimony and a copy of its report, findings, and recommendations. The committee may determine that while adequate cause for discipline exists, some sanction less severe than dismissal is more appropriate. Within 20 days after receipt of this material the chancellor shall review it and afford the faculty member an opportunity to discuss it. The chancellor shall prepare a written recommendation within 20 days following the meeting with the faculty member, unless the chancellor's proposed recommendation differs substantially from that of the committee. If the chancellor's proposed recommendations differ substantially from those of the faculty hearing committee, the chancellor shall promptly consult the faculty hearing committee and provide the committee with a reasonable opportunity for a written response prior to forwarding the recommendation. If the recommendation is for dismissal, the recommendation shall be submitted through the president of the system to the board. A copy of the faculty hearing committee's report and recommendations shall be forwarded through the president of the system to the board along with the chancellor's recommendation. A copy of the chancellor's recommendation shall also be sent to the faculty member concerned and to the faculty committee. For complaints involving sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the complainant shall have all rights provided to the faculty member in this paragraph, including the right to receive a copy of the chancellor's recommendation, except as may be precluded by applicable state or federal law.
- (2) Disciplinary action other than dismissal may be taken by the chancellor, after affording the faculty member an opportunity to be heard on the record, except that, upon written request by the faculty member, such action shall be submitted as a recommendation through the president to the board together with a copy of the faculty hearing committee's report and recommendation. For complaints involving sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the complainant shall have all the rights provided to the faculty member in this paragraph.

UWS 4.08 Board review.

- (1) If the chancellor recommends dismissal, the board shall review the record before the faculty hearing committee and provide an opportunity for filing exceptions to the recommendations of the hearing committee or chancellor, and for oral arguments, unless the board decides to drop the charges against the faculty member without a hearing or the faculty member elects to waive a hearing. This hearing shall be closed unless the faculty member requests an open hearing (see subch. V of ch. 19, Stats., Open Meetings of Governmental Bodies). For complaints involving sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the complainant shall have the same opportunity for filing exceptions to the recommendations of the hearing committee or chancellor, and for oral arguments, as the faculty member.
- (2) If, after the hearing, the board decides to take action different from the recommendation of the faculty hearing committee and/or the chancellor, then before taking final action the board shall consult with the faculty hearing committee and/or the chancellor, as appropriate.
- (3) If a faculty member whose dismissal is sought does not request a hearing pursuant to s. UWS 4.04 the board shall take appropriate action upon receipt of the statement of charges and the recommendation of the chancellor.
- (4) For complaints involving sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation, or stalking, the faculty member and complainant shall be simultaneously notified of the board's final decision.

UWS 4.09 Suspension from duties. Pending the final decision as to dismissal, the faculty member shall not normally be relieved of duties; but if, after consultation with appropriate faculty committees the chancellor finds that substantial harm to the institution may result if the faculty member is continued in the faculty member's position, the faculty member may be relieved immediately of the faculty member's duties, but the faculty member's pay shall continue until the board makes its decision as to dismissal, unless the chancellor also makes the determinations set forth in s. UWS 7.06 (1) in which case the suspension from duties may be without pay and the procedures set forth in s. UWS 7.06 shall apply.

(UW-Stout 4.09)
(Appropriate
Committee for
Chancellor's
Consultation on
Suspension)

The faculty senate executive committee is the proper group to consult for any decisions regarding suspension from duties. Other persons as identified by the chancellor may also be consulted.

UWS 4.10 Date of dismissal. A decision by the board ordering dismissal shall specify the effective date of the dismissal.

Subchapter III — Procedures for Faculty Dismissal and Discipline in Title IX Cases

UWS 4.11 Subchapter III definitions. In this subchapter:

- (1) "Complainant" means any individual who is alleged to be the subject of Title IX misconduct, as defined in this section.
- (2) "Education program or activity" means, for purposes of Title IX misconduct only, locations, events, or circumstances at which the university exercised substantial control over both the faculty member and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the university.
- (3) "Formal Title IX complaint" means, for the purposes of a Title IX misconduct only, a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment, sexual assault, dating violence, domestic violence, or stalking against a faculty member and requesting that the university investigate the allegations. At the time of filing of the formal Title IX complaint, the complainant must be participating in or attempting to participate in an educational program or activity. A formal Title IX complaint may be filed in person, by mail, or electronic mail, or any other method designated by the university. A formal Title IX complaint shall include a physical or digital signature of the complainant or the Title IX Coordinator.
- (4) "Respondent" means an individual who has been reported to be the perpetrator of Title IX misconduct as defined in this section.
- (5) "Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - (a) An employee of the institution conditions the provisions of an aid, benefit, or service of the institution directly or indirectly on an individual's participation in unwelcome sexual conduct.
 - (b) Unwelcome conduct of a sexual nature directed toward a student, an employee, or a person participating in a program or activity of the university that, when using the legal "reasonable person" standard, the conduct is so severe, pervasive, and objectively offensive that it effectively denies the person equal access to the institution's education program or activity.
- (6) "Title IX misconduct" means sexual assault, stalking, dating violence, or domestic violence, as defined in s. UWS 4.015 and sexual harassment, as defined in sub. (5).

UWS 4.12 Dismissal for cause or lesser discipline for Title IX misconduct.

- (1) The board may dismiss a faculty member for cause, or impose lesser discipline on a faculty member, for Title IX misconduct as defined in s. [UWS 4.11](#).
- (2) Title IX misconduct allegations against faculty shall follow the disciplinary procedure in ss. [UWS 4.11 to 4.24](#). The board may dismiss a faculty member having tenure only for just cause and may otherwise discipline a faculty member having tenure only after due notice and hearing. The board may dismiss a faculty member having a probationary appointment prior to the end of the faculty member's term of appointment only for just cause and may otherwise discipline the faculty member only after due notice and hearing.
- (3) A faculty member is entitled to enjoy and exercise all the rights and privileges of a United States citizen, and the rights and privileges of academic freedom as they are generally understood in the academic community. These rights and privileges shall be observed in determining whether or not just cause for dismissal, or grounds for other discipline, exists.
- (4) The faculty member is presumed to be not responsible for the alleged Title IX misconduct until a final decision regarding responsibility is made at the conclusion of the disciplinary process. The burden of proof of the existence of just cause for a dismissal, or of grounds for other discipline, is on the university administration.

UWS 4.13 Application of Title IX misconduct disciplinary procedure. This disciplinary procedure for Title IX misconduct will be used only when all of the following requirements are met:

- (1) There is a formal Title IX complaint alleging Title IX misconduct on the basis of sex.
- (2) The conduct occurred in the United States.
- (3) The conduct occurred within a university's education program or activity.
- (4) The complainant must be participating in or attempting to participate in the education program or activity of the university at the time of filing the complaint.
- (5) The complainant or Title IX coordinator has submitted a formal Title IX complaint.

UWS 4.14 Dismissal of formal Title IX complaint and related appeal.

- (1) The university shall dismiss a formal Title IX complaint consisting of allegations that meet any of the following conditions:
 - (a) The alleged conduct would not constitute Title IX misconduct if proved.
 - (b) The alleged conduct did not occur in a university program or activity.
 - (c) The alleged conduct did not involve actions against someone physically located in the United States.
- (2) The university may dismiss a formal Title IX complaint when any of the following applies:
 - (a) The complainant formally requests in writing to withdraw the formal Title IX complaint.
 - (b) The faculty member is no longer employed by the university.
 - (c) Specific circumstances prevent the university from gathering evidence sufficient to reach a determination on the allegations contained in the formal Title IX complaint.
- (3) The university generally shall decide whether to dismiss a formal Title IX complaint within 30 days of receipt of the formal Title IX complaint, but the university may extend that timeline as necessary. If a formal Title IX complaint is dismissed, then the university shall provide notice of the dismissal and reasons therefore to the faculty member and complainant in writing.
- (4) Within 20 days of receipt of the notice of dismissal, the complainant may appeal the dismissal by filing a written appeal with the chancellor. The complainant may appeal on any of the following bases:
 - (a) Procedural irregularity that affected the outcome of the matter.
 - (b) New evidence that was not reasonably available at the time of the dismissal that could affect the outcome of the matter.
 - (c) The university employee making the dismissal decision had a conflict of interest or bias for the faculty member or against the complainant, or against complainants generally, that affected the dismissal decision.

- (5) The chancellor shall provide the faculty member and complainant the opportunity to provide a written statement supporting or challenging the dismissal. The chancellor shall simultaneously issue a decision to the complainant and the faculty member within 30 days of receipt of a written appeal. The chancellor's decision shall include the chancellor's rationale for the decision and shall be final.
- (6) The dismissal of a formal Title IX complaint does not preclude the university from otherwise pursuing discipline against the faculty member under other administrative rules or university policies.

UWS 4.15 Investigation of Title IX misconduct allegations.

- (1) Unless the university dismisses a formal Title IX complaint, the university shall appoint an investigator to conduct an investigation of the allegations in the formal Title IX complaint.
- (2) The investigator shall provide the faculty member and the complainant with a notice of investigation. The notice shall include all of the following:
 - (a) The grievance process, including informal resolution options.
 - (b) The allegations of Title IX misconduct with sufficient detail for the faculty member to prepare a response to the allegations, including the identity of the complainant as well as the date and location of the incident if available.
 - (c) A statement affirming the faculty member is presumed not responsible for the alleged violation.
 - (d) The faculty member and complainant have the right to an advisor of their choice.
 - (e) The faculty member and complainant have the right to inspect and review the evidence.
 - (f) Information about any code of conduct rules which prohibit the faculty member or the complainant from knowingly making false statements or submitting false information during the disciplinary process.
- (3) The faculty member and complainant shall receive an amended notice of investigation any time additional charges are added during the course of an investigation. Formal Title IX complaints involving more than one complainant or respondent may be consolidated if they arise out of the same facts or circumstances.
- (4) The university's investigator shall do all of the following:
 - (a) Provide both the faculty member and the complainant an equal opportunity to provide witnesses, including fact and expert witnesses, who may be interviewed by the investigator, and other inculpatory and exculpatory evidence.
 - (b) Not restrict the ability of either the faculty member or complainant to discuss the allegations under investigation or to gather and present relevant evidence.
 - (c) Provide the faculty member and complainant the same opportunity to be accompanied by an advisor of their choice during meetings relating to the investigation but may limit the participation by the advisor so long as those limits are applied equally.
 - (d) Provide both the faculty member and the complainant an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal Title IX complaint, including evidence upon which the university does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a faculty member, complainant, or other source, so that the faculty member and complainant can meaningfully respond to the evidence prior to conclusion of the investigation.
- (5) As part of its investigation and disciplinary process, the university may not access, consider, disclose, or otherwise use a faculty member's or complainant's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the faculty member or complainant, unless the university obtains the faculty member's or complainant's voluntary, written consent to do so in relation to the investigation and disciplinary process.
- (6) The university's investigator generally shall complete the investigation and issue a final investigative report within 90 days of the investigator's appointment. However, the investigator may extend the investigation's time frame where circumstances warrant.

UWS 4.16 Review of evidence.

- (1) Prior to completion of the final investigative report, the investigator shall send to the faculty member and complainant and their respective advisors, if any, the evidence gathered during the investigation for inspection and review by the faculty member and the complainant. The evidence may be provided in an electronic format or a hard copy. The evidence provided includes evidence upon which the university does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence, whether obtained from the faculty member, complainant or other source, to permit the faculty member and complainant to meaningfully respond to the evidence prior to conclusion of the investigation.
- (2) The faculty member and the complainant shall be provided at least 10 days to submit a written response to the evidence. The investigator shall consider any written responses prior to completion of the final investigative report.

UWS 4.17 Final investigative report. The investigator shall create a final investigative report that fairly summarizes relevant evidence and send the report to the faculty member, the complainant, and their advisors, if any, for their review and response at least 10 days prior to a hearing. The written report shall be delivered simultaneously to the faculty member and complainant. The university shall, upon receipt of the final investigative report, proceed to schedule a live hearing on the matter. A hearing shall be conducted unless both the faculty member and the complainant waive, in writing, the right to such a hearing.

UWS 4.18 Standing faculty committee and hearing examiner.

- (1) The chancellor of each university, in consultation with faculty representatives, shall adopt policies providing for the designation of a Title IX conduct hearing examiner. The chancellor shall select a hearing examiner pursuant to these policies to hear faculty dismissal and discipline cases. Additionally, the faculty of each university shall provide a standing hearing committee charged with hearing faculty dismissal and discipline cases. The chancellor shall appoint the presiding member of the hearing committee, who may be a hearing examiner. The university shall decide whether a hearing examiner or a hearing committee will hear the matter.
- (2) The hearing committee or the hearing examiner described in sub. (1) shall conduct the hearing, make a verbatim record of the hearing, and transmit such record along with factual findings and decision to the chancellor. The hearing shall be held not later than 45 days after completion of the final investigative report except that this time limit may be extended by the hearing committee or the hearing examiner.

(UW-Stout 4.18) This committee will be the UW-Stout Termination of Employment Committee, the standing committee to hear appeals on termination of employment.

UWS 4.19 Adequate due process.

- (1) A fair hearing for a faculty member against whom dismissal or other discipline is sought shall include all of the following:
 - (a) Service of written notice of a live hearing on the allegations in the formal Title IX complaint at least 10 days prior to the hearing.
 - (b) A right to the names of witnesses and of access to documentary and other evidence upon the basis of which dismissal or other discipline is sought.
 - (c) A right to be heard in the faculty member's defense.
 - (d) A right to an advisor, counsel, or other representatives, and to offer witnesses. The faculty member's advisor or counsel may ask all witnesses relevant questions and follow-up questions, including those

challenging credibility. Credibility determinations, however, may not be made based on a person's status as a complainant, respondent, or witness. If the faculty member does not have an advisor, the university shall provide the faculty member, without charge, an advisor of the university's choice to conduct cross-examination on behalf of the faculty member. The advisor may be an attorney.

- (e) A right to confront and cross-examine adverse witnesses. The faculty member's or complainant's advisor shall conduct cross examination directly, orally, and in real time. The faculty member and the complainant may not personally conduct cross examination. If the faculty member, the complainant, or a witness does not submit to cross-examination at the hearing, the hearing committee or the hearing examiner may not rely on any statement of the faculty member, complainant, or witness in reaching its findings and recommendations. However, the hearing committee or hearing examiner may not draw a negative inference in reaching its findings and recommendations based solely on the absence of a faculty member, complainant, or witness from the hearing or refusal to answer cross-examination or other questions.
- (f) A verbatim record of all hearings, which might be a sound recording, made available at no cost for inspection and review.
- (g) Written findings of fact and recommendations based on the hearing record. The written findings of fact and recommendations shall include all of the following:
 1. Identification of the allegations potentially constituting Title IX misconduct.
 2. A description of the procedural steps taken from the receipt of the formal Title IX complaint through the hearing committee's or hearing examiner's completion of written findings and recommendations, including any notifications to the faculty member and the complainant, interviews with the faculty member, the complainant, and witnesses, site visits, methods used to gather evidence, and hearings held.
 3. Conclusions regarding the application of the university's conduct rules and policies to the facts; a statement of, and rationale for, the result as to each allegation, including a recommendations regarding responsibility, any disciplinary sanction recommended to be imposed, and whether remedies designed to restore or preserve equal access to the university's educational program or activity will be provided to the complainant.
 4. The university's procedures and permissible bases for complainant and employee to appeal.
- (h) Admissibility of evidence is governed by s. 227.45 (1) to (4), Stats. Only relevant questions may be asked of the faculty member, the complainant, and any witnesses. The hearing committee or hearing examiner shall determine whether a question is relevant and explain the decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions or evidence are offered to prove that someone other than the faculty member committed the conduct alleged by the complainant, or unless the questions or evidence concern specific incidents of the complainant's prior sexual behavior with the faculty member and are offered to prove consent.
- (i) The hearing may be conducted with all participants physically present in the same location, or at the hearing committee's or hearing examiner's discretion, any or all participants may appear at the hearing virtually, with technology enabling the participants simultaneously to see and hear each other. Upon the faculty member's request, the university shall provide for the hearing to occur with faculty member and complainant located in separate rooms with technology enabling the hearing committee or hearing examiner, the faculty member, and the complainant to simultaneously see and hear witnesses answering questions.
- (2) The complainant shall have all the rights provided to the faculty member in sub. (1) (a) to (i).

UWS 4.20 Procedural guarantees.

- (1) Any hearing held shall comply with the requirements set forth in s. UWS 4.19. All of the following requirements shall also be observed:

- (a) The burden of proof of the existence of just cause to support dismissal, or of grounds to support other discipline, is on the university administration.
- (am) The standard of proof shall be a preponderance of the evidence.
- (b) No faculty member who participated in the investigation of a formal Title IX complaint, or who is a material witness, shall be qualified to sit on the hearing committee addressing that complaint. No university employee or other person who participated in the investigation of a formal Title IX complaint, or who is a material witness, shall be qualified to serve as the hearing examiner addressing that complaint.
- (c) The hearing shall be closed unless the faculty member or the complainant requests an open hearing, in which case it shall be open.
 Note: See subch. V of ch. 19, Stats., Open Meetings of Governmental Bodies.
- (d) The hearing committee may, on motion of the complainant or the faculty member, disqualify any one of its members for cause by a majority vote. If one or more of the hearing committee members disqualify themselves or are disqualified, the remaining members may select a number of other members of the faculty equal to the number who have been disqualified to serve, except that alternative methods of replacement may be specified in the rules and procedures adopted by the faculty establishing the standing committee under this rule.
- (e) The hearing committee or the hearing examiner may not be bound by common law or statutory rules of evidence and may admit evidence having reasonable probative value but shall exclude immaterial, irrelevant, or unduly repetitious testimony, and shall give effect to recognized legal privileges unless the person holding the privilege has waived it. The hearing committee or the hearing examiner shall follow the evidentiary rules in s. UWS 4.19 (1) (h).
- (f) If the hearing committee requests, the chancellor shall provide legal counsel after consulting with the hearing committee concerning its wishes in this regard. The function of legal counsel shall be to advise the hearing committee, consult with them on legal matters, and such other responsibilities as shall be determined by the hearing committee within the provisions of the rules and procedures adopted by the faculty of the institution in establishing the standing faculty committee under this policy.
- (g) If the Title IX disciplinary process described in ss. UWS 4.11 to 4.24 against a faculty member not holding tenure is not concluded before the faculty member's appointment would expire, the faculty member may elect that such process be carried to a final decision. Unless the faculty member so elects in writing, the process shall be discontinued at the expiration of the appointment.
- (h) Nothing in this section shall prevent the settlement of cases by mutual agreement between the university administration, the complainant, and the faculty member.
- (i) Delay or adjournment of the hearing for good cause may be granted. Good cause includes the need for any of the following:
 1. To investigate evidence as to which a valid claim of surprise is made.
 2. To ensure the presence of the faculty member or the complainant, an advisor, or a witness.
 3. To provide language assistance or accommodation of disabilities.
 4. To accommodate concurrent law enforcement activity.

UWS 4.21 Hearing committee or hearing examiner findings and recommendations to the chancellor. The hearing committee or hearing examiner shall simultaneously send to the chancellor, to the complainant, and to the faculty member concerned, within 30 days after the conclusion of the hearing, or otherwise as soon as practicable, a verbatim record of the testimony and a copy of its factual findings and recommendations.

UWS 4.22 Chancellor's decision.

- (1) Within 20 days after receipt of the record and findings and recommendations from the hearing committee or the hearing examiner the chancellor shall review those materials and afford the faculty member and the complainant an opportunity to discuss them. The chancellor's decision shall be based on the record

created before the hearing committee or the hearing examiner. The chancellor shall prepare a written decision within 20 days after completing the meetings with the faculty member and the complainant, unless the chancellor's proposed decision differs substantially from the recommendations of the hearing committee or hearing examiner. If the chancellor's proposed decision differs substantially from those recommendations, the chancellor shall promptly consult the hearing committee or the hearing examiner and provide the committee or the hearing examiner with a reasonable opportunity for a written response prior to making a decision.

- (2) The chancellor may adopt the hearing committee or hearing examiner's findings and recommendations as the chancellor's decision. The chancellor shall explain in the decision any substantial differences from those findings and recommendations.
- (3) The chancellor's decision shall be simultaneously sent to the faculty member concerned, the complainant, and to the hearing committee or the hearing examiner. The chancellor's decision also shall be submitted through the president of the system to the board, accompanied by a copy of the hearing committee's or hearing examiner's findings and recommendations. The chancellor's decision and the findings and recommendations shall be forwarded through the president of the system to the board for its review.

UWS 4.23 Appeal to board.

- (1) The board shall provide the faculty member and the complainant an opportunity for filing exceptions to the chancellor's decision, and for oral arguments, unless the faculty member and the complainant waive in writing the right to file exceptions and for oral arguments. The hearing of any oral arguments shall be closed unless the faculty member or the complainant requests an open hearing.

Note: See subch. V of ch. 19, Stats., Open Meetings of Governmental Bodies.

- (2) The faculty member or complainant may file written exceptions to the chancellor's decision, and the board shall conduct its review of the chancellor's decision, on any of the following bases:
 - (a) Procedural irregularity that affected the outcome of the matter.
 - (b) New evidence that was not reasonably available at the time of the live hearing that could affect the outcome of the matter.
 - (c) Conflict of interest or bias for or against the faculty member or complainant, or against complainants and respondents generally, by the Title IX coordinator, investigator, the chancellor, the hearing examiner, or the hearing committee members that affected the outcome.
- (3) If the board decides to take action different from the decision of the chancellor, then before taking final action the board shall consult with the chancellor.
- (4) The board shall make its decision based on the record created before the hearing committee or hearing examiner. Within 60 days of receipt of the chancellor's decision, or otherwise as soon as practicable, the board shall simultaneously notify the faculty member and the complainant of the board's final decision, which shall include the board's rationale for its decision.
- (5) A decision by the board ordering dismissal of a faculty member shall specify the effective date of the dismissal.

UWS 4.24 Suspension from duties. Pending the final decision on dismissal or other discipline, the faculty member may not normally be relieved of duties; but if, after consultation with appropriate faculty committees the chancellor finds that substantial harm to the university may result if the faculty member is continued in the faculty member's position, the faculty member may be relieved immediately of the faculty member's duties, but the faculty member's pay shall continue until a final decision as to dismissal, unless the chancellor also makes the determinations set forth in s. UWS 7.06 in which case the suspension from duties may be without pay and the procedures set forth in s. UWS 7.06 shall apply.

(UW-Stout 4.24)
(Appropriate

The faculty senate executive committee is the proper group to consult for any decisions regarding suspension from duties. Other persons as identified by

Committee for
Chancellor's
Consultation on
Suspension)

the chancellor may also be consulted.

LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY

General

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.01>

Notwithstanding 36.13, Stats., the board may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his or her appointment, in the event of a financial emergency. Such layoffs or terminations may be made only in accord with the provisions of this chapter, and imply the retention of rights indicated herein. A nonrenewal, regardless of reasons, is not a layoff or termination under this section.

Financial Emergency

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.02>

1. For the purposes of this chapter, "financial emergency" is a state which may be declared by the board to exist for an institution if and only if the board finds that the following conditions exist:
 - a. The total general program operations (GPR/fee) budget of the institution, excluding adjustments for salary/wage increases and for inflationary impact on nonsalary budgets, has been reduced;
 - b. Institutional operation within this reduced budget requires a reduction in the number of faculty positions such that tenured faculty must be laid off, or probationary faculty must be laid off prior to the end of their respective appointments. Such a reduction in faculty positions shall be deemed required only if in the board's judgment it will have an effect substantially less detrimental to the institution's ability to fulfill its mission than would other forms of budgetary curtailment available to the institution; and
 - c. The procedures described in UWS 5.05 and 5.06 have been followed.

Layoff and Termination

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.03>

For the purposes of this chapter, "layoff" is the indefinite suspension or an involuntary reduction in services and compensation of a faculty member's employment by the university of Wisconsin system. A laid off faculty member retains the rights specified in UWS 5.16 through 5.21, inclusive. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the university of Wisconsin system. A terminated faculty member retains rights specified in UWS 5.18 and 5.19.

Financial Emergency: Faculty Consultative Committee

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.04>

The faculty of each institution shall, promptly after February 1, 1975, designate or create a standing faculty committee to consult with the chancellor if at any time a declaration of financial emergency is to be considered. The committee shall consist of faculty members of the institution chosen by the faculty in a manner to be determined by the faculty. It is the right and responsibility of this committee to represent the faculty before the board if a declaration of a state of financial emergency for the institution is being considered, and to assure that the procedures of UWS 5.05 and 5.06 are followed.

(UW-Stout 5.04)

The faculty senate shall elect a five-member faculty consultative committee consisting of the faculty senate chair and ~~one~~ **two** members from each of the ~~four~~ **two** colleges: **the College of Science, Technology, Engineering, and Mathematics, and Management; and the College of Arts and Humanities and Social Sciences; Management; and, Education, Health and Human Sciences.**

Financial Emergency: Consultation

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.05>

1. In the event that a declaration of financial emergency is contemplated, the chancellor of the affected institution shall consult with and seek advice from the faculty committee provided for in UWS 5.04 at least three months before the matter is taken to the board. The chancellor and committee shall:
 - a. Consider identifiable alternative methods of budget reduction;
 - b. Determine whether reductions in faculty positions under the provisions of this chapter can be made with less detriment to the institution's ability to fulfill its mission than would follow from reasonable alternative courses of action;
 - c. Determine from which colleges, schools, departments, or programs positions should be eliminated;
 - d. Consult with faculties of colleges, schools, departments, and programs potentially involved; and
 - e. Consult with such other individuals and groups as they feel may be able to provide valuable advice.
2. The committee shall prepare a report, with supporting documents, for submission to the chancellor, the faculty senate, or institutional equivalent and the board.
3. It shall be the primary responsibility of the faculty of the institution to establish criteria to be used by the chancellor and committee for academic program evaluations and priorities. A decision to curtail or discontinue an academic program for reasons of financial emergency shall be made in accordance with the best interests of students and the overall ability of the institution to fulfill its mission.

(UW-Stout 5.05)

~~The University of Wisconsin-Stout shall establish a consultative committee that will review three primary systems to determine where curtailments or discontinuation of academic programs for reasons of financial emergency shall occur. These three systems, which will be utilized to help the committee make a specific recommendation, are as follows:~~

- ~~1. The budget development system to determine if specific programs are being funded at a level which could be reduced.~~
- ~~2. The undergraduate and graduate program review system to ascertain which programs seem to be in a status where there may be some question as to their continuance.~~

3.—The long-range ~~comprehensive academic~~ planning system to ascertain where programs fit within the university's planning expectations:

Each of these three systems contains criteria and procedures which shall be reviewed by the consultative committee to aid them in their final recommendations:

Financial Emergency: Faculty Consultative Committee

(Approved 9/1/87-Chancellor)

UW-Stout 5.05 defines the policy to be followed by the consultative committee charged with determining where curtailments or discontinuation of academic programs will take place for reasons of financial emergency. The guidelines to be used in carrying out this process will follow:

In order to identify and examine these alternatives, the committee and the chancellor must consider the functions of Academic and Student Affairs; ~~Business, Finance and~~ Administrative and Student Life Services, and the Chancellor's Office to determine which are most central to the academic mission, i.e., graduate and undergraduate programs, transdisciplinary programs, a core of the liberal arts, and new educational strategies and instructional technologies, as well as functions mandated by existing statutes or contracts:

Process: The chancellor and the committee shall ask of each division a prioritized ranking of its functions in accordance with their centrality to the academic mission as determined by:

- First priority: direct classroom instruction
- Second priority: direct services to classroom instruction
- Third priority: direct service to students
- Fourth priority: support for direct services to students
- Fifth priority: support for program development
- Sixth priority: other research and service

In consultation with the committee, each division shall then examine its budget to identify patterns of reduction that would best preserve the unit's centrality to the academic mission and make a recommendation for reduction, showing supporting reasons and reasons why other patterns were not chosen:

If the proposed reduction requires loss of faculty positions or the curtailment or discontinuation of academic programs, the committee and the chancellor would then proceed with each affected unit, as well as with other appropriate groups and individuals, according to the criteria and process for program reduction in fiscal emergency:

In order to best determine program priority, the university must have mutually agreed upon criteria that each unit (school ~~college~~) can utilize in deciding its own program priorities. There is no easy or agreed upon way for weighing these factors, and no attempt to place them in any rigid order of priority has been made. However, each program can be assessed in terms of each factor and, even though it may not lead to a precise priority order for all programs, the unit or school ~~college~~ should be able to identify those programs that rate very high in almost all categories and those that rate relatively low. This list of factors is obviously not exhaustive, and in particular cases, one or more additional elements may be considered:

The Criteria

1. The five criteria for programs and course evaluation in the event of fiscal emergency are:
 - a. Demand. Demand is obviously an important factor in evaluating programs and courses in the university. The faculty must consider the number of students seeking admission to regular full-time undergraduate and graduate programs. Part-time students and outreach audiences must also be considered in assessing demand. The needs of employers for individuals trained in certain disciplines also constitute a form of demand. In addition, programs should contain courses that offer solutions to pressing economic and social problems and contribute to the quality of life.
 - b. Quality. Particularly in academic programs and courses, it is difficult as a practical matter to build quality in a conscious and deliberate way. Where it occurs, it is often the result of the combination of opportunity, good luck, and foresight. Thus, once a university has achieved a high level of quality in a program, it should make every effort to preserve it.
 - c. Connectedness. Connectedness refers to the extent to which the courses in a department serve the various academic programs. When connectedness is high between one strong or several stable programs and a department, it is academically unsound to consider extensive department reductions.
 - d. Uniqueness. UW-Stout's special **polytechnic** mission must be maintained by a strong commitment to support for courses and programs that fit its long-range **comprehensive academic** planning goals. On the other hand, it must be recognized that what is appropriate to the mission is not static and must be responsive to changing needs.
 - e. Fiscal Parity. The funding level of programs and courses should be reviewed in order to determine whether any are funded beyond the level justified by their position prior to the emergency.

Process

2. ~~The above criteria are to be utilized as follows:~~
 - a. ~~When the chancellor determines that the university's income (GPR funds) is insufficient to meet the definition established in UWS 5.02; 1, a, b, c, he they shall so inform the fiscal emergency consultative committee (FEGC) [UWS 5.04 (1)].~~
 - b. ~~The FEGC shall communicate this determination to each school college or unit so that it may select a committee to meet and review programs and courses according to the above criteria. The school college or unit committee shall be composed of the respective dean and a representative from each department, elected from and by the tenured faculty thereof. The FEGC member representing that school college or unit shall serve as an ex officio member of the committee.~~
 - c. ~~Within an agreed upon time period, each school college or unit committee shall forward to the university FEGC a prioritized list of its programs and courses, including an explanation of how the criteria were used to determine the ranking.~~
 - d. ~~The FEGC shall then, within a stated time period, meet to combine the lists received from the schools colleges into a university-wide prioritized order.~~
 - e. ~~This list shall then be forwarded to the chancellor with a rationale for each rank assigned.~~
 - f. ~~As indicated in UWS 5.05, the chancellor will review the recommendations and work closely with the FEGC in making a final decision on the list.~~
 - g. ~~As indicated in UWS 5.06, the chancellor's final recommendation will be forwarded to the faculty senate for review and reaction.~~
 - h. ~~The faculty senate may vote to uphold, amend, or submit alternate recommendations to the chancellor's report.~~
 - i. ~~The chancellor's recommendations and the responses of the faculty senate will be forwarded together to the system president and the board of regents (UWS 5.06).~~

Financial Emergency: Recommendations to the System President and the Board

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.06>

1. If the chancellor decides to recommend that the board declare a state of financial emergency for the chancellor's institution, the recommendation to the system president and the board shall be accompanied by a report which shall include the following:
 - a. A statement of the procedures followed in arriving at the recommendation, showing compliance with UWS 5.05;
 - b. Data clearly demonstrating the need for a reduction of faculty positions in accord with the provisions of this chapter;
 - c. An identification of the colleges, schools, departments or program areas in which reductions will be made, with data indicating the appropriateness of such choices;
 - d. The report of the faculty committee, expressing its views on these matters; and
 - e. A report of any action of the faculty senate or institutional equivalent on this matter.
2. The chancellor and the chairperson of the faculty committee, or their designees, and representatives of affected colleges, schools, departments and programs, may appear before the board at the time the recommendation is considered. Other interested parties may submit in writing alternative recommendations or challenges to any part of the report.

Financial Emergency: Individual Designations

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.07>

Once the board has declared a state of financial emergency it shall be the primary responsibility of the tenured members of the affected department(s) to recommend which individuals are to be laid off. These recommendations shall follow seniority, as provided in UWS 5.08, unless a clear and convincing case is made that program needs dictate other considerations, e.g. the need to maintain diversity of specializations within a department. The department may seek the advice of other groups or individuals in formulating its recommendations. The departmental recommendation shall be forwarded to the chancellor, and the chancellor shall prepare recommendations for the system president and the board, as provided in UWS 5.14.

Financial
Emergency:
Seniority

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.08>

The faculty of each institution shall promptly after February 1, 1975, determine the form of seniority that is to be considered. Such a determination shall be effective uniformly throughout the institution. Seniority may be, but is not limited to, the following definitions:

1. Without regard to rank, with seniority established by total years of service in the institution;
2. By rank, and within rank, according to total years of service in the institution; or
3. By rank, and within rank, according to length of service in the institution at the rank.

(UW-Stout 5.08)

The seniority option chosen by the UW-Stout faculty is (2) by rank, and within rank, according to total years of service in the institution.

Financial
Emergency:
Notification

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.09>

Each faculty member whose position is recommended for elimination shall receive prompt written notification from the chancellor. This statement of notification shall include:

1. A summary of the reasons and evidence supporting the declaration of a state of financial emergency and of the reasons and data leading to the choice of the colleges, schools, departments or programs in which reductions are to be made;
2. A statement of the basis on which the individual position was selected for elimination (if on the basis of seniority, the criterion used and data supporting the choice; if on another basis, the data and reasons supporting that choice);
3. A statement of the date on which the layoff is to be effective (this must be consistent with the provisions of UWS 5.10); and
4. A copy of these rules and such other information or procedural regulations as the chancellor or faculty hearing committee shall deem appropriate.

Financial
Emergency:
Notification
Period

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.10>

1. For an academic year appointment the effective date of layoff must coincide with the end of an academic year. For an annual appointment it shall be June 30. In either case notification must be given at least twelve months in advance of the effective date. The notification referred to here is that specified in UWS 5.09 informing the faculty member that his or her position has been recommended for elimination.
2. During this period, and prior to entering layoff status (see UWS 5.16), the chancellor may offer as appropriate, and the faculty member may accept:
 - a. Terminal leave and early retirement
 - b. Relocation leave accompanied by resignation
3. Acceptance of either of these options will terminate the faculty member's association with the university of Wisconsin system at the end of the leave period.

Financial Emergency:
Faculty Hearing
Committee

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.11>

The faculty of each institution shall, promptly after February 1, 1975, establish a committee or designate an existing committee to serve as a hearing committee for the purposes of this chapter. The committee shall consist of faculty members of the institution chosen by the faculty in a manner to be determined by the faculty. This standing faculty committee shall operate as the hearing agent for the board pursuant to 227.12, Stats., and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence and transmit such record and summary along with its recommended findings of law and decision to the board according to UWS 5.14.

(UW-Stout 5.11)

The faculty hearing committee will be the standing committee to hear appeals on termination of employment.

Financial
Emergency:
Review Hearing

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.12>

(Refer to **UW-Stout** 3.08 for procedures)

1. A faculty member whose position is recommended for elimination is entitled to a hearing before the faculty hearing committee as to the appropriateness of the decision to lay off that particular individual. The existence of a state of financial emergency and the designation of the colleges, schools, departments or programs in which faculty positions are to be eliminated are not subject to review in the hearing.
2. A hearing must be requested within 20 days of the receipt by the faculty member of notification of recommended layoff. The request shall state with particularity the grounds to be relied upon in establishing the impropriety of the decision. Relevant information supplementary to that contained in the notification statement may be requested. The question to be considered in the review is whether one or more of the following improper factors entered into the decision to lay off:
 - a. Conduct, expressions, or beliefs on the faculty member's part which are constitutionally protected, or protected by the principles of academic freedom; or
 - b. Factors proscribed by applicable state or federal law regarding fair employment practices; or
 - c. Improper selection of the individual to be laid off. For the purposes of this section, "improper selection" occurs if material prejudice resulted from any of the following:
 - (1) The procedures required by rules of the faculty or board were not followed; or
 - (2) Available data bearing materially on the role of the faculty member in the institution were not considered; or
 - (3) Unfounded or arbitrary assumptions of fact were made; or
 - (4) Immaterial or improper factors other than those specified above entered into the decision.
3. The faculty member shall present evidence on whether one or more of the improper factors specified above entered into the decision to lay off. The committee shall then consider whether the evidence presented establishes a prima facie case that such factor or factors did enter significantly into the layoff decision. If the committee finds that a prima facie case has not been established, the layoff decision shall be found to have been proper and the hearing shall be ended. The committee shall report this finding to the chancellor and faculty member.
4. If the committee finds that a prima facie case has been established, the chancellor or his designee shall be entitled to present evidence to support the layoff decision, and, thereafter, the faculty member may present evidence in rebuttal. On the basis of all the evidence presented, the committee shall make its determination as follows:
 - a. The committee shall first consider whether one or more of the above specified improper factors entered significantly into the decision to lay off. Unless the committee is convinced that such factors did significantly enter into that decision, the committee shall find the decision to have been proper.
 - b. If the committee believes that improper factors may have entered into the decision, but is convinced that the same decision would have

been reached had the error(s) not occurred, it shall find the decision to have been proper.

- c. If the committee is convinced that improper factors entered significantly into and affected the decision, it shall be found to be improper.

5. The committee shall report its findings and recommendations to the chancellor and the faculty member.

Financial
Emergency:
Hearing
Procedure

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.13>

(Refer to **UW-Stout** 3.08 for procedures)

1. If the faculty hearing committee requests, the chancellor shall provide legal counsel to the committee. The hearing shall be closed unless the faculty member whose position has been recommended for elimination requests an open hearing, in which case it shall be open (see 66.77, Stats., Open Meeting Law).
2. The faculty hearing committee may, on motion of either party, disqualify any one of its members for cause by a majority vote. If one or more of the faculty hearing committee members disqualify themselves or are disqualified, the remaining members may select a number of other members of the faculty equal to the number who have been disqualified to serve, except that alternative methods of replacement may be specified in the rules and procedures adopted by the faculty establishing the standing committee under UWS 5.11. No faculty member who participated in the decision to lay off or who is a material witness may sit in on the hearing committee.
3. The faculty member shall be given at least 10 days notice of the hearing; such hearing shall be held not later than 20 days after the request except that this time limit may be extended by mutual consent of the parties or by order of the hearing committee.
4. The faculty member shall have access to the evidence on which the administration intends to rely to support the decision to lay off, and shall be guaranteed the following minimal procedural safeguards at the hearing;
 - a. A right to be heard in his or her own behalf;
 - b. A right to counsel and/or other representatives, and to offer witnesses;
 - c. A right to confront and cross examine adverse witnesses;
 - d. A verbatim record of the hearing, which might be a sound recording, provided at no cost;
 - e. Written findings of fact and decision based on the hearing record; and
 - f. Admissibility of evidence governed by 227.10, Stats.
5. Adjournments shall be granted to enable either party to investigate evidence as to which a valid claim of surprise is made.

Financial Emergency:
Recommendations
and Review by the
Board

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.14>

The recommendations of the chancellor and the recommendations, if any, of the faculty hearing committee, shall be transmitted to the president of the university of Wisconsin system and to the board and acted upon as follows:

1. If the faculty member has not requested a hearing before the faculty hearing committee, the recommendation shall be deemed proper and shall be reported for information to the system president and the board.
2. If the faculty member has requested a hearing and the faculty hearing committee has found the decision to be proper, the report of the faculty hearing committee shall be forwarded to the system president and board by the chancellor with a recommendation. The faculty member may request a review by the board, and the board review panel may at its option grant a review. Unless the board review panel grants the request for review, the recommended findings of fact and decision of the standing faculty committee shall be the final decision of the board of regents.
3. If after a hearing, the faculty hearing committee's recommended findings of fact and decision are that the initial decision was improper, the chancellor shall review the matter and give careful consideration to the committee's finding. If the chancellor accepts the committee's findings the chancellor's decision shall be final. If the chancellor contests the recommended findings that the decision was improper, the verbatim record, a summary of the evidence and the recommended findings of law and decision shall be forwarded to the board review panel (see UWS 5.15). The chancellor and the faculty member shall be furnished with copies of this material and shall have a reasonable opportunity to file written exceptions to such summary and proposed findings and decision and to argue with respect to them orally and in writing before the board review panel. The board review panel shall hear and decide the case in accordance with 227.12, Stats. The decision of the board review panel shall be final.

Financial
Emergency:
Board Review

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.15>

A review panel shall be appointed by the president of the board of regents, and shall include 3 members of the board, and 2 nonvoting staff members from the academic affairs office of the university system. The panel shall review the criteria and reasoning of the chancellor and the findings and recommendations of the faculty hearing committee in each case forwarded for its review, and shall reach a decision on the recommendation to be approved. The decision shall be final and binding upon the chancellor and the faculty member affected unless one or more of the regent members of the review panel request that the decision be reviewed by the full board of regents, in which case the record shall be reviewed and a decision reached by the full board.

Financial Emergency:
Layoff Status

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.16>

1. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall, at the end of the appropriate notice period, be placed on layoff status, unless the layoff notice has been rescinded prior to that time.
2. The faculty member whose notice period has expired, and who is placed on layoff status shall remain on layoff status until:
 - a. For probationary faculty, the probationary appointment would have expired under its own terms;
 - b. For tenured faculty, one of the following occurs:
 - (1) Reappointment to the position from which laid off. Failure to accept such reappointment would terminate the faculty member's association with the university of Wisconsin system.
 - (2) Acceptance of an alternative continuing position in the university of Wisconsin system. Failure to accept an alternate appointment would not terminate the faculty member's association with the university of Wisconsin system.
 - (3) Resignation.
 - (4) Failure by the affected faculty member to notify the chancellor not later than December 1, of each year while on layoff status as to his/her location, employment status, and desire to remain on layoff status. Failure to provide such notice of desire to remain on layoff status shall terminate the faculty member's association with the university of Wisconsin system.

Financial
Emergency:
Alternative
Employment

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.17>

Each institution shall devote its best efforts to securing alternative appointments within the institution in positions for which faculty laid off under this chapter are qualified under existing criteria. In addition, the university of Wisconsin system shall provide financial assistance for one year for faculty who are designated for layoff to readapt within the department or within another department of the institution, where such readaptation is feasible. Further, the university of Wisconsin system shall devote its best efforts to ensure that faculty members laid off or terminated in any institution shall be made aware of openings within the system.

Financial
Emergency:
Reappointment
Rights

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.18>

Each institution shall establish administrative procedures and policies to ensure that where layoff or terminations occur for reasons of financial emergency, no person may be employed at that institution within three years to perform reasonably comparable duties to those of the faculty member laid off or terminated without first offering the laid off or terminated faculty member reappointment without loss of tenure, seniority, and other rights. The three-year period shall be computed from the effective date of layoff as specified in the original notice.

Financial
Emergency:
Retention of
Rank and Salary
<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.19>

Any faculty member reappointed within three years after layoff or termination shall be reappointed with a rank and salary at least equivalent to his rank and salary when laid off or terminated, together with such other rights and privileges which may have accrued at that time; any faculty member relocated within an institution or within the university of Wisconsin system shall not have either rank or salary adversely affected except by consent at the time of relocation.

Financial
Emergency:
Rights of
Faculty Member
on Layoff
<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.20>

A faculty member on layoff status in accord with the provisions of this chapter has the reemployment rights guaranteed by UWS 5.18 and 5.19, and has the following minimal rights:

1. Such participation in fringe benefit programs as is allowed by state regulations governing rights of laid off state employees;
2. Such continued use of campus facilities as is allowed by policies and procedures established by the department and institution; and
3. Such participation in departmental and institutional activities as is allowed by guidelines established by the department and institution.

Financial
Emergency:
Systemwide
Tenure
<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.21>

The commitment to systemwide tenure within the former chapter 37 institutions shall be honored by those institutions for those eligible under 36.13(4), Stats., in the event of layoff or termination under the provisions of this chapter.

Financial
Emergency:
Lack of Faculty
Action

<https://docs.legis.wisconsin.gov/document/administrativecode/UWS%205.22>

If the faculty of an institution is given due notice of its rights and responsibilities under this chapter, and does not act, the chancellor may act as follows in lieu of the faculty action:

1. If a faculty committee provided for in UWS 5.04 is not established, the chancellor may consult those members or representatives of the faculty he considers appropriate to satisfy the intent of UWS 5.05. All departments potentially involved shall be consulted and representatives of the faculty may dispute the chancellor's recommendation for a state of financial emergency before the board.
2. If the faculty does not act to determine the form of seniority to be followed, the chancellor may designate the form. Such designation shall be effective campuswide and shall be made prior to the declaration by the board of a state of financial emergency.
3. If an affected department or program does not recommend individuals for layoff or termination following declaration of a state of financial emergency, the chancellor shall determine the individuals to be affected, using such advice as is deemed of value.
4. If a faculty hearing committee provided for in UWS 5.11 is not established by the faculty, the chancellor may appoint a committee of faculty members to provide this function.

Chapter UWS 7

PROCEDURES FOR FACULTY DISMISSAL IN SPECIAL CASES

UWS 7.01 Declaration of policy. University faculty members are responsible for advancing the university's missions of teaching, research, and public service. The fulfillment of these missions requires public trust in the integrity of the institution and in all members of the university community. The university's effectiveness, credibility, and ability to maintain public trust are undermined by criminal activity that poses a substantial risk to the safety of others, that seriously impairs the university's ability to fulfill its missions, or that seriously impairs the faculty member's fitness or ability to fulfill the faculty member's duties. Situations involving such serious criminal misconduct by faculty members shall be addressed and resolved promptly to ensure that public trust is maintained, and that the university is able to advance its missions. The Board of Regents therefore adopts the procedures in this chapter for identifying and responding to those instances in which a faculty member has engaged in serious criminal misconduct.

UWS 7.015 Definitions.

(1g) "Affected party" means any student, employee, visitor, or an individual participating in a university program or activity, who is a victim of a faculty member's serious criminal misconduct.

(1m) "Clear and convincing evidence" means information that would persuade a reasonable person to have a firm belief that a proposition is more likely true than not true. It is a higher standard of proof than "preponderance of the evidence."

(3) "Complaint" means an allegation against a faculty member reported to an appropriate university official.

(4) "Consult" or "consulting" means thoroughly reviewing and discussing the relevant facts and discretionary issues.

(5) "Preponderance of the evidence" means information that would persuade a reasonable person that a proposition is more probably true than not. It is a lower standard of proof than "clear and convincing evidence."

(6) "Serious criminal misconduct" is defined in s. [UWS 7.02](#).

UWS 7.02 Serious criminal misconduct.

(1) In this chapter, "serious criminal misconduct" means:

(a) Pleading guilty or no contest to, or being convicted of a felony, in state or federal court, where one or more of the conditions in par. (b), (c), (d) or (e) are present, and the felony involves any of the following:

1. Causing serious physical injury to another person.
2. Creating a serious danger to the personal safety of another person.
3. Sexual assault.
4. Theft, fraud or embezzlement.
5. Criminal damage to property.
6. Stalking or harassment.

(b) A substantial risk to the safety of members of the university community or others is posed.

(c) The university's ability, or the ability of the faculty member's colleagues, to fulfill teaching, research or public service missions is seriously impaired.

(d) The faculty member's fitness or ability to fulfill the duties of the faculty member's position is seriously impaired.

(e) The opportunity of students to learn, do research, or engage in public service is seriously impaired.

(2) Conduct, expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, shall not constitute serious criminal misconduct.

(3) Except as otherwise expressly provided, a faculty member who has engaged in serious criminal misconduct shall be subject to the procedures set forth in ss. [UWS 7.03](#) to [7.06](#).

(4) Any act required or permitted by ss. [UWS 7.03](#) to [7.06](#) to be done by the chancellor may be delegated to the provost or another designee pursuant to institutional policies approved by the Board of Regents under s. [UWS 2.02](#).

UWS 7.03 Dismissal for cause.

(1) Any faculty member having tenure may be dismissed only by the board and only for just cause and only after due notice and hearing. Any faculty member having a probationary appointment may be dismissed prior to the end of the term of appointment only by the board and only for just cause and only after due notice and hearing.

(2) Just cause for dismissal includes, but is not limited to, serious criminal misconduct, as defined in s. [UWS 7.02](#).

UWS 7.04 Reporting responsibility. Any faculty member who is charged with, pleads guilty or no contest to, or is convicted of a felony of a type listed in s. [UWS 7.02 \(1\) \(a\)](#), in state or federal court, shall immediately report that fact to the chancellor.

UWS 7.05 Expedited process.

(1) Whenever the chancellor of an institution within the University of Wisconsin System receives a report under s. [UWS 7.04](#) or other credible information that a faculty member has pleaded guilty or no contest to, or has been convicted of a felony of a type listed in s. [UWS 7.02 \(1\) \(a\)](#), in state or federal court, the chancellor shall:

(a) Within 3 working days of receipt of the report or information, inform the faculty member of its receipt and, after consulting with appropriate institutional governance representatives, appoint an investigator to investigate the report or information and to advise the chancellor as to whether to proceed under this section or ch. [UWS 4](#). If the university knows the identity of an affected party, the university shall make a reasonable attempt to notify the affected party of the report or information at the same time as the faculty member.

The appropriate UW-Stout institutional governance representatives shall be the Faculty Senate Chair and Faculty Senate Vicechair.

(b) Upon appointing an investigator and notifying the faculty member, afford the faculty member 3 working days in which to request that the investigator be disqualified on grounds of lack of impartiality or other cause. In the event that the chancellor determines that a request for disqualification should be granted, the chancellor shall, within 2 working days of the determination, appoint a different investigator. The faculty member shall have the

opportunity to request that any second or subsequent investigators be disqualified on grounds of lack of impartiality or other cause.

(2) The investigator shall complete and file a report with the chancellor not later than 10 working days following the investigator's appointment.

(3) Within 3 working days of receipt of the investigator's report, the chancellor shall consult with appropriate institutional governance representatives and decide whether to seek dismissal of the faculty member pursuant to this chapter, to seek dismissal of the faculty member pursuant to ch. [UWS 4](#), to seek an alternative disciplinary sanction, or to discontinue the proceedings as follows:

(a) If the chancellor decides to seek dismissal of the faculty member pursuant to this chapter, the chancellor shall file charges within 2 working days of reaching the decision.

(b) If the chancellor decides to seek dismissal of the faculty member pursuant to ch. [UWS 4](#), the chancellor shall file charges and proceed in accordance with the provisions of that chapter and implementing institutional policies. If, during the course of such proceedings under ch. [UWS 4](#), the chancellor receives a report under s. [UWS 7.04](#) or other credible information that the faculty member has pleaded guilty or no contest to or has been convicted of a felony of a type listed in s. [UWS 7.02 \(1\) \(a\)](#), and one or more of the conditions listed in s. [UWS 7.02 \(1\) \(b\)](#) through [\(e\)](#) are present, the chancellor may, at that point, elect to follow the procedures for dismissal pursuant to this chapter.

(c) If the chancellor decides to seek an alternative disciplinary sanction, the procedures under chs. [UWS 4](#) and [6](#), and implementing institutional policies, shall be followed.

The appropriate UW-Stout institutional governance representatives shall be the Faculty Senate Chair and Faculty Senate Vicechair.

(4) If charges seeking dismissal are filed under sub. [\(3\) \(a\)](#), the faculty member shall be afforded a hearing before the institutional standing committee charged with hearing dismissal cases and making recommendations under s. [UWS 4.03](#). The hearing shall provide the procedural guarantees enumerated under ss. [UWS 4.05](#) to [4.06](#), except that the hearing shall be concluded, and written findings and a recommendation to the chancellor shall be prepared, within 15 working days of the filing of charges.

(5) Within 3 working days of receipt of the findings and recommendation of the committee under sub. [\(4\)](#), the chancellor shall prepare a written recommendation on the matter as follows:

(a) If the recommendation is for dismissal, the chancellor shall transmit it to the board for review.

(b) Disciplinary action other than dismissal may be taken by the chancellor, whose decision shall be final, unless the board at its option grants a review on the record at the request of the faculty member. The faculty member shall receive a copy of the chancellor's final decision. If the identity of an affected party is known to the university, the university shall make a reasonable attempt to provide the affected party a copy of the chancellor's final decision at the same time as the faculty member.

(6) Upon receipt of the chancellor's recommendation, the full board shall review the record before the institutional hearing committee and shall offer an opportunity for filing

exceptions to the recommendation, as well as for oral argument. The full board shall issue its decision on the matter within 15 working days of receipt of the chancellor's recommendation. If the university knows the identity of an affected party, the board shall make a reasonable attempt to notify the affected party of its decision at the same time as the faculty member.

(7) If a faculty member whose dismissal is sought under sub. (3) (a) does not proceed with the hearing before the institutional hearing committee as provided in sub. (4), the board shall take appropriate action within 10 working days of receipt of the statement of charges and the recommendation of the chancellor.

(8) The administration or its representatives shall have the burden of proof to show that just cause exists for dismissal under this chapter. The administration shall demonstrate by clear and convincing evidence that the faculty member engaged in serious criminal misconduct, as defined in s. [UWS 7.02](#).

(9) The chair of the faculty hearing body, subject to the approval of the chancellor, may extend the time limits set forth in this section if the parties are unable to obtain, in a timely manner, relevant and material testimony, physical evidence or records, or where due process otherwise requires.

History: [CR 06-078](#): cr. [Register May 2007 No. 617](#), eff. 6-1-07; [CR 15-061](#): am. (1) (a), (b), (5) (c), (6), r. and recr. (8) [Register June 2016 No. 726](#), eff. 7-1-16; [CR 20-060](#): am. (1) (a), (b), (3) (intro.), (c), r. and recr. (5), am. (6), (8) [Register May 2021 No. 785](#), eff. 6-1-21.
UWS 7.06 Temporary suspension without pay.

(1) The chancellor, after consulting with appropriate faculty governance representatives, may suspend a faculty member from duties without pay pending the final decision as to the faculty member's dismissal where:

(a) The faculty member has been charged with a felony of a type listed in s. [UWS 7.02 \(1\) \(a\)](#) and the chancellor, after following the provisions of s. [UWS 7.05 \(1\)](#) through (3), finds, in addition, that there is a substantial likelihood 1) that one or more of the conditions listed in s. [UWS 7.02 \(1\) \(b\)](#) through (e) are present, and 2) that the faculty member has engaged in the conduct as alleged; or

(b) The faculty member is unable to report for work due to incarceration, conditions of bail or similar cause; or

(c) The faculty member has pleaded guilty or no contest to or been convicted of a felony of a type listed in s. [UWS 7.02 \(1\) \(a\)](#) and one or more of the conditions listed in s. [UWS 7.02 \(1\) \(b\)](#) through (e) are present.

The appropriate UW-Stout faculty governance representatives shall be the Faculty Senate Chair and Faculty Senate Vicechair.

(2) If the chancellor finds that the conditions in sub. (1) are present, he or she shall immediately notify the faculty member, in writing, of the intent to impose a suspension without pay, and shall, within 2 working days, provide the faculty member with an opportunity to be heard with regard to the matter. The faculty member may be represented by counsel or another at this meeting.

(3) If, after affording the faculty member the opportunity to be heard, the chancellor determines to suspend without pay, the chancellor shall inform the faculty member of the suspension, in writing. The chancellor's decision to suspend without pay under this section shall be final, except that:

(a) If the chancellor later determines that the faculty member should not be dismissed, the chancellor may discontinue the proceedings, or may recommend a lesser penalty to the board, and, except as provided in par. (c), shall order the payment of back pay for any period of the suspension for which the faculty member was willing and able to report for work.

(b) If the board later determines that the faculty member should not be dismissed, the board may order a lesser penalty and shall order the payment of back pay for any period of the suspension for which the faculty member was willing and able to report for work.

(c) If the chancellor or board later determines, under par. (a) or (b), to recommend or impose as a lesser penalty the suspension of the faculty member without pay, then any period of suspension without pay so recommended or ordered shall be offset by the period of any suspension without pay actually served by the faculty member.

(4) If, after affording the faculty member the opportunity to be heard, the chancellor determines that the conditions in sub. (1) are not present or that a suspension without pay is otherwise not warranted, the provisions of s. [UWS 4.09](#) shall apply.

LAYOFF AND TERMINATION DUE TO PROGRAM DISCONTINUANCE

Scope This policy applies to the University of Wisconsin-Stout.

Purpose The purpose of this policy is to establish procedures for University of Wisconsin-Stout in the event that a program discontinuance requires faculty layoffs. This is how UW-Stout would implement Wis. Stat. § 36.22 and University of Wisconsin System Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuation Requiring Faculty Layoff and Termination," with respect to program discontinuances. The companion UW-Stout policy "Layoff and Termination for Reasons of Financial Emergency" implements RPD 20-24 with respect to financial emergency.

Procedures for Discontinuation of a Program Requiring Faculty Layoff and Termination

- A. A proposal to discontinue a program due to educational considerations that will result in faculty layoff may be initiated by faculty supporting the program, faculty in the college or school that contains the program, the Faculty Senate, the college's Dean, the Provost, or the Chancellor.
- B. The proposal shall be in writing and shall contain appropriate information and analysis regarding the educational considerations, including programmatic and financial considerations, supporting the proposed program discontinuance. The proposal shall be provided for review to the faculty who support the affected program, to the Faculty Senate, to the Academic Staff Senate, to the University Staff Senate, to the Stout Student Association, and to the Chancellor.
- C. ~~The proposal must be submitted prior to the last business day in January within a given academic year.~~ **It is preferable that the proposal be submitted prior to the last business day in February within a given academic year. If this timing cannot be met, faculty consultation will occur in accordance with Regent Policy and State Statute.**
- D. Any proposal to discontinue a program that will not result in faculty layoff shall follow the standard program review process in place ~~at each institution~~ and shall not be required to follow the process outlined in this policy. ~~(FASLA p. 141)~~
- E. The faculty senate shall elect a seven-member faculty consultative committee consisting of the faculty senate chair, the Personnel Policies Committee (PPC) Chair, **two** faculty Planning and Review Committee (PRC) members from each of the **two** colleges: **the College of Science, Technology, Engineering, Mathematics, and Management; and the College of Arts and Human Sciences**, plus an additional faculty PRC member from the college that houses the program that is proposed to be discontinued. The committee will review and evaluate any proposal to discontinue a

program that will lead to faculty layoff. The committee's review and evaluation 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's faculty in terms of national ratings if applicable;~~ **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 course content delivered in other programs at the institution;
 5. Student and market demand and projected enrollment in the subject matter taught under the auspices of the program;
 6. ~~Whether the program prepares students to satisfy state licensure requirements and the institution's capacity to accomplish this end through alternative means;~~
 7. Current and predicted comparative cost analysis/effectiveness of the program;
 8. ~~Whether the program serves a specific or unique population of students who would otherwise be unserved;~~
 9. ~~The role of the program in recruiting or retaining students, regardless of whether students change programs;~~
 10. ~~The role of the program in recruiting and retaining faculty and staff;~~
 11. ~~The role of the program in supporting research and collaboration;~~
 12. ~~The role of the program in providing or reinforcing integrated interdisciplinary experiences;~~
 13. ~~The public good of the program to the university, the community, and the state;~~
 14. ~~The costs of re-establishing a similar program in the future;~~
 15. Other relevant factors that the committee deems appropriate.
- F. The committee shall request and review comments and recommendations as outlined in RPD 20-24, which states: faculty and academic and university staff in the program, faculty and academic and university staff in the affected college or school, students in the program, and other appropriate institutional bodies or individuals". The committee shall prepare a recommendation, in writing, regarding the proposed program discontinuation that shall be shared campus-wide. The committee shall provide this recommendation to the Chancellor within ~~€~~ **three** months of the date of the Faculty Senate's receipt of the original program discontinuance proposal.
- G. The Chancellor shall consult with the committee and the Faculty Senate before making any recommendation to the Board. Only for compelling reasons may the Chancellor make

a recommendation adverse to that of the PRC, and these compelling reasons shall be stated in writing and in detail.

- H. If the Chancellor decides to recommend that the Board of Regents approve discontinuance of a program that will result in the layoff of faculty, the Chancellor shall provide their recommendation to the System president and the Board of Regents, accompanied by a report that shall include: 1) information demonstrating the educational considerations, supporting program discontinuance, 2) any recommendation and report created by the PRC, 3) the detailed response to the committee recommendation required by Subsection G, if applicable, and 4) a report of any actions of the Faculty Senate on the matter. This report will concurrently be sent to Faculty Senate. The Chancellor shall provide any such recommendation to the System president and the Board within four months of the date of the Faculty Senate's receipt of the original program discontinuance proposal.
- I. If the Board of Regents approves discontinuance of a program resulting in faculty layoffs at UW-Stout under this policy, the Faculty Senate, with input from departments chairs, shall have responsibility for recommending which faculty will be laid off. Preference to retain faculty shall, in accordance with UW-Stout's seniority rule, follow: 1) tenure status, 2) rank, and 3) years of service unless a clear and convincing case is made that programmatic needs dictate other considerations. The list of recommended faculty will be provided in writing to the chancellor, within 30 days of the Board of Regents approval.
- J. If through evidence-based evaluation the university must discontinue a program, every reasonable effort must be made to accommodate the faculty to support other programs, courses, or departments based on the faculty's field of expertise and skill set. When feasible, the ~~university~~ **system** shall provide financial assistance for re-adaptation of faculty laid off under this policy.
- K. A faculty member whose position is recommended for layoff shall receive the notification and due process required by the UW System Regent Policy Document 20-24, "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination," and, as appropriate, the other benefits required by Wis. Stat. § 36.22. A UW-Stout administrative procedure will be created to outline the process to be followed so that as faculty is contemplated to be hired within three years of the effective date of a layoff under this process, the duties of the position to be hired for are not reasonably comparable to the duties of the laid off faculty member. If the duties are found to be reasonably comparable, then the laid off faculty member must first be offered reappointment without loss of seniority and other rights before another person may be hired for the position.

AI IN ACTION: ADVANCING THE UNIVERSITIES OF WISCONSIN

REQUESTED ACTION

For information and discussion.

SUMMARY

Through both individual and collective examples, this panel discussion will provide an update on how the Universities of Wisconsin are using artificial intelligence (AI) to advance their missions and prepare graduates to be successful.

The discussion will begin with a brief historical overview and discuss AI's rapid development and the revolutionary changes it is causing. The focus will be how UWs are continuing to use AI and evolve in this space, showing how AI is advancing not only specific academic programs, but across all disciplines and impacting university operations. Panelists will explore how campus workgroups and researchers are considering AI's future use and implications, along with needs for additional campus AI resources.

Presenters

- John Chenoweth, Provost & Vice Chancellor for Academic Affairs, UW-Whitewater
- Glendalí Rodríguez, Provost & Vice Chancellor for Academic Affairs, UW-Stout
- Jeremiah Bohr, Assistant Professor, Information Systems, UW-Oshkosh
- Amanda Tucker, Associate Professor, English, UW-Platteville
- Aaron Gierhart, Assistant Professor, Educational Technology, UW-Stevens Point
- Student AI Club Representatives (UW-Stout)
 - Corey Hedlund, President – Senior, Computer & Electrical Engineering
 - Michael Witt, Secretary – Senior, Computer & Electrical Engineering
- Yamin Ahmad, Professor, Economics, UW-Whitewater

BACKGROUND

Given the rapid evolution and growing implications of AI, it has been a topic of continual discussion and activity. Artificial Intelligence refers to the capability of computer systems or algorithms to imitate intelligent human behavior.¹ Generative AI refers to AI techniques that learn a representation of artifacts from data, and use it to generate brand-new, unique artifacts that resemble the original data. Generative AI can produce totally novel content

¹ [Artificial intelligence Definition & Meaning - Merriam-Webster](#)

(including text, images, video, audio, structures), computer code, synthetic data, workflows, and models of physical objects.²

At the February, 2023 Education Committee meeting,³ former UW-Madison Provost Karl Scholz, Senior Associate Vice Provost John Zumbrunnen, and others led a presentation of the then-novel AI tools like ChatGPT and how it might disrupt discovery, creation, and learning. In 2024, UW-Madison Provost Charles Isbell, Jr., Vice Provost Zumbrunnen and UW-Stout Provost Glendalí Rodríguez continued the discussion⁴ with this Committee, on how AI is transforming the work to support student success, career readiness, academic integrity, and the craft of teaching. Interim Vice President Johannes Britz also reported on the progress in Academic and Student Affairs regarding AI at the June 2024 meeting, which highlighted professional development, stakeholder engagement, and guidance on risk.⁵

In July 2024, Wisconsin Governor Tony Evers issued [Executive Order 211](#), creating the Governor's Task Force on Workforce and Artificial Intelligence.⁶ Task Force members include several UW participants, both campus faculty and administration leaders. The group collectively produced an Advisory Action Plan with policy proposals for education, government, workforce, and economic development.⁷ The UWs and the Board of Regents have also discussed AI from a budget perspective, given the significant investments required for AI-related information technology.⁸

ATTACHMENTS

- A) Summary of 2024 AI professional development across the UWs
- B) Summary of 2024 Office of Professional & Instructional Development (OPID) AI Professional Development programs
- C) Sample of Reports Regarding AI in Student Affairs and Administration

² <https://www.gartner.com/en/information-technology/glossary/generative-ai>

³ See Item E:

[https://www.wisconsin.edu/regents/download/meeting_materials/2023_meeting_materials/Meeting-Book---Education-Committee-\(February-9,-2023\).pdf](https://www.wisconsin.edu/regents/download/meeting_materials/2023_meeting_materials/Meeting-Book---Education-Committee-(February-9,-2023).pdf)

⁴ See Item F:

[https://www.wisconsin.edu/regents/download/meeting_materials/2024_meeting_materials/Meeting-Book---Education-Committee-\(February-8,-2024\).pdf](https://www.wisconsin.edu/regents/download/meeting_materials/2024_meeting_materials/Meeting-Book---Education-Committee-(February-8,-2024).pdf)

⁵ See Item H:

[https://www.wisconsin.edu/regents/download/meeting_materials/2024_meeting_materials/Meeting-Book---Education-Committee-\(June-6,-2024\).pdf](https://www.wisconsin.edu/regents/download/meeting_materials/2024_meeting_materials/Meeting-Book---Education-Committee-(June-6,-2024).pdf) and Attachment B.

⁶ <https://dwd.wisconsin.gov/ai-taskforce/>

⁷ <https://dwd.wisconsin.gov/ai-taskforce/pdf/ai-advisory-action-plan.pdf>

⁸ The UW biennial budget request approved by the Board of Regents in August, 2024, includes \$57 million relate to AI: <https://www.wisconsin.edu/news/archive/regents-approve-biennial-budget-request-to-help-uws-move-up-to-the-middle-day-1-news-summary/>

**GENERATIVE ARTIFICIAL INTELLIGENCE
Professional Development Programs**

**Universities of Wisconsin
Centers for Teaching & Learning**

UW-EAU CLAIRE

Center for Excellence in Teaching and Learning (CETL)

Angie Stombaugh, Director

CETL Reading Group: Teaching with AI: A Practical Guide to a New Era of Human Learning

Join us to discuss *Teaching with AI: A Practical Guide to a New Era of Human Learning* by José Antonio Bowen and C. Edward Watson. This book explores how AI is revolutionizing education and provides practical strategies for integrating it effectively into our teaching and learning environments. From interactive learning techniques to advanced assignment and assessment strategies, we will discuss how the strategies from this book can be utilized in our own teaching. Academic integrity, cheating, and other emerging issues will also be discussed.

This program was offered 3 times in Fall 2024. It will be offered again in Spring 2025.

ChatGPT and Beyond: Artificial Intelligence (AI) in Higher Education, Now and in the Future

Join colleagues from across UW-Eau Claire to discuss artificial intelligence (AI) and its implications for teaching and learning in higher education. Using the recently released tool ChatGPT as a starting point, we will explore and experiment with AI, and discuss the challenges and opportunities presented by the ongoing development of AI tools. ChatGPT has been making waves among educators since its November 2022 release because it is capable of producing answers to complex questions, writing short and long-form essays, and much more. In this two-part workshop, we will experiment with ChatGPT, discuss approaches to talking about ChatGPT with students, and explore constructive uses of AI in classroom spaces. This program was offered 1 time in Spring 2023.

Exploring Generative AI

Have you been wondering more about generative artificial intelligence (gen AI) tools, but unsure where to start? Does the topic leave you unsure because you just don't know enough about it yet? Join this session to do some hands-on exploring of three gen AI tools: ChatGPT, Microsoft Copilot, and Adobe Firefly. In the 50-minute session, there will be a brief demo of each tool, how to access the tool, and sample prompts to try. As an exploration opportunity, learn more about the tools to better inform possible uses. Please bring a device to the session if you want to try the tools – a limited number of extra devices may be available.

This program was offered 3 times in Spring 2024, 3 times in Summer 2024, and 1 time in Fall 2024.

Navigating Generative AI: Campus Instructor Panel

As you prepare for the spring semester, join this session to hear from various campus instructors about how Generative AI tools were considered, used within course(s), and how assignment design has shifted to account for Generative AI during the fall term. You'll hear examples from various disciplines to aid in your own consideration of Generative AI in your teaching and learning practices.

This program was offered 1 time in Winterim 2024.

Navigating Generative AI: Syllabus Considerations

As you think about the start of a new term, how are you communicating with your students about the use of Generative AI in your course(s)? You may choose from a wide variety of ways students may or may not have opportunities or reason to use Generative AI tools in your course for various activities or assignments. However, being clear about these expectations from the start benefits everyone. Join this session for ideas and examples on what you may choose to implement in your own course(s), discuss various considerations with other instructors, and take time to begin drafting or editing your own syllabus language ahead of the new term.

This program was offered 1 time in Winterim 2024 and 2 times in Fall 2024. It will be offered 2 times in Winterim 2025.

January Community of Practice: Teaching with AI

Join a community of practice this January to learn more from José Bowen, co-author of *Teaching with AI: A Practical Guide to a New Era of Human Learning*. We will participate in system-wide professional development workshops with the author and have campus conversations around AI in teaching and learning. Each day, lunch will be provided as we participate in a virtual workshop with follow-up for additional small group discussion and practical activities. Please bring a device to use for activities during the workshops. By attending all three sessions and completing the activities, you'll receive a copy of the book *Teaching with AI* and a letter of completion. If you cannot attend a particular date, please email cetl@uwec.edu to allow for updated catering information. Dates:

- Wednesday, January 8 – 11 a.m. – 2 p.m.: AI Grading, Detection and Policies.
- Tuesday, January 14 – 11 a.m. – 2 p.m.: AI Assignments and Assessments.
- Tuesday, January 21 – 11 a.m. – 2 p.m.: AI Literacy and Prompt Engineering.

This program will be offered 1 time in Winterim 2025.

University of Wisconsin-Green Bay

Center for the Advancement of Teaching and Learning (CATL)
Professional Development Activities on Generative Artificial Intelligence

Overview

ChatGPT was publicly released on November 30, 2022. CATL responded to this development early in the spring semester of 2023 with a series of co-sponsored workshops and since then has proceeded using a three-pronged professional development strategy.

1. Discrete workshops and events on specific topics have been offered.
2. Ongoing opportunities, such as book-groups and an eight-module, Canvas-based course on “Teaching with AI,” have been facilitated.
3. Digital resources have been created to support understanding of generative artificial intelligence (GAI).

Specific opportunities in all three areas are listed below.

Workshops and Events

Spring 2023

ChatGPT Workshops

Cofrin School of Business & CATL Co-Sponsored

February 10th, 2023, 8:00am – 9:30am & February 17th, 2023, 8:00am – 9:30am

Teaching and Learning in the Time of ChatGPT

CATL, UWGB Libraries, & Faculty Collaboration

February 17th, 2023, 11:30am – 12:30pm

Writing Assignments and Artificial Intelligence

CATL, UWGB Libraries, & Faculty Collaboration

March 24th, 2023, 11:30am – 12:30pm

Designing and Managing Authentic Assessments

CATL, UWGB Libraries, & Faculty Collaboration

April 7th, 2023, 11:30am – 12:30pm

Summer 2023

Generative AI & Assessments | Multiple offerings of the same 1.5-hour workshop

CATL program offered repeatedly to help instructors with course/assignment design

June 28th, July 18th, August 8th, and August 30th

Samantha Mahoney, Rachel Scray, and Nate Smithson – CATL

Fall 2023

Generative AI & Assessments | Recorded Workshop Available on Demand

Content from Summer 2023 workshop was updated, recorded, and posted online
November 2024

Samantha Mahoney, Rachel Scray, and Nate Smithson – CATL

Spring 2024

Instructional Development Institute (IDI) | CATL's Annual Teaching Conference

January 9th, 2024

Session on GAI – *Foundations for the Thriving Student in the Age of ChatGPT*

Jodi Pierre and Kristopher Purzycki – UW-Green Bay; Moderated by Samantha Mahoney

Summer 2024

“Teaching with AI” Course: Conversation and Open Forum

June 12th, 2024, 10:00am – 11:00am

Moderated by CATL team

“Teaching with AI” Course: Conversation and Open Forum

July 24th, 2024, 11:00am – 12:00pm

Moderated by CATL team

Generative AI in the Classroom (Pre-semester Workshop)

August 26, 2024, 2:00pm – 3:00pm

Samantha Mahoney, Rachel Scray, and Nate Smithson – CATL

Teaching in the Era of GAI

August 22, 2024

Specialized information included in Part-time Instructor Orientation

Preparing Students for Life Beyond College: Embracing AI as Essential Learning

August 29th, 2024, 2:00pm – 3:30pm

This virtual, university-wide event featured a presentation by Dr. C. Edward Watson, co-author of the book *Teaching with AI* and Vice-President for Digital Innovation at AAC&U

Fall 2024

Open Lab on Generative Artificial Intelligence

September 11th, 2024, 3:00pm – 4:30pm

CATL-hosted open computer lab opportunity to use or ask questions about GAI

“Teaching with AI” Course: Conversation and Open Forum

October 24th, 2024, 8:30am – 9:30am

Moderated by CATL team

Ongoing Opportunities

“Teaching with AI” Canvas Course (April 2024 – Present)

UW-Green Bay purchased access to *Teaching with AI*, a self-paced, eight-module Canvas course that was developed by Auburn University. The UW-Green Bay CATL team “runs” our institutional section, including posting announcements and grading assignments. Although fewer have completed the class, 106 participants have registered.

Book Groups on Bowen & Watson’s “Teaching with AI” (September 2024 – Present)

Building off momentum from co-author C. Edward Watson’s talk, CATL offered four reading groups on his book, *Teaching with AI: A Practical Guide to a New Era of Human Learning*. Each of the four groups had three meetings in the fall semester and can continue to meet if they wish to sustain community around GAI issues.

Digital Resources

The creation of online resources began in Spring 2023 with ongoing, updated, and detailed blog entries. Selected titles are listed and hyperlinked below. Furthermore, CATL created sample language related to GAI use in the classroom that instructors could use or adapt for their course syllabi. These were posted online as part of our [“Syllabus Snippets.”](#) Finally, CATL publishes a regular e-newsletter called *Teach Tuesday* that has featured stand-alone research reviews and articles on hot topics related to GAI, such as “Generative AI and Intellectual Property” and “How Can AI Be Biased?”.

1. [Generative AI in the Classroom Toolbox](#)
2. [Indicating Generative AI Assignment Permissions with the Traffic Light Model \(Red Light, Yellow Light, Green Light\)](#)
3. [How Will Generative AI Change My Course \(GenAI Checklist\)](#)
4. [Generative Artificial Intelligence \(GAI\) and Acknowledging or Citing Use](#)
5. [What is Generative Artificial Intelligence \(GAI\)? Exploring AI Tools and Their Relationship with Education](#)
6. [Sample Assignments for Different Approaches to GAI Use](#)
7. [Dispelling Common Instructor Misconceptions about AI](#)

Final Note: This document focuses only on professional development opportunities sponsored or co-sponsored by UW-Green Bay’s CATL. Additional options have been made available to the university. For example, the Cofrin School of Business and Tiletown Tech offered an AI Roundtable to invited campus representatives in April 2024. Academic Deans have offered some monetary support to faculty to encourage the development of GAI-related projects. The Human Resources and Information Technology offices collaborated to provide both a virtual LinkedIn Learning sequence and a one-hour “open lab” GAI training for interested employees, both faculty and staff.

Submitted by
Kristin M. Vespia, Ph.D.
Director of CATL

UW-La Crosse
Kristin Koepke
Director, Center for Advancing Teaching & Learning
AI Summit

- first version hosted on May 17, 2024 -
agenda/website: <https://www.uwlax.edu/catl/events/ai-summit/>
- will host again in May 2025
- organized by the AI Community of Practice

AI Community of Practice

- large group of instructors, meeting monthly
- <https://www.uwlax.edu/catl/inspiration/cop/ai/>

promoting OPID AI series and sending UWL folks to OPID/UWSA trainings

CATL mini-conferences workshops about AI:

- 10/11/24
 - Books & Bites: Teaching with AI (book club about Bowen book)
 - Great Ideas for Teaching Students (GIFTS): Assignments Using Generative AI
 - Designing Assignments with Generative AI in Mind: Explore Ways and Revise Your Own
- 11/22/24
 - Great Ideas for Teaching Students (GIFTS): Assignments Using Generative AI
 - Writing Better Multiple Choice Tests (talked about AI in testing design)

UW-Madison Center for Teaching, Learning & Mentoring (CTLM)

CTLM Generative AI Sessions 2023-2025

Adapting Your Coursework to a ChatGPT World

Interactive, hands-on workshop exploring generative AI and potential uses in coursework

April 20, 2023

Julie Hunt Johnson, CTLM; Angela Zito, Writing Across the Curriculum

Generative AI Opportunities and Challenges (2 sessions)

October 23, 2023

November 8, 2023

CTLM Staff; Emily Hall, Writing Across the Curriculum, and instructors Nathan Jung and Cindy Poe, College of Engineering, and Chris Kirchgaster, School of Education

Coffee and Copilot (3 Sessions)

Informal Friday gatherings to discuss generative AI in teaching and provide Copilot tool updates with UW–Madison faculty and staff.

Feb 23, 2024

March 8, 2024

April 26, 2024

CTLM Staff and Campus Partners

Summer Book Club (3 Sessions)

Guided Conversations around "Teaching with AI: A Practical Guide to a New Era of Human Learning." co-author José Antonio Bowen

June 13, 2024

June 20, 2024

June 27, 2024

CTLM Staff and Campus Partners

AI Challenges and Opportunities

Conversation with Educational Policy Studies about AI Use for Teaching and Learning.

February 20, 2024

Janet Staker Woerner, CTLM

December 12, 2024

AI Use Cases for Your Course

Ben Rush shares his experience using AI chat platforms for instruction and learning, including a custom GPT model demonstration.

June 25, 2024

Dr. Ben Rush: School of Medicine and Public Health

Is Generative AI the Right Tool for Your Research

Discussion of information literacy and the impact of AI on publishing and research

July 30, 2024

UW Science & Engineering Librarians, Heather Shimon and Dave Bloom

A Step-by-Step Approach to Planning AI in Your Course

August 22, 2024

August 23, 2024

Angie Rieves and Kenny Kemp, CTLM

Exploring AI in Teaching: The Promise and Perils of AI in Writing Assignments

Guide on navigating AI's role in writing assignments across various disciplines.

September 18, 2024

Emily Hall and Abby Letak, Writing Across the Curriculum

Webinar: Teaching and Thinking with AI featuring José Antonio Bowen

Explore AI's impact on assignments, assessments, and curriculum with the co-author of "*Teaching with AI: A Practical Guide to a New Era of Human Learning.*" co-author José Antonio Bowen

October 1, 2024

Navigating Author Responsibility and Copyright in the Age of Generative AI

Discussion around ethical practices and legal compliance in using AI for coursework and publishing.

October 22, 2024

UW Madison Library, Carrie Nelson, Head of Scholarly Communications and Todd Michelson-Ambelang: Subject Specialist

Navigating Ethics and Privacy in the Age of AI

Panel discussion on ethical and privacy considerations in educational AI use.

November 18, 2024

Annette Zimmerman, Dept of Philosophy

David Shaffer, School of Education

Bernadette Baker, School of Education

Using Image Generators to Support Learning

Hands-on experience with AI tools like Adobe Firefly and Microsoft Copilot to enhance creativity and understanding.

December 2, 2024

Amanda Leary, CTLM

Setting AI Expectations: Basics of Generative AI

January 10, 2025

Julie Hunt Johnson, CTLM

A Step-by-Step Approach to Planning AI in Your Course

Guides instructors through steps needed to integrate AI into a course (repeat)

January 16, 2025

Yuyen Chang and Bobbi Rohrs, CTLM

Custom Workshops

Medical Physics Generative AI for Teaching and Learning

High level overview of the AI landscape and how assignments and assessments can be designed for courses.

January 22, 2024

Janet Staker Woerner, CTLM Emily Hall, Writing Across the Curriculum

Kinesiology Graduate Seminar, Dept of Kinesiology

What you need to consider in using AI; and graduate students share their perspectives on AI use.

April 5th, 2024

John Martin and Janet Staker Woerner, CTLM

Animal Science Graduate Student Association AI Lunch and Learn Discussion

How AI can be used in teaching and learning

Tuesday, May 28, 2024

Carrie Nelson and Heather Shimon, UW Libraries Janet Staker Woerner and John Martin, CTLM, Andrew Jason Turner (DoIT)

Counseling Psychology CP 125 Wisconsin Experience Seminar

Discussion on how to use AI for incoming freshman for 2024 school year

August 29, 2004

Janet Staker Woerner, CTLM

Current Trends in Curriculum and Instruction

Graduate students and discussion for publishing and use of AI in teaching and learning.

Thursday, September 12, 2024

Janet Staker Woerner, CTLM

College of Letters and Science: History Department

Exploring AI in teaching and learning and implications-- open discussion

October 17, 2024

John Martin, Janet Staker Woerner, CTLM Andrew Jason Turner, (DoIT)

(Upcoming) School of Pharmacy: Bridging the AI Knowledge Gap: A Workshop for All Skill Levels

January 14, 2025

Amanda Leary, CTLM

(Upcoming) UW-Madison Law School: "Teaching Law in the Age of AI: Effective Strategies for Educators"

February 12, 2025

Amanda Leary, CTLM

UW-Milwaukee

Natasha Jankowski

Director, Center for Excellence in Teaching & Learning

At UWM, Active Teaching Lab has highlighted faculty who are using AI in different ways and ran all semester, prior sessions can be viewed here: <https://uwm.edu/cetl/professional-development/learning-opportunities/active-teaching-lab/#tab-fucq-session-archive>

Guidance was created for faculty on AI statements in their syllabus and a cross-campus task force is working on coordinating collective AI literacy resources: <https://uwm.edu/cetl/resources/teaching-learning-resources/artificial-intelligence-teaching/>

The library developed an AI libguide using backwards design and faculty input: <https://guides.library.uwm.edu/ai>

UWM provided a three-part Microsoft AI for Educator's Bootcamp. There are AI companion tools in Zoom we have available that Ed Tech Talks provided training on that also include knowledge base articles for users.

David Delgado taught a course on AI in the Fall and ran workshops on writing AI prompts as well as provided departmental trainings on co-pilot which is being converted into a resource to be shared more broadly.

UW-OSHKOSH

Center for Excellence in Teaching and Learning (CETL)

Joshua Garrison, Director

UWO is sending three UWO employees to the upcoming AI Bootcamp. They will report back to campus and host several training sessions.

We have an upcoming workshop on AI features in our LMS.

Our College of Nursing as also hosted a workshop on AI.

Workshop Series with Daniel Burrus

UWO's Center for Excellence in Teaching and Learning invites you to attend an engaging discussion with Daniel Burrus, a renowned futurist and expert in disruptive innovation, in which we will explore the transformative impact of AI on higher education and its potential to reshape the learning landscape.

Burrus, '71, is a distinguished UWO alumnus and honorary degree recipient. He has worked extensively with industries and higher education to shape policy in the responsible

management and adoption of AI. As technological advancements occur at an unprecedented pace, he emphasizes the need for organizations to move beyond mere agility and adopt strategies that anticipate future developments. He advocates for transforming disruptions into opportunities by using a three-step process: beginning with certainty, anticipating future trends, and focusing on transformation.

In the context of higher education, Burrus will examine how AI can elevate learning experiences, optimize administrative processes, and equip institutions to navigate future challenges. By identifying Hard Trends—those that are certain to happen—and Soft Trends—those that might happen—educators can anticipate and leverage technological disruptions to create innovative educational models. This approach can help institutions not only adapt to rapid changes but also lead the way in educational transformation, ensuring they remain relevant and competitive in the digital age.

Daniel Burrus is a globally acclaimed futurist and authority on disruptive innovation, known for his ability to predict technological trends. With over 30 years of experience, he has advised Fortune 500 leaders and authored bestsellers like *Flash Foresight* and *The Anticipatory Organization*. Burrus is celebrated for his insights that help businesses turn uncertainty into opportunities and is recognized as a top business strategist worldwide.

Burrus also studies the transformative role of Generative AI in various business areas, advocating for the adoption of AI tools to automate tasks, enhance data-driven designs, improve customer support, and boost content creation. He emphasizes the importance of anticipating disruptions to maintain competitiveness, rather than just reacting to them. By showcasing successful AI applications across industries, Burrus demonstrates how AI can significantly enhance efficiency, reduce costs, and improve user experiences. He guides organizations in strategically integrating AI to ensure sustained success and innovation.

UW-PARKSIDE

Center for Excellence in Inclusive Teaching and Learning (CEITL)

Amber Handy, Director

As of the Fall 2024 semester, UW-Parkside has approached the integration of generative AI into our teaching practices in three ways: 1) flexible multi-session professional development opportunities for faculty and instructional staff; 2) the creation of an AI-Enhanced Learning micro-credential for students, which we anticipate rolling out in Fall 2025, and 3) a process for the collaborative development of guidelines for the ethical use of AI by faculty and instructors.

Professional Development: Parkside's faculty, instructors, and staff were invited to participate in a variety of professional development opportunities surrounding generative AI beginning in the Fall 2024 semester. The Center for Excellence in Inclusive Teaching & Learning created an "AI-Enhanced Teaching Certificate" with two tracks: a series of 8

workshops or a 6-meeting book club organized around Bowen and Watson's *Teaching with AI: A Practical Guide in a New Era of Human Learning*. The certificate program's goals included understanding the basics of gen AI, integrating gen AI into course design, evaluating the ethical implications of gen AI use in an educational context, practicing the evaluation of gen AI outputs for reliability and validity, and implementing best practices for AI-enhanced teaching. Participants who attend the minimum number of workshops or book club meetings and submit deliverables including a syllabus policy for gen AI use in their course, an AI-generated rubric, and an assignment or series of assignments that integrate the use of AI are eligible for the certificate, while who create AI-integrated assignments that comprise at least 20% of student-submitted work are eligible for a small stipend and certification of their course as part of our student micro-credential. The complete series of workshops and book club was offered in the fall semester and will be offered again in the spring and in a condensed January series. The fall cohort included 29 regular participants, representing approximately 19% of Parkside's full-time faculty and instructors, and we anticipate similar enrollment for the January and spring series. Along with our in-house programming, Parkside's faculty and instructors have participated in the OPID AI webinar series and we sent five faculty and staff who engage regularly with AI to participate in the one-day Higher Educational Regional Alliance (HERA) AI event this fall.

Student Micro-Credential: We are in the process of creating a student "AI-Enhanced Learning" micro-credential which we anticipate rolling out officially in Fall 2025. The micro-credential will be awarded to students who complete at least two AI-Enhanced courses as identified in the course registration system. AI-Enhanced courses will include at least 3 AI-related learning outcomes related to the use, ethics, and practical disciplinary applications of AI and will require students to integrate the use of AI in at least 20% of their submitted work for the course. Students who successfully complete two AI-Enhanced courses will earn a digital badge which can be displayed on their social media platforms like LinkedIn as well a notation on their diploma. We have deliberately created the program to allow students to earn and display the badge before graduation, if they so choose.

Teaching Use of AI Guidelines: As part of the "AI-Enhanced Teaching Certificate" faculty and instructors have engaged with CEITL staff in ongoing discussions about the ethical and appropriate use of AI in teaching. Through those discussions, CEITL staff have been developing guidelines that will serve as the foundation for web-based guidance on writing syllabus statements, designing assignments and assessments, data security and safety of personal information, and academic policy around the use and misuse of gen AI on campus.

Tools Used: For the sake of equity and data security, Parkside encourages faculty and instructors to use the Microsoft 360 version of Copilot as it is available to all students and employees. We do not have any institutional licenses for other AI products at this time and ask faculty to use appropriate caution and teach awareness about the safety of external AI tools.

UW-PLATTEVILLE

Center for Excellence in Teaching and Learning (CETL)

Regina Nelson, Director

SPRING 2025

- Developed an asynchronous book group in Canvas for the title *Teaching with AI: A Practical Guide to a New Era of Human Learning*. This was developed in a way to be shared with any other Universities of Wisconsin campus that wants to distribute the self-enroll link. We are also able to add an announcement for specific campuses regarding access to the book. Self-enroll link: <https://uws-td.instructure.com/enroll/H8PT6Y>
- 1-hour Sandbox Sessions: Adjusting Assessments for an AI-world [3 sessions]
- Integrative Learning Certificate workshop series - AI-Themed (3 workshops)
- Created modules for instructors to share with students - AI Literacy
- Developing a second asynchronous book group around Teaching Effectively with ChatGPT
- Teaching Practice Discussion: All Instructor/Faculty Series: Authentic Assessment

FALL 2024

- Integrative Learning Certificate workshop series - AI-Themed (3 workshops)
- Partnered with Academic Library on workshops for students - AI Literacy
- Teaching Practice Discussion: All Instructor/Faculty Series: Generative AI and Education
- Some New Ideas: Let's Talk about Teaching Series: 24 Best Chat GPT Prompts

SPRING 2024

- Facilitated an AI Users panel information session
- We offer a "Presentation on Demand" for departments and other campus organizations on AI topics

FALL 2023

- Developed a SharePoint page (campus intranet) for faculty/instructors on Generative AI topics
- "What is AI" workshops
- Worked with Dean of Students and System Legal to provide syllabus statements for instructors to use

Before Fall, 2023, established an AI Workgroup that developed materials that we shared with instructors. With AI's continued growth, we were not able to keep this up with our campus restructure in November 2023. The AI Workgroup has also been dormant, but work on our campus regarding PD and AI has happened through the CETL.

University of Wisconsin-River Falls

Date	Host/Sponsor/Coordinator	Audience	Attendees	Title of PD/Workshop/Outreach	Presenters	Format	Length	Follow Up
August 30, 2023	CETL	University level	mixed from across campus	ChatGPT: Digital Literacy in the AI Age	Mike King (DoTS), Katrina Heimark (Faculty), Rachele Haroldson (CETL), Maureen Olle-LaJoie (Library), Rachel Ross-Farmer (Dean of Students)	in-person	2 hours	
September 13, 2023	OPID	System level	mixed from across Universities of Wisconsin	Integrating Gen AI into Your Teaching	Sarah Elaine Eaton (University of Calgary)	online	1.5 hours	
September 28, 2023	OPID	System level	mixed from across Universities of Wisconsin	Redesigning Assignments	Tricia Bertram Gallant (University of California-San Diego)	online	1.5 hours	
October 26, 2023	OPID	System level	mixed from across Universities of Wisconsin	Safeguarding Our Students, Instructors, and Universities: Privacy, Security, Copyright, and Generative AI	Noah Brisbin (UW System Legal Counsel), Ed Murphy (UW System Chief Information & Security Officer), Jodi Pierre (Research & Instruction Librarian, UW-Green Bay),	online	1 hour	
November 29, 2023	OPID	System level	mixed from across Universities of Wisconsin	Strategies for Integrating Gen AI into Your Teaching	Katrina Heimark (UW-River Falls & UW-Eau Claire), Lane Sunwall (UW-Milwaukee), Kris Vespia (UW-Green Bay)	online	1 hour	
January 16, 2024	CETL	University level	mixed from across campus	Generative AI & Assessment	Mike King (DoTS), Katrina Heimark (Faculty), Rachele Haroldson (CETL), Maureen Olle-LaJoie (Library), Rachel Ross-Farmer (Dean of Students)	in-person	2 hours	
March 24, 2024	CETL	Committee level	Academic Standards Committee	Generative AI Policy & UWRF	Rachele Haroldson (CETL)	online	20 minutes	
August 29, 2024	CETL	University level	mixed from across campus	AI Workshop: Copilot	Mike King (DoTS), Michael Gilmer (Dean of Students), Rachele Haroldson (CETL)	in-person	1.5 hours	interest from Derrick Edwards (CIDS) to collaborate; interest from Dina Fassino (UCM) to learn more for her work; interest from Shawyn Domyancich-Lee (Social Work) to present at department meeting
September 18, 2024	CETL	Department level	Social Work	Generative AI 101 & AI Literacy 101	Rachele Haroldson (CETL)	in-person	1 hour	
September 30, 2024	CETL	University level	mixed from across campus	CETL Brown Bag: AI Approaches	Cyndi Kernahan and Rachele Haroldson (CETL) facilitators	in-person	1 hour	
October 11, 2024	OPID	System level	mixed from across Universities of Wisconsin	Introduction to Teaching and Thinking with AI	Jose Antonio Bowen	online	1.5 hours	
October 18, 2024	OPID	System level	mixed from across Universities of Wisconsin	Workshop 1 - AI Literacy & Prompt Engineering	Jose Antonio Bowen	online	2 hours	
November 4, 2024	CETL	Department level	Sociology, Anthropology, & Criminology	Generative AI 101 & AI Literacy 101	Rachele Haroldson (CETL)	in-person	1 hour	
November 19, 2024	CETL	Department level	Teacher Education, HHP	Generative AI 101 & AI Pedagogy 101	Rachele Haroldson (CETL)	in-person	1 hour	invited to present on AI literacy to Christy Pettis' class (TED 421) and Lindsay Robinson's class (TED 313) at the end of the semester
November 20, 2024	CETL	Department level	University Communications & Marketing	Generative AI 101 & AI Literacy 101	Rachele Haroldson (CETL)	in-person	1 hour	interest in having another session about other AI tools
December 5, 2024	CETL	Community level	St. Croix Valley Business Innovation Center Director & Interns	Generative AI 101 & AI Literacy 101	Rachele Haroldson (CETL)	online	1 hour	
January 8, 2025	OPID	System level	mixed from across Universities of Wisconsin	Workshop 2 - AI Grading, Detection and Policies	Jose Antonio Bowen	online	2 hours	

Date	Host/Sponsor/Coordinator	Audience	Attendees	Title of PD/Workshop/Outreach	Presenters	Format	Length	Follow Up
January 14, 2025	OPID	System level	mixed from across Universities of Wisconsin	Workshop 3 - AI Assignments and Grading	Jose Antonio Bowen	online	2 hours	

UW-STEVENS POINT
Center for Inclusive Teaching & Learning (CITL)
Erin Speetzen, Director

The rapid development and broad availability of generative artificial intelligence tools such as ChatGPT, Co-Pilot, Claude and others has sparked considerable interest, questions, and concerns from faculty and instructors. CITL has responded by providing a variety of programming and resources to help faculty and instructors learn about generative AI and how it can impact their teaching.

CITL hosted four separate workshops in our Artificial Intelligence Series held in Fall 2023. Although each guest presenter shared a unique viewpoint, they all showcased the challenges presented by generative AI. These presentations were open to faculty and staff members and 70 participants attended the sessions. Session topics included

- Demystifying Artificial Intelligence (Presenter: Tomi Heimonen)
- Joy and Assessment of Learning in AI-Supported Times (Presenter: Vera Klekovkina)
- AI and the Academic Misconduct Process (Presenter: Troy Seppelt)
- Critical thinking and Artificial Intelligence (Presenter: Dona Warren)

Two CITL staff members served on the AI Policy Working Group convened by Common Council in the 2023 – 2024 academic year. This group was charged with engaging campus stakeholders to review and develop ethical AI policies and make recommendations for training to the campus. The CITL staff has worked hard to provide resources and training opportunities that align with the recommendations put forth by the AI Policy Working Group and that promote best practices in pedagogy, assessment, and academic integrity. A list of work our unit has done in response to the recommendations from group includes

- Updating our syllabus and Canvas templates to reflect the Classroom Usage Policy created by the AI working group and providing a link to a repository of AI course policies.
- Launching an [Artificial Intelligence webpage](#) with resources to help instructors consider how to create GenAI policies for their course, how to talk about academic integrity in the age of AI, and how to incorporate GenAI into assignments.
- Licensing the course Teaching with AI through Auburn University.
 - All CITL instructional designers have completed the course.
 - To date, 49 UWSP faculty, instructors, and staff have registered for the course.
- Offering three summer assignment redesign workshops during Summer/Fall 2024.
- Offering a book club on *Teaching with AI* in Fall 2024.
- Holding a series of AI “Petting Zoos” where faculty/instructors can get hands-on experience using AI.
- Working on creating an interactive training on academic integrity for faculty.
- Visiting several departments and schools to talk about GenAI.

- Co-sponsoring two panel discussions with the School of Business on Generative AI in the workplace.
- Releasing a set of Teaching Tips about how faculty can use GenAI, as well as how GenAI impacts academic integrity. The full list of topics is
 - Fall 2024
 - Using GenAI with Pecha Kucha
 - Developing Escape Room Challenges with GAI assistance
 - Developing Role Playing activities with GAIA assistance
 - How to help students use GAI as a personal tutor to improve learning
 - Advertising GAI resources and WHY instructors should engage in TILT
 - Actionable advice on HOW to TILT your course
 - Upcoming Spring 2025
 - Academic Integrity (two-part series)
 - Preparing students for the workplace of the future and ethical/competent use of GAI

**University of Wisconsin-Stout:
Nakatani Teaching & Learning Center
Sylvia Tiala, Director**

Learning and Information Technology List & Learning Technology List includes Professional Development and Continuing Education

Event Title	Event Start Date	Confirmed
Chatting with the Future: Exploring the Power of ChatGPT	3/8/2023	68
ChatGPT & AI's Impact on Higher Education	3/31/2023	48
Actively Engaging Students With ChatGPT	4/18/2023	25
AI Ad Hoc Committee	8/1/2023	
AI Engagement Sessions (August Opening Activities)	8/28/2023	
AI Campus Conversations	9/11/2023	9
AI Campus Conversations	9/12/2023	11
Chatting with the Future: Exploring the Power of ChatGPT	3/8/2023	73
ChatGPT & AI's Impact on Higher Education 2023	3/31/2023	48
Actively Engaging Students With ChatGPT	4/18/2023	26
AI/ChatGPT Course Collaborators Sharing Community	9/11/2023	23
ChatCAE Book Club (hybrid)	10/26/2023	7
Keynote - Generative AI: Exploring the Landscape	1/18/2024	128
AI Ethics: Ethical Challenges from the Imaginary to the Real	1/18/2024	72
Digital Literacy and Artificial Intelligence	1/18/2024	26
Getting Started with the Big Three Chatbots: ChatGPT, Bing, and Bard	1/18/2024	73
Prompt Engineering & the Art of AI Conversation	1/18/2024	52
AI Writing Pedagogy and Praxis	1/18/2024	26
Playdate with Visual Generative AI	1/18/2024	8
Keynote - Generative AI: Exploring the Landscape (Recording)	1/22/2024	0
Lunch and Learn with LIT - Let's Chat about ChatGPT, Bard and CoPilot	2/20/2024	20
The Ethics of Personalized Digital Duplicates: A Principled Framework	4/11/2024	8
CAE Summer Ethics Cohort (included AI projects)	6/3/2024	9
Walmart Distribution Center Automation and AI Tour	8/21/2024	12
Walmart Distribution Center Automation and AI Tour	8/21/2024	13
AI Literacy and Prompt Engineering	8/27/2024	19
AI Guidelines for the Classroom: A Toolkit for Educators	8/28/2024	22
Compose, Chat, Create: Unleash the Power of Microsoft Co-Pilot's AI Assistant	8/29/2024	45
AI Show and Tell - Office Environment	8/29/2024	45
Incorporating AI into Your Classroom	8/29/2024	17
AI Show and Tell - Classroom Environment	8/29/2024	16
Bias and Challenges with AI in Higher Education	8/29/2024	27
Keynote: Empowering Academic Innovation: Thriving in the Age of AI	10/7/2024	54
Workshop: Hands-On with Generative AI: Prompt Engineering for Practical Use Cases	10/7/2024	19
GenAI and the Future of Augmented Learning	10/9/2024	46
The AI Lunch Hour: Enhancing Your Research with AI	10/30/2024	11
The AI Lunch Hour: AI, Ethics & Higher Education	11/13/2024	4
Keynote: Future of Work & AI Implementation	11/20/2024	49
The AI Lunch Hour: Assessment Augmented - Enhancing Evaluations with AI	12/4/2024	3
Prompt Engineering for Beginners (hybrid)	1/14/2025	
AI Toolkit: Work Smarter, Not Harder	1/15/2025	
AI for Research: Tools, Citations, Plagiarism, and Classroom Integration	1/22/2025	
AI: Academic Policy, Misconduct, and Assignments	1/22/2025	
Keynote: From AI to Human Engineering: Governing the Ethical Future of Technology and Humanity	1/22/2025	50 - To Date
Keynote: IA not AI: Why AI will Amplify Intelligence, Not Replace	1/23/2025	55 - To Date
Workshop: Human Skills in the Era of AI	1/23/2025	40 - To Date
AI in the Syllabus: Policies, Practices, and Classroom Integration	1/23/2025	
Researching with Generative AI	1/23/2025	
What's in the Syllabus? Student Views on Generative AI Syllabus Policies and AI Usage at Stout	1/23/2025	

Nakatani Teaching and Learning Center + Additional Workshops from campus

Event Title	Event Start Date	Confirmed
AI & Generative AI Shrepoint Site	Fall 2023 - ongoing	
Chat GPT/AI Sharing Community	Fall 2023-Spring 2024	22
Teaching with AI Canvas Course	2/19/24 - ongoing	30
AI and Higher Ed - AAC&U Webinar	1/10/2024	2
AAC&U - Working with Ai For Teaching & Learning	3/11/2024	7
AAC&U Cheating, Detection, and Policy	3/18/2024	5
AAC&U Assigments and Writing	4/1/2024	5
AAC&U AI to Improve Classes & Courses	4/8/2024	5
Artificial Intelligence: Course Applications and Policies Sharing Community	Fall 2024	9
EDUCAUSE Learning Lab - Generative AI - 1	9/9/2024	
EDUCAUSE Learning Lab - Generative AI - 2	9/12/2024	
EDUCAUSE Learning Lab - Generative AI - 3	9/18/2024	
EDUCAUSE Learning Lab - Generative AI - 4	9/23/2024	

UW-SUPERIOR

Center for Learning, Innovation & Collaboration (CLIC)

Jamie White-Farnham, Director, Jim Dan Hill Library & Markwood CLIC

AI community of practice in Spring 2024: several meetings devoted to discussions and news regarding AI in use in higher education. We had about 15 members of this group.

Teaching With AI book read (co-authored by Jose Antonio Bowen and C. Edward Watson) in Fall 2024: a group of 8 read this book and attended the Bowen talks through OPID.

Mostly we have relied on the OPID webinar offerings in Fall 2023 and again this fall.

UW-WHITEWATER

LEARN Center

Susan Wildermuth, Director

Fall, 2024

1. **Workshop: Detecting AI Deepfakes: Exploring Content Credentialing-** In an era where digital misinformation is rampant, this workshop equips educators with the skills to identify and deal with "deepfakes" and other AI-generated false content. Learn about the latest technologies in content credentialing and explore practical strategies for teaching students to critically analyze and verify digital information. This session is invaluable for educators committed to fostering digital literacy and critical thinking in their students, ensuring they are prepared to navigate the complexities of the digital information landscape.
 - a. **Offered Twice in Fall, 2024**
2. **Training: Teaching AI Scripting: How to Write Prompts:** Join this interactive workshop dedicated to the art and science of AI scripting. Designed for educators across disciplines, this session will teach you the essentials of writing effective prompts to guide AI in generating desired outputs that can be shared with students. You'll learn techniques for structuring prompts, tips for avoiding common pitfalls, and strategies to encourage creativity and critical thinking in AI responses.
 - a. **Offered Twice in Fall, 2024**
3. **AI Detection and Prevention:** Explore the intersection of AI technology and academic integrity in this intermediate session designed for educators and administrators. This workshop will provide hands-on experience with the latest methods and tools for detecting AI-generated text, utilizing detection software available on campus. Participants will critically evaluate the accuracy, limitations, and potential applications of these tools in an academic setting, gaining valuable insights into their effectiveness. Additionally, attendees will explore real-world scenarios and case studies to understand how these tools can be integrated into academic policies and practices to uphold the integrity of academic work.

- a. Offered once in Fall, 2024
4. **Introduction to AI:** Join the LTC and LEARN Center for an engaging introductory workshop on artificial intelligence in higher education. This session offers a comprehensive overview of generative AI, explaining its core concepts, opportunities, and limitations. We will demonstrate practical applications and explore how generative AI can be integrated into various educational contexts. By the end of this workshop, participants will be equipped with the knowledge and tools to thoughtfully incorporate generative AI into their teaching practices, enhancing both instructional methods and administrative efficiency.
5. CoEPS Retreat AI Presentation, September, 2024
6. COLS Retreat AI Presentation, September, 2024
7. November 10th, Day long conference on AI in the Workplace
8. Teaching with AI- full fall semester book club
9. Established an campus-wide AI standing committee, Fall, 2024
10. Completed one on one consultations with faculty addressing course and assignment redesign to address AI concerns.

Universities of Wisconsin Office of Academic Affairs
Office of Professional & Instructional Development (OPID)

OPID-Sponsored Programs on *Generative Artificial Intelligence*

Chat GPT was launched to the public on November 30, 2022. Soon after, media coverage of Generative Artificial Intelligence grew progressively, triggering a heightened sense of urgency among educators. Each of the 13 UWs has responded to Gen AI to varying degrees, reflecting the range of human and financial resources available at our universities.

OPID, UW's Office of Professional and Instructional Development, is guided by an Advisory Council comprised of Teaching & Learning Center directors and faculty/instructor members from our 13 Universities of Wisconsin, and Co-directors of OPID's Wisconsin Teaching Fellows & Scholars. OPID supports universities with three long-running signature programs, a weekly newsletter, and Zoom Webinars. An early mention of Chat GPT appeared in *OPID | Monday notes* on December, 2022, with the article "[AI Unleashed](#)" in *Inside Higher Education* (Dec. 15, 2022). Another informative article was "[Nobody wins in an Academic Integrity Arms Race](#): How Artificial Intelligence is Changing the Way Colleges Think About Cheating" in the *Chronicle of Higher Education* (6/12/2023). National Webinars addressing Gen AI, many free, are also listed in OPID's weekly newsletter.

In July 2023, UW's Teaching & Learning Center directors were surveyed on AI's impact on teaching and learning at their universities, and how OPID could support their professional development efforts for faculty and instructors. The following OPID-sponsored programs emerged in response to the needs of the UWs.

FALL 2023

Four-part Zoom [Webinar series](#) (*all sessions were recorded*):

Integrating *Gen AI* into Your Teaching

Wed, Sept. 13, Noon to 1:30 pm

Sarah Elaine Eaton, University of Calgary

Moderated by *Heather Pelzel* (UW-Whitewater)

Redesigning Assignments

Thurs, Sept. 28, Noon to 1:30 pm

Tricia Bertram Gallant, University of California – San Diego

Moderated by *Angie Stombaugh* (UW-Eau Claire)

Safeguarding Our Students, Instructors, and Universities: Privacy, Security, Copyright, and Generative AI

Thurs, Oct. 26, Noon to 1:00 pm

Noah Brisbin, UW System Legal Counsel

Ed Murphy, UW System Chief Information & Security Officer

Jodi Pierre, Research & Instruction Librarian, UW-Green Bay

Moderated by *Jamie White-Farnham* (UW-Superior)

Strategies for Integrating Gen AI into Your Teaching

Wed, Nov. 29, Noon to 1:00 pm

Katrina Heimark, Political Science, UW-River Falls and UW-Eau Claire

Lane Sunwall, History, UW-Milwaukee

Kris Vespia, Psychology, UW-Green Bay

Moderated by Heather Pelzel (UW-Whitewater)

SPRING 2024

Generative AI was integrated into existing OPID professional development programs:

Spring Conference on Teaching & Learning – Memorial Union, Madison

Call for Proposals, including a generative AI track, resulted in four conference sessions:

A Year with Generative AI: Three Lessons for Tomorrow's Education

Lane Sunwall and *Catarino David Delgado*, Center for Excellence in Teaching and Learning, UW-Milwaukee

Engaging Students in Dialogue about Generative AI and Social Inequity in the Writing Classroom

Bryan Kopp, UW-La Crosse

Hesitant to Hopeful: UW-Whitewater's Proactive Approach to Generative AI

Eric Loepp, *Dana Wagner*, *Ted Witt*

Learning Technology Center, UW-Whitewater

Sitting in the Seat of Students: Engaging in a World Café on Generative AI and Learning *Sarah Riforgiate* and *Catarino David Delgado*, Center for Excellence in Teaching and Learning, UW-Milwaukee

Kris Vespia, Center for the Advancement of Teaching and Learning, UW-Green Bay

Faculty College – 3 ½-day institute | retreat for systemwide faculty and instructors

Session on Generative Artificial Intelligence – UW-Green Bay

Jodi Pierre, Research & Instruction Librarian

Kris Purzyck, Associate Professor, English

Kris Vespia, Director, Center for the Advancement of Teaching & Learning and Professor, Psychology

FALL 2024

**Five-part [Zoom series](#) featuring Jose Antonio Bowen, co-author, *Teaching with AI*
All sessions are recorded.**

Introduction : Teaching and Thinking with AI

Friday, Oct. 11, 2 pm to 3:30 pm

Workshop – AI Literacy & Prompt Engineering

Friday, Oct. 18, 2 pm to 4 pm

Conversation with Jose Antonio Bowen – Teaching with AI

Moderated by **Valerie Barske** (UW-Stevens Point)

Friday, Dec. 13, 2:30 pm to 3:30 pm

Workshop - AI Grading, Detection and Policies

Wednesday Jan. 8, 11 am to 1 pm

Workshop - AI Assignments and Assessments

Tuesday, Jan. 14, 11 am to 1 pm

WINTERIM

Microsoft – UW Generative AI Bootcamp for Educators

Fluno Center, Madison – January 15-16, 2025

Participants : Teams of three from 13 universities; team members are faculty, instructors, instructional designers or technologists, librarians, or other educators.

- Microsoft is providing content through Seattle-based company Blackdog Blackcat.
- UW is covering meeting space, catering, and lodging for participants.
- Universities are responsible for mileage, parking, and meals during travel.

SPRING 2025

Generative AI is integrated into existing OPID professional development programs:

- Spring Conference on Teaching & Learning – April, 2025
- Faculty College – May, 2025

Submitted by
Fay Akindes, OPID Director
December 20, 2024

AI IN STUDENT SUCCESS

In addition to discussions of AI and the overall future of higher education (see, for example: <https://tech.ed.gov/files/2025/01/OS-24-002833-AI-in-Postsecondary-Ed.pdf>), AI Discussions are happening across the Office of Enrollment & Student Success. The following examples and resources explore this context for the Education Committee and future discussions regarding AI on campus:

- <https://www.naspa.org/report/the-transformative-potential-of-ai-in-student-affairs-recommendations-for-student-affairs-leaders>
- <https://www.forbes.com/sites/brennanbarnard/2024/09/17/college-admission-an-ai-revolution/>
- <https://www.aacrao.org/resources/newsletters-blogs/aacrao-connect/article/revolutionizing-credit-mobility-with-ai-and-a-powerful-network>
- <https://www.insidehighered.com/news/admissions/traditional-age/2023/10/09/admissions-offices-turn-ai-application-reviews>
- <https://rossier.usc.edu/news-insights/news/balancing-potentials-and-pitfalls-ai-college-admissions>
- <https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/11/28/university-financial-aid-offices-use-ai>
- https://completecollegeamerica.s3.us-east-2.amazonaws.com/wp-content/uploads/2024/01/05140909/CCA_AttainmentwithAI.pdf
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**UW-MADISON HOST CAMPUS PRESENTATION,
SHAPING TOMORROW: STUDENT INSIGHTS ON AI'S IMPACT**

REQUESTED ACTION

For information and discussion only.

SUMMARY

In this presentation, UW-Madison student leaders, along with a faculty moderator, will provide some insight into the impact of artificial intelligence on their lives, now and as they consider their futures. Topics will include the integration of AI into daily school, work, and personal routines; the role of AI in undergraduate research opportunities; and how considerations about AI are influencing thinking about and preparation for an evolving job market. This session will provide insight into how current students are thinking about and interacting with AI as they prepare to lead in a changing world.

Presenters

- **Jeremy Morris**, Professor, Media and Cultural Studies, Department of Communication Arts
- **Dane Jacobson**, Majors: Computer Sciences and Mathematics
- **Jackson Kunde**, Majors: Computer Sciences and Mathematics
- **Anna Thompson**, Major: History, Certificate: Slavic Studies