Graduate Faculty Executive Committee
1:30 p.m. – 3:30 p.m.
April 9, 2021
AGENDA

Automatic Consent
1. (1:30 pm) Automatic consent approvals
   a. Minutes from March 12, 2021
   b. Approval of the extension of active Graduate Faculty status for Sociology professors Myra Ferree and Pam Oliver through May of 2022 (Parmesh Ramanathan)

Postponed Business
2. (1:35) Diversity, Equity, and Inclusion Self-Assessment Summary (Lisa Martin)

Approvals
3. (1:55) Request to suspend admissions to the Graduate/Professional Certificate in Public Humanities effective Fall 2021 (Susan Zaeske) Lumen Link
4. (2:05) Request to suspend admissions effective Fall 2022 and discontinue effective Fall 2024 the Master of Business Administration: Business: Arts Administration (Russ Coff) Lumen Link

Program Review Response
5. (2:15) Institution for Regional & International Studies GFEC review response (Lisa Martin)
   a. Southeast Asian Studies MA, Doctoral Minor
   b. Russian, East European and Central Asian Studies MA, Graduate/Professional Certificate, Doctoral Minor
   c. African Studies Graduate/Professional Certificate, Doctoral Minor
8. (2:45) Linguistics MA, PhD, Doctoral Minor GFEC review response (Parmesh Ramanathan)
9. (2:55) Capstone Certificate in Infant, Early Childhood, and Family Mental Health GFEC review response (Lisa Martin)
M I N U T E S


Members Absent: Kevin Black, Alex Dressler, Mark Mandel, Donna Neumann, Julie Poehlmann-Tyen, Chris Walker

Dean William Karpus called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from February 12, 2021

   Motion: Moved and seconded to approve the consent agenda items. The motion passed unanimously.

Approvals

2. Dean Karpus presented a request to approve additions and modifications to the UW-1200 Policy on Minor/Breadth Requirement in Doctoral Training. The revised policy would be effective for students becoming dissertators beginning in Fall 2021. The policy adds the option for the completion of a graduate/professional certificate to satisfy the breadth requirement.

   Motion: Moved and seconded to approve additions and modifications as presented to the UW-1200 Policy on Minor/Breadth Requirement in Doctoral Training, effective for students becoming dissertators beginning in Fall 2021. The motion passed unanimously with one abstention.

3. Dean Karpus introduced Professors Peter Miller and Julie Mead who presented a request to approve new degree Master of Science in Sports Leadership effective Summer 2022. The program is responsive to a growing need for trained leaders in sports programming careers. Miller and Mead responded to questions surrounding teaching loads and diversity in faculty and recruitment efforts.

   Motion: Moved and seconded to approve the new degree Master of Science in Sports Leadership effective Summer 2022. The motion passed unanimously.

4. Dean Karpus introduced Professor Ellen Damschen who presented a request to change the program name “Zoology” to “Integrative Biology” for the Master of Science, PhD, and Doctoral Minor effective Fall 2021. The name change more accurately reflects the program’s mission and reduces confusion between the department and program name. It is also
consistent with peer institutions and increases competitiveness for students in the job market.

**Motion:** Moved and seconded to approve changing the program name “Zoology” to “Integrative Biology” for the Master of Science, PhD, and Doctoral Minor effective Fall 2021. The motion passed unanimously with one abstention.

5. Dean Karpus introduced Professor Bill Provencher who presented a request to suspend and discontinue the Named Option “Resource and Energy demand Analysis” in the Master of Science in Agricultural and Applied Economics effective Fall 2021. The program has not been able to sustain itself financially. Enrollment declined further when a tuition increase was implemented.

**Motion:** Moved and seconded to approve the request to suspend and discontinue the Named Option “Resource and Energy demand Analysis” in the Master of Science in Agricultural and Applied Economics effective Fall 2021. The motion passed unanimously.

6. Dean Karpus introduced Professors Brian Yandell and Karen Wassarman who presented a request to suspend, effective Fall 2021, and discontinue, effective Fall 2023, the Master of Science in Biometry. The program enrollment has been low. A teach-out plan has been developed for students in the program.

**Motion:** Moved and seconded to approve the request to suspend effective Fall 2021 and discontinue effective Fall 2023 the Master of Science in Biometry. The motion passed with one opposition and one abstention.

7. Dean Karpus introduced Professor Jeremy Hutton who presented a request to discontinue the Named Option “Hebrew Bible” in the Master of Arts in Classical and Ancient Near Eastern Studies, effective Fall 2021. Losses in faculty had created the need to implement a teach-out plan for former students.

**Motion:** Moved and seconded to approve the request to discontinue the Named Option “Hebrew Bible” in the Master of Arts in Classical and Ancient Near Eastern Studies effective Fall 2021. The motion passed unanimously with one abstention.

8. Dean Karpus introduced Professor Jeremy Hutton who presented a request to discontinue the Named Option “Hebrew Bible” in the PhD in Classical and Ancient Near Easter Studies effective Fall 2022. There are currently three students in program that anticipate finishing by Summer 2022.

**Motion:** Moved and seconded to approve the request to discontinue the Named Option “Hebrew Bible” in the PhD in Classical and Ancient Near Easter Studies effective Fall 2022. The motion passed unanimously with one abstention.

**Program Reviews:**

9. Former GFEC member Scott Straus presented the Institutional 10-year program review of the Economics MS/PhD/Doctoral Minor. Straus noted strengths of the program include strong satisfaction among students, placement in both private sector and academic positions, commitment to increasing enrollment among women and underrepresented minorities, and outstanding staff.
The review committee recommendations include ongoing commitment to diversify the student pool, development of funding packages, addressing concerns expressed regarding transparency of allocations, and further discussion regarding professional development opportunities.

**Motion:** Moved and seconded to accept the 10-Year Program Review of the Economics MS/PhD/Doctoral Minor. The motion passed unanimously.

10. GFEC member Bret Shaw presented the Institutional 10-year program review of the Political Science MA/PhD/Doctoral Minor. Shaw noted strengths of the program include selectiveness of admissions, quality advising, connection between program requirements and learning outcomes, professional development programming, attraction of endowment funding, and high retention rates.

The review committee recommendations include exploring changes to methods requirements, more structured expectations and follow-up to peer mentoring, more feedback on teaching, use of individual development plans, climate improvement and ongoing solicitation of climate feedback, increasing diversity among faculty and increased stipends.

**Motion:** Moved and seconded to accept the 10-Year Program Review of the Political Science MA/PhD/Doctoral Minor. The motion passed unanimously with one abstention.

**Discussion**

11. Associate Dean Lisa Martin’s presentation on the Diversity, Equity and Inclusion Self-Assessment Summary.

**Motion:** Moved and seconded to postpone the discussion to the April 2021 GFEC meeting due to time. The motion passed unanimously.

**Adjournment**

Meeting adjourned by Dean William Karpus.
To: Dean Eric Wilcots, College of Letters & Science  
From: Christine Schwartz, Chair, Department of Sociology  
Date: March 11, 2021

Re: Extension of graduate faculty status for Pamela Oliver and Myra Ferree

Myra Ferree and Pam Oliver both retired from the Department of Sociology in 2019 (Myra in January 2019 and Pam in May 2019). As permitted by FPP 3.05.D, they both maintained graduate faculty status for the year following their retirement. Given that COVID-19 is increasing time to degree for the Sociology students, both Pam and Myra received an extension of their status through AY 2020-21 and are asking for an additional extension through AY 2021-22. They are both active in advising students and chairing dissertation committees and allowing them to continue to do so would be quite helpful. The Department of Sociology’s Executive Committee voted on 3/10/21 to extend Pam Oliver’s and Myra Ferree’s graduate faculty status by an additional year (16-0-2, yes-no-abstain), pending the approval of the Dean and the GFEC.

I endorse the extension of the graduate faculty status of these emeritus faculty members.

3/15/2021

Eric Wilcots, Dean
Date Submitted: 03/17/21 2:47 pm

Viewing: GCRT635 : Certificate in Public Humanities

Last approved: 09/18/18 10:13 am
Last edit: 03/26/21 3:26 pm
Changes proposed by: massino

Catalog Pages Using this Program

Public Humanities, Graduate/Professional Certificate

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Elaine M Klein - L&amp;S</td>
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</table>

In Workflow

1. CTR HUM Dept. Approver
2. L&S College Admin Reviewer
3. L&S College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 03/17/21 2:49 pm
   Russ Castronovo (rcastronovo): Approved for CTR HUM Dept. Approver
2. 03/17/21 2:56 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 03/17/21 3:06 pm
   Elaine Klein (emklein): Approved for L&S College Approver
4. 03/19/21 10:56 am
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

Academic Program review completed in February 2021 led to a recommendation that this program be relocated from the Center for Humanities to an L&S Departmental home. The program and prospective home welcomed the suggestion, which was endorsed by the L&S APC. The APC approved a motion that the program should present a request to relocate and a plan describing revised governance and administrative procedures, or be discontinued. Those conversations are under way; however, they may not be completed in the time-frame originally proposed by the council. The APC granted an extension but unanimously approved a motion to suspend admission until program can be relocated and reopened in its new academic home.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

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**Basic Information**

Program State:  
*Suspend Admissions Active*

Type of Program:  
Certificate

Who is the audience?  
Graduate or professional

Home Department:  
CTR HUM

School/College:  
College of Letters and Science

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School?  
Yes

SIS Code:  
GCRT635

SIS Description:  
Public Humanities GCrt
Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

January 31, 2022

What is the last term that a student could declare this program?

Summer 2021

(1216)

What is the timeline and advance communication plan?

Center for Humanities staff will reach out to currently declared and "potential to declare" (based on enrollment in foundational courses) to explain suspension of admissions while program is in transition to new academic home.

Explain the precipitating circumstances or rationale for the proposal.

The certificate is a low-award program that experienced some administrative challenges that affected the management of program records; despite efforts to address this, awards continue to be very low. A review of the program resulted in a recommendation to relocate it in a stable academic home (maintaining strong collegial and philosophical ties to the Center for Humanities) to provide administrative support and academic coordination.

What is the potential impact on enrolled students?

Currently enrolled students will have access to academic infrastructure associated with a department, including access to graduate student advising and communications that flow from L&S and the Grad school to academic units. A range of professional staff familiar with scheduling courses, trouble-shooting student issues, and interacting with the variety of offices and units that support curriculum will help manage the program. Students will have a department-based academic community with which to interact, that will be complemented by the outreach, coordination, and community of scholars found in the Center for Humanities. They will benefit from a more customary allocation of duties and responsibilities for academic program administration.

What is the potential impact on faculty and staff?

The department that adopts the program will have another academic program to manage. The Center for Humanities will no longer be responsible for that work.
Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Via emails and virtual meetings, CFH staff has discussed these changes among its staff and with the History Department. CFH staff has informed instructor of core course that the certificate is in transition so as to guide interested students.

Explain and provide evidence of efforts made to confer with and to notify current students.

CFH has sent an email to all current students and has notified the faculty member teaching the course this semester.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

This is a low-award program, with very few alumni. They will be informed of the reconfiguration in an upcoming newsletter as to the pause on admission, and as to the future of the certificate when it becomes finalized.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

The Center for Humanities will continue to advise students, offer courses, and otherwise maintain the program until it is officially relocated in the department that adopts it.

A teach out plan (with identifying information removed) will be attached to this proposal and shared with the dean's offices in L&S and in the Grad School; this plan will be updated in the event that any new students declare prior to Fall 2021.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

This will continue to be the responsibility of the Center for Humanities.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

This graduate certificate is not available as a "stand-alone" program, and cannot admit students who are not yet enrolled at UW-Madison. There is therefore no "recruiting pipeline." However, the Center for Humanities will reach out to students who have enrolled in the foundational course to encourage them to declare prior to Fall 2021 if they intend to complete the certificate.
Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Students who may have stopped out of graduate level study, who later seek readmission to the university, will not be eligible for readmission to this program. If the program resumes admission (as we hope it will do), students may be eligible for readmission to the program at that time, with consideration given to courses already completed.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

The core course will not be offered until the transition is finalized.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Castronovo, Russ</td>
<td><a href="mailto:rcastronovo@wisc.edu">rcastronovo@wisc.edu</a></td>
<td>608/890-1055</td>
<td>Director, Center for Humanities</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Neville, Leonora</td>
<td><a href="mailto:Ineville@wisc.edu">Ineville@wisc.edu</a></td>
<td>608/263-1814</td>
<td>Associate Dean for Academic Planning</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Director, Center for Humanities</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Massino, Megan</td>
<td><a href="mailto:massino@wisc.edu">massino@wisc.edu</a></td>
<td>608/890-0013</td>
<td>Associate Director, Center for Humanities</td>
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</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
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<td>History (HISTORY)</td>
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</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? No

Please explain.
UNKNOWN. Ask Regina Lowery (Provost's Office, Student Learning Assessment)
Are all assessment reports in the home academic unit up to date? No

Please explain.

UNKNOWN. Ask Regina Lowery (Provost's Office, Student Learning Assessment)

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Will this program have outside accreditation? No

Will graduates of this program seek licensure or certification after graduation? No

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**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.
Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

**Faculty and Staff Resources**

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

**Resources, Budget, and Finance**

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

**Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum
**Guide Admissions/How to Get In tab**

*Admissions to the Graduate Certificate in the Public Humanities is suspended as of Fall 2021. For further questions, please contact Megan Massino at massino@wisc.edu.*

Graduate students pursuing degrees in any program at UW–Madison are welcome to seek admission into the Graduate Certificate in the Public Humanities. Students can declare their intention to pursue the certificate at any time. To receive the certificate, they must complete an application form, and are welcome to submit it at any time for review and feedback from the Associate Director, Megan Massino. certificate advisor, Emily Clark. The application requires final approval by a faculty subcommittee of the Center for the Humanities’ advisory committee.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

**Guide Requirements tab**

There are no formal prerequisites for matriculation into the graduate certificate program in terms of coursework. However, only those students with B.A. or B.S. degrees from accredited colleges or universities who are currently enrolled graduate students at the University of Wisconsin–Madison are permitted to enter the graduate certificate program. Special students and undergraduates are ineligible to receive the certificate.

Graduate students pursuing any degree in any program at UW–Madison are invited to obtain a Graduate Certificate in the Public Humanities. The certificate is not a stand-alone program. Students who wish to receive the Graduate Certificate in the Public Humanities must take a core course, INTER-LS 700 Public Humanities: Theories, Methods, Cases offered each year, and develop a coherent, thematic sequence of three additional courses, for a total of 12 credits. All students also are required to undertake a capstone project.

Total credits required:

**Guide Graduate Policies tab**

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

| Outcomes – enter one learning outcome per box. Use the green + to create additional boxes. |
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<th>2</th>
<th>3</th>
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<tr>
<td></td>
<td>a. Discover inherent value of working collaboratively with constituencies outside of the university, especially community based program partners. b. Learn how to more effectively assess the needs and capacities of program partners and community organizations in general. c. Advance the Wisconsin Idea and its of community engagement across racial, ethnic, economic, and cultural differences.</td>
<td>a. Recognize public cultures through institutions, publication, program development and public intellectual, art, and criticism. b. Gain understanding of Public Humanities as emerging/significant field and its academic/nonacademic value. c. Understand foundations of Public Humanities/current discussions about its nature/value. d. Develop concepts/skills translating humanities for nonacademics.</td>
<td>a. Be able to critically analyze and engage with the role of the public intellectual. b. Develop alternative applications for scholarly research and training for use in a broader context.</td>
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</table>

Summarize the assessment plan.

Department Approved
Assessment Plan:

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**Commitments**

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.
Yes

Special topics courses are only used if all topics count for the certificate.

Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

Yes

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Yes

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

### Supporting Information

List name and department of those who are in support of this proposal.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
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</thead>
<tbody>
<tr>
<td>Klein, Elaine</td>
<td>1/25/2021</td>
<td>College of Letters &amp; Science (L&amp;S)</td>
<td>L&amp;S APC Recommendation pursuant to low award program review led to recommendation to relocate program. Pause in admission proposed as part of process.</td>
<td>College of Letters &amp; Science</td>
</tr>
</tbody>
</table>

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

- APC Action on Public Humanities Grad Cert Review.pdf
- C4H Request for Extension.pdf
- History Request for extension.pdf
- APC Approval Extend Deadline Suspend Admissions GCERT Public Humanities-final.pdf

Additional Information:

**Approvals**

*Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*

Enter any notes about approval here:
- reviewed and edited proposal with CFH staff

Entered by: Russ Castronovo  
Date entered: 3/17/21

*School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*
Enter any notes about approval here:

L&S APC requested this action in response to the unit's request for an extension of the deadline to resolve questions related to continuation of the certificate in a new academic home; the Center for Humanities agreed to those terms. Thus L&S considers this action to have been approved by the Council on March 2, 2021

Entered by and Elaine M. Klein, Associate Dean for Academic Planning, L&S
date: Date entered: 3/17/2021

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Guide publish date/type

Career: Graduate

SIS Program Code: GCRT

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<tr>
<td>Description:</td>
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<td>Other plan codes associated with this program:</td>
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<td>Degree:</td>
<td>CRT</td>
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<td>Arts and Humanities</td>
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<td>Program Length:</td>
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<td>National Student Clearing House Classification:</td>
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<td>24.0103 - Humanities/Humanistic Studies.</td>
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<td>HEALTH:</td>
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<td>Educational Innovation Program:</td>
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<td>Non Traditional Program:</td>
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<td>Postbaccalaureate certificate category:</td>
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Reviewer Comments

**Regina Lowery (lowery3) (03/19/21 10:37 am):** Assessment reporting: One annual report (out of three), submitted for 2017-18.

Key: 339
Viewing: **MBA 091BUS : Business: Arts Administration**

Last approved: 06/01/20 9:46 am

Last edit: 03/26/21 3:32 pm

Changes proposed by: baclemens

Catalog Pages Using this Program

- **Business: Arts Administration, MBA**

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
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<th>Name</th>
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<tr>
<td>Brigid Patterson - BUS</td>
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In Workflow

1. M H R Dept. Approver
2. BUS School Admin Reviewer
3. BUS School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/17/21 8:58 am Brigid Patterson (baclemens): Approved for M H R Dept. Approver
2. 02/18/21 2:17 pm Brigid Patterson (baclemens): Approved for BUS School Admin Reviewer
3. 03/23/21 10:59 am Brigid Patterson (baclemens): Approved for BUS School Approver
4. 03/25/21 3:32 pm Karen Mittelstadt (mittelstadt): Rollback to BUS School Approver for APIR Admin
5. 03/26/21 9:50 am Brigid Patterson
Proposal Abstract/Summary:

Due to mission realignment and declining enrollment, WSB would like to suspend admissions to and discontinue the MBA in Arts Administration.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2021 (1222)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No
Program State: Suspend, will be discontinued Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Management and Human Resources (M H R)
School/College: School of Business

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

Award: Master of Business Admin
SIS Code: MBA 091BUS
SIS Description: Bus: Arts Administration MBA
Transcript Title: Business: Arts Administration

Named Options:
Will this be offered as an additional major as well? No

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**Suspension and Discontinuation**

What is the last term that a student could declare this program? Summer 2022 (1226)

What is the last term that students may be enrolled in or complete the program? Summer 2024 (1246)

What is the timeline and advance communication plan?

a. In early spring 2021 (likely February), stakeholders will be informed of the plan to suspend admissions and discontinue the program.
b. Spring 2021: The application process is currently under way for Fall 2021. These applicants will be informed of the pending change and invited to be considered for the one-year MA program, if preferred.
c. Admissions will be suspended beginning Fall 2022.
Explain the precipitating circumstances or rationale for the proposal.

a. Mission realignment – The Bolz Center has initiated a new one year MA in Arts and Creative Enterprise Leadership that better addresses the needs of students who are seeking graduate education in arts leadership.
b. Enrollment has declined considerably – Last year one student was admitted and the prior year no students were admitted. Most of the applicants do not meet the entry standards for the fulltime MBA program.

What is the potential impact on enrolled students?

a. There is one student enrolled and there is a clear plan for her to finish the second year and complete the degree in spring 2022. All of the required classes will continue to be offered, as they are also required in the MA program.
b. The MA program will serve the majority of interested students. No other UW program will be affected by this change. No classes will be discontinued.

What is the potential impact on faculty and staff?

a. Faculty and staff have been shifted to support the new MA program.
b. Given the current low enrollment in this program, suspension and discontinuation of this program will not impact course planning for departments that support the course requirements of this program. Those courses will continue to be utilized within other MBA specializations.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

The program’s faculty and staff are deeply involved in executing this change.

Explain and provide evidence of efforts made to confer with and to notify current students.

The one current student enrolled in the program will be advised of her path to complete the degree.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

There is a communication plan for the Bolz board, alumni, donors, and community organizations (such as providers of applied learning experiences for students).
Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Quality will be maintained because the critical courses will continue to be offered in the MA program. There is no plan to stop offering the courses – they are just being offered in a different program. Faculty and staff duties have been shifted to support the MA, but those same faculty and staff will still be available to support students through discontinuation of this program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

The required courses have all become part of the new MA degree so they will continue to be available to the one MBA student so she can complete the degree. In one case, there will be a need to provide a 3 credit version of a course that is offered in the MA program for only 2 credits. This is a very simple adjustment that we are fully prepared to make for any students completing the MBA degree.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Students will be considered and admitted for the fall of 2021 if they meet the standards for the MBA program. They will be informed of the plans to discontinue the program at that time. If any choose to enroll, they will be able to complete the program as described above in the plan for enrolled students. In some cases, these students will be considered for the MA program, which may be a better option for them.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

The program is only aware of one stopped out student who left the program in Fall 2006. We are not aware of any student who would want to return. There is currently one student enrolled in the program. If they decided to stop out, they would be made aware of timelines for return in order to complete the degree. Since we are continuing to offer the required courses, this would not pose a problem.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.
<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Coff, Russ Nelson-</td>
<td><a href="mailto:rcoff@wisc.edu">rcoff@wisc.edu</a></td>
<td>608/263-6437</td>
<td>Academic Director of the Bolz Center for Arts Administration</td>
</tr>
<tr>
<td></td>
<td>Sanford; Blair</td>
<td></td>
<td>608/262-9817</td>
<td>Assistant Dean of the Full Time MBA Program</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Siemen, Enno</td>
<td><a href="mailto:esiemen@wisc.edu">esiemen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs</td>
</tr>
<tr>
<td>Contact</td>
<td></td>
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</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Will this program have outside accreditation? Yes

Guide Accreditation tab

**Accreditation**

**AACSB International—The Association to Advance Collegiate Schools of Business**

Will graduates of this program seek licensure or certification after graduation? No
**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

**Faculty and Staff Resources**

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Business Graduate Research Scholars

**Resources, Budget, and Finance**
Is this a revenue program? No

What is the tuition structure for this program?

Profession-specific tuition, Regent-approved

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

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**Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum
Guide Admissions/How to Get In tab

Admissions to the Business: Arts Administration, MBA have been suspended as of fall 2022 and the program will be discontinued as of fall 2024. If you have any questions, please contact the program.

Admission consideration for the MBA program requires a four-year undergraduate degree or the equivalent, in any discipline, from an accredited institution. The School of Business seeks a minimum of two years of full-time work experience along with a strong undergraduate performance. In addition to academic credentials, GMAT scores, and work experience, personal achievements, motivation, communication skills (written and oral), international exposure, and recommendation letters are considered in the admission process at both the master's and doctoral levels.

Note: The Graduate Management Admission Test (GMAT), taken within five years of the starting term, is required of all applicants to the School of Business; the Graduate Record Exam (GRE) may be an acceptable alternative on a case-by-case basis. All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL), the Pearson Test of English (PTE), Intensive English as a Second Language (IELTS) or show the completion of an Interlink program. A minimum iBT TOEFL score of 100 or equivalent, obtained within two years of the intended start term, is required. International applicants who have completed a degree at an institution whose primary language of instruction was English may request a waiver of this requirement on the application.

How to Apply

Students interested in Business degrees do not apply through the Graduate School application system and should instead refer to the School of Business Admissions page.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

https://next-guide.wisc.edu/programadmin/?key=566
Major Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
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<tr>
<td>Yes</td>
<td>No</td>
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</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

- **Accelerated**: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.
- **Evening/Weekend**: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.
- **Face-to-Face**: Courses typically meet during weekdays on the UW-Madison Campus.
- **Hybrid**: These programs combine face-to-face and online learning formats. Contact the program for more specific information.
- **Online**: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

**CURRICULAR REQUIREMENTS**

**University General Education Requirements**

- **Requirements**: Detail
- **Minimum Credit**: 56 credits
- **Requirement**: Minimum Residence Credit Requirement
- **Minimum Graduate Coursework Requirement**: The majority of degree coursework (46 credits out of 56 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide ([https://registrar.wisc.edu/course-guide/](https://registrar.wisc.edu/course-guide/)).
- **Overall Graduate GPA Requirement**: 3.00 GPA required.
- **Other Grade Requirements**: The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
**Requirements**

Assessments and Examinations
No required assessments or examinations beyond course requirements.

Language
No language requirements.

**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td><strong>Year One</strong></td>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>3</td>
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<tr>
<td>ACCT 1S 700</td>
<td>Financial Accounting</td>
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<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
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<tr>
<td>M H R 706</td>
<td>Leading and Working in Teams</td>
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<td>MARKETING 700</td>
<td>Marketing Management</td>
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<td>M H R 773</td>
<td>Seminar-Arts Administration</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>M H R 723</td>
<td>Business Strategy</td>
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<td>OTM 700</td>
<td>Operations Management</td>
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<td>OTM 732</td>
<td>Economics for Managers</td>
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<td>M H R 774</td>
<td>Seminar-Arts Administration</td>
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<td>M H R 799</td>
<td>Reading and Research-Management</td>
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<td><strong>Summer Semester</strong></td>
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<td>GEN BUS 750</td>
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<td><strong>Year Two</strong></td>
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<td><strong>Fall Semester</strong></td>
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<td>GEN BUS 710</td>
<td>Ethics, Integrity and Society</td>
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<tr>
<td>M H R 765</td>
<td>Contemporary Topics (Topic: Strategic Consulting Project/Capstone)</td>
<td>3</td>
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<tr>
<td>M H R 728</td>
<td>Bargaining, Negotiating and Dispute Settlement for Managers</td>
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<tr>
<td>M H R 765</td>
<td>Contemporary Topics (Topic: Nonprofit Board Leadership)</td>
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<tr>
<td>M H R 799</td>
<td>Reading and Research-Management (Applied Learning)</td>
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<tr>
<td><strong>Elective/Topic Specialization</strong></td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>M H R 765</td>
<td>Contemporary Topics (Topic: Strategic Consulting Project/Capstone)</td>
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<tr>
<td><strong>Total Credits</strong></td>
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Total credits required:
Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 18, 2020 11:25am

Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
No credits of prior coursework are allowed to satisfy requirements.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
No credits of prior coursework are allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

Advisor / Committee

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.
An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.
A committee often accomplishes advising for the students in the early stages of their studies.

Credits Per Term Allowed

15 credits

Time Constraints

https://next-guide.wisc.edu/programadmin/?key=566
Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

**grievances and appeals**

| Approved Shared Content from /shared/graduate-school-grievance-policy/ |
| Last Approved: May 14, 2020 3:39pm |
| These resources may be helpful in addressing your concerns: |
| **Bias or Hate Reporting** |
| **Graduate Assistantship Policies and Procedures** |
| **Hostile and Intimidating Behavior Policies and Procedures** |
| **Office of the Provost for Faculty and Staff Affairs** |
| **Dean of Students Office** (for all students to seek grievance assistance and support) |
| **Employee Assistance** (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff) |
| **Employee Disability Resource Office** (for qualified employees or applicants with disabilities to have equal employment opportunities) |
| **Graduate School** (for informal advice at any level of review and for official appeals of program/departamental or school/college grievance decisions) |
| **Office of Compliance** (for class harassment and discrimination, including sexual harassment and sexual violence) |
| **Office of Student Conduct and Community Standards** (for conflicts involving students) |
| **Ombuds Office for Faculty and Staff** (for employed graduate students and post-docs, as well as faculty and staff) |
| **Title IX** (for concerns about discrimination) |

Approved Shared Content from /shared/school-of-business-grievance-policy/  
Last Approved: May 14, 2020 3:57pm

Students should contact the department chair or program director with questions about grievances.

**Other**

Students must be enrolled full-time.

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

| Outcomes – enter one learning outcome per box. Use the green + to create additional boxes. |
Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

1. Apply foundational knowledge in arts and core business topics to arts and/or nonprofit contexts that include evidence-based analysis, cultural sensitivity, artistic integrity, and appreciation for the research foundations of their work.

2. Create, communicate, and execute a strategic plan with mission-based outcomes that relies on research-based evidence, a historical context to forecast future trends, and stakeholder engagement.

3. Adaptively develop and manage the necessary resources in a mission-based organizational context to create sustainable systems that meet the needs of diverse stakeholders and honors the culture of the communities served.

4. Successfully articulate their ideas to a diverse set of constituents and stakeholders via multiple methods so as to be informative, persuasive and inspiring.

5. Make significant contributions to the thought leadership, and industry insight that strengthens and provides service to the field, lifelong learning, and career development.

6. Develop self-awareness and leadership skills necessary to: a. utilize creativity and art to articulate a clear vision; b. engage/inspire a diverse group of colleagues; c. evaluate the immediate and long-term ethical impacts of one's actions on stakeholders; d. and influence and promote progress in a variety of professional roles and contexts.

7. Engage and sustain a strong cross-functional network of professionals.

Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Bolz Center will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by Bolz Center Director who will communicate the assessment results to the Faculty Director and relevant faculty and staff. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

Department Approved
Assessment Plan: [BUSI MBA Assessment Plan Arts Administration.pdf](https://next-guide.wisc.edu/programadmin/?key=566)

Commitments

Courses in the curriculum are numbered 300 or higher.
Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:


Entered by: Brigid Patterson
Date entered: 2/17/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

For Administrative Use

Admin Notes:

Guide URL:
/graduate/management-human-resources/business-arts-administration-mba/

SIS effective date:

Guide publish date/type

Career: Graduate

SIS Program Code: G091

SIS Short Description:
Arts Admin

Other plan codes associated with this program:

Diploma Text: Master of Business Administration
Diploma Text 2:

Degree: 353
Field of Study: Social Science
Program Length: 2
National Student Clearing House Classification:
Plan Group: 091
Educational Level: Masters degrees
Award Category: Master's
Enrollment Category: Master's
CIP Code: 50.1002 - Fine and Studio Arts Management.

STEMOPT
UWSTEM:
HEALTH:
NSF STEM:
Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type:
Added to UW System Crosswalk: Yes
Scan this proposal:
Upload documents that should be scanned:

Reviewer
Comments
Karen Mittelstadt (mittelstadt) (03/25/21 3:32 pm): Rollback: APIR Rollback: For last term to declare and last term to enroll/complete, guidance is that both should be Summer terms to align with Guide publication (refer to KB https://kb.wisc.edu/lumen/85068 for more information). For the header field on when the proposed change will start, please change that to Fall 2021. It is understood you intend to admit an incoming cohort Fall 2021 but not Fall 2022. But this header field should still read Fall 2021.

Brigid Patterson (balemens) (03/26/21 9:49 am): Adjustments to Summer discussed with and approved by the Dept Chair and Program. These have been updated. Effective date for the proposal also adjusted - changed to Fall 2021 per APIR request.

Key: 566
8 March 2021

William J. Karpus  
Dean of the Graduate School  
Professor of Pathology and Laboratory Medicine  

Sent electronically

Dear Dean Karpus,

I write in response to your October 26, 2020 letter regarding the College of Letters and Science (L&S) review of programs affiliated with the Institute for Regional and International Studies (IRIS). Specifically, in that letter you posed questions regarding the MA in Southeast Asian Studies, the MA and Graduate Certificate in Russian, East European and Central Asian Studies, and the Graduate Certificate in African Studies.

The administrator for the MA in Southeast Asian Studies, Dr. Mike Cullinane, will reach out to you directly regarding the comment about the expected retirement of a senior administrator in that program.

In your letter, you encouraged the African Studies program to promote the certificate and strengthen professional development activities for the students. Despite working in pandemic conditions, the faculty and staff in that program have already tripled the number of students signed up for the certificate. They employ multiple graduate students in their office to work on outreach to K-12 educators and to help plan conferences, such as the Decolonizing African Studies conference held in 2019. Several graduate students have presented their work during the weekly “Africa at Noon” colloquium. The African Studies Program has expanded communication with students across campus through their weekly newsletter. They also launched a new program, the African Studies Program Teaching Fellows, that offers training and support for teaching. Graduate students continue to work as teaching assistants for undergraduate courses in African Studies. Graduate students have had superb professional development experiences in helping to plan and administer the Young African Leaders Initiative, which for the past five summers (save 2020, due to COVID-19) has brought 20-25 young African leaders in their fields to campus. Finally, African Studies supports graduate students to apply for fellowships such as the Ebrahim Hussein Fellowship for research in African expressive cultures, the African Studies Jordan Prize for UW-Madison graduate student for the year’s best paper on Africa, and African Studies Graduate Student Summer Fieldwork Awards.

Your letter also encouraged the faculty and staff of Russian, East European & Central Asian Studies to develop plans to recruit a diverse group of students, and to increase course offerings in Croatian, Serbian, and Czech languages. CREECA has this year increased its number of students and will continue to recruit others. On August 24, 2020, CREECA’s Associate Director took part during Welcome Week in a virtual panel on graduate certificates for new graduate students organized by Scott Williams at the Wisconsin Energy Institute (attended by 90 students.) They will continue to use such events to target students who might be interested in graduate certificates and degrees. Furthermore, CREECA has a robust set of
language course offerings and it sponsors several summer language institutes. These include the Central Eurasian Studies Summer Institute (CESSI), an eight-week intensive language institute that offers courses in Kazakh, Tajik, Uyghur, and Uzbek. Unfortunately, the planning for Croatian, Serbian, and Czech language instruction is controlled not by CREECA but rather by the Department of German, Nordic, and Slavic; they would be the ones to determine investments in the languages indicated in your letter.

IRIS has launched a new effort to advertise graduate certificates and degree programs. We have developed new flyers, which will be distributed to representatives in departments across campus. We also plan a new social media campaign in which enrolled students will use materials provided by us to encourage friends and colleagues to consider these programs.

Finally, along with other centers, these three centers participate actively in IRIS programming. For example, the IRIS Assistant Director for Awards holds multiple events each year to help students prepare for and apply to available fellowships, including the IRIS Graduate Student Summer Fieldwork Awards and the Scott Kloeck-Jenson, Fulbright, Fulbright-Hays, and Boren Fellowships. This year, once again, UW-Madison ranked among the top campuses receiving prestigious Fulbright Fellowships. These successes are largely due to the excellent orientation and feedback students receive from our expert area studies faculty and staff.

I hope you will agree that the faculty and staff in these three programs, and indeed in all of the area studies programs, are doing spectacular work during a very difficult time. Please do not hesitate to contact me if you have any further questions or concerns.

Warmly,

Lesley Bartlett, Ph.D.
Professor, Education Policy Studies
Faculty Director, Institute for Regional and International Studies

Cc: Dr. Jenna Alsteen, Assistant Dean for Academic Analysis, Planning, and Assessment
Dr. Rick Keller, Associate Dean, International Division
Dr. Aleia McCord, Associate Director, African Studies Program
Dr. Jennifer Tishler, Associate Director, CREECA
Dr. Michael Cullinane, Associate Director, Center for Southeast Asian Studies
Dr. Csanád Siklós, Associate Director, Institute for International and Regional Studies NRC
March 5, 2021

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

Dear Dean Karpus,

As explained in the previous report submitted by Professor Lesley Bartlett, the Director of IRIS, I write in response to your October 20, 2021 letter regarding the College of Letters and Science (L&S) review of our MA in Southeast Asian Studies program. Overall, we are appreciative of this review and pleased with its outcomes. Below is a summary of the GFEC review and its one recommendation.

10-year review of Southeast Asian Studies MA, Doctoral Minor
The GFEC noted that the strengths of the program include a strong national and international reputation, conducive to students pursuing both academic and non-academic careers in the US and Abroad, strong administrative and faculty leadership, effective assessment process, and a Friday Forum lecture series that fosters academic community. The committee provides the following recommendations.

* Develop a transition plan in view of expected retirement of senior administrator

Below is my response to the above recommendation.

As the current "senior administrator" for the MA in Southeast Asian Studies, my first response is that I have no intention to retire any time soon. This optimism, of course, is contingent upon continued good health—I completely understand this reality but have no present concerns on this topic. At present, I am focused on the continued development of our MA program in anticipation of our next "ten-year review," which I hope to manage, as I managed the last three. In attempting to respond to the GFEC recommendation it will be necessary to explain the complexity of my current position and to stress that any transition plan will have to consider a range of other essential responsibilities imbedded in my present appointment.

In contemplating the development of a transition plan, it is essential to stress that the activity in question (administering the MA program: i.e., managing the admissions process, advising students, teaching in the program, serving on oral defense committees, and processing program warrants, as well as organizing ten-year reviews) comprises about 20-25% of my current work load.

As Associate Director of the Center (60%) and Faculty Associate in History (40%), there are numerous other activities that demand my attention, complicating any effort to design a transition plan focused
only on the “administration of the MA Program.” I am one of eight "associate directors" currently administering area centers within the International Division. We all have different responsibilities and major tasks that we perform; one of mine is administering the MA Program and I take this responsibility very seriously. I also administer all of the Center's fellowship programs: including the Title VI (USEd) FLAS fellowships program & several others related to our endowments and various external grants; and I serve as the primary administrator (grant writer, manager, and reporter) for our Title VI National Resource Center (NRC). I also supervise our Outreach Coordinator and serve as the director of our successful summer language institute (the Southeast Asian Studies Summer Institute, SEASSI). In addition, I work closely with the Center's faculty director (currently Professor Ian Baird, Department of Geography) in a wide range of Center initiatives, activities, programs, and administrative responsibilities. At the same time, I have (since 1991) taught two courses in the History Department: Introduction to Southeast Asia (History 244 in Fall) and Southeast Asian Refugees of the Cold War (History 246 in Spring), both of which include regular honors and graduate student sections.

Any effort to plan for my retirement will require the Center’s steering committee, in collaboration with the Deans of the International Division, to decide on how they wish to deploy the tasks briefly outlined above in the hiring of my replacement. In developing a transition plan, it will be important to consider all these administrative activities, not just my administrative commitments to the Center's MA Program. If I retire, the first task of the Center will be to decide if it wants to hire a new "associate director" with all these responsibilities, or to rethink the position by reallocating tasks (including the administration of the MA Program) to other staff members and/or redesigning the Center's associate director position. It is quite possible to separate these tasks and hire someone with a very different job description, as has been the case in recent hires in other centers located in the International Division.

If we look at how these decisions have been made recently in other centers (Africa, East Asia, and South Asia), it is clear that the job descriptions have varied by center. In each of the searches mentioned above there was no clear transitional plan beyond each Center, in collaboration with the ID deans, defining the desired job duties for each position, followed by a national search to fill the posts. Since none of the centers mentioned above administer MA programs, this job responsibility did not have to be included. It will be essential for any transition plan for the Center for Southeast Asian Studies to decide how it will continue to administer our MA Program and to map out what other duties need to be performed by a new hire in this position. The main point here is that “administering the MA Program” is only one of several other responsibilities and, before launching a national search, the Center will have to decide how it plans to continue managing this important program. I would like to believe that any decision of this kind for our center is a decade away. But this will depend on the how my body and mind remain intact in the next ten years.

As for other matters relating to our center’s relationship with IRIS, I defer to the report recently submitted by Professor Bartlett.

Sincerely,

Michael Cullinane
Associate Director
Center for SE Asian Studies

Cc: Ian Baird, Director, Center for SE Asian Studies
Lesley Bartlett, IRIS Director
Csanad Siklos, Associate Director IS-NRC
Eric Wilcots, Dean, L&S
Guido Podesta, Dean, International Division
Greg Downey, Associate Dean for Arts, L&S
Rick Keller, Associate Dean, International Division
Jocelyn Milner, Academic Planning and Institutional Research
Karen Mittelstadt, Academic Planning and Institutional Research
Parmesh Ramanathan, Graduate School
Jenna Alsteen, Graduate School
February 19, 2021

William J. Karpus  
Dean of the Graduate School  
Professor of Pathology and Laboratory Medicine  
University of Wisconsin-Madison  
Sent Electronically

Re: Master of Engineering in Civil and Environmental Engineering – Environmental Engineering Named Option GFEC 5-Year Program Review Response

Dear Dean Karpus:

This letter is in response to your letter of September 29, 2020. First, thank you for the GFEC's review of our online Master of Engineering in Environmental Engineering program (the Program). We appreciated the amount of care and time taken by the committee, and the positive and constructive feedback provided.

Following are our responses to the four recommendations made by the review committee and identified in your letter.

1. Consider updating the curriculum to reduce the number of credits accepted from other institutions.

We appreciate the committee’s suggestion and agree it would theoretically generate more revenue for the program and Department. The graduate school allows up to 14 transfer credits while 16 must be in-residence at UW-Madison. We understand that Departments and programs can limit the transfer credits further, often to around 6. When the Program was first developed, a decision was made to stay at 14 transfer credits so students could have the flexibility to take an online course at another university such as Johns Hopkins. The policy also provides the flexibility to transfer to the Program from another master's degree program. It was felt that this option would be an attractive feature of the Program and would be favorable for recruiting new students.

Historically, there have only been a few students who completed elective courses at another institution while enrolled in the Program. The current Program Director only knows of one student who took courses from Johns Hopkins. This is possibly because students in the Program have found an adequate number and variety of electives within the Program, the Department, and Engineering Professional Development. Additional online courses have recently been added, including CEE 629 Environmental Sustainability Tools, and CEE 414 is now being offered every summer instead of every other summer, providing even more options.
Furthermore, the Program Director only knows two students who transferred into the Program from another university. Of the students currently enrolled in the Program, none is transferring more than 6 credits from another institution.

In summary, we do not believe it is necessary at this time to reduce the number of credits accepted from other institutions. We will continue to track and assess this area and may reduce the number in the future if it appears more advantageous to do so.

2. Monitor and assess the career outcomes of students.

This is now being monitored by the Program Director using LinkedIn to maintain contact with alumni, along with a tracking spreadsheet and e-mail communications with alumni. Recently, the Program Director connected with four alumni to form a panel for a recruiting webinar hosted by the Division of Continuing Studies (DCS). A Canvas-based orientation site was developed by the Program Director in the fall of 2020 and includes a discussion forum where students can introduce themselves and talk about their career background. This type of icebreaker discussion forum is also a feature of the core courses in the Program, allowing the Program Director to monitor career changes of the current students. The graduate school/DCS exit survey also requests information about careers and career changes, and there are now enough alumni who have completed the exist survey such that the Program Director has been able to request and review this data. As the numbers of alumni continue to increase, another alumni survey may be used to monitor career outcomes.

3. Monitor the students who leave without completing in order to better understand their challenges and develop approaches to mitigate the attrition.

The Program Director communicates with any students who leave the program to try to understand their challenges. The students generally report the challenges to either be related to difficulties balancing work, school, and personal life, or financial challenges. The Program Director, DCS staff, and Cheryl Loschko in student services have provided financial aid information when requested or when it is apparent that this is the challenge. The Program Director also periodically checks in with students who leave the program to determine if they are interested in returning, and to remind them of the 5-year limit for doing so while maintaining previously earned credits. This communication has been informal to date. A more formal process is being developed (a simple spreadsheet tracking tool).

4. Create a graduate student handbook specifically tailored to this program.

A graduate student handbook is being developed and will be completed by summer term 2021. Lee DeBaillie and Cheryl Loschko of the College of Engineering have been assisting in this effort by providing examples and templates to the Program Director. In the meantime, all new and current students have the Canvas online orientation page available for UW-Madison, CEE Department, and program information. This site was developed in Fall 2020 with the help of CEE Department staff, and new students are added as they enroll. There is also a Student Course Planning Guide for the Program that is updated every two years to help students understand which courses are available as well as the sections and schedule for those courses.
Again, we thank you for your review and recommendations. If you have any questions about these responses, please do not hesitate to contact us.

Sincerely,

Jane M. Carlson, P.E., ENV SP
Adjunct Professor and Program Director
Department of Civil and Environmental Engineering
University of Wisconsin-Madison
(608) 334-3402
jane.carlson@wisc.edu

William J. Likos, Ph.D.
Gary Wendt Professor and Department Chair
Dept. Civil and Environmental Engineering
University of Wisconsin-Madison
Madison, WI 53706
(608) 890-2662
likos@wisc.edu
memo

To: Graduate Faculty Executive Committee (GFEC)  
From: Department of Nutritional Sciences  
Re: Capstone Certificate in Clinical Nutrition action plan in response to the program's 5-year review

CALS & GFEC recommendations followed by DNS response

1. Establish 3.0 GPA as minimum qualification for admission (up from 2.8) to better align with traditional graduate programs.
   The Department’s [website](#) and [the Guide](#) now both state the minimum cumulative GPA ≥ 3.00 (on 4.00 scale) for admission. If the cumulative GPA is less than 3.00, students are asked to reach out to the program director to discuss eligibility. Special consideration will be given to professionals with significant clinical nutrition work experience.

2. Establish a plan that ensures that courses are taught each semester, i.e., no gaps due to campus leave or sabbatical.
   In the coming academic year, three of the four current required courses will be taught twice, ensuring a student can complete the program with no gaps in enrollment. Instructor FTEs have been increased to accommodate the additional course offerings. No sabbaticals or leaves are projected, but we do have multiple instructors able to teach each course in the event of an unexpected leave.

3. Establish a robust evaluation plan for the program that targets student learning course content and satisfaction with the program, not just course grades.

   Proposed updated learning outcomes for CCCN
   1. Develop expert knowledge and apply concepts of evidenced based nutrition therapy in the management of various disease states and populations.
   2. Comprehend, interpret and evaluate the latest clinical nutrition research.
   3. Gain knowledge and skills that contributes to successful progress towards professional career goals.

   The following updates to program evaluation are proposed. We will continue to work with CALS curriculum representatives to development specific survey questions.
   a. Continue pre and end of program surveys, but add questions that allow students to rate their progress on meeting the learning objectives.
   b. Add a 3-year post program survey.
   c. Track the number of students who pursue an advanced practice credential post-program through LinkedIn, alumni databases, and alumni survey.
   d. Evaluate Community of Practice engagement throughout the program.
   e. Incorporate first semester evaluation and check-ins.

4. Establish a system to gather information that will allow the program to effectively evaluate the anticipated success, or failure, of the CCCN. In a holistic approach, the department would subsequently act on the data that is gathered with strong consideration being given to the overall health of online program.

   See Action Plan to Address Low Program Enrollment below
5. Consider setting benchmark goals for CCNN and a timeline for internal evaluation to determine if recruiting approaches are effective and/or if continued demand justifies maintaining the program. See Action Plan to Address Low Program Enrollment below

6. Consider either consolidating the two certificates or discontinuing the Capstone Certificate in Clinical Nutrition. See Action Plan to Address Low Program Enrollment below

7. Improve the alignment of practicum experiences to the coursework. The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for education programs preparing students to begin careers as registered dietitians, recently moved to competency-based training. The DNS, in coordination with UW-Health’s preceptors of practicum experiences, will update the program’s evaluation system to reflect these competencies. This exercise will help with the coordination of the online graduate coursework, practicum experiences, and other required elements of the UW-Health accredited program.

8. Nutritional issues are prevalent in the targeted minority community. A diverse group of students and graduates are better suited for addressing the nutritional issues in these communities. Develop a plan to recruit a diverse group of students to the certificates.

The following goals and action items have been discussed within the Clinical Nutrition executive committee and DNS faculty.

Goal: Create and foster a climate of inclusiveness within the Clinical Nutrition Programs.

Action Items:
   i. The DNS has taken the following steps to encourage positive DEI changes in the department. This includes the following:
      a. Recently hired Erika Anna as the Department’s Diversity and Inclusion Coordinator. Her role includes outreach to dietitians and the dietetic community, nutrition educators and outreach specialists, and diverse underserved audiences.
      b. Has organized the Department of Nutritional Sciences committee on Justice, Equity, Diversity, and Inclusiveness. The responsibility of this committee is to consider and recommend actions that can be taken by the department and its graduate programs to improve our efforts in these areas. The committee is composed of undergraduate and graduate students, department staff, and faculty from both inside and outside of the Department. The chair of the committee is a DNS faculty member.
   ii. Newly created Diversity, Equity, and Inclusion section of the MS-Clinical Nutrition Community of Practice (CoP). Within this section of the CoP, we provide resources to support students, faculty, and staff, as well as, opportunities to engage in professional development. We are committed to providing up-to-date content surrounding diversity, equity, and inclusion in our program and the area of clinical nutrition.
   iii. Encourage DNS Clinical Nutrition faculty to complete the self-study “Supporting Equitable Dietetics Education” which is offered through the non-profit organization, Diversity Dietetics. We set a goal that at least 75% of faculty complete the self-study in the next academic year.
iv. The following competencies and performance indicators were incorporated into the MS-CN and Capstone courses through additional lectures, guest speakers, and case studies.
   a. Demonstrates knowledge of the cultural competence models.
   b. Applies knowledge of foods, cultural foods, eating patterns and food trends.
   c. Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.
   d. Identifies and implements strategies to address cultural biases and differences.
   e. Applies culturally sensitive approaches and communication skills.
   f. Develops awareness of one’s own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.

**Goal: Recruit a diverse group of students to the Clinical Nutrition programs.**

Action Items:

i. The DNS undergraduate student services coordinator has developed an action plan to increase the diversity of our undergraduate programs, therefore, creating a more diverse pipeline to our graduate Clinical Nutrition programs. This includes the following:
   a. Reaching out to others on campus- Advising offices that work with students earlier in their undergraduate degree and related majors- for student referrals, to increase the diversity of our student population.
   b. Building and maintaining connections with Advisors for Cohort/ DDEEA (Division of Diversity) programs, including: PEOPLE, POSSE, First Wave, CeO, CAE, Mercile J Lee Scholars (Chancellor’s and Powers Knapp)
   c. Host recruitment sessions for recruitment to our undergraduate majors including: the annual Center for Pre-Health Advising--Health Professions Expo, and Major Discovery

ii. The DNS graduate coordinator plays a significant role in recruitment to our program. The following action items were previously completed and we plan to complete in the coming year:
   b. Attended and plan to continue attending if funds available, the American Indian Science and Engineering Society and McNair research conference. Sent out over 250 personalized emails to people within that conference about our graduate programs.
   c. Presented at a LEAD Conference for People students about how to start looking at graduate programs in 2021.

i. DNS has hosted, and plan to continue hosting, several webinars this year with the Division of Continuing Studies (DCS). These are to expand the reach of our programs and increase the diversity of applicants—including: MSCP, IGPND, DPD/ Undergrad majors, and Capstone).

9. **Improve the communication to students on the schedule for practicum experiences.**

Several steps have been taken to improve the communication to students within the program, including the practicum experiences within NS 670 and NS 671. Specifically, program documents are now all housed in Box and Canvas. The schedules are posted on SharePoint® within UW-Health’s intranet. This allows program leadership, students and preceptors access to up-to-date schedules. The DNS has also added regularly scheduled group advising prior to each enrollment period.
Action Plan to Address Low Program Enrollment

In response to recommendations 4-6 above, the MS-Clinical Nutrition executive committee is proposing the following program changes for approval by the Department Faculty.

Background:
As explained in the 5-review self-study, several external factors are driving trends within the Capstone Certificate programs. This includes the Commission on Dietetic Registration 2024 requirement that a graduate degree must be held to be eligible for the RDN exam, the launch of our own MS in Clinical Nutrition program, and increased competition with other universities offering both online graduate and certificate programs. Due to these factors, particularly the very successfully launch of our MS-CN program, we saw a dramatic decline in enrollment in the Capstone Certificate Programs. The Capstone Certificate in Clinical Nutrition – Dietetic Internship program, specifically, has only had 1-2 students per academic year. This is because majority of students who are completing the UW-Health program to become RDNs are completing the MS in Clinical Nutrition program.

While overall enrollment in the Capstone Certificate has declined, we have had an increased number of practicing dietitians and other healthcare professionals (MD, NP, pharmacists) request to take courses that are part of the MS-CN curriculum but not the Capstone Certificate. The most requested course enrollments include Advanced Pediatrics, Nutritional Management of Gastrointestinal Disorders, Personalized Nutrition, Sports Nutrition, Human Energy Metabolism and Management in Dietetics.

To help with program enrollment we are proposing the following changes:
1. Discontinue the Capstone Certificate in Clinical Nutrition – Dietetic Internship. Continue with only one program – the Capstone Certificate in Clinical Nutrition. If a student through the UW-Health ACEND-accredited program already holds a graduate degree, they can opt to enroll in the Capstone Certificate program, which will have the required coursework.
2. Expand the curriculum of the Capstone Certificate to include all clinical nutrition courses of the MS-CN degree. This will allow RDNs who already hold a graduate degree to tailor the certificate program to best fit their professional goals. In addition, we believe that the program will be much more appealing to advanced practice healthcare providers such as physicians, nurse practitioners, and physician assistants.
3. Decrease the required number of credits from 12 to 9 credits. At $800/credit, these courses are very expensive continuing education options for RDNs. By decreasing the required number of credits, the full program becomes more feasible.

The earliest these programs changes could take effect, pending Department and College approval, is Fall 2022. We plan to use budgeted marketing dollars from the MS-CN program to market the program once these updates are approved. Our focus will shift from recent undergraduates to practitioners at healthcare facilities. We can continue to use many of our current marketing avenues (conferences, webinars, enrollment coaching). We have set the following enrollment and certificate completion goals.

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<tr>
<th>Academic Year</th>
<th>Enrollment Goal</th>
<th>Certificate Completion Goal</th>
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<tr>
<td>2022-2023</td>
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<td>2023-2024</td>
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<td>2024-2025</td>
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In summary, we believe that an increased number of course options, decreased required credits, and an increased marketing campaign to practicing RDNs and other healthcare providers will result in an increase in enrollment over the next 3 years. If these efforts fail to increase enrollment after 3 years, we will reconsider discontinuing the program.
March 1, 2021

Dear Dean Karpus and GFEC,

Language Sciences is happy to take this opportunity to present our thoughts on the Graduate Faculty Executive Committee's recommendations. To begin, we view the recommendations themselves in a very positive manner and consider them to provide confirmation for plans already being considered. We provide our thoughts on each of the recommendations and how we are addressing them.

**Recommendation 1**: Explore memorandum of understanding (MOU) opportunities with other campus units to solidify funding sources for the PhD students.

By combining support from the Department of English and the Graduate School, Language Sciences has created a funding plan that will support 15 graduate students in the PhD in Linguistics program. The key piece to this plan is the development of an MOU with the Department of English in the Fall 2019 semester which provides 3/5s of the funding source. Language Sciences provides 1/5 and the final 1/5 is from the Graduate School.

Language Sciences has decided that the right size for the PhD in Linguistics graduate program is 15 students. This number was arrived at based on concerns on building a vibrant graduate program, the demand for PhDs in Linguistics, a viable yearly cohort size, and what funding can be secured. Within this plan, our time to degree plan is five years which means that the yearly incoming cohort size is three. Put all together, this funding plan requires a total of 15 pieces of funding. Combining the 9 TAships provided by English and the 3 TAships that Language Sciences has itself leaves 3 pieces of funding in order to secure this plan.

The Graduate School provided three first year fellowships for the 20-21 academic year and has awarded this same level of support for the 21-22 academic year. As far as we understand the plans of the Graduate School, the 21-22 funding award reflects the new base line of funding for units. Given this, Language Sciences has a steady funding plan that will support the plans we have for our graduate program for the foreseeable future.

The particulars of the funding plan are that the Graduate School support is used for a first year fellowship and then the remaining years two through five will be a mix of TAships in Ling 101/301 (the large introductory course in Linguistics) and Eng 100 (English composition). The funding level for each year is 50%. Consequently, Language Sciences has achieved the goal of providing five years of 50% funding for the PhD in Linguistics program.

Some additional notes on the funding situation in Language Sciences. There is continuing soft funding available for students who do not complete their PhD in five years. There are additional opportunities for PAships with Language Sciences faculty based on research projects.

**Recommendation 2**: Develop a plan to offer a course on Semantics on a regular basis.

As an immediate stop-gap to this recommendation, Language Sciences has permanently adjusted Dr. Rebecca Shields’ appointment to allow for her to teach Semantics. Dr. Shields has taught Semantics (Ling 340) in the past three times (Spring 2010, Spring 2014, and Spring 2015) and will be able to do so again.
in the Spring 2022 semester. Semantics as a class is traditionally taught in the spring semester and we are able to return to this schedule. While this plan will address this recommendation, it does not fully address it for the long term. We will expand on this point in Recommendation 4.

**Recommendation 3:** Include a natural languages processing skillset in the curriculum.

As an immediate stop-gap to this recommendation, the topics class Ling 373: Data Science and Statistics for Linguistics taught by Professor Eric Raimy covers some introduction to Natural Language Processing topics and skills. This course has been in the process of being developed over the last few years and will be converted over to a regularly offered course (likely through English) after a course proposal is submitted and approved next year. As with Recommendation 2, this plan addresses the recommendation in the short term, but not the long term. This point will be addressed in the last recommendation.

**Recommendation 4:** Develop a plan to sustain the high quality of the program as senior core faculty retire.

Language Sciences is in the process of developing a comprehensive hiring proposal to be submitted to the College of Letters & Sciences. The hiring proposal takes into account the recommendations of the review as well as considerations about current areas of strength in the program, upcoming retirements, and cutting-edge areas in language science. The main goals of the hiring proposal are the following:

1. hire exciting high-quality junior faculty who will strengthen Language Sciences and carry its current excellence into the future
2. offer Semantics courses regularly through the hiring of at least one faculty member who researches this area (see Recommendation 2 above)
3. add computational skills to the regular offerings of courses by hiring at least one faculty member who researches in this area (see Recommendation 3 above)
4. strengthen areas of syntax since this is a core area of courses offered by LangSci
5. strengthen the general research areas in North & Central American Languages and Language Variation & Change; our existing strength in this topic makes LangSci unique both locally and nationally

Please let us know if GFEC has any questions about our responses. LangSci is happy to discuss them further.

Sincerely

Eric Raimy  
Director, Language Sciences  
1168 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706  
raimy@wisc.edu

Marjorie and Lorin Tiefenthaler Professor of English  
Department of English  
7123 Helen C. White Hall  
600 N Park St.  
Madison, Wisconsin 53706
March 15, 2021

To: William J. Karpus  
Dean of the Graduate School  
Professor of Pathology and Laboratory Medicine  

Re: UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program  
Department of Psychiatry, SMPH

We are responding to your request for a detailed summary of how we are continuing to address the recommendations made by the Graduate Faculty Executive Committee (GFEC) and outlined in your letter in the UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program.

1) **Continue practices to increase and maintain high completion rates.** We have addressed program completion through increased and ongoing communication with students, including assistance in identifying families for observational and other applied assignments, offering space in class to further discuss assignments and answer questions and by providing additional individualized support to students in completing their assignments. We are committed to sustaining these supportive practices. At this time, the completion rate for the class of 2019-2020 is 87% and expected to be 95% as two students who participated in the program last year are still actively working with the Program Co-Director to complete the program. These two students were both on track to complete the program on time; however, they each experienced the death of a close family member near the end of the spring semester. In the context of their significant losses and the pandemic, they have needed additional time to complete the program. This year, 87% of the cohort has completed and received a grade for fall semester and the remaining students are receiving active support from their Reflective Mentors and the Program Co-Director to complete fall semester assignments, remain on track with spring assignments and to complete the program in June. We have identified only one student who will likely need to take an incomplete at the end of the year and need more time to complete the program due to family health and other extenuating circumstances. We are expecting a 97% completion rate this year. It should be emphasized that the rate of completion has increased while maintaining the expectations, quality and integrity of student learning in the program.

2) **Develop a leadership succession plan.** Linda Tuchman-Ginsberg, PhD retired from her role as a Co-Director of the Capstone Certificate Program in December of 2019. Sarah Strong MSSW, LCSW, IMH-E® was promoted from Associate Director to Co-Director in the Fall of 2018 providing an opportunity for a thoughtful and thorough transfer of information and responsibilities. Ms. Strong has assumed the Co-Director responsibilities, has developed advising and mentoring relationships students in the program, as well as with guest faculty and contributes strong leadership and instructional capacity based on her clinical and teaching experience and areas of
expertise. Additionally, we are currently recruiting for a second Co-Director of the Capstone Certificate Program who will work alongside the Faculty Director, Roseanne Clark, PhD and Ms. Strong in continuing to develop and implement this program. Both Co-Directors will be mid-career infant/early childhood mental health professionals and graduates of this Program with significant instructional, supervisory and administrative experience. The second Co-Director will hold a doctoral degree and be hired as a faculty member in the Department of Psychiatry to ensure the appropriate qualifications to assume the Faculty Director role in the next five years to ensure sustainability of the Capstone Certificate Program.

3) **Being mindful of bringing a diverse group of students and speakers/instructors to the program.** Recruitment and inclusion of a diverse class of students who more closely represent the client base for parent-infant/early childhood mental health services in urban, rural and tribal communities in Wisconsin is one of our priorities. We are committed to continuing our outreach and recruitment to contribute to increasing the diversity of the workforce in the field. This year, we were able to secure scholarships for seven Black, Indigenous and People of Color (BIPOC) who are mental health clinicians interested in providing Infant/Early Childhood Mental Health Consultation services to enroll in the Capstone Certificate Program. A third of the current cohort in the Capstone Certificate Program identify as BIPOC and are students from under-represented groups (e.g., African American, Native American, Latinx).

We have also been mindful of bringing a diverse group of speakers/instructors to the program to both integrate a focus on cultural humility, sensitivity, responsiveness and considerations across topics and to create space in the curriculum in which this is the primary topic and focus, including classes on Diversity-Informed Tenets for Working with Infants, Young Children and Families; Historical Trauma; Systemic Problems of Racism, Health Care Inequity and Educational Disparity; and Cultural Considerations in Assessment and Interventions with Families in the Perinatal Period and those with Young Children. Among our speakers/instructors this year, there have been five who identify as BIPOC and many others representing a range of ethnic diversity and disciplines, as well as three male instructors from the fields of psychiatry, developmental and counseling psychology. A new development in the Capstone Certificate Program this year has been to offer a BIPOC Affinity Group facilitated by a mental health clinician who is Black to provide space for reflection and sharing of individual and collective experiences of living and working within white culture and to experience validation, intimacy and recognition of one's resilience as well as contributing to self-preservation, self-care and discussion of the concepts and strategies being learned in the Capstone Certificate Program from a culturally meaningful perspective. Alongside this BIPOC Affinity Group, an Affinity Group has been offered in the program this year for students who identify as white who are interested in engaging in additional work to increase their understanding of white culture, power and privilege, and systemic racism; grow self-awareness and consideration of implicit bias; learning to be in spaces with Black, Indigenous and People of Color with cultural humility, openness, increased awareness and in non-harming ways; and growing in capacity to contribute to anti-racism efforts within their workplace and community.

4) **Create opportunities for alumni to connect with each other and with current students in the program.** Program Directors are aware of alumni’s interest in having opportunities for connection and ongoing learning opportunities. We have identified funding to begin an 18-month Child-Parent Psychotherapy (CPP) Learning Collaborative this summer which will provide
an opportunity for current and former students in the Capstone Certificate Program who are licensed mental health clinicians to participate in this deeper professional development training with other Capstone Program alumni. The Capstone Certificate Program is generally a prerequisite for the CPP Learning Collaborative in Wisconsin. Licensed mental health clinicians from the current cohort and past five cohorts will be invited to participate in the CPP Learning Collaborative. In addition to CPP Training, we will continue to offer other training initiatives (e.g. Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood and the Brief Parent-Child Early Relational Assessment) to provide additional ongoing learning opportunities for graduates of this Capstone Certificate Program. We are also currently in dialogue with the Department of Health Services (DHS) Birth to Three Program about establishing a Community of Practice for Birth to 3 Professionals who have participated in the Capstone Certificate Program to connect, deepen their learning and collaborate.

Current students and all Capstone Certificate Program alumni have opportunities for ongoing learning and connection with others in the field through attendance at the Annual Wisconsin Infant/Early Childhood Mental Health Conference planned by the Wisconsin Alliance for Infant Mental Health (WI-AIMH), the professional organization in this field in our state. We will continue to partner with WI-AIMH to plan for professional development opportunities for alumni through and beyond the WI-AIMH Annual Conference. The WI-AIMH Conference Keynote Speaker was included in the Capstone Certificate Program curriculum this year.

Although we were not able to do so this year due to the pandemic, we plan to provide the opportunity for alumni of the Capstone Certificate Program to join the current cohort in learning from one of the program’s national speaker/instructor in the year ahead, providing the opportunity for professional development and connection between current students and program alumni.

We were delighted to respond to your request for detail about how we have and will continue to address the GFEC recommendations that will enhance this innovative, comprehensive and nationally recognized program that contributes greatly to the growth of the workforce of well-prepared parent-infant and early childhood mental health professionals in Wisconsin.

Sincerely,

Roseanne Clark, PhD
Professor, Department of Psychiatry
Faculty Director,
UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program

Sarah Strong, MSSW, LCSW
Co-Director
UW Infant, Early Childhood and Family Mental Health Capstone Certificate Program