



University of Wisconsin-Stevens Point

SELF-STUDY REPORT



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Introduction

INTRODUCTION

Campus Overview, Institutional Structure and Governance, and Significant Developments 1998-2008

The new century has been an exciting, productive, and also challenging time for UWSP. Since undertaking the accreditation process in 1998, the University has welcomed a new Chancellor and two new Provosts, as well as new Deans of the Colleges of Letters and Science, Communication and Fine Arts, and Natural Resources. The Higher Learning Commission self-study process comes as the University begins implementation of *Vision 2015 - UWSP: Connecting to the Future*, the University's ambitious plan to guide its continuing development. Discussed in more detail in Chapters 1 and 2, *Vision 2015* emphasizes the importance of maintaining UWSP's traditional strengths and its strong connection with the Central Wisconsin region while proactively preparing the institution and its students for the future.

The University of Wisconsin-Stevens Point was founded in 1894 as Stevens Point Normal School, a teacher-training institution with an initial enrollment of 152 students. It was first accredited (as Stevens Point Normal School) in 1916 and maintained this status until 1922, when it was dropped because of failure to submit required documents. Reaccredited in 1951, UWSP has remained accredited ever since. In 1967 accreditation was extended to include preliminary accreditation for the Master's of Science in Teaching Home Economics. In 1969 preliminary accreditation was also granted for the Master's of Science in Teaching-Biology and the Master's of Science in Speech Pathology-Audiology. UWSP is accredited without stipulation for bachelor's- and master's-level degrees. Its Clinical Doctorate in Audiology was accredited by the HLC in May, 2006. The University does not offer degrees at off-campus venues and is not accredited to offer programs via distance education. However, it is in the process of obtaining UW System approval and, thereafter, HLC accreditation for asynchronous delivery of its degrees.

Originally part of the Wisconsin State University System, the Stevens Point campus became part of the University of Wisconsin System in 1971. The University of Wisconsin System comprises two doctoral institutions, eleven comprehensive institutions (collectively known as the University Cluster), and thirteen two-year colleges. The UW System also has several substantive articulation agreements with the Wisconsin Technical College System that allow students to transfer between the two statewide (but operationally separate) postsecondary systems. UWSP is one of the eleven comprehensive institutions, offering bachelor's degrees, master's degrees,

and a Doctorate in Audiology (in collaboration with UW-Madison). It offers 48 majors and 78 minors leading to Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts degrees. UWSP also offers an associate's degree and a variety of master's degrees.

Institutional Structure and Governance

The University of Wisconsin System, in accordance with state statutes, is governed by an eighteen-member Board of Regents. Sixteen of these are appointed by the state Governor to seven-year terms, and two student representatives are appointed to two-year terms. The President of the UW System, the thirteen Chancellors of the universities, the Deans of the two-year colleges, and the Chancellor of Extension and the two-year colleges are appointed by the Board of Regents. The Regents establish the basic parameters within which the different constituencies of the UW System function, including budgets, admission standards, and tuition rates.

At each of the universities the chief executive officer and the person responsible for programs and operations is the Chancellor. UWSP's current Chancellor (its thirteenth) is Linda Bunnell. She was officially inaugurated on June 1st, 2004, succeeding Interim Chancellor Virginia M. Helm (2003-2004) and prior Chancellor Thomas George (1996-2003).

The administrative staff who report directly to the Chancellor are the Vice Chancellors of the three major divisions of the University, two unit directors, and three staff officers:

- Provost and Vice Chancellor for Academic Affairs—Mark A. Nook;
- Vice Chancellor for Business Affairs—Greg Diemer;
- Vice Chancellor for Student Affairs—Bob Tomlinson;
- Executive Assistant to the Chancellor—Rob Manzke;
- Special Assistant to the Chancellor for Affirmative Action—Mai Vang;
- Administrative Assistant to the Chancellor—Jean Scherer;
- Director of the Office of Policy and Planning—Shari Ellertson;
- Director of the UWSP Foundation—Todd Kuckkahn;
- Director of University Relations and Communications—Stephen Ward.

These administrative units operate in an environment of shared governance with the Faculty Senate and the Student Government Association (SGA). Faculty governance is an important tradition at UWSP. Faculty are responsible primarily for curriculum and for the hiring, promotion, tenure, and retention policies for faculty; they also play an important role in recommending policies to the administration in many other areas.

Organization charts for the Executive Office, the Faculty Senate, the Academic Affairs Office, and the campus at large can be found in Appendix B.

UWSP: A Distinctive University

UWSP is home to approximately 8,700 undergraduate and graduate students and 400 faculty, of whom nearly two-thirds possess doctorates or other terminal degrees; the campus boasts a 20:1 student to faculty ratio and also the highest percentage in the UW System of undergraduate courses taught by tenure-track faculty. This point is frequently cited by students as a major factor in their decision to attend UWSP. The campus is frequently ranked as one of the top public midwestern universities in U. S. News and World Report's College Rankings. Half of all incoming freshmen rank in the top 25 percent of their high school graduating classes, with an average high school GPA of 3.4 and an average ACT score of 23.

The campus supports over 180 student clubs and organizations, including student government, multicultural clubs and organizations, community service and professional clubs, professional and academic organizations, and Greek organizations. The campus television and radio stations, as well as the campus newspaper, are staffed and run by students. Students and faculty can also participate in 25 intramural and 22 club sports, and opportunities abound to attend theater, concerts, dance programs, and art exhibitions. In addition, more than one in five UWSP students spend time in one or more of twenty different foreign countries as part of study-abroad programs offered by UWSP's Office of International Programs. For more information on International Programs, see Ch. 4, section 4b-1, and Ch. 5.

UWSP's main campus comprises roughly 400 acres and 35 buildings, including fourteen residence halls housing around 3,100 students. Recent additions include an expanded and enhanced University Center (which opened in January, 2008) and the Noel Fine Arts Center, which includes theaters, a concert hall, an art gallery, and state-of-the-art practice and performance spaces. Just to the north (though still part of the campus) lies the 275-acre Schmeeckle Reserve, a natural area that provides a managed habitat for native ecologies as well as affording campus and community members a wide variety of outdoor education and leisure opportunities, including biking, canoeing, nature walks, and fishing. UWSP also maintains a number of facilities off-campus, including the Central Wisconsin Environmental Station (CWES) and Treehaven, both of which are teaching, learning, and recreational environmental centers that are wholly owned and operated by UWSP.

As these last comments suggest, one of UWSP's distinctive features is its focus on the environment: helping students, faculty, staff, and members of the community become more responsive and responsible stewards of the earth's resources is the main thrust of many of the University's most innovative and important programs. UWSP is striving to become a more self-sustaining campus. Many examples of this initiative exist, including the student-staffed College of Professional Studies Café and its commitment to using food from local organic producers, the increasing use of solar domestic hot water, the Learning Resource Center's "green roof," the inclusion of photovoltaic panels on one of the residence halls and the Noel Fine Arts Center addition, and the overall campus commitment to go "off the grid" in five years. The College of Natural Resources (CNR) clearly represents the University's commitment to a global outlook on environmental issues, not least through its establishment of the internationally-recognized Global Environmental

Management Center (GEM). Established in 2000 as a world-class center for outreach education in natural resources and environmental management, GEM's purpose is to link faculty, students, and citizens worldwide in pioneering and applying practical learning methods and technology to solve natural resource problems. The CNR also operates three field stations mentioned above—CWES, Schmeeckle Reserve, and Treehaven—that serve both students and the community as sources of environmental information, education, and recreation.

Beyond this, UWSP demonstrates that it is fulfilling its educational mission through many points of strength. External reviewers in November, 2006 noted that UWSP offers strong academic programs with regional and, in some cases, national prominence; that students cite the strength of its academic programs as one of the major reasons for choosing UWSP; and that retention and graduation rates (79% and 58%, respectively) are high, significantly higher than at most peer institutions. Assessment data reflect strong skills among UWSP graduates, who are regularly sought by employers because of their reputation for being highly qualified. The Tenth Annual Assessment Report shows that UWSP students scored higher or significantly higher than the mean for comparable test-takers in reading, science, reasoning, and critical thinking.¹

Further, UWSP has enjoyed significant growth and development in many important areas since its last accreditation. As mentioned above, the first years of the 21st century have seen major renovations to the Noel Fine Arts Center and the University Center, the latter made possible by a generous and far-sighted allocation of funds from the Student Government Association. The campus also has ambitious renovations and expansions planned through the next two decades, including construction of a new Student Services building, the addition of a new wing to the Science Building, the projected construction of suite-style dormitories, and numerous upgrades designed to improve and “brand” the appearance of the campus and its points of interface with the surrounding community.

UWSP has also begun or continued implementation of a number of significant strategic planning and development projects since its last accreditation, including a systematic review of its General Degree Requirements, Vision 2015 (mentioned above and discussed in detail in Chapters 1 and 2), and the UW System Plan 2008: Forging a Culture of Diversity (discussed in Chapter 1).

Several new programs, majors, and degrees have been added or are in advanced planning stages, including Health Sciences, with a potential for a program in nursing; B.S. degrees in biochemistry and, possibly, geosciences; and Masters' of Science in Informatics and Leadership (still in the planning stages). UWSP is also moving toward accreditation of programs offered via distance education methods. In 2006 the Higher Learning Commission approved the School of Communicative Disorders' new Clinical Doctorate in Audiology (Au.D), in collaboration with UW-Madison. During the past decade UWSP has also received or renewed professional accreditations for many programs. For a complete list see section 2a-4.

Responses to the 1998 North Central Association of Colleges and Schools Site-Visit

UWSP was last accredited in 1998 by the North Central Association of Colleges and Schools. In their “Report of a Visit to University of Wisconsin-Stevens Point” (March 2-4, 1998),² the NCA Review Team made a series of recommendations. As part of those recommendations, the Review Team asked for a report by 2001 on several areas of concern, including “results of assessment of student outcomes and their impact on allocation of resources, curriculum revision, and the General Degree Requirements.”

UWSP’s response to this request, “University of Wisconsin-Stevens Point Progress Report to the Higher Learning Commission of the North Central Association of Colleges and Schools” (CO RE 445.09), was delivered to the North Central Association in February, 2001 and describes responses from 1998 to 2001 at UWSP. The criteria listed in this February 2001 report are those used by the NCA in 1998.

In addition to asking for this specific report, the NCA recommended that UWSP continue to address the challenges noted in the 1998 report. Since 2004 the University has worked to meet challenges in these specific areas. Appendix C, “Responses to the 1998 North Central Association Criteria and Recommendations of the Visiting Team by the University of Wisconsin-Stevens Point,” summarizes the progress UWSP has made to improve policies and practices as they relate to the 1998 North Central Association’s five criteria.

Self-Study Process

The UWSP Accreditation Steering Committee was formed in 2005 in response to a mandate from Vice Chancellor Virginia M. Helm. Steve Bondeson, Associate Vice Chancellor for Teaching, Learning, and Academic Programs, and Robert Mosier, former Director of Residential Living, were appointed co-coordinators of the HLC self-study process. Mosier and Bondeson attended the 2005 NCA Annual Meeting to develop a broad understanding of the PEAQ process for reaccreditation. They in turn appointed five Task Force Leaders, one in charge of each of the accreditation criteria used by the HLC, as well as a Writer/Editor and two publicity and logistics coordinators. They also sought involvement from Information Technology professionals and Student Government, securing a seat on the committee for the SGA president and/or a representative. The Chancellor undertook to ensure community participation by recruiting a local businessperson. During this time the co-coordinators worked with Task Force leaders to assemble committees to work on individual criteria.

The Accreditation Steering Committee (ASC) met regularly during the 06-07 academic year, developing strategies for collecting evidence to support UWSP’s request for accreditation. During this time each Task Force leader presented an open forum on his or her criterion to solicit feedback from campus constituencies and to increase awareness of the ongoing accreditation process. The committee also attended the Higher Learning Commission Annual Meeting in Chicago in April, 2006 and again in 2007, gaining valuable insight into the self-study process.

Each Task Force was provided with guidelines for preparing their chapters and charged to submit a complete draft to the Writer/Editor by June, 2007. The drafts underwent editing and review throughout the summer of 2007 and were presented to the campus at large for review in September, 2007 on the ASC website.

The final draft was laid out by a UWSP Art / Graphic Design major, Chao Yang, in cooperation with Meas Vang, a graphic designer from University Relations and Communications, and printed on paper manufactured on the Department of Paper Science and Engineering's paper machine.

Purpose and Structure of the Self-Study Report

This self-study is actually quite limited in its focus. While UWSP boasts a vast array of programs and student-focused activities, this document purposefully describes those that specifically answer the Core Components delineated by the Higher Learning Commission in its criteria for accreditation. The omission of a particular aspect of the campus climate should in no way be construed as a denigration or undervaluation. Much material exists that demonstrates how and why UWSP is the learning environment of choice for over 9,000 students, faculty, and staff, and this self-study constitutes an evaluative summary of campus activities, initiatives, programs, and policies rather than a truly comprehensive examination. Many aspects not described here are described in detail in the annual reports found in the Virtual Resource Room (VRR), a guide to which appears in Appendix D.

The structure of this self-study document is based closely on the Higher Learning Commission's five criteria for accreditation. It begins with a Table of Contents, followed by a general Introduction, which provides an overview of UWSP, its history and current resources, and its accreditation history.

The Introduction is followed by five body chapters, each devoted to a specific criterion. These follow the core components and examples of evidence laid out in the Higher Learning Commission Handbook of Accreditation, though in some chapters these have been adapted to better address unique aspects of UWSP's situation.

The Conclusion summarizes UWSP's accomplishments over the last decade, as well as its response to various challenges it faces. Beyond this, the Conclusion looks more closely at the four cross-cutting themes, using this discussion as a structure to revisit key evidence that the University continues to meet the criteria for accreditation.

The Conclusion is followed by a number of appendices:

- Appendix A details UWSP's compliance with various Federal policies and regulations.
- Appendix B reproduces the four UWSP organizational charts.
- Appendix C contains specific information about UWSP's responses to the 1998 Site Visit by the NCA Review Team.
- Appendix D contains a complete guide to the Virtual Resource Room and the use of the Becker Locator Numbering system, which is used

throughout the self-study to document the various forms of evidence being adduced.

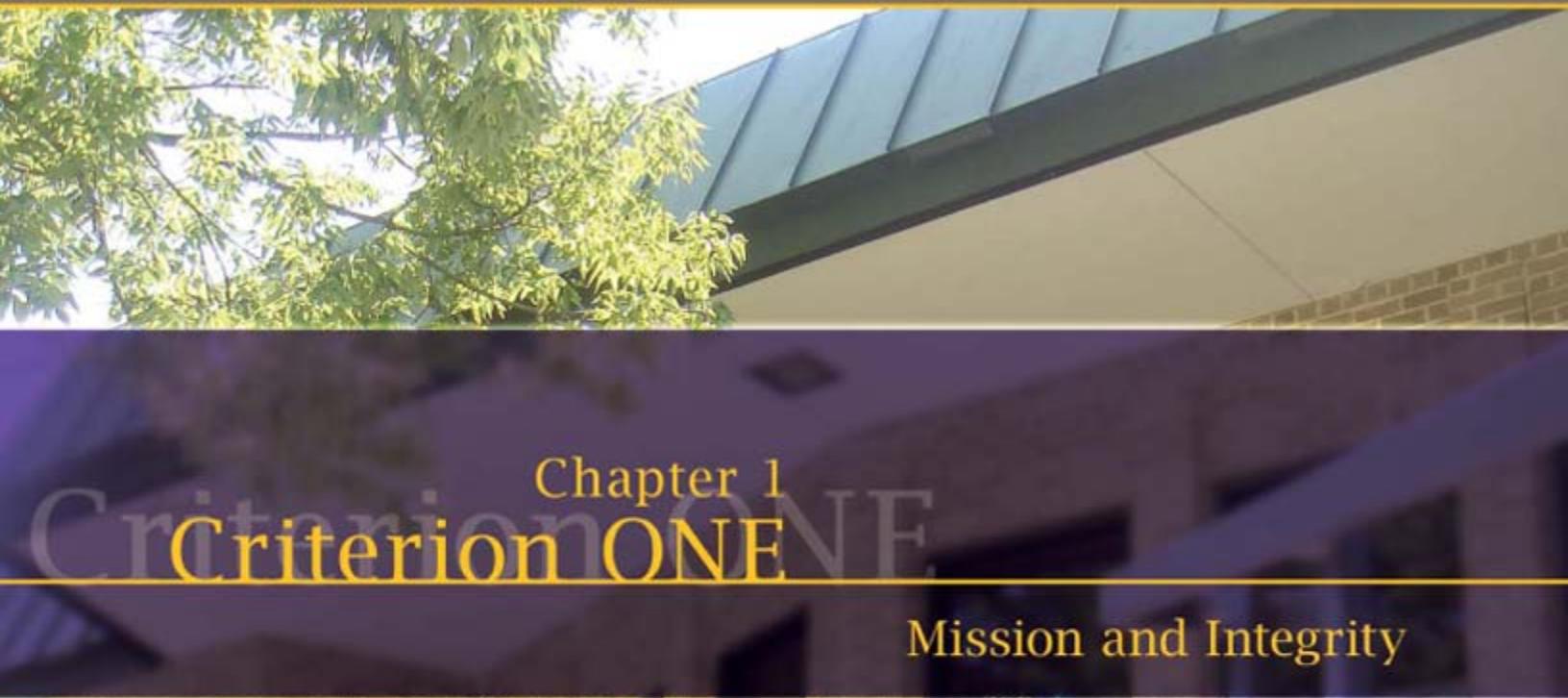
- Appendix E contains a selection of computer software technologies embedded within disciplines at UWSP.
- Appendix F names the members of the Accreditation Steering Committee.

The documentation scheme is an important structural feature of this self-study report. As evidence mounted and lists of citations lengthened, the decision was reached to rely on a system of endnotes to provide thorough documentation while keeping the main document pages as uncluttered and readable as possible. Keyed to superscript numbers in the text, the endnotes typically provide a brief description of the piece of evidence they document followed either by a URL or a Becker Locator Number. The Becker Locator Numbering system was devised by Patti Becker (a reference librarian in the University Library and Task Force leader for Criterion Four), in collaboration with Yan Liao (University Library) and Bob Mosier (Student Affairs). Its goal is to provide a quick and efficient way to navigate the wealth of information in the Virtual Resource Room by specifically delineating the type of document being referenced, its origin, and where it has been cataloged and filed. This coding scheme is described in detail in Appendix D.

Introduction Notes

¹ Assessment Subcommittee Tenth Annual Assessment Report: AA AI 110.02.7.

² 1998 NCA Visiting Team Report: CO RE 445.07.



Chapter 1

Criterion ONE

Mission and Integrity



CHAPTER 1

Criterion ONE

Mission and Integrity

UWSP operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

UWSP is responsible for fulfilling a mission that supports the mission of the University of Wisconsin System. UWSP's mission documents describe the campus' commitment to student learning, serving the needs of constituents, and behaving with integrity. Revised campus mission and values statements are currently under review through a collaborative, shared governance process. These statements will begin a new phase in the evolution of the campus's strategic decisions. In addition, the University has procedures and policies in place to ensure that the organization operates with fairness and consistency.

Core Component 1a

UWSP's mission documents are clear and articulate publicly its commitments.

1a-1

The Board of Regents has adopted mission documents that clearly and broadly describe UWSP's mission.

UWSP's current mission statements were finalized in 1988 following an evolutionary process that began with the establishment of the University of Wisconsin System (UWS). Created in 1974 as a result of the merger of the University of Wisconsin and the Wisconsin State Universities, the UWS is comprised of two doctoral institutions, eleven comprehensive institutions (collectively known as the University Cluster), and thirteen two-year colleges. The Stevens Point campus, originally a member of the Wisconsin State Universities, became part of the University of Wisconsin in 1971. UWSP is one of the eleven comprehensive institutions, charged with providing undergraduate and select graduate degrees. UWSP, in addition to sharing in the missions of the UWS and the University Cluster, has its own list of select goals and responsibilities.

In the 1973-74 UWSP *Catalog*¹ no specific mission statement was identified for the campus. However, a paragraph describing the “Purpose and Long Term Goals” made clear the responsibilities of the Stevens Point campus:

The primary purpose of the University of Wisconsin-Stevens Point is to provide opportunities in higher education for citizens of the State of Wisconsin. Academic programs are offered in general education, liberal and applied arts, pre-professional and professional study, and adult education. It is the objective of the university that each student, regardless of his curricular program, develop a concept of the signal value of knowledge to mankind and acquire competence in skills of rigorous thinking. He should also achieve an appreciation of the perspective, judgment, and wisdom of a liberally educated person, attain a higher level of creativity, and know the importance of physical fitness.

The catalog then lists seven goals of the university, “stated as characteristics of the individual student as he becomes an educated person.” These goals are:

1. He communicates effectively by developing the skills of observing, listening, and reading critically, and of writing and speaking with clarity and force.
2. He has an understanding of the history of man and the forces and ideas that have affected human societies, including his own; he is aware of the problems and achievements of various civilizations; and he recognizes that all fields of knowledge are inter-related.
3. He shows concern for the ideals of democracy and social justice and for his responsibility to his fellow man.
4. He attains competence in a particular field of endeavor.
5. He appreciates and values the life of the mind as shown by: his ability to think clearly and rationally; the development of his intellectual curiosity; and his understanding of and participation in the arts, philosophy, and scientific disciplines.
6. He is able to think clearly about what he, as a person, is, and about his life’s purpose, thus reflecting the beginnings of wisdom.
7. He develops an awareness that learning is a life-long process and increasingly becomes self-directed in continuing his education.

A three-part mission statement for the university appeared for the first time in the 1974-75 UWSP *Catalog*. This lengthy statement includes the “System Mission” of the UWS, the “Core Mission” of the University Cluster, and the “Select Mission” of the UWSP campus. The “Select Mission” for the campus was re-titled as the “Select Goals and Responsibilities” for UWSP and lengthened in 1989-91. The mission statements have remained essentially unchanged since that time.²

The mission of the UWS broadly defines the purpose of the entire University system:

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond

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

The mission statement of the University Cluster makes more specific statements about the role of the comprehensive campuses, including the responsibility for offering undergraduate and select graduate degrees, fostering teaching excellence, and encouraging faculty to engage in outreach activities (among many other things):³

As an institution in the "University Cluster" of the University of Wisconsin System, UW-Stevens Point shares the following core mission with other universities of the cluster. Each university in the cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state.

The select goals for UWSP define specific programs that, along with the offering of a broad-based liberal education, are the responsibility of the campus:⁴

The select goals and responsibilities of UW-Stevens Point are to:

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

*The former home economics programs are now offered as child and family studies, dietetics, early childhood education, family and consumer education, human development, nutrition, and interior architecture.

Taken together, these three components comprise a clear definition of the mission for UWSP, and have formed the basis for operation since their approval by the Board of Regents in 1988. These mission statements are published in both the printed and online versions of the *University Catalog*.

1a-2**UWSP evaluates and revises mission documents when appropriate.**

Since last undertaking the accreditation process in 1998 the UWSP campus community has embarked on extensive strategic planning processes, one goal of which has been to identify a succinct statement of the campus mission and values.

One regularly-voiced complaint with the current mission statements is that they are rather cumbersome. Despite their thoroughness and specificity, they make it difficult for those outside the University to gain a quick, clear idea of what UWSP is and what makes it distinctive. In 2001 Chancellor Thomas George asked the Faculty Senate Executive Committee to commission the creation of a more succinct, definitive mission statement. The task was assigned to the Academic Affairs Committee, which created an ad hoc committee for the review of UWSP's mission statement. The committee worked diligently to modify the Select Goals and Responsibilities for the University, and, in 2003, put forth its recommendations in a report.⁵ Ultimately, however, the revised mission statement was judged no more concise than the original, and no changes in the mission statement occurred.

Continuing this effort, Interim Chancellor Virginia Helm convened a group of twenty-eight representatives from across all campus constituencies in February 2004. This group was charged to spend a day with a consultant from the consulting firm Station 1 Inc. to "identify elements of UWSP mission, values and vision for the future that will be shared with group members' constituencies for feedback." The group's work is documented only in the minutes of their meetings.⁶ This group identified three concepts to be included in the statement of fundamental purpose:

- Exceptional Education;
- Nurturing student success; and
- Community involvement, participation.

Further, the group identified eleven possible campus values:

- a. The supportive relationship between the campus and the Stevens Point community;
- b. A sense of family and a learning community that is friendly and caring toward all its members;
- c. Opportunities for students to learn through performing for and interacting with the community;
- d. The impact of teaching and scholarship beyond our own community;
- e. An entrepreneurial, bold, risk-taking spirit;
- f. Academic achievement;
- g. The mentoring role that all UWSP faculty and staff members play for students;

- h. A commitment to helping all students develop their full potential;
- i. The wellness of faculty, staff, students;
- j. International experiences and programs to broaden students' perspectives and extend UWSP to the rest of the world; and
- k. Our institutional history.

Finally, the group identified eight “big things” in their vision for UWSP’s future:

- a. Increased opportunities for international experiences and connections for the whole campus;
- b. UWSP is a national leader in civic engagement and public service;
- c. Welcomes diversity in race, culture, ethnicity, socioeconomic status, age, religion, sexual orientation, and disability status;
- d. Increased public and private resources;
- e. Campus as a showcase for sustainability;
- f. Increased visibility within the state, nationally, and internationally;
- g. Continued focus on effective teaching and student success; and
- h. Maintained and expanded campus-community relationships.

Work on this report was suspended with the arrival in June 2004 of a new Chancellor, Linda Bunnell. After becoming acquainted with the campus community and getting a sense of the campus ethos Chancellor Bunnell began the process of creating a vision for the coming decade. This process, which included open forums for campus discussion, resulted in *Vision 2015 – “UWSP: Connecting to the Future,”* which is now the guiding vision for the campus. *Vision 2015* states that:

Building on traditions of excellence and service to Central Wisconsin, UWSP will CONNECT TO THE FUTURE by:

- Providing challenging learning and leadership experiences that prepare students to be GLOBAL CITIZENS
- Projecting our history and values in the LIFE AND LOOK OF THE CAMPUS
 - Experience of the liberal arts and sciences
 - Responsibility for personal and community wellness
 - Stewardship of natural resources
 - The power of communication and the arts
- Partnering with others for a VIBRANT ECONOMY⁷

The inclusion of “Stewardship of natural resources” in the *Vision 2015* provided formal recognition of an increasing sense of environmental activism at UWSP. In addition to the internationally renowned work of the College of Natural Resources,

many projects on campus reflect the importance of sustainability: from the installation of solar water heating systems on dormitories⁸ to the Global Environmental Management Center in the College of Natural Resources⁹ to the inclusion of many sustainability features in the renovation of the Dreyfus University Center,¹⁰ UWSP is concerned about environmental impacts and sustainability. Recognizing UWSP's commitment to sustainability, Governor Jim Doyle recently named UWSP as one of four UW campuses involved in a statewide energy independence project in which the campuses will be moved "off the grid" within five years.¹¹

In the spring of 2007, a strategic planning initiative based on *Vision 2015* was undertaken. This effort produced a succinct statement of the UWSP campus mission and core values that was widely distributed on campus for feedback. This planning process is described more fully under Criterion 2.

Core Component 1b

In its mission documents, UWSP recognizes the diversity of its learners, other constituencies and the greater society it serves.

1b-1

UWSP addresses the importance of diversity in its mission documents.

The UW Cluster mission statement (see page 2) describes the expectations of the eleven comprehensive institutions in the UWS. Specifically, item h states that the institutions must "Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff." To this end, the UWS identified seven goals that comprise the UWS *Plan 2008*.¹² These goals are to:

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
3. Close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
4. Increase the amount of financial aid available to needy students and reduce their reliance on loans.
5. Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

6. Foster institutional environments and course development that enhance learning and respect for racial and ethnic diversity.
7. Improve accountability of the UW System and its institutions.

Each campus within the UWS has developed a plan to achieve these goals. UWSP's plan, designated *Plan 2008: Forging a Culture of Diversity*,¹³ consists of campus-specific versions of the seven goals, along with short, mid-range, and long term challenges and actions, and identifies the person(s) responsible for monitoring these goals. *Plan 2008* also focuses on "targeted populations" (African American, American Indian, Asian American/Pacific Islander, and Hispanic/Latino[a]), and states that "it is also UWSP's mission to continue making economically disadvantaged students a focus. UWSP will continue to work at making this a place for all persons regardless of age, race, color, religion, gender, national origin, ancestry, marital status, pregnancy, parental status, sexual orientation or disability." Diversity enhancement work guided by this new plan began in 1998.

A mid-course review of Plan 2008 took place in 2004. The report of this review, entitled *Plan 2008-Phase II*,¹⁴ restated UWSP's commitment to the seven goals in the original plan. The review identified challenges and action steps for each of the goals, added specific assessments of the level of achievement of those goals, and identified person(s) responsible for the achievement of the goals. More information on UWSP's efforts to implement *Plan 2008* can be found in Chapter 5.

1b-2

UWSP provides resources to support diversity initiatives.

Ensuring the success of *Plan 2008* requires the efforts of many individuals on campus. UWSP provides many resources in support of recruitment and retention of diversity students, coordinated throughout the Division of Student Affairs, primarily through the Multicultural Affairs Office, whose mission statement declares:¹⁵

The objective of the Multicultural Affairs Office is to conduct activities and provide services which enhance cultural diversity at UW-Stevens Point. To achieve this objective, the Multicultural Affairs staff continues to:

- Conduct a variety of programs aimed primarily at the enrichment, basic attraction (Precollege Programs), and retention of multicultural students who are citizen minorities or permanent immigrants
- Coordinate cultural awareness activities with student organizations
- Support cultural awareness activities for multicultural students
- Coordinate the UWSP "Design for Diversity Plan," which is currently called *Plan 2008*.

Units within Multicultural Affairs include the Multicultural Resource Center, Student Support Services, the Native American Center, Upward Bound, and Precollege Programs.

The Multicultural Resource Center is the hub of operation for the nine Multicultural Student Organizations. The center also functions as a gathering place and referral center for diversity students. In addition, the director of the MRC produces a newsletter that informs the community and the campus of diversity related activities.¹⁶

Student Support Services provides advising and counseling (beyond that available through the main Student Academic Advising Center), as well as tutoring and a one-credit study skills course (Education 105), with the goal of increasing the retention and graduation rates of disadvantaged students. Over the past five years, the Student Services Center reports that the average freshman retention rate of the students served was 85%.¹⁷

Unique within the University of Wisconsin System, the Native American Center (NAC) was established in 1978 to "respond to the self-defined needs and goals of Native American communities throughout Wisconsin." Historically, many of the NAC's activities have sought to "empower Wisconsin Indian people through quality education programs and technical assistance." Continuing with efforts to respond to the contemporary needs of tribal communities, the NAC today commits its resources to two primary areas of activities: Tribal and Community-Oriented Outreach and Student-Oriented Supportive Services.¹⁸

The Peer Mentoring Program is also housed within Multicultural Affairs. Established in 1997, this program has demonstrated long-term success in improving the overall retention rate for students of color at UWSP. Three-year retention rates have improved from 46.5 to 51.6%, with African American students experiencing the largest gain from 39.3 to 63.1%. Assessment and evaluation data indicate that 80% of the students contacted by the peer mentors realize overall gains. This project is a collaborative effort of the Multicultural Resource Center, the Native American Center, and the Peer Mentors.¹⁹

Also incorporated within Multicultural Affairs is the federally funded Upward Bound Program. Each year Upward Bound prepares approximately eighty to ninety low income and/or first generation college bound students, in grades nine through twelve, for success at an university or college of their choice.²⁰

Several Precollege Programs at UWSP are represented by Multicultural Affairs and offer Department of Public Instruction scholarships for eligible students. There were seven Precollege Programs available during the summer of 2007, including a range from "English for College" to "Studio Art."²¹ One distinctive program at UWSP is the Multicultural Leadership Development Series (MLDS). This recruitment program is a collaborative effort involving the Admissions Office and Student Advising Center. It targets prospective students of color who meet the admissions criteria. The students participate in three events. The first event occurs during the summer months and is designed to foster team building and leadership development while exposing the students to the UWSP campus and resources. The second event occurs during the fall and exposes the students to the academic programs and campus life at UWSP. This event also allows the students to participate in a campus preview, and meet UWSP students. The third event, a recruitment outreach event, occurs during the spring. It involves the Admissions Office and Student Advising Center meeting with the prospective students to

explain the admissions process and provide additional details about opportunities and challenges facing new students.

Approximately 90% of the summer participants in the MLDS apply for admission to UWSP. Since the inception of this program, the number of African American students has increased from 59 to 85 students, Southeast Asian students increased from 66 to 131 students, and Hispanic/Latino students increased from 63 to 87 students.²²

In another effort to improve recruitment and retention of diversity students, the College of Professional Studies supports UWSP Project Forward. Established and organized by the School of Education in 2000, this program is funded by the U.S. Department of Education. It is designed to increase the enrollment, retention and graduation of Hmong students and to help them become certified teachers in Wisconsin. As of June 2007, twenty graduates of the program are teaching in Wisconsin school districts. Fifteen students are still enrolled in the program, and their GPAs are above the UWSP average.²³

In addition to these programs, many sources of financial aid are available for diversity students at UWSP. These awards include work-study funds, Pell Grants, Tribal Grants, and many others. During the four years from 1999-2002, UWSP distributed more than \$3.6 million in financial aid to diversity students (loans not included).²⁴

Progress on diversity goals continues to be a challenge, but there is some to report. The percentage of students from the “target populations” has risen from 3% to 5%, with the largest growth in the number of Asian American students (Figure 1.1).²⁵

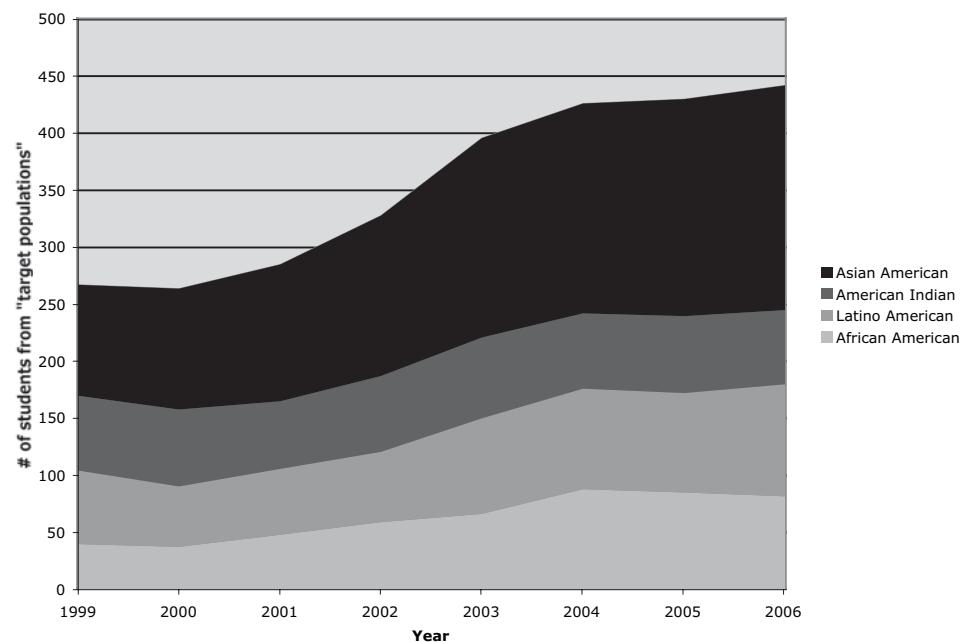


Figure 1.1: Number of students from target populations by year.

Source: UWSP Office of Institutional Research

Much less encouraging is the data in Table 1.1 on multicultural faculty (by gender). The University has committed funding (over \$10,000 during 1998-2004) to encourage improved networking for minority faculty and staff recruitment. Even so, recruiting and retaining diverse faculty members has proven particularly difficult on this campus. Few of these candidates appear in applicant pools, and diversity faculty have remained consistent at about 6% of the total.²⁶

Table 1.1: Multicultural Faculty by Gender (Headcount), 1996-2004

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American									
Female	0	1	1	1	1	1	1	1	1
Male	3	3	3	3	3	3	3	3	1
American Indian									
Female	1	0	1	1	0	0	1	1	0
Male	1	1	1	1	1	1	1	1	1
Asian									
Female	3	3	3	3	4	3	3	3	6
Male	12	11	12	12	11	11	12	12	10
Hispanic/Latino									
Female	1	1	1	2	2	2	2	2	3
Male	2	2	1	1	1	1	1	1	2
Total Multicultural	23	22	23	24	23	22	24	24	24
Total Faculty	352	354	349	358	367	372	374	368	361

Source: University of Wisconsin System *Fact Book*

UWSP's effort to foster institutional environments and course development that enhance learning and respect for racial and ethnic diversity (goal one of *Plan 2008*) includes two major components:

- Adherence to the letter and spirit of Wisconsin Educational Act 31, which requires that all Wisconsin teacher-education students receive information on Wisconsin Native American culture and history, has resulted in the implementation of a Native American Studies (NAS) minor to replace the defunct Tribal Sovereignty minor. The departments of English, History, Philosophy (which carries programs in anthropology, philosophy, and religious studies included in the NAS minor), Sociology, and the Division of Interior Architecture partner with the School of Education, which administers the minor.²⁷
- All students are required to take a three-credit course with a Minority Studies designation. This requirement is described more fully under Criterion 3.²⁸

The final *Plan 2008* goal of improved accountability is addressed through assessment reports by responsible parties to the Plan 2008 Oversight Committee. Open sharing of critical information between campus units and the committee (crucial for

assessment) has resulted in understanding the progress of the plan as well as how the plan can be strengthened during the process of implementation.

In a recent report to the Board of Regents,²⁹ the UW System Office of Academic Diversity and Development recognized three UWSP diversity initiatives undertaken during the past ten years (each described earlier in this section) as exemplary programs that are making a difference: the Multicultural Leadership Development Series, the Peer Mentoring Program, and Project Forward.

UWSP has many programs in place to support diversity on campus. The commitment to increasing the diversity on campus is genuine and will continue.

Core Component 1c

Understanding of and support for the mission pervade UWSP.

1c-1

UWSP's internal constituencies articulate the mission in a consistent manner.

The organizational charts for the University and for the Division of Academic Affairs are shown in Appendix B. Each of the major campus units has been charged to develop a mission statement that is tied directly to the university's *Vision 2015*. All mission statements are congruent with the university's mission. Mission statements for the academic and non-academic units are provided below.

Division of Academic Affairs

The Division of Academic Affairs consists of four Colleges: the College of Letters and Science, the College of Natural Resources, the College of Fine Arts and Communication, and the College of Professional Studies. Mission statements for the Colleges are provided below.

College of Natural Resources

The mission of the College of Natural Resources is as follows:

The College of Natural Resources provides education, research, and outreach in integrated natural resources management, environmental education, and paper science. The College of Natural Resources:

- Provides undergraduate and graduate instruction that combines theoretical concepts with practical experience, such as laboratory and field oriented courses, summer camps, internships and special projects.

- Promotes scholarly activities that enhance the creation or application of knowledge or contribute to the resolution of environmental and natural resource management issues, especially through student research.
- Shares faculty and student expertise with citizens, communities, agencies and industries through outreach, scholarship, and consulting.³⁰

College of Professional Studies

The mission of the College of Professional Studies as follows:

- We prepare undergraduate and graduate students for successful professional careers with emphasis on critical thinking, leadership skills, ethics, and lifelong learning.
- We stress research and analytic practice among faculty and students to transform our professions, communities, and the world.
- We collaborate with our professional colleagues to sharpen best practices and to enhance student performance in the field.³¹

College of Fine Arts and Communication

The mission of the College of Fine Arts and Communication is as follows:

The College of Fine Arts and Communication is committed to a broad understanding of the arts, the humanities, and communication as a basis for reasoned, intelligent, and sensitive individuals interacting with society. The college is also committed to a broad understanding of the arts and communication as they relate to a changing world, with its dynamic and diverse cultures in all their unique aspects. Most importantly, the college is committed to excellence in training communication, visual arts, and performing arts professionals. Through its students, faculty and programs both on and off campus, the College of Fine Arts and Communication represents inspires, creates, and achieves.³²

College of Letters and Science

The mission of the College of Letters and Science is as follows:

The mission of the College of Letters and Science is to serve the region, the state, and the world through:

- Commitment to *Vision 2015*
- Academic excellence that fosters students' career preparation, professional expertise, civic responsibility, personal development, and global adaptability
- Research and learning that generate new knowledge and new insights which, through their application, promote economic development, community wellbeing, personal fulfillment, and lifelong learning

- Dedication to the public good through leadership and service grounded in the foundational ideals of liberal education, robust academic majors, a vibrant general education program, and an overarching embrace of academic and personal integrity
- Adherence to the Principles of Excellence established for Liberal Education and America's Promise by the Association of American Colleges and Universities,* which are to
 - Aim high, and make excellence inclusive
 - Give students a compass
 - Teach the arts of inquiry and innovation
 - Engage the big questions
 - Connect knowledge with choices and action
 - Foster civic, intercultural and ethical learning
 - Assess students' ability to apply learning to complex problems

Division of Student Affairs

The mission of the Division of Student Affairs is as follows:

The University of Wisconsin–Stevens Point Division of Student Affairs is dedicated to student success. In partnership with the university and community, the division supports an environment of mutual respect and integrity that encourages students to achieve their optimal potential as individuals, scholars, and citizens.³⁴

Division of Business Affairs

The mission statement of the Division of Business Affairs is follows:

To provide quality administrative, business and facility services in support of higher education at UWSP.³⁵

The subunits of the major campus divisions listed above have mission statements that correlate well with the student-focused environment at UWSP. Campus administrative units clearly are focused on this major purpose.

* *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise* (Washington, D.C.: Association of American Colleges and Universities, 2007), 26.³³

1c-2**UWSP's planning and budgeting priorities flow from and support the mission.**

Planning and budgeting decisions at UWSP, which follow what has been described as a “budget-constrained grass-roots approach,” have always been mission focused, even when this was not explicitly stated and there were no institutional planning guidelines requiring this consideration. For example, the budget decisions for the 2005-07 biennium were deliberated through a process that included several open forums for discussion of priorities. In a letter to the campus on April 7, 2005,³⁶ Chancellor Bunnell emphasized that budget discussions were focused on three criteria:

1. Putting instruction at the core of all we do;
2. Protecting quality through revenue enhancement, including asset management; and,
3. Partnering on and off campus for effectiveness and efficiency.

Budget recommendations were provided to the Chancellor by the Budget Review and Advisory Committee and shared with the campus at an open meeting on February 15, 2006. Final budgetary decisions were then based on these recommendations.

These budgetary decisions are applied to revenues that come from a variety of sources. Table 1.2 shows the budget allocations by funding source. State funding for UWSP declined significantly over the 2000-2006 budget cycles. As shown in Figure 1.2, the contribution of state funds and academic student fees (tuition) to the total budget remained relatively steady at 58-60% over this period, but the students’ share increased significantly (from 21% to almost 30% of the total budget). Since enrollment remained steady during this period, the cost for maintaining quality instruction has been borne primarily by the students.³⁷

The truest indication of an institution’s values is where it spends its money. Campus budget reports show a continuing record of UWSP’s cash flows reflecting the importance of our primary mission: undergraduate education. Table 1.3 shows the expenditures for 1997-2006. The cost of operation increases consistently; the share of expenditures relating to instruction and student support increases as well (Figure 1.3).³⁸

The majority of campus funding comes from state support and tuition/fees, and is allocated primarily for instruction and student support. UWSP manages its financial resources in accordance with its mission, but the level of state support for the institution remains a concern.

Table 1.2: Budget Allocations by Source of Funds, 2000 – 2006

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
State	\$43,734,518	\$44,061,472	\$42,879,311	\$38,560,051	\$37,403,807	\$37,442,363
Academic Student Fees	23,025,939	24,559,399	26,816,395	30,870,235	34,858,774	37,458,365
Indirect Cost Reimbursement	175,925	186,000	169,943	190,635	176,736	199,200
Operational Receipts	516,599	514,350	510,250	530,223	183,959	3,453,000
Auxiliary Enterprises	29,440,057	31,226,675	32,375,631	34,113,600	33,237,600	31,365,785
Federal Grants and Contracts	11,198,868	11,973,347	13,465,357	15,126,463	15,810,153	12,761,663
Gifts and Trusts	2,346,028	2,669,668	3,172,202	3,311,992	3,404,764	3,782,287
Budget Total	110,437,934	115,190,911	119,389,089	122,703,199	125,075,793	126,462,663

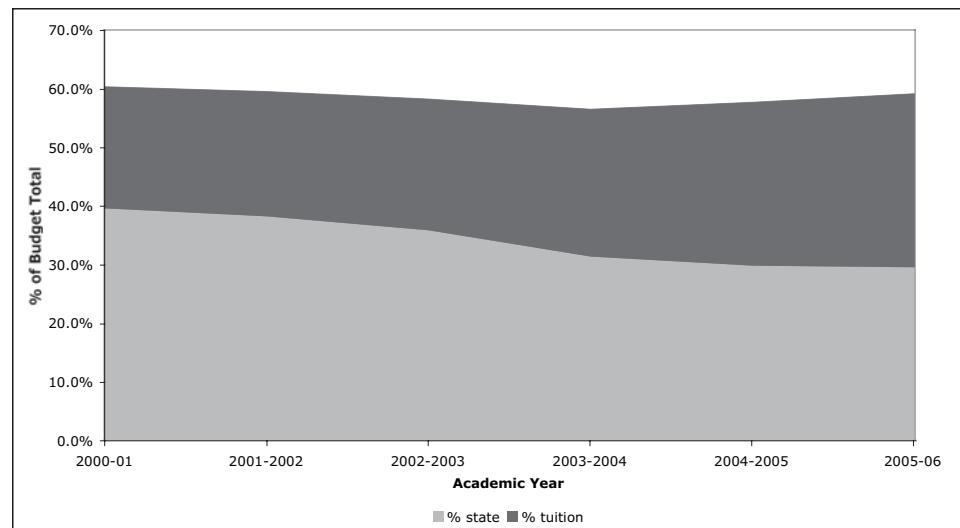


Figure 1.2: Percentage of funds derived from state budget and tuition

Source: UW System Fact Book

Table 1.3: Current Funds Expenditures -- All Funds, 1997 – 2005

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Instruction	\$34,229,850	\$36,095,423	\$39,063,882	\$40,114,574	\$40,176,410	\$42,952,803	\$43,379,658	\$42,868,835	\$43,533,554
Research	1,060,837	1,164,667	1,094,833	1,543,603	2,187,874	1,646,585	1,841,398	1,623,444	1,932,280
Public Service	5,580,506	5,804,435	5,869,450	6,999,797	8,908,046	10,326,177	10,053,656	11,034,640	12,050,238
Academic Support	9,473,067	10,088,037	9,993,009	11,172,360	10,619,780	11,765,438	10,745,335	10,678,114	11,335,438
Student Services	10,554,688	10,955,300	11,524,354	12,382,868	12,987,831	12,908,236	13,578,576	13,994,891	14,450,262
Institutional Support	6,228,665	7,242,001	6,050,609	7,573,875	7,073,076	7,491,373	8,039,439	7,325,274	7,797,693
Maintenance of Plant	5,376,879	5,329,191	5,839,046	6,358,227	6,338,428	7,014,575	9,248,990	8,165,337	9,353,401
Auxiliary Enterprises	11,446,031	13,421,919	14,023,363	14,598,505	13,159,552	13,156,324	13,669,146	14,220,974	14,972,428
Total	\$96,946,735	\$101,933,374	\$105,656,449	\$114,224,200	108,912,459	113,867,037	117,369,758	116,897,017	\$115,425,294

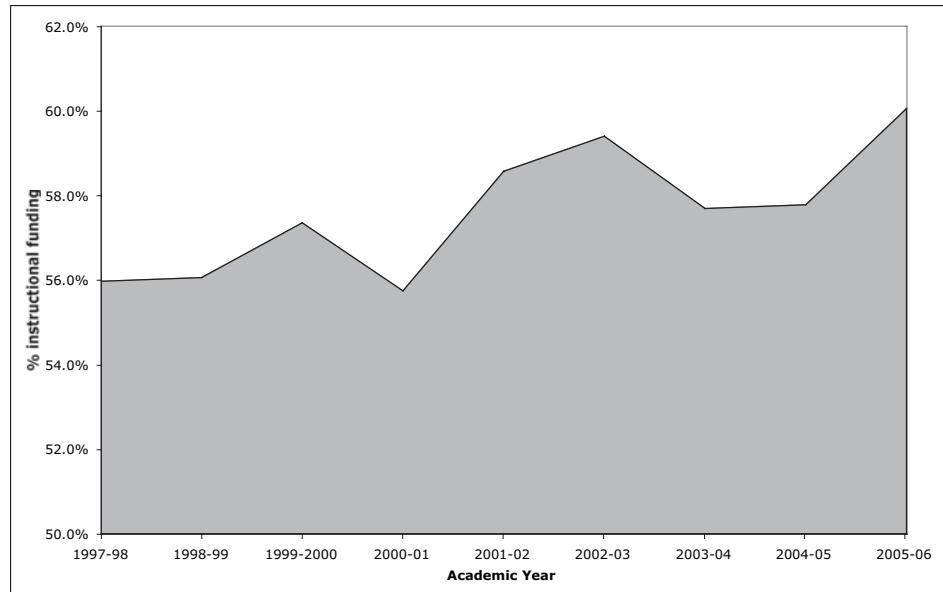


Figure 1.3: Percentage of funds allocated to instruction, academic support, and student services, 1997-2005

Source: UW System Annual Financial Reports and Integrated Postsecondary Education Data System

Core Component 1d

UWSP's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

1d-1

The Board of Regents enables UWSP's chief administrative personnel to exercise effective leadership.

UWSP is governed by the University of Wisconsin Board of Regents (the Board). The Board is authorized under Chapter 36 of the Wisconsin State Statutes, and is comprised of 18 members. The Governor of Wisconsin appoints Regents to seven-year terms, with the exception of two student Regents, who are appointed to two-year terms.

The Board appoints each campus's Chancellor (following a search and recommendations from the campus), establishes the regulatory framework within which the institution operates, sets each institution's admissions standards, reviews and approves its budget, and even has procedures for academic program planning and program review. They also establish broad personnel guidelines.^{39, 40}

The Board delegates to the Chancellor the necessary authority for the administration of the institution within UW System policies and guidelines. The Chancellor provides leadership and oversight for the efficient, economical, and educationally effective operation of the institution in order to carry out the mission of the University: to provide the highest quality academic programs possible within the available resources.⁴¹

To achieve these tasks, members of the Chancellor's Office provide advice and decision support. The administrative structure of the Chancellor's Office is shown in Appendix B. Reporting directly to the Chancellor are the:

- Provost/Vice Chancellor for Academic Affairs,
- Vice Chancellor for Business Affairs,
- Vice Chancellor for Student Affairs,
- Policy and Planning Analyst,
- Faculty Senate chair,
- Director of Equity and Affirmative Action,
- Executive Director of the UWSP Foundation/Assistant to the Chancellor for Advancement,
- Director of University Relations and Communication, and the
- Executive Assistant to the Chancellor.

The Chancellor's cabinet, which normally meets twice monthly during the academic year and monthly during the summer, advises and makes recommendations to the Chancellor.⁴²

The cabinet consists of the:

- Chancellor,
- Provost/Vice Chancellor for Academic Affairs,
- Vice Chancellor for Business Affairs,
- Vice Chancellor for Student Affairs,
- Chair of the Faculty Senate,
- Chair of the Academic Staff Council,
- President of the Student Government Association,
- Executive Assistant to the Chancellor,
- Director of Equity and Affirmative Action,
- Non-voting representative from the Classified Staff Advisory Committee, and
- One dean.

The Equity and Affirmative Action Committee is an administrative committee serving in an advisory role to the Chancellor.⁴³ The committee's primary responsibilities are:

- to make recommendations to promote Equity and Affirmative Action and eliminate discrimination at UWSP;
- to serve as the primary body responsible for identifying policies, procedures or practices which are or appear to be discriminatory;
- to advise and assist the Assistant to the Chancellor for Equity and Affirmative Action; and
- to establish and coordinate educational programs for the university community about affirmative action and discrimination issues.

The committee consists of three faculty, three academic staff, three classified staff, and three students. Members are appointed by the Chancellor for two-year terms with the option of a one-year extension. The Chancellor gives a charge to this committee each fall, and the committee prepares an annual report of its accomplishments each spring.

Through the committee structures listed, the Chancellor receives valuable input for decisions relating to the University. The various constituencies across campus are well represented on these committees, and the Chancellor clearly leads in a data-rich and collaborative manner.

1d-2

Faculty and other academic leaders share responsibility for the curriculum and the integrity of academic processes.

Decisions on matters of curriculum and instruction are made in the Academic Affairs Office. The Provost/Vice Chancellor for Academic Affairs is the de facto head of UWSP's faculty and is delegated for faculty staffing, personnel rules, promotion, performance reviews, and salary plans along with other administrative duties.

The faculty bears the responsibility for many academic decisions at UWSP. Chapter 36.09(4) of Wisconsin Statutes states that:

“...the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance.”

The UWSP Faculty Constitution⁴⁴ defines membership in the faculty as follows:

“For purposes of institutional governance, the faculty is defined as the chancellor, and persons holding at least 50% FTE faculty or academic staff appointments.”

The definition of the Faculty Senate and its composition follow the membership definition. The Senate exercises all powers of the faculty as legally empowered by the Wisconsin Statutes. More information on the procedures and standing committees of the Faculty Senate can be found in the *University Handbook*.⁴⁵ There is a long standing tradition of shared governance at UWSP. Administrators defer decisions on curricular matters to the faculty through the Faculty Senate committee structure. A common refrain is “the curriculum belongs to the faculty.” All matters relating to curriculum are handled through appropriate committee procedures as listed in the *University Handbook*.

In addition, faculty governance typically reviews matters of University policy. A current example is the proposed mission statement for the University. The new mission statement was developed as described in the introduction to Criterion 2 in this self-study. After an opportunity for campus feedback, the Academic Affairs Committee will consider this mission statement, and forward recommendations to the Faculty Senate.

The UWSP Student Government Association (SGA) is also widely involved in campus matters. The Faculty Handbook defines the composition of all standing committees of the Faculty Senate, with student members included on almost all committees (with the exception of the University Personnel Development Committee) and most subcommittees. Student members are appointed by the President of the student body.

The governance documents in the *University Handbook* include the Bylaws of the Classified Staff Advisory Council (CSAC),⁴⁶ which “serves on behalf of the represented and non-represented classified staff employees, limited term employees and project employees” on campus. Classified Staff representatives are included on Faculty Senate standing committees as appropriate.

The responsibility for decisions at UWSP is distributed across a variety of administrative and governance structures. This creates a collaborative, supportive environment that allows UWSP to fulfill its mission.

Core Component 1e

UWSP upholds and protects its integrity.

1e-1

Through willing adherence to policies, procedures and statutes, UWSP strives to present itself accurately, honestly, and openly to the public.

UWSP follows a number of state, federal, and campus policies and regulations and, as a state institution, adheres to Wisconsin statutes regarding open meetings and public records. The Open Meeting Law⁴⁷ ensures that all meetings of state and local government bodies are publicly held and accessible unless otherwise expressly provided by law. Wisconsin’s Public Records Law⁴⁸ is based on the presumption of complete public access. Access will only be denied in exceptional cases.

UWSP committees announce meetings and agendas through email. Faculty Senate agendas, minutes, and supporting documents from standing committee meetings are posted in Public Folders in the email system. Individuals may request summaries of student evaluations from academic departments.

1e-2

UWSP presents itself accurately and honestly to the public.

In 2002, UWSP’s News Services Office published a Communication Plan and Visual Identity Standards Manual,⁴⁹ describing in detail a consistent set of web and publishing standards to identify the campus. These standards covered positioning statements, key messages, and a slogan in addition to standardized campus logos and typography. All departments are encouraged to adhere to these standards when producing printed materials and web pages. These standards were intended to give a uniform look and feel to campus documents, and to project a consistent identity and image of the University.

These communication standards have been used effectively in the design of the University's web site. The home page menu gives visitors ready access to information based on their self-identification (i.e., prospective students, parents and family, etc.). Subsequent pages present information typically needed by these constituencies. UW System and the campuses are currently implementing policies to ensure that all web pages are accessible to individuals with disabilities.

The vast majority of campus documents are accessible through the University's web site.⁵⁰ A comprehensive search function allows users to quickly locate documents of interest and view or download them easily.

1e-3

UWSP has clear and fair policies regarding the rights and responsibilities of internal constituents.

Two major documents serve to codify expectations for behavior for faculty and students. These expectations are documented in the "Community Bill of Rights and Responsibilities"⁵¹ and in the "Conduct on University Lands".⁵²

The "Community Bill of Rights and Responsibilities" is a UWSP document. It begins with the following statement:

The University of Wisconsin-Stevens Point is an academic community of individuals committed to the pursuit of learning, the acquisition of knowledge, and the education of all who seek it. The members of the community include students, faculty, staff, administrators, and support personnel. The mission of the University is to stimulate intellectual growth through the discovery and dissemination of knowledge, which commits its members to scholarship in all of its forms. The mission also directs all members to work for the application of knowledge beyond the physical boundaries of the campus for the betterment of all members of society.

All who open their minds in this community are considered students and all students engage the academic enterprise with basic expectations, needs, freedoms, and responsibilities. As the academic community seeks to achieve its mission it can be expected:

1. To develop in its members a heightened intellectual, cultural, and humane sensitivity;
2. To instill a passion for learning and a sense of value and purpose;
3. To develop fundamental abilities which would allow one to thoughtfully engage the world, carefully consider the relationships between ideas, critically evaluate conclusions, and responsibly select among competing choices.⁵³

This opening statement clearly connects the rest of the document with the stated mission of the University. The document then continues with definitions of codes of behavior, academic expectations, and faculty advisor responsibilities. This document

is easily accessible on the campus web site, and the Provost/Vice Chancellor reminds the members of the campus community of the document at the beginning of each academic year through the campus electronic Message of the Day.

The University of Wisconsin “Conduct on University Lands,” Chapter UWS 17 of the *Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System*, was adopted in January, 1976, and revised in September, 1996. This document clearly describes prohibited behaviors on any UW System property. Although written in statutory language with a decidedly negative tone, the purpose of the document is to ensure the safety and security of the members of the campus community.⁵⁴

1e-4

UWSP deals with internal constituents with integrity.

Even when the standards for behavior are clearly described, problems occur. UWSP has people and procedures dedicated to dealing with grievances from employees and students promptly and fairly.

UWSP is a community of approximately 1150 employees and 8500 students. The employees may be divided into two general categories: classified (including custodial, maintenance, administrative, clerical, technical and non-academic professionals) and unclassified (including faculty and academic staff). Classified employees are subject to the state of Wisconsin’s Office of State Employee Relations rules of employment, and many are unionized.⁵⁵ Unclassified employees are subject to UW System rules and are not represented by a union.⁵⁶

Employee grievances fall primarily into two broad categories: those relating to employment itself, and discrimination and/or harassment issues. Issues relating to employment are handled either by the Director of Personnel Services (classified staff) or by the Associate Vice Chancellor for Personnel, Budget, Grants, and Summer Session (faculty and academic staff).

The initial contact for employee relations is the Director of Personnel Services. Although primarily responsible for classified staff issues, the Director also deals with both classified and academic staff performance evaluation programs, administration of classified staff layoff procedures, administration of classified staff disciplinary actions, coordination of titling procedures of academic staff for the Provost’s Office, oversight of benefits administration, and assistance to all University employees (including approximately 2000 student employees) in solving human relations problems. The Director may provide direct assistance, or may refer individuals to an appropriate venue for their problem. The Director reports to the Vice Chancellor for Business Affairs.

UWSP uses a unique approach to classified employee discipline. The procedure, known as the “Corrective Process,” is intended as an alternative to traditional punitive disciplinary action.⁵⁷ There are four formal steps in the process:

- work rule infraction discussion, which is a formal meeting between the

- employee and the supervisor to discuss and review incidents of continued unacceptable behavior by the employee;
- written reprimand, providing formal documentation of a serious infraction or numerous repeated infractions;
- decision-making day, in which the employee is instructed to spend the next workday at home, reflecting on his/her employment relationship with UWSP, and return the following day with a formal decision as to whether they wish to a) solve the problem and make a written commitment to an acceptable level of behavior, or b) return to work without a commitment creating the possibility of termination upon repeat or continued infractions; or c) resign;
- termination, the final step, indicating that the corrective process has failed to resolve the problem

Application of this disciplinary process has reduced the incidence of grievances at UWSP significantly; the Director of Personnel Services reports only five grievances filed during the last five years.⁵⁸

The Associate Vice Chancellor for Personnel, Budget, Grants, and Summer Session (AVC) serves as the chief assistant to the Provost/Vice Chancellor for employment issues involving faculty and academic staff. Among other duties, the AVC is responsible for consulting with academic departments and administrative units on matters relating to personnel management, investigating employee complaints, coordinating the review of recommendations for appointment, retention, tenure and promotion for faculty and academic staff, serving as UWSP's liaison to the University of Wisconsin System on unclassified personnel, providing general oversight of the Academic Affairs budget, overseeing the merit and salary increase process, reviewing starting salaries for new faculty and academic staff appointments, providing leadership and coordination of summer session, and providing University leadership and oversight for grants and sponsored programs.

The Equity and Affirmative Action Office (EAAO), headed by the Assistant to the Chancellor for Equity and Affirmative Action (ACEAA), deals with discrimination and/or harassment complaints. The ACEAA is responsible for providing leadership on equity and affirmative action at UWSP, providing education and training on issues related to equity and affirmative action, serving as ombudsperson for faculty, staff, and students on issues related to equity and affirmative action, developing, implementing, monitoring and evaluating equity and affirmative action policies and procedures, and working with campus organizations and committees on equity and affirmative action issues. The campus has a comprehensive Affirmative Action Plan⁵⁹ which is maintained and publicized by the EAAO.

The Associate Vice Chancellor for Teaching, Learning, and Academic Programs (AVCTLA) oversees all administrative aspects of the teaching and learning environment at UWSP. The AVCTLA is involved in developing new academic programs, assessment of programs and student learning, faculty and staff development, and academic program review, the AVCTLA is the campus ombudsperson for student concerns, especially issues on advising and student success, and is also the Coordinator for Grade Review. The records of student complaints handled by this

office during the last two academic years can be found in the Virtual Resource Room.^{60,61} The AVCTLA reports to the Provost.

Institutions with integrity provide resources to help students succeed as well as dealing with student grievances. UWSP certainly does this. The faculty is dedicated to student success, and many additional resources are available to students through the Division of Student Affairs. The division includes the following units:

- Office of Admissions;⁶²
- Career Services;⁶³
- Conference & Reservations;⁶⁴
- Counseling Center;⁶⁵
- Disability Services;⁶⁶
- Financial Aid Office;⁶⁷
- Foreign Student / English as a Second Language⁶⁸
- Health Services;⁶⁹
- Helen R. Godfrey University Child Learning & Care Center;⁷⁰
- Multicultural Affairs;⁷¹
- Registration and Records;⁷²
- Residential Living;⁷³
- Student Academic Advising Center;⁷⁴ and
- University Centers.⁷⁵

Many of the services provided by these units are described elsewhere in this self-study; the web sites referenced here will give more detail.

The Office of Safety and Loss Control provides the UWSP campus with leadership and direction in the areas of risk management, property and liability insurance and claims management, loss prevention and control, worker's compensation management, occupational health and safety, DOT compliance, ergonomics, hazardous materials/wastes management, and environmental management. The Director of Safety and Loss Control prepares an Annual Report listing the activities of the unit, and reports to the Vice Chancellor for Business Affairs.⁷⁶

Beyond the specific items listed for this component, UWSP has a lengthy list of policies and procedures to ensure that employees and students are treated fairly and with respect, and that the campus organizations operate with integrity. These policies may be viewed in the Virtual Resource Room in the "Policies" section of Academic Affairs, Student Affairs, Business Affairs, Chancellor's Office, Student Governance, and UW System. The offices responsible for enforcing these policies have the necessary authority for oversight.

Conclusion for Criterion ONE

UWSP is a community of faculty, staff, and students working and learning together. The campus is guided by the tenets of its mission, even though the mission statements may seem a bit cumbersome and unwieldy. This is an institution that is focused on undergraduate education, including many opportunities for students that will be described further in later chapters. The legislative, administrative, and governance processes that control the institution ensure its integrity.

Chapter 1 Notes

¹ UWSP *Catalog*, 1973-74: hard copy in UWSP library archives.

² UWSP Online *Catalog*: CO PL 430.02.

³ Ibid.

⁴ Ibid.

⁵ Report of Ad Hoc Mission Committee: FG RE 510.03.

⁶ Agendas and Minutes of Mission, Vision, and Values Group: CO MN 425.04.

⁷ *Vision 2015*: CO PL 430.01; www.uwsp.edu/admin/chancellor/2015.shtm.

⁸ “UWSP Sustainability Focus Continues as Knutzen Hall Goes Solar”: www.uwsp.edu/news/pr/tmKnutzenGoesSolar.htm.

⁹ The Global Environmental Management Center: www.uwsp.edu/cnr/GEM/

¹⁰ UC Renovation-Sustainability: www.uwsp.edu/centers/construction/sustainability.asp.

¹¹ UWSP Selected as Part of State Energy Independence Project, 9-27-06: www.uwsp.edu/news/pr/chGovEnergyInitiative.htm.

¹² UW System *Plan 2008*: www.uwsa.edu/oadd/plan/index.htm.

¹³ UWSP *Plan 2008: Forging a Culture of Diversity*: CO PL 430.05.

¹⁴ UWSP *Plan 2008: Forging a Culture of Diversity-Phase II Report*: CO PL 430.06.

¹⁵ Multicultural Affairs Office: www.uwsp.edu/multicultural/.

¹⁶ Multicultural Resource Center: www.uwsp.edu/multicultural/mcrc/index.htm.

¹⁷ Student Support Services Information: SA RE 255.22.

¹⁸ Native American Center: www.uwsp.edu/multicultural/NativeAm/NACinfo.htm.

¹⁹ Peer Mentoring Program: www.uwsp.edu/multicultural/mentoring.htm.

²⁰ Upward Bound Program: www.uwsp.edu/special/upbound/.

²¹ Multicultural Affairs Precollege Programs, 2007: www.uwsp.edu/multicultural/Precolllege.htm.

²² UW System Progress Report on Plan 2008: Reflections on the Past, Prospects for the Future, p. 14: UW RE 735.02.

²³ Ibid., p. 23.

²⁴ Sources of Financial Aid Distributed to Diversity Students at UWSP: CO RE 445.10.

²⁵ Students from Target Populations: CO RE 445.11.

²⁶ Faculty from Target Populations: CO RE 445.12.

²⁷ UWSP Plan 2008: *Forging a Culture of Diversity-Phase II Report*, p. 9: CO PL 430.05.

²⁸ UWSP Plan 2008: *Forging a Culture of Diversity-Phase II Report*, p. 10: CO PL 430.05.

²⁹ UW System Progress Report on Plan 2008: Reflections on the Past, Prospects for the Future, pp. 14, 21, 23: UW RE 735.02.

³⁰ College of Natural Resources Policy Manual, p. 7: AA BU 120.14.

³¹ College of Professional Studies Mission Statement: www.uwsp.edu/cps/about/.

³² College of Fine Arts and Communication Mission Statement: www.uwsp.edu/news/uwspcatalog/cofac,cps.htm.

³³ College of Letters and Science Mission Statement: www.uwsp.edu/cls/mission_statement.htm.

³⁴ Division of Student Affairs Mission Statement: www.uwsp.edu/admin/stuaffairs/welcome.html.

³⁵ Division of Business Affairs Mission Statement: www.uwsp.edu/admin/busaffairs/.

³⁶ Chancellor's Budget Letter to Campus: CO BU 415.05.

³⁷ Budget Allocations by Source of Funds: AA BU 120.07.

³⁸ Budget Expenditures by Category: AA BU 120.08.

³⁹ Academic Planning and Program Review: UW PO 725.10.1.

⁴⁰ Guidelines for Academic Program Review and Regent Policy ACIS-1.0: UW PO 725.10.2.

⁴¹ *University Handbook*, Chapter 1, p. 13: CO BU 415.04.

⁴² *University Handbook*, Chapter 1, p.14: CO BU 415.04.

⁴³ Equity and Affirmative Action Committee: www.uwsp.edu/equity/EACommittee.htm.

⁴⁴ *University Handbook*, Chapter 9, p. 56: AA GD 145.01.

⁴⁵ *University Handbook*, Chapter 9, p. 57: AA GD 145.01.

⁴⁶ *University Handbook*, Chapter 9, p. 53: AA GD 145.01.

⁴⁷ Wisconsin Open Meetings Law, Ch. 19, p.27: www.legis.state.wi.us/statutes/Stat00019.pdf.

⁴⁸ Wisconsin Open Records Law, *University Handbook*, Chapter 9, p. 19: AA GD 145.01.

⁴⁹ *Visual Identity Standards Manual*: www.uwsp.edu/publications/standards.pdf.

⁵⁰ UWSP Web Site: www.uwsp.edu.

⁵¹ Community Bill of Rights and Responsibilities: AA PO 155.15.

⁵² Conduct on University Lands: AA PO 155.03.

⁵³ Community Bill of Rights and Responsibilities: AA PO 155.15.

⁵⁴ Conduct on University Lands: AA PO 155.03.

⁵⁵ Local Union Contract: BA PO 340.03.

⁵⁶ UWS Human Resource Policies: BA PO 340.05.

⁵⁷ Corrective Discipline Process: BA PO 340.06.

⁵⁸ Director of Personnel Services, Personal Communication.

⁵⁹ Affirmative Action Plan: CO RE 445.20.

⁶⁰ Response to Student Complaints 2004-05: AA RE 165.51.

⁶¹ Response to Student Complaints 2005-06: AA RE 165.52.

⁶² Ofice of Admissions Web Site: www.uwsp.edu/admissions/.

⁶³ Career Services Web Site: www.uwsp.edu/career/.

⁶⁴ Conference and Reservations Web Site: www.uwsp.edu/confres/.

⁶⁵ Counseling Center Web Site: www.uwsp.edu/counseling/.

⁶⁶ Disability Services Office Web Site: www.uwsp.edu/special/diability/.

⁶⁷ Financial Aid Office Web Site: www.uwsp.edu/finance/.

⁶⁸ Foreign Students / ESL Office: www.uwsp.edu/fsp/foreign/.

⁶⁹ Health Services: <http://wellness.uwsp.edu/>.

⁷⁰ Child Care Learning Center: www.uwsp.edu/childcare/.

⁷¹ Multicultural Affairs Office: www.uwsp.edu/multicultural/.

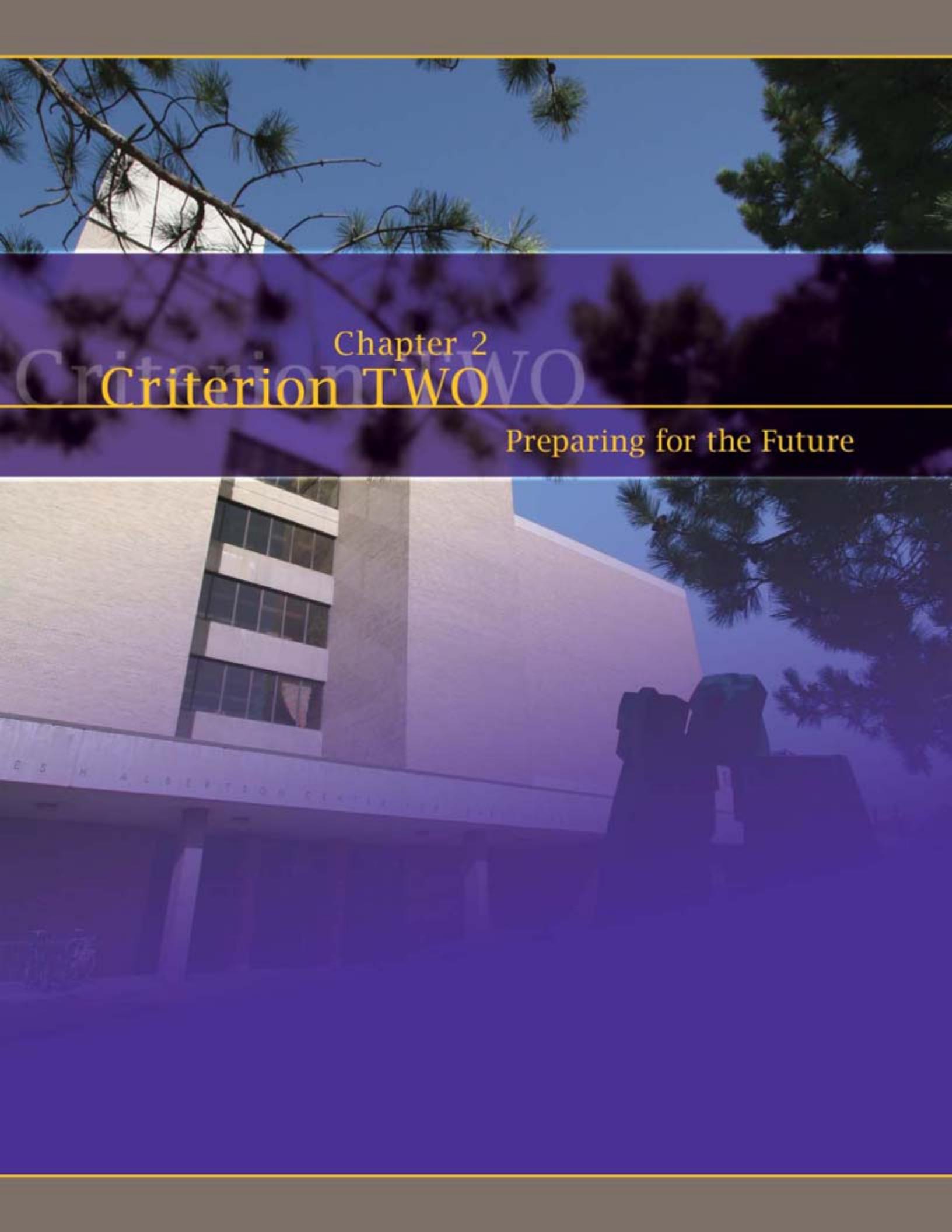
⁷² Registration and Records Office: www.uwsp.edu/reg-rec/.

⁷³ Residential Living: www.uwsp.edu/resliving/.

⁷⁴ Student Academic Advising Center: www.uwsp.edu/advising/.

⁷⁵ University Centers: www.uwsp.edu/centers/.

⁷⁶ Office of Safety and Loss Control: www.uwsp.edu/safetyloss/.



Chapter 2

Criterion TWO

Preparing for the Future

CHAPTER 2

Criterion TWO

Planning for the Future

UWSP's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The allocation of resources in any organization should be based on the organization's overall goals and mission. Processes for determining resource allocation should be systematic and strategic. As any examination of UWSP's history over the last fifteen or twenty years cannot help but reveal, strategic planning has been an ongoing challenge. This is due partly to faculty memory of the actions of the so-called "Gang of Ninety," whose official title was the Academic Support Program Review Task Force. During the early nineties, the UWSP administration, spearheaded by this task force, was forced to implement radical and deeply-cutting funding de-allocations, attempting to package them as "strategic planning." It began with an objective process for strategic planning involving ninety UWSP faculty, staff, students, and community friends in a yearlong planning exercise that resulted in the establishing of seven major University-wide priorities. This collection of goals and objectives constituted *An Action Agenda for the '90's*,¹ a long-range plan for UWSP. After five years, more planning meetings occurred, resulting in a document titled *Action Agenda for the '90's Revisited: Compelling Realities and New Challenges*.² Its implementation resulted in significant de-allocations from all of the colleges, and many programs were cut. Thus, faculty members who remember this period are sometimes suspicious of and even hostile toward strategic planning. However, under the guidance of the current and previous administrations, UWSP has taken important steps toward reversing this trend and increasing faculty recognition of the importance of strategic planning.

Over the past decade UWSP has been using a budget-constrained grassroots approach to planning. This approach is consistent with one of the promises made after the 1998 HLC/NCA visit—that UWSP place greater emphasis on planning at the department level—and is one of the steps the University is taking toward more systematic institutional planning. Since 1998 institutional planning has progressed in a relatively unsystematic way as UWSP has transitioned between successive administrations. The history of these changes is detailed in Appendix C.

The return to organized, systematic strategic planning began in June of 2004 with installation of a new Chancellor, Linda Bunnell, who inaugurated her ambitious plan for piloting UWSP into its future at her 2005 installation ceremony. Called

*Vision 2015 - UWSP: Connecting to the Future,*³ it emphasized, in its original form, the importance of connecting the University's mission with its place, physically and programmatically; preparing students for leadership; and serving as a catalyst to forge connections with the region's economy.

Because of UWSP's tradition of strong shared governance, goal-setting involves close collaboration between faculty and top administration, with input from interested parties. In 2005 and 2006 Chancellor Bunnell's vision was communicated to and feedback was sought from a broad audience, including faculty, staff, students, alumni, and community leaders. In its current form *Vision 2015* reads:

Building on traditions of excellence and service to Central Wisconsin,
UWSP will CONNECT TO THE FUTURE by:

- Providing challenging learning and leadership experiences that prepare students to be GLOBAL CITIZENS
- Projecting our history and values in the LIFE AND LOOK OF THE CAMPUS
 - Experience of the liberal arts and sciences
 - Responsibility for personal and community wellness
 - Stewardship of natural resources
 - The power of communication and the arts
- Partnering with others for a VIBRANT ECONOMY.⁴

With the vision in place, the Provost, the Chair of the Faculty Senate, and the Accreditation Steering Committee collaborated to institute a formal commitment to begin the process of planning for strategic planning. Figure 2.1 represents the relationships between the various entities involved in this planning process. The first draft of the "Plan to Plan" was presented and discussed among the above parties at the end of Fall semester 2006.

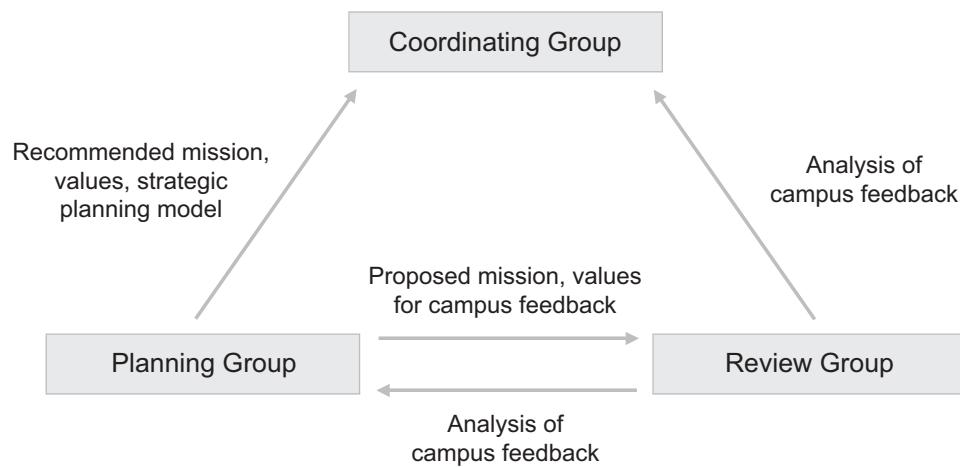


Figure 2.1: The Plan-to Plan Process

The process began with a Coordinating Group composed of the Provost, the Chair of Faculty Senate, one of the co-coordinators of the Accreditation Steering Committee, and a faculty member with expertise in planning. This group organized and coordinated planning sessions with the Plan to Plan Group, which was representative of the various campus and community constituencies. The goal of these planning sessions was to reach agreement on:

- The structure and components of the planning process,
- Tasks to be completed by the end of the Spring 2007 semester,
- Timelines for completion of these tasks,
- Groups and individuals responsible for these tasks, and
- Dates and formats for reports.

Goals for the March 2007 planning sessions included:

- An overview of *Vision 2015*,
- Development of a draft Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis,
- Development of a draft mission statement,
- Development of draft values statements, and
- Development of a process for on-going strategic planning with identified strategic goals.

The Mission and Values Review Group representing various campus constituencies provided feedback to the Plan to Plan Group on aspects of the planning sessions and returned feedback from campus units and constituency groups to the Coordinating Group

An additional planning session in April 2007 reviewed feedback and finalized documents including the SWOT Analysis, mission statement, values statements, and goals statements.⁵ The mission statement currently under discussion by the Academic Affairs Committee reads:

UWSP promotes learning, creativity, and discovery to prepare leaders for a diverse and sustainable world.

Additionally, the following values were identified:

- Student-centeredness,
- Lifelong learning,
- Appreciation for liberal education,
- Ecological stewardship,
- Community involvement, and
- Critical thinking and engaged learning.

The role and resultant actions of these committees were not the discovery of a new mission or the development of new values for UWSP but rather a codification and formalization of the culture and atmosphere as it already exists. Therefore, although UWSP's approach to resource allocation in the past decade has seemingly been influenced most by budget constraints, evidence shows that planning at all levels reflects a collective, if not formalized, understanding of the University's mission and values, and that resource allocation has come more in alignment with that mission.

Core Component 2a

UWSP realistically prepares for a future shaped by multiple societal and economic trends.

Faculty and staff, aware of societal and economic trends and in closest touch with both internal and external stakeholders, tend to be the first source of ideas and solutions for dealing with change. Their initiatives are guided by the mission and values of the institution as well as relevant procedural and planning documents. External constituents also contribute information about social and economic needs of the region. However, given the financial challenges faced by higher education throughout the last decade, and particularly by state supported schools, initiatives are constrained by tightening budgets at all levels of the organization. The process of idea generation, evaluation, and funding negotiation does not fit neatly into a linear diagram, and thus the evidence in this section of mission-driven realistic preparation will be framed in terms of programs, efforts, opportunities, and results.

At every level UWSP places the student first. Therefore, a central aspect of planning for the future involves focusing on the future of this primary group of constituents. Evidence of realistic preparation can be seen in the accomplishments of the University and of its students. Our awareness of and responsiveness to societal and economic trends is therefore best evidenced in our actions preparing students. This section contains a discussion of new, collaborative and interdisciplinary programs, international and global elements of programs, and the implementation of new technologies. Also included is a discussion of program accreditation and links to professional organizations, which help UWSP with environmental scanning and awareness of societal and economic trends. Each of these efforts represents forward looking actions, changes, and behaviors intended to propel the organization into the future. In doing so, the University will prepare students for a future shaped by multiple societal and economic trends.

2a-1

New and Collaborative Programs

An important example of UWSP adapting to a changing environment is the development of new programs designed to help students succeed after graduation. For instance, our new Web and Digital Media Design program, housed in the Department of Computing and New Media Technologies, offers interdisciplinary training in which technical and design tools for web development are supplemented

with coursework in business and a course in business writing. This program began as a Technology and New Media Arts minor in Communication. In 2003, it became a WDMD major in Math/Computing, with special Central Wisconsin Idea funding from the State. This funding has now become part of UWSP's base budget.

In another example, UWSP has developed a Health Sciences major in response to an increasing demand for health professionals in the area. After consultation with the Marshfield Clinic, one of the area's largest employers, a biomedical writing internship was launched and a Master's program in Infomatics was proposed. This latter is now in the authorization phase of approval.

Further, the School of Communicative Disorders has developed a joint Clinical Doctorate in Audiology (Au.D.) program with the University of Wisconsin-Madison Department of Communicative Disorders. This program has been awarded candidacy status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association.

An important example of interdisciplinary collaboration is the Biochemistry major, a joint program between Biology and Chemistry. This program will better prepare students for careers in the growing biotech industry. The Ethnobotany minor, a joint program between Biology and Anthropology, includes a course in Guatemala that allows students to learn the importance and impact of plants on the various communities there. This minor gives students the opportunity to practice global thinking and to integrate traditional science with social science.

As another example, the College of Fine Arts and Communication, in conjunction with the Division of Communication, the Department of Music, and the Information Technology Unit, is developing a Digital Media curriculum. The Digital Media Program will incorporate facilities and faculty from Communication, Music, Theater, Art and Design, and existing courses in the College of Letters and Sciences.

In addition to the literally hundreds of partnerships through which the College of Natural Resources works daily on state, national, and international issues, CNR and the Department of Music are also collaborating on programs that produce documentary and artistic presentations for land and water use and preservation. Student compositions, recordings, and sound tracks are combined with CNR presentations at national and international Land and Water Events. The Department of Music has also contributed to art projects, dance projects, and theater projects, demonstrating an active engagement in collaborative activities.

New programs and collaboration between existing programs help provide the skills and knowledge students need to become productive members of a dynamic global society. By focusing on its student population and preparing them for the changing environment they will face after graduating, UWSP demonstrates that it is realistically and proactively future-focused. For more information on UWSP's internal and external collaborations see Chapter 5.

2a-2

International/Global Elements of Programs

Globalization is a fact of life in the 21st century, and UWSP provides leadership to students through opportunities for international experiences. The Institute of International Education 2006 *Open Doors Report*⁶ ranked UWSP 16th nationally in their evaluation of masters granting institutions with students in study abroad programs. Figure 2.2 below shows the number of graduating seniors with an international experience.⁷

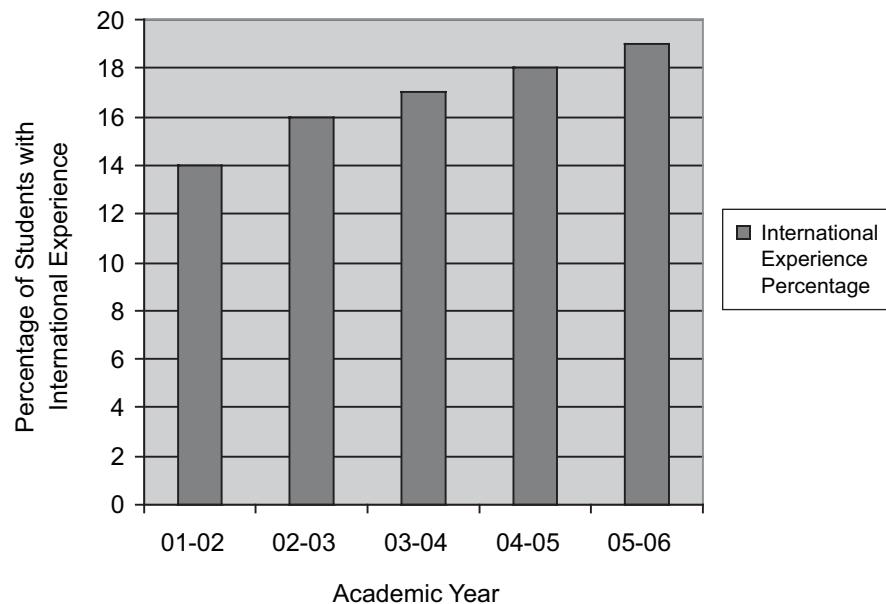


Figure 2.2: Percentage of undergraduates finishing with an international experience.

A good example of UWSP's efforts to prepare students for participation in a global economy can be found in the Division of Business and Economics' (DBE) methods for integrating global elements into its curriculum. The DBE offers coursework in International Marketing, has recently developed a new course in International Business Law, and offers a course in Europe focused on International Retailing. Business and Economics also offers internships in London as well as a unique internship opportunity in partnership with Sichuan University, in which students have the opportunity to work in businesses in Chengdu, China.

Another example is the Global Environmental Management Education Center (GEM),⁸ established in 2000, a center for world class curricula and outreach education services in natural resources and environmental management. GEM's purpose is to link faculty, students, and citizens worldwide in pioneering and applying practical learning methods and technology to solve natural resource problems. GEM Student Ambassador Programs provide experiential learning opportunities focused on sustainable natural resource management and community based sustainable development. They involve applied research, outreach education, internships, and/or other innovative learning enrichment activities.

Opportunities to obtain a global perspective are numerous at UWSP, constituting an important component of the General Degree Requirements (the “Foreign Language” and Non-Western” GDRs). One example is courses available through the Department of Music. The music program offers a course in World Music that examines the musical aesthetic from around the world. The department also brings in international guest artists to help introduce students to musical aesthetics from different countries and cultures. In 2007 the program hosted folk musicians from Poland, drummers from India, and musicians from African, Native American, Hmong, Chinese, Korean, and other cultures. Many music faculty members have led semester abroad programs, further demonstrating the department’s commitment to a global education.

Many of the above programs are coordinated by the International Programs office. International Programs (IP) is a unit of UWSP dedicated to providing low-cost, academically-based travel study for students. Participants often consider these programs to be the highlight of their university career. For more information on UWSP’s outreach through International Programs see sections 5a-4 and 5b-3.

2a-3

Integration of New Learning Technologies

UWSP maintains an ongoing commitment to the implementation of new learning technologies. The number of computers on campus has more than doubled since 1997.¹⁰ Over two thirds of UWSP classrooms are technology enhanced. Wireless network access is now available in all administration and classroom buildings, residence hall lobbies and study areas, and field stations. Students can wirelessly access their home folders on the network, as well as computer lab printers across campus. The growth of technology on campus is discussed in more detail in section 2b below.

UWSP faculty use technology in many innovative ways to enhance research and student learning. For example, faculty members have for several years had access to summer training programs on hybrid teaching as part of the Curricular Redesign Program. Begun in the summer of 2003, this program’s primary focus is teaching faculty how to design and teach courses with an online component. According to Mary Mielke, Coordinator of the Teaching and Learning Resource Network, 64 faculty have participated in this program, and in Spring of 2007 about 785 class sections were using Desire to Learn (D2L), an online course-management tool. The training has been supported primarily with funds from the Vice Chancellor of Academic Affairs, with additional support from the colleges, Information Technology, and the Learning Resource Center. This program includes the expectation that involved faculty will offer a class with a substantive online component at the end of the training.

Table 2.2: Participation and funding for Curricular Redesign Program

	2003	2004	2005	2006	2007	Total
Number of Participants	12	15	11	13	13	64
VC/AA	\$36,000.00	\$31,200.00	\$23,700.00	\$22,500.00	\$21,000.00	
CPS		\$5,700.00	\$5,700.00	\$3,000.00	\$6,000.00	
COFAC		\$1,500.00				
L&S		\$3,000.00		\$13,500.00	\$12,000.00	
CNR						
IT		\$1,500.00	\$3,000.00			
LRC		\$1,500.00				
Other	\$2015.00	\$2,019.00	\$2,016.00	\$2019.00	\$2,020.00	
Total \$	\$38,015.00	\$46,419.00	\$34,416.00	\$41,019.00	\$41,020.00	\$200,889.00

The Department of Music also makes use of cutting-edge technologies to enhance student learning. UWSP's music programs and collaborative programs are currently embracing digital recording, incorporating the digital recording process in the curriculum through DVD and CD recording, digital film sound tracks, and other creative projects. They are also using something they call a Portable Practice Unit (PPU). These are cases filled with equipment to help music students learn in different ways. Each unit contains a tuner, metronome, and recording equipment including multi-track capability so that students can record either themselves or others on multiple tracks. A wide variety of assignments take advantage of PPUs.

UWSP's commitment to discovering and deploying technology to enhance teaching and learning is another powerful example of its focus on the future: the future of its students as they enter an increasingly technology-driven world; and the future of the institution itself.

2a-4

Connection to National Organizations

National organizations such as accrediting agencies that review academic programs are an important litmus of developing environmental trends and conditions. UWSP has affiliations with thirteen governmental and accreditation agencies that review academic departments (see Table 2.3 below) to help insure that the institution is well prepared for its changing environment. These organizations require that trends be monitored and that departmental and program planning appropriately address relevant trends. They also provide an external perspective regarding national and regional trends that programs use to assist their planning efforts.

Table 2.3: Agencies Accrediting UWSP Programs

Accrediting Agency	Department or Program
American Dietetics Association	Dietetics
American Speech, Language, and Hearing Association	Master's program in speech-language pathology
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Athletic Training Major
Council of Interior Design Accreditation (formerly the Foundation for Interior Design Education Research)	Division of Interior Architecture
National Academy of Early Childhood Programs	University Child Learning and Care Center (UCLCC)
National Accrediting Agency for Clinical Laboratory Sciences	Clinical Laboratory Science Department
National Accrediting Agency for Clinical Laboratory Sciences	Clinical Laboratory Science Program Medical Technology Option
National Association for the Education of Young Children	Gesell Institute
National Association of Schools of Art and Design	Division of Interior Architecture
National Association of Schools of Art and Design	Department of Art and Design
National Association of Schools of Dance	Department of Theatre and Dance
National Association of Schools of Music	Department of Music
National Association of Schools of Theatre	Department of Theatre and Dance
Society of American Foresters	College of Natural Resources Forestry Program
Wisconsin Department of Public Instruction	School of Education

Further, a number of UWSP programs that are not formally accredited maintain relationships with professional organizations. The Public Relations curriculum is in lock-step with the Public Relations Society of America. The Division of Business and Economics is a member of the Association to Advance Collegiate Schools of Business (AACSB) and is pursuing accreditation with that organization. Faculty who teach in the Managerial Accounting major and minor are members of the American Institute of Certified Public Accountants, the Institute of Management Accountants, or both. The Certificate in Wetland Science recognizes completion of a course of study in physical, biological, and natural resource sciences that concentrates on the identification, evaluation and management of wetlands. Students completing the certificate requirements will have the academic requirements necessary to apply for certification as a “wetland professional in training” by the Society of Wetland Scientists.

Core Component 2a Conclusion

The first charge in the UW System mission statement is the development of human resources. UWSP is predominantly a teaching school, so planning efforts often return to students' development and their preparation as members of a dynamic society. UWSP's budget-constrained approach keeps the campus aware of its capacity and encourages planning within these constraints. The allocation of resources to new

technology and to global experiences for students demonstrates the University's attention to both its student-centered mission and its changing environment. The variety of new programs as well as the number of international opportunities is proof of the organization's support for innovation and change.

UWSP's organization and its curriculum are constantly evolving. New programs and collaborations arise and will continue to be developed to meet the demands of an ever-changing, complex society and a dynamic world economy. UWSP is keeping pace with technological innovation in the classroom and across campus. Program-level involvement with national organizations helps to guide planning and awareness of important societal and economic trends.

Core Component 2b

UWSP's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

State support for UWSP, as for many state universities, has declined significantly in the past decade. In 2001-2002, 34% of UWSP's revenues came from state appropriations; in 2004-2005, state appropriations accounted for less than 25% of total revenue.¹¹ However, UWSP continues to pursue ways to develop and adjust educational programs, to locate new and alternative sources of funding, and to work with available resources to continue to fulfill its mission of providing opportunities for quality higher education to the citizens of Wisconsin. UWSP's economic efforts are focused in two areas, both of which are designed to help students succeed academically: 1) providing excellent educational programs, and 2) securing funding to provide cocurricular opportunities to foster student growth outside the classroom.

2b-1

Through creative uses of funds, UWSP's resource base supports its educational programs to help students succeed academically.

Even with reduced state funding UWSP's departments and colleges offer quality educational experiences to its resident and non-resident students. The University encourages alternate methods for organizing and delivering new programmatic activities and is also committed to providing educational opportunities for faculty and academic staff members to research alternate modes of instruction supporting student learning. Through careful management of its resource base, UWSP continues to support excellent programs to help integrate new students into the UWSP community, address their concerns during their college years, and prepare them for life after graduation. The examples shown below will provide evidence that these concerns drive planning and decision making at various levels in the University.

Although budget cuts have been difficult to absorb in recent years, UWSP has retained almost all of its major and minor programs, added several new programs, and revised others to meet increased demand for skilled professionals in the region and throughout the state. Some examples include:

- New major programs in Web and Digital Media Development, Biochemistry, Health Sciences, and Social Work (not yet approved);
- New minor programs in Adventure Education and Ethnobotany;
- A new program, in collaboration with UW-Madison, offering a Clinical Doctorate in Audiology; and
- A restructured Department of Paper Science and Engineering.

Many of these efforts required very little additional funding. Where additional resources have been needed, colleges have sometimes been able to reallocate existing funds to cover emerging needs. For example, in order to provide a more consistent form of funding for its ensembles than the Student Government Association could provide, the Department of Music transferred \$11,000 of Supplies & Equipment (S&E) funds during FY 2004 to cover expenses associated with the ensembles.¹² In that same year the College of Letters and Science allocated over \$120,000 for laboratory upgrades in Chemistry.¹³ By redirecting funds in this manner all over campus, UWSP's colleges and departments continue to find ways to support student learning in spite of the rapid decrease in state-provided support occurring over the past five years.

Recent promises of increased support from the state should enable the University to reach out to more distant populations, as well as continue to provide excellent programs of study for its residential students. Increased interest in off-campus courses serviced through Continuing Education and the Collaborative Degree Program will continue this trend, providing access for traditional and non-traditional students who cannot attend courses on campus.

Another example of UWSP's growth in developing creative ways to increase educational opportunities for students has occurred through intra- and inter-college activities, such as the Web and Digital Media Development major mentioned above, which developed as a cross-college program before being housed in the newly formed Department of Computing and New Media Technologies. A further example is the Arts Management major, which is housed in the College of Fine Arts and Communication but is a cooperative effort between the Arts departments, the Division of Communication, and the Division of Business and Economics.

UWSP offers several programs in which faculty and staff can explore alternate methods of delivery for critical courses, primarily through hybrid and online opportunities. For example, the Summer Teaching Initiative mentioned above is a project funded primarily through Academic Affairs that offers a modest summer stipend for faculty and teaching academic staff to restructure courses or portions of courses for online delivery. UWSP also offers year-round opportunities through the Teaching and Learning Resource Network (TLRN) through which instructors learn how their courses can be enhanced through Desire 2 Learn (D2L).¹⁴ As UWSP develops methods to provide educational opportunities for nontraditional and returning students, in addition to residential students, online and off-campus courses are becoming a necessity.

Each of the activities described above provides a valuable service to the UWSP community, and each requires very few additional budget dollars. However, providing

the infrastructure necessary to support such activities—primarily hardware and software—requires increased funding to perform the necessary upgrades.¹⁵ Much of this funding has come in the form of extramural grants, and UWSP's successes in this area have been steady. Between 2001 and 2005, the campus received an average of 67% of the grant monies for which it applied.¹⁶ (For more information on UWSP's relationships with its external constituents see Chapter 5.) These efforts to increase extramural funding for technology are paying off. For example, as mentioned above, the number of computers available for student use more than doubled between the years 1997 and 2005, from 650 to 1776.¹⁷ In addition, nearly 69% of our campus classrooms are equipped with technology that rates at Category 3 or 4 (where Category 0 classrooms have no technology and Category 4 rooms are equipped for distance education).¹⁸

Another important factor in ensuring student success is ongoing rigorous faculty development. Despite a reduction in travel funds, UWSP continues to encourage faculty and teaching academic staff to find development opportunities focused on improving teaching strategies, and on increasing the methods by which educational experiences can be delivered. Examples include:

- UWSP Annual Teaching Conferences;¹⁹
- The CPS Teaching Partners Program;²⁰
- Participation in the Teaching Fellows/Teaching Scholars program offered through UW System's Office of Professional and Instructional Development;²¹
- Load Reassignments;
- Sabbaticals; and
- The Faculty Alliance for Creating and Enhancing Teaching Strategies (FACETS) Program.²²

For more information on UWSP's annual Teaching Conferences, the Teaching Partners Program, the Teaching Fellows / Teaching Scholars Program, and the FACETS Program see section 4a-3. For more information on sabbaticals, see section 4a-4.

The Biology department's Scribner Professorship is another example of an opportunity for faculty to focus on teaching and learning. The person selected to occupy this position serves as a valuable instructional resource for faculty in the Biology department. Funded initially through a combination of department, college, and private funds, this fellowship was created to address critical needs in the Biology education program, including advising students and developing workshops for teachers, guest speakers, and returning students. The department hopes to make this position permanent after a five-year trial.

Although UWSP has done an admirable job of strengthening instructional opportunities for its students, the faculty, staff, and administration believe that educating students means addressing more than just intellectual needs. To enjoy a truly successful college experience students must continuously address social, emotional, medical, and financial needs as well.

One extremely effective use of resources at UWSP ensures that incoming students receive sufficient information and advice to prepare them for their college experiences. As detailed in section 3c-3, incoming students benefit from an extensive orientation session during the summer preceding their entrance. These two-day experiences introduce students to the facilities, programs, and services that UWSP offers.²³ Faculty and staff who advise students during these orientation sessions receive one hour of training during the spring semester, to review any new requirements, changes in the schedule, or opportunities for students. Most advisors have experience with the orientation program, so a more extensive training session is not necessary. Students and parents respond very favorably to these two-day orientation sessions.²⁴

Another new tool designed to improve student learning—a First-Year Seminar—was taught for the first time in Fall 2006. This course was introduced in part to address a weakness indicated in the 2006 *National Survey of Student Engagement* (NSSE). According to the study, first-year students at UWSP were significantly less likely than their peers to feel that the campus environment “provided the support you need to succeed academically.”²⁵ The goals of the seminar include helping students learn to navigate their way around campus, assess and improve study skills, and locate support services. This course is a non-credit offering and completely voluntary for students. Since most instructors of the course are staff members, it costs the University very little to provide new students with this valuable service. Unfortunately, despite very positive evaluation of the course, it will not be offered again unless additional resources are found to staff it.²⁶

Two additional programs designed to help orient students to college life are sponsored by Residential Living: the Freshman Interest Group (FIG) program, and the Faculty Mentor Program. FIGs are learning communities that allow up to twenty students with similar academic interests (such as the sciences, natural resources, or general education) to live together and share several courses during their first year. Students participating in these programs also meet regularly to discuss important issues with a residence hall staff member trained to help students find answers to their academic, career, and social questions.²⁷ A related program, the Faculty Mentor Program, offers first- and second-year students (most of whom are required to live in the residence halls) the opportunity to engage with a faculty member twice per month. Faculty Mentors typically hold regular office hours in their assigned residence hall, teach programs related to their own and the students’ areas of interest, and interact informally with residence hall staff and residents when possible. This voluntary program offers faculty members and students an opportunity to interact outside a formal classroom setting, which can help new students recognize how valuable and easy it is to talk to faculty members.

The Student Academic Advising Center provides valuable assistance to students who do not have a declared major. Assessments indicate that students are very satisfied with the services provided by the SAAC.²⁸ Other programs continue to support student needs throughout their college years. The Student Health Center, the Tutoring-Learning Center, the Career Services Office, and the Counseling Center are only a few examples of services students can access to help them succeed.

The programs and services mentioned above run the gamut from unique to commonplace. All are the result of planning at multiple levels of the organization intended to support UWSP's student-oriented mission. (For more information of UWSP's efforts to respond to its constituents' wide array of needs, see sections 5a-3, 5a-4 and 5a-5.)

2b-2

UWSP successfully secures funding to provide cocurricular opportunities to foster student growth outside the classroom.

Numerous fundraising efforts at UWSP work to provide a steady flow of external funds into the University's coffers and help to provide scholarships and awards for students and to support cocurricular activities. The University also continues to find alternate and supplemental sources of funds for large-scale projects.

UWSP benefits from a combination of university, college, and departmental fundraising activities. The UWSP Foundation 2005-2006 *Annual Report* shows that, at the university level, UWSP received over \$1.8 million in annual contributions during that year, gave out nearly \$500,000 in scholarships, and provided over \$1 million in program support.²⁹

At the college level, development officers housed in each college help to bring in external funding targeted toward particular programs and services. In 2005-2006, the College of Natural Resources received gifts totaling over \$678,000.³⁰ In the College of Letters and Science, the Division of Business alone was gifted over \$15,000 from outside sources,³¹ and the Department of Geology received a \$90,000 grant in 2006 from Ellen Specht.

Individual colleges, departments, and program units provide hundreds of thousands of dollars to reward student achievements, support cocurricular activities, and help defray the costs of higher education. Fundraising efforts ensure that our strongest programs continue to attract and retain quality students. For example, in 2005-2006, the College of Professional Studies awarded over \$83,700 in scholarships.³² During the same period the College of Natural Resources distributed over \$200,000 to 200 students.³³

The UWSP Foundation serves as the conduit through which alumni and friends of the University can help support the education of Wisconsin's future professionals, and also helps to fund University-sponsored activities. For example, in 2005 the Foundation sponsored both the Chancellor's Installation ceremony and the dedication of the Noel Fine Arts Center.³⁴

In another example, the College of Fine Arts and Communication has undertaken two major projects for which external funds have been essential. The first was the renovation of the Fine Arts Center itself, which was renamed the Noel Fine Arts Center at its dedication in Fall of 2005. A generous donation from an alumnus helped secure the funding needed for the renovation. The second project is the purchase of a new Concert Steinway Grand Piano for Michelson Hall. At approximately \$100,000, the piano would be impossible to afford without external help. The targeted fundraising campaign raised over \$80,000 toward the purchase by the end of FY 2005-2006.³⁵

One of the consequences of the steady decrease in state support has been a steady increase in UWSP's reliance on student tuition and fees to support the campus. In FY 2000-2001, student fees comprised 21% of UWSP's budget allocations; in FY 2004-2005, that figure increased to 28%.³⁶ Despite this increased burden, however, UWSP students demonstrated their willingness to support new projects by voting to fund the renovation of the Dreyfus University Center, which will open fully in Spring 2008 and will serve as a centralized location for formal and informal student meetings, student information, banking services, food services, and entertainment. Future projects to be funded by student fees include upgrades in the residence halls and athletic facilities.³⁷

Core Component 2b Conclusion

Despite severe budget cuts in the past decade, UWSP continues to do its best to provide excellent curricular and cocurricular opportunities for students, faculty, and staff. Whether their attempts are direct (e.g., the Faculty Mentor Program) or indirect (e.g., scholarships and awards), UWSP faculty, individual departments, colleges, and the institution all work toward the goal of helping students succeed. Creative funding allocations, reallocations, and de-allocations, strong fundraising efforts, and a focus on the needs of the whole student ensure that UWSP's academic programs will continue to thrive.

Core Component 2c

UWSP's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The variety of systematic ongoing evaluation and assessment processes at UWSP provide reliable evidence of institutional effectiveness that informs multiple planning strategies at several levels (university, college, department, and program) and encourages continuous improvement. Some aspects of the University's functioning that are subject to evaluation and assessment include recruitment and retention of students and faculty, University and program admission policies, curriculum, pedagogy, advising, course loads and scheduling, delivery methods, learning outcomes, resource allocations, facilities, administration, personnel review, and professional development. It is a dynamic iterative process in which the evaluation and assessment methods are also reviewed and amended as needed based on their impact on the operations of the University.

These evaluation and assessment methods reach beyond the UWSP campus to include UW System reports and program accreditation reviews (listed earlier in this chapter under 2a). Program accreditations are made available to the public in the respective accreditation hard copy directories such as the National Association for Schools of Art and Design or in the respective accreditation websites such as the Council for Interior Design Accreditation.³⁸ UWSP also disseminates accreditation information publicly in the printed version and the online version of the UWSP *Catalog*.³⁹ In addition to these external reports, formal systematic internal program

reviews occur at the University level (such as biennial program assessment reports and five-year program reviews), incorporating the evaluation and revisions of the program's mission, vision, objectives and goals. This evaluation information enables institutional entities (the University, Colleges, Departments, and Programs) to plan for the future and direct decisions for continuous improvement.

Within the multiple-method structure for ongoing evaluation and assessment processes at UWSP, three areas stand out as significant developments on the campus since the last University accreditation review. The first of these involves multiple campus assessment and evaluation methods. The number and variety of methods have increased, and assessment and evaluation have become more systemized, to include internal and external evaluations. A more direct effort is being made to incorporate the evaluation results into strategic planning for the future. Secondly, the Faculty Senate Academic Affairs Subcommittees on Assessment and Program Review have become more organized and comprehensive, taking a leadership role in evaluation and assessment processes. Faculty governance is highly involved in this development. Thirdly, the UWSP administration has expanded the relationship of the Policy and Planning Analyst to campus administration offices across all levels on campus, from the University Officers to the individual programs. In this office, the institution has expanded and organized its data collection, making information more accessible to all entities on campus.

2c-1**Multiple Campus Assessment and Evaluation Methods**

UWSP employs a variety of clearly defined assessment and evaluation methods. Table 2.4 provides a summary of these internal and external reviews and illustrates the expansion of campus assessment since the last overall University accreditation review in 1998.

Table 2.4: UWSP Internal and External Assessment/Evaluation Entities and Processes.

Assessment/Evaluation Entities	Processes
UW System	The Wisconsin State umbrella unit that directs all of the UW campuses through UW System Evaluations.
UWSP Administrative Units	Autonomous units that evaluate all issues related to faculty and staff, facilities, and students. At this level, there are institutional plans along with institutional research and data collection/analysis. The main offices are the Chancellor's, Academic Affairs, Business Affairs, Institutional Planning, Institutional Research, Student Affairs, and UWSP Foundation.
UWSP Faculty Senate	A set of University committees that oversee and approve policies for University operations.
Academic Affairs Program Review and Assessment Subcommittees	Two subcommittees that have developed more rigorous and systematic processes for local program reviews and assessments.
University Program Reviews	Formal Reviews completed every eight years for each academic unit.
University Assessment Reports	Formal Reports completed every two years for each academic unit. Assessment, however, is continuous.
Accrediting Associations	National associations that accredit professional programs on the UWSP campus.
UW System campus assessment techniques	Used for cross-campus degrees, such as the Au.D. in Audiology with UW-Madison, and Business programs' collaborations with UW Colleges.

Ongoing developmental changes to curriculum and facilities constitute evidence for continuous improvement in this regard. Examples of these developments are given in Table 2.5 on the next page, within this chapter, and throughout the report.

Table 2.5: Examples of Evidence of Institutional Effectiveness of Academic Planning Strategies Influencing Continuous Improvement at UWSP.

Source of Reliable Evidence: Evaluation/Assessment Data	Planning Strategies	Actions Demonstrating Continuous improvement
College of Natural Resources—Advisory Board	Ongoing continuous interaction with advisory board for latest needs of the field. Evolution of Paper Science to Paper Science and Engineering	Development of CNR Advanced Computing Lab (ACL), incorporating modern computer-based technologies into curriculum
Department of Geography and Geology	Integration of computer-aided technology	New Minor (G.I.S.) in Geographic Information Systems and Spatial Analysis
Psychology Program Review (2005)	Development of instructional area of biological psychology and neuroscience	Curriculum—course offerings; hire of new faculty member in biological psychology (animal cognition)
Psychology Program Review (2005)	Incorporation of advanced video production for psychological research	Lab Mod funding for Department Videotaping Facility
Interior Architecture Program Assessment Reports (1998, 1999, 2001, 2003)	Integration of computer-aided technology into the design studio	Curriculum, course changes; laboratory modification in Studios; computer laptop purchase
Philosophy Department Pre-test/Post-test surveys in certain courses; also, Communication Division—Com100 student survey	Developing a learning-centered approach to needs of individual course instruction	Current course structure and goals adjusted to meet needs of current students, and also inform curriculum changes for future courses
Division of Communication Communication Assessment class (Com 343) using a multiple method approach to evaluating the major (interviews, focus groups, surveys)	Improving the division's response to the needs of students entering the program and already in the major	Creation of the Communication 100 course; creation of a specific pre-major advisor; and other changes within the emphasis areas within the major
Senior Exit Surveys and post graduation surveys done by various departments*	Adequately preparing students as professionals in their fields	Data gathered informs curricular changes and career development advising
Philosophy Department informal student feedback, supplied by student organizations and individual students	Encouraging low faculty/student ratio in major and in classes; encouraging high faculty/student interaction, with the focus on the individual student	Strong focus on individual student attention; informal contact easily attained for relevant feedback to inform curriculum development; awareness of student needs and when courses are needed

*Examples include: Communication; English; HESA (exit surveys plus surveys one and three years post-graduation); Psychology; Biology; Chemistry; Physics & Astronomy; Health Promotion & Human Development (surveys upon entering the major and from exiting seniors); Geography/Geology (administered on-line as a requirement of Geography 490); School of Communicative Disorders; and Clinical Lab Sciences (six-twelve months post-graduation; also specific evaluations of graduates' clinical experiences).

Specific areas of assessment and evaluation for academic programs are covered in depth in Criterion Three: Student Learning and Effective Teaching. The ongoing

evaluation and assessment processes of UWSP academic programs provide reliable evidence of institutional effectiveness.

2c-2

Faculty Senate Academic Affairs Subcommittees: Assessment and Program Review

The Academic Affairs Committee of the UWSP Faculty Senate has seen much change in the development of policies and practices for assessments and program reviews. The continuous development of two Academic Affairs subcommittees—the Assessment Subcommittee and the University Program Review Subcommittee—has significantly contributed to higher quality learning outcomes at UWSP.⁴⁰

Established as a Faculty Senate subcommittee in 1993 under the Academic Affairs Committee, the Assessment Subcommittee has been instrumental in supporting quality program assessment of student learning. As stated in the UWSP *Faculty Handbook*, the assessment program for the University is evaluated every four years, beginning with a re-evaluation in 2003/2004 followed by successive evaluations every four years thereafter.⁴¹ Recommendations for changes in policy are presented to the Academic Affairs committee and must be approved by the Senate.

According to the Academic Affairs calendar biennial assessment reports from academic units are submitted every October. This assessment data and the data from the Policy and Planning Analyst, formerly the Institutional Researcher, are used to compile academic program reviews, which are submitted to the Program Review Subcommittee, in accordance with the policies set by UW System. These are rigorous, systematic reviews that influence curricular development and encourage continuous improvement. These ongoing reviews are also often connected with the national accreditation reviews of several UWSP programs. Program review is broader than assessment of student learning in that it also evaluates physical facilities, planning documents, and personnel.

2c-3

Policy and Planning Analyst, formerly Institutional Researcher

Consistent with the goals of the *Action Agenda for the 90s*, an Institutional Researcher was hired part-time in 1994 (the position had been vacant since 1989). The Institutional Researcher position has helped to produce quality assessment/evaluation tools and reports that are used at all levels in campus administration—from the Chancellor down to program units. This centralization of information allows for comparisons and consistency across University units, and the assessment data gathered has contributed to improvements in programs, departments, and colleges.⁴²

Core Component 2c Conclusion

The main accomplishment regarding assessment and evaluation processes at UWSP is that they have become more systematic, organized, rigorous, and instrumental to the planning process at all levels on campus. They have evolved through the efforts of faculty governance over many years, and include a monitoring system of review schedules.

Successful national accreditation of many of the programs on campus attests to active participation in the assessment and evaluation processes undertaken on campus. Successful methods of assessment and evaluation are shared regularly at presentations to program chairs and faculty in order to encourage continuous improvement in program development.

Core Component 2d

All levels of planning at UWSP align with its mission, thereby enhancing its capacity to fulfill that mission.

The discussions presented for Criteria 2a, 2b, and 2c present examples of planning processes that occur at all levels of the University. More examples will be presented in subsequent chapters; however, three summary statements seem warranted at this point. The first relates to UWSP's strong system of faculty governance, while the second concerns itself with the University's reliance on internal and external constituencies to help address future needs. Finally, mention should be made of the connection that UWSP's planning processes help to establish between student learning, educational quality, and a diverse and changing world.

2d-1

A strong faculty governance process offers campus representatives the opportunity to scrutinize proposed changes for alignment with the mission of the university.

UWSP's faculty governance system often receives praise from other campus representatives in the UW System. Standing committees are staffed with faculty, academic staff, administrators, and students, ensuring that multiple perspectives are always sought.⁴³ A new course proposal, for example, first must receive approval from the members of a department, then from the dean of the appropriate college. Only then can it be submitted to the University Curriculum Committee for approval. If the course contains a graduate component, that proposal must be submitted to the Graduate Council for separate approval. If any General Degree Requirement (GDR) status is being sought, separate proposals must be scrutinized by the GDR Subcommittee, a permanent subcommittee of the University Curriculum Committee, which then revisits the proposal as an information item. Only then does the course pass to the Faculty Senate for final approval.⁴⁴ This process means that as many as six separate units have the opportunity to assess a new course for its alignment with the mission of the University.

Internal constituents receive many opportunities to aid in the planning process. However, external groups also are consulted when appropriate. A recent example is the development of *Vision 2015* described above. Another is the ongoing work on Mission and Values statements described above and also in subsequent chapters.

2d-2

Planning processes involve internal constituents and, where appropriate, external constituents.

Open planning and decision making processes—Involving multiple internal and external constituents who understand the mission and goals of the organization—enhance UWSP’s ability to fulfill its mission. (For more information on UWSP’s relationships with its external constituencies see section 5b-2.)

The most timely and relevant example of a planning process that includes internal and external constituencies is the current work on developing new concise Mission and Values statements and the new strategic planning process discussed above. Additional information is provided here to detail the extent to which internal and external constituencies were involved in this particular planning process.

The Mission and Values Review Group, as mentioned above, included the Provost, the Chair of Faculty Senate, a member of the Accreditation Steering Committee, and a faculty member with experience in planning. The Organizing Committee assembled a diverse group for the strategic planning sessions. This “Plan to Plan” group was charged with developing a draft SWOT analysis as well as the Mission and Values statements found at the beginning of this chapter. The 28 people in this group included the Chancellor, the Provost, the chairs of the Curriculum, Academic Affairs, and University Affairs committees, and representatives from the Classified Staff Advisory Council and the General Degree Requirement subcommittee. Department Chairs from each college were included, as were the Student Government Association (two representatives) and the local community (with a prominent local businessman). A complete list of members and their affiliations can be found on page 21 of “UWSP Strategic Planning—Spring 2007.”⁴⁵

The draft mission and values statements developed by the Plan to Plan group were then handed to the Mission and Values Review Group to gather feedback. This thirteen-member group involved multiple constituencies including representatives from University Relations, Academic Staff Council, Business Affairs, Faculty Senate, the Student Government Association, and each of the four colleges. A complete list of members and their affiliations can be found on page 22 of “UWSP Strategic Planning—Spring 2007.”⁴⁶ The primary source of feedback was an online survey announced through e-mail Message of the Day and Student Message of the Day. This survey gathered 286 responses. Additional feedback was gathered from:

- the Colleges;
- the College Deans;
- Student Affairs;
- Career Services;

- the Accreditation Steering Committee and Task Forces;
- Residential Living;
- the University Foundation;
- Alumni Affairs;
- University Relations and Communications; and
- Nineteen community members.

Feedback from this broad community was returned to the Coordinating Committee for further discussion by the Plan to Plan group, which continued its work on the organizational structure of the planning process, including issues of decentralization and representation. The final product of the organizing committee will then proceed through faculty governance for final approval.

As with *Vision 2015* and the developing Mission and Values statements, continuing work on a strategic planning process will involve feedback from multiple constituencies and will receive broad scrutiny.

This section elaborates on a key piece of recent planning at UWSP. This is one of the important first steps in our return to formal and organized mission-based planning. If UWSP is to successfully plan for the future and if those plans are to be mission-based, then the *Vision* and Mission and Values are the foundation of those plans. An open planning and decision-making process with input and support from internal and external constituents improves the results and creates buy-in among those constituents.

2d-3

Planning shows awareness of the relationship among educational quality, student learning, and a diverse, complex, global, and technological world.

Perhaps the most obvious examples of UWSP's holistic and broadly-informed planning are *Vision 2015* and the Campus Master Plan. *Vision 2015* outlines several goals to be achieved during the next decade. Among these goals are preparing students to be global citizens and partnering with others for a vibrant economy.⁴⁷ UWSP occupies a central location in the state, and all signs indicate that our primary population—students transitioning directly into college from high school—is shrinking. In addition, the UW System's mandate for growth and subsequent removal of enrollment caps at the comprehensive universities means more competition for that population. In order to continue to provide high-quality educational experiences and contribute to the regional community, UWSP must be able to adjust to the needs of a new population. This new population includes adult learners starting or returning to school, transfers from two-year colleges, and more transfers from the Wisconsin Technical College system.⁴⁸ With a probable increase in non-traditional student learners, UWSP's planning must show attention to the needs of a more diverse student body. For further discussion of this challenge see Chapter 5.

The Campus Master Plan⁴⁹ highlights some of the ways that *Vision 2015* will be accomplished. The master plan identifies three primary themes that “support the mission of campus.” These include improving UWSP’s commitment to sustainability,

making the campus accessible 24/7, and promoting a healthy lifestyle for all campus constituencies. These three themes articulate the connection between educational experiences, learning, and an increasingly complex world, and the Master Plan puts those themes into action. A glance at the Master Plan shows that by 2026, UWSP hopes to expand in size, increase parking availability without impinging upon the local community, update at least one residence hall to a suite-style space, synthesize student services into a single location, and improve existing recreational facilities. A new childcare center is also being planned.

These changes clearly show that UWSP anticipates and embraces the challenges its new population will bring. Enabling students to access campus facilities at any time and from multiple locations through improved technology, providing better childcare and parking facilities to support commuter students and students with small children, and concentrating on the needs of the whole student with greater attention to wellness will contribute to the quality of and satisfaction with students' educational experiences.

Core Component 2d Conclusion

Although planning at UWSP has in the past occurred in a relatively decentralized manner, the evidence shows that the mission of the University is at the forefront of nearly every important decision. Program development, budget cuts, staffing decisions, and the creation of guiding documents all point to a consistent commitment to serving students' needs.

Chapter 2 Notes

¹ *An Action Agenda for the '90's:* CO PL 430.10.

² *Action Agenda for the '90's" Revisited: Compelling Realities and New Challenges:* CO PL 430.1; www.uwsp.edu/instituteforplanning/instituteforplanning.doc.

³ *VISION 2015 - "UWSP: Connecting to the Future":* CO PL 430.01.

⁴ *Vision 2015:* CO PL 430.01; www.uwsp.edu/admin/chancellor/2015.shtm.

⁵ UWSP Strategic Planning – Spring Semester 2007: CO RE 445.21.

⁶ Institute of International Education 2006 Open Doors Report:
<http://opendoors.iienetwork.org/?p=89230>.

⁷ Graduating Seniors International Experience: Past 5 Years AA RE 165.530.

⁸ Global Environmental Management Education Center (GEM):
www.uwsp.edu/cnr/gem/.

⁹ International Programs (IP): www.uwsp.edu/studyabroad/welcome.htm.

¹⁰ IT Annual Report 2004-2005.doc p.10: AA RE 165.23.1.

¹¹ Chart of Current Revenues-All Funds by UWSP Categories: AA BU 120.09.

¹² Academic Affairs Assessment and Budget Decisions Report: AA RE 165.18.

¹³ Academic Affairs Assessment and Budget Decisions Report: AA RE 165.18.

¹⁴ The Teaching and Learning Resource Network: AA FD 140.07.

¹⁵ Technology improvements to classrooms and campus: BA BU 320.06.

¹⁶ Achieving Excellence at UW-Stevens Point: CO RE 445.05.

¹⁷ Achieving Excellence at UW-Stevens Point: CO RE 445.05.

¹⁸ Achieving Excellence at UW-Stevens Point: CO RE 445.05.

¹⁹ UWSP Teaching Conference homepage: www.uwsp.edu/admin/acadaffairs/caese/conferences/Teaching_Conference/index.aspx.

²⁰ CPS Teaching Partners Program: www.uwsp.edu/CPS/resources/learning/teachingpartners.shtm.

²¹ UW System Teaching Fellows / Teaching Scholars Program:
www.uwsa.edu/opid/wts_wtf/details.htm.

²² FACETS Program: www.uwsp.edu/education/facets/.

²³ UWSP Student Orientation Office - New Freshman Orientation:
www.uwsp.edu/reg-rec/orientation/index.asp.

²⁴ New Student Programs-Orientation *Annual Assessment Report*: SA AP 215.11.

²⁵ Results of the National Survey of Student Engagement, 2006: AA AI
110.05.31.

²⁶ First Year Seminar Evaluations co-coordinators of First Year Seminar: end of
2006-2007 academic year: AA AI 110.06.

²⁷ Residential Living – Freshman Interest Groups (FIGs):
www.uwsp.edu/resliving/AcademicSupport/figs.htm.

²⁸ Student Academic Advising Center NCA Report for 2005-2006: SA.AP.215.01.

²⁹ UWSP Foundation *2005-2006 Annual Report*:
www.uwsp.edu/foundation/Annual%20Report%2006/Reportforweb.pdf.

³⁰ College of Natural Resources *Annual Report 2005-06*: AA RE 165.07.03.

³¹ College of Letters & Science *Annual Report 2005-06*: AA RE 165.05.

³² College of Professional Studies *Annual Report 2005-06*: AA RE 165.06.01.

³³ College of Natural Resources *Annual Report 2005-06*: AA RE 165.07.03.

³⁴ UWSP Foundation Annual Reports in support of the University and U. C.
community *2004-2005 Annual Report*: CO RE 445.02.1.

³⁵ Outline of the 1998 NCA Report to UWSP: AA RE 165.08.

³⁶ Chart of Budget Allocations by Sources of Funds: AA BU 120.07.

³⁷ *Campus Master Plan*: May, 2006: BA PL 335.01.

³⁸ The Council for Interior Design Accreditation: www.accredit-id.org/accreditedprograms.html.

³⁹ UWSP Catalog – Accreditation :
www.uwsp.edu/news/uwspcatalog/intro.htm#Accreditation.

⁴⁰ UWSP Assessment Subcommittee:
www.uwsp.edu/instres/Assess/committee.htm.

⁴¹ UWSP Assessment Plan: www.uwsp.edu/instres/Assess/plan.htm.

⁴² *Action Agenda for the ‘90’s” Revisited: Compelling Realities and New Challenges*: www.uwsp.edu/instplan/instplan.doc.

⁴³ *Faculty Constitution*: AA GD 145.01.

⁴⁴ Faculty Senate: membership, structure, authority, etc.
pp. 57-61 AA GD 145.02.

⁴⁵ UWSP Strategic Planning – Spring 2007: CO PL 430.08.

⁴⁶ UWSP Strategic Planning – Spring 2007: CO PL 430.08.

⁴⁷ *VISION 2015 - “UWSP: Connecting to the Future”*: CO PL 430.01.

⁴⁸ AASCU GDR Review Team *Final Report*: AA AI 110.03.8.

⁴⁹ *Campus Master Plan*: CO PL 430.04.

Criterion THREE

Chapter 3

Student Learning and Effective Teaching



CHAPTER 3

Criterion THREE: Student Learning and Effective Teaching

UWSP provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

UWSP's commitment to student learning and well-being is palpable across campus. The University recognizes that effective teaching is essential to student learning, and both learning and teaching are supported through numerous programs and evaluated regularly. Also, because assessment is essential to the implementation, development, and continuation of quality learning experiences and effective teaching, UWSP deploys a comprehensive assessment program that encompasses general education, academic programs, and numerous student support programs in its Student Affairs Division.

In addition to academic programs and student services, UWSP also continues to enhance campus infrastructure. Recent major building projects include the Noel Fine Arts Building and the University Center, and numerous upgrades to classrooms, laboratories, residence halls, and other University-owned spaces are ongoing as well. These improvements, along with the cutting edge technological environment that has been established and maintained at UWSP for many years, demonstrate clearly UWSP's commitment to providing an excellent learning environment for its students.

Core Component 3a

UWSP's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Learning Outcomes

UWSP's General Education requirements ("General Degree Requirements" or GDRs)¹ define skills and knowledges central to the University's mission and goals. According to these, after completing a degree at UWSP students should be able to

1. Read critically, think logically, research effectively, and write coherently.
2. Write appropriately to a discipline.
3. Understand human communication and deliver an effective presentation.
4. Quantify and understand the real world using mathematics.
5. Use the scientific method, understand the pure sciences, and understand how science relates to individuals or society at large.
6. Understand and appreciate Non-Western ideas and institutions and how they differ from Western traditions.

7. Understand and appreciate the culture and history of racial and ethnic groups in the United States and their relationship to the white majority culture.
8. Appreciate human behavior and heritage and understand the nature, development, and interaction of cultures, societies, and civilizations over time.
9. Understand, appreciate, and evaluate the enduring expressions of the human mind and culture.
10. Understand human behavior, the structures of society, and the interrelationships among social institutions and participate as thoughtful and informed members of society at all levels.
11. Understand and appreciate how language functions and cultures differ.
12. Understand and appreciate the ways human societies interact with and affect the natural environment.
13. Understand the concepts of wellness and apply them to personal lifestyles.

These thirteen skills and types of knowledge correspond to the following GDR categories:

1. Verbal and Quantitative Skills: Freshman English
2. Verbal and Quantitative Skills: Writing Emphasis
3. Verbal and Quantitative Skills: Communication
4. Verbal and Quantitative Skills: Mathematics
5. Critical Thinking: Natural Science
6. Critical Thinking and Cultural Awareness: Non-Western Studies
7. Critical Thinking and Cultural Awareness: Minority Studies
8. Critical Thinking and Cultural Awareness: History
9. Critical Thinking and Cultural Awareness: Humanities
10. Critical Thinking and Cultural Awareness: Social Science
11. Critical Thinking and Cultural Awareness: Foreign Language
12. Environmental Literacy
13. Wellness

Designed to provide students with a breadth and depth of knowledge that will enable them to function as citizens in a global society, UWSP's system of GDRs is comprehensive and admittedly complex. In Fall 2006, at the request of the University, the American Association of State Colleges and Universities (AASCU) performed an external assessment of UWSP's GDR system. This evaluation is discussed later in this section, and GDRs are explored again in detail in Chapter 4.

Under the umbrella of the University GDRs, the learning outcomes articulated by individual academic programs vary widely from one program to another, but generally

state the skills, abilities, and attitudes desired for graduates of the program. In the cases of programs with external accreditation, intended outcomes are designed to correspond to those of the accrediting body. Programs that are externally accredited include Speech, Language and Hearing (Communicative Disorders); Dietetics Education (Health Promotion and Human Development); Interior Architecture; Art and Design; Music; Dance; Theater; and Forestry.² For more information on UWSP's externally accredited programs see section 2a-4 and Table 2.3.

Programs without external accreditation also articulate learning outcomes, as well as other indices of student success such as employment after graduation, licensure, or certification. Learning outcomes and other outcomes are reviewed by the Assessment Subcommittee as part of the Assessment Report review process. Through this process Assessment Subcommittee members identify the development of clear and measurable educational outcomes in academic programs, as well as those that seem unclear or difficult to measure.

Assessment Methods

Assessment takes place on many levels at UWSP. For example, many of the Student Affairs units, including Student Academic Advising, the Admissions Office, Career Services, and the Counseling Center, file regular assessment reports, using assessment data as part of program development.³ These reports are strong evidence of the growth of the culture of assessment at UWSP.

While the Student Affairs functions are essential adjuncts to student learning, measurements pertaining more directly to Core Component 3a are accomplished using numerous direct and indirect methods. Individual programs typically combine direct assessment methods—such as portfolios and also locally-developed and nationally-normed tests—with indirect measures such as student and alumni surveys.⁴ Where applicable, programs also report graduation rates, licensure rates, placement rates, and similar statistics as evidence of students' success in their programs.

Formal assessment by today's standards is a relatively new activity on the UWSP campus, but one that has undergone significant development since the Assessment Subcommittee of the Academic Affairs Committee was formed in 1993. As articulated in the *University Handbook*,⁵ UWSP's primary purpose in undertaking assessment is to improve student learning by suggesting areas for appropriate curricular and instructional changes. The Assessment Subcommittee's primary roles are to develop policies and procedures for undergraduate assessment; to assist departments in selecting and developing appropriate assessment techniques; to select, develop, and administer institutional-level assessment procedures and instruments consonant with UWSP's Mission (e.g. for assessment of General Education); and to oversee the compilation of assessment data.⁶

Although Assessment Reports are submitted by academic programs every two years, the collection and evaluation of assessment-related data are ongoing. Program assessment practices, results, and conclusions are detailed in the biennial reports and reviewed by the Assessment Subcommittee, which provides suggestions to individual programs for improvement of their assessment methods or processes, and for the development of Assessment Plans. These are reviewed by the individual programs every four years.

Assessment Reports are considered to be the property of the individual programs and are regarded as confidential documents by the Assessment Subcommittee. However, the Subcommittee summarizes results of institutional and academic program assessment activities, results, and outcomes, and presents an annual report to the Academic Affairs Committee and the Vice Chancellor for Academic Affairs. Moreover, Assessment Plans and Assessment Reports may be found in Program Review Self-Studies. Program Review self-studies are performed every eight years and are of greater scope than Assessment reports. Further, recognizing their closely related purposes, the University has recently correlated the Assessment and Program Review timetables to bring these functions more closely into alignment. The Faculty Senate keeps the schedule of due dates for Assessment Reports, Revised Assessment Plans, and Program Review Self-Studies for each program.⁷

The assessment reporting process provides a useful model for addressing Criterion 3. UWSP biennial program Assessment Reports contain sections on desired learning outcomes, assessment methods, assessment results, proposed changes resulting from assessment, and evaluation of the assessment process. This section of the Self-Study will examine each of these areas in turn, considering assessment of both General Education and Academic Programs.

Assessment

General Education: Assessment of General Education is conducted by the Assessment Subcommittee, which employs methods including standardized national tests and locally-developed surveys, comprising both direct and indirect measures.

Testing procedures and results can be viewed in the Annual Assessment Reports of the Assessment Subcommittee.⁸ For example, in the Tenth Annual Assessment Report (2003-04 activities), the subcommittee reported that three ACT Collegiate Assessment of Academic Proficiency (CAAP) tests were given: the Reading test, the Science Reasoning test, and the Critical Thinking test. The previous year, the CAAP tests in Writing Skills and Mathematics were given. Prior to that, the ACT COMP exam was given to seniors at UWSP, but this test was phased out by ACT, leaving the CAAP tests as alternatives. These tests provide UWSP with comparisons to national norms in areas that correspond to the GDR categories. In general, UWSP students compare favorably to national norms. This aspect of UWSP's assessment efforts will be discussed more fully in the Assessment Results Section.

In 2005, the University initiated an effort to embed direct assessment in GDR courses. Committees with membership drawn from faculty teaching in given GDR categories were charged to refine learning objectives and determine assessment methods for those objectives. Numerous approaches were taken, including standardized test questions given across all sections of a course, portfolios, and rubrics that could be applied to assignments or test questions in varied courses. Several of the committees were unable to come to consensus on their tasks, and the embedded measures have not yet been implemented.

In Fall 2006, an external review of the General Education program performed by a team from the American Association of State Colleges and Universities (AASCU) recommended that UWSP perform a comprehensive review of its General Education program to resolve certain problems, especially its decentralized nature.⁹ One central concern was that while individual GDR courses are approved by the General Degree Requirement Subcommittee, overall programs are assessed by the Assessment Subcommittee, with little communication between these two committees. A more centralized approach, it was argued, would result in a more comprehensible program for students and improved opportunities for assessment. Preliminary discussions suggest that in the future, the process for approval of general education courses will include articulation of measurable learning outcomes, preferably direct assessments embedded in the courses. For more information on efforts to regularize and systematize assessment and planning at UWSP, see Chapter 2.

As a result of the AASCU visiting team's recommendations, Provost Virginia Helm implemented General Education Summer Research Grants in the spring of 2007. These grants support research into various aspects of general education, including general education curricula models and processes used by other colleges and universities to review and reform their general education programs. The committee's report will be used to identify a project for UWSP to follow in revising the General Education program. The report will also be useful in educating the campus about possible program designs.

In addition to direct methods discussed above, UWSP also conducts various surveys to indirectly assess the effectiveness of its programs. Some of these are locally-developed surveys that target graduating seniors to measure the impact of their UWSP education on various GDR learning objectives. UWSP also periodically administers the National Survey of Student Engagement. Questions on the local surveys are developed from the learning objectives associated with the various GDR categories. Separate surveys are developed for each GDR category, and usually each graduating student only receives one of the surveys.

Surveys typically include two sections, asking students to self-report the extent to which their educational experiences at UWSP contributed to their development within the GDR area, and their level of satisfaction with UWSP's contribution to their development. Each of the two survey sections typically has approximately fifteen questions. To the first set of questions, students may answer that their educational experiences at UWSP contributed to the development of the particular skill being surveyed "very much," "quite a bit," "some," or "very little" (four possible responses). To the second set of questions, students may answer that they are "very satisfied," "satisfied," "neutral," "dissatisfied," or "very dissatisfied" (five possible responses) with the contributions of their UWSP educational experiences to the skill being surveyed.¹⁰

The National Survey of Student Engagement was conducted in 2001, 2004, and 2006 on the UWSP campus. This survey will be discussed in detail in connection with Core Component 3c.

Programs: Each year the Assessment Subcommittee receives twenty to thirty Assessment Reports from academic departments or programs. The number has varied since the frequency of required reports changed from annually to biennially. In their reports programs are asked to describe their data collection methods in detail. The Annual Assessment Reports provide lists of the data collection methods used each year. These lists¹¹ include both direct and indirect methods from both inside and outside the University, including:

- Tests, both locally developed and nationally normed;
- Portfolios, performance appraisals, juries, and evaluations;
- Surveys, including student satisfaction measurements, faculty surveys, senior exit surveys (with interview), employer surveys, and alumni surveys;
- Self-assessments;
- External reviews (often sought for Program Reviews);
- Group meetings with teaching consultants or a student advisory forum;
- Placement and licensure rates; and
- Client feedback.

Assessment Results

General Education: UWSP seniors generally perform well on the ACT CAAP exams. For example, in 2003-04, the ACT CAAP Reading test, Science Reasoning test, and Critical Thinking test were administered in several UWSP courses, and in each case, UWSP seniors scored significantly higher than the user norm mean. Additionally, when lower division students also took these tests, they scored lower than the seniors, suggesting that the increased performance occurred as a result of studies at UWSP.¹²

Surveys of student-perceived development of various GDR-related skills and knowledge, and satisfaction with the perceived development, are administered every year on a rotating schedule. The 2003-04 academic year was especially busy with these surveys, which included Verbal skills, Writing skills, Foreign Language skills, Social Science and Minority Studies abilities, Non-Western Culture knowledge, History knowledge, and Humanities knowledge.

In most of these areas, a majority of students, usually 60% or more of respondents, reported that their educational experiences at UWSP contributed “very much” or “quite a bit” to their development in the particular areas. In three areas, Minority Studies knowledge, Non-Western knowledge, and Foreign Language skill, students reported lower levels of contribution by their UWSP experiences (under 50%). In the Foreign Language area, students who majored in foreign languages had considerably higher self-reported development (77% said their skills developed very much or quite a bit). Students who completed only 100-level courses in foreign languages reported much lower development of skill than students who completed 200-level courses. The disparity between Foreign Language majors and non-majors may reflect the fact that students earning a BA are required to complete a General Education requirement in Foreign Language even if they

had no foreign language instruction in high school. In Non-Western and Minority Studies knowledge, 82% and 86% respectively reported that their UWSP educational experiences contributed at least somewhat to their knowledge in these areas. These results indicate that further analysis and perhaps re-design of outcomes is warranted in these areas.

A majority also reported that they were “very satisfied” or “satisfied” with their growth in most of the GDR areas. The only area where less than half of respondents were at least “satisfied” was in the Non-Western knowledge category. Interestingly, even in other areas where less than half of respondents reported significant development of skills, satisfaction with gains was relatively high, except in Non-Western knowledge. These results would indicate that further analysis and perhaps re-design of outcomes is warranted in this area.¹³

Programs: Annual Assessment Reports provide few details of assessment results from programs; however, procedures used in program-level assessment are showing that students are succeeding in their majors. Surveys of student, alumni, and employer satisfaction are generally very positive.¹⁴

Changes Resulting from Assessment

General Education: The Assessment Subcommittee continues to attempt to strengthen the culture of assessment at UWSP through workshops for faculty and through distribution of information to help departments better understand how assessment can help improve education at all levels. The Subcommittee’s recent efforts to add direct, embedded measures to General Education assessment should bear fruit after the review of the General Education program that is currently underway. The 2007 Summer Research Grants in General Education should provide a sound beginning for the review.

Programs: A recent report¹⁵ gives examples from all colleges of budget and planning decisions based on assessment and program review data. Examples of these decisions include:

- funding a director of the College of Professional Studies cafeteria. The cafeteria was praised in the Dietetics major accreditation report, and the laboratory experience afforded to students was noted by the American Dietetics Association because of its unique educational value for the students in the program;
- revision of Early Childhood Education course offerings and establishment of blocks of courses. A student teaching experience is now included in the final block prior to the full student teaching semester;
- purchase, through technology mini-grants, of pocket PCs, software, digital pulseometers and other technological devices for the Health, Exercise Science, and Athletics department; and
- funding for a subscription to time at the Kitt Peak Observatory for Physics and Astronomy student research.

Evaluation of the Assessment Process

The Assessment Subcommittee conducted an evaluation of the culture of assessment at UWSP in 2003-04 using the Higher Learning Commission's "Assessment of Student Academic Achievement: Levels of Implementation" as its basis. This model organizes Levels of Implementation and the Patterns of Characteristics into four broad categories: Institutional Culture, Shared Responsibility, Institutional Support, and Efficacy of Assessment. The complete results of the evaluation may be found in *Evaluation of UWSP Assessment Program 1999-2003*.¹⁶ It should be noted that some further progress has been made since this evaluation, but there is general agreement that the assessment program is not fully implemented, and could be functioning at a higher level. A summary of the evaluation is provided here.

Institutional Culture: The Assessment Subcommittee believes that the institutional culture at UWSP reflects an understanding of the purposes, advantages and limitations of assessment. While student learning is sincerely valued across the institution and within individual departments and programs, assessment is not valued so completely and is in fact regarded with some suspicion. Many program assessment plans do not expressly focus on improving student learning and the importance of assessing student learning as a means to that end. Assessment at UWSP is perhaps not yet as much an institutional priority or way of life as the Levels of Implementation document suggests.

Shared Responsibility: This component addresses the responsibility of faculty to define measurable learning objectives and measurement methods that align with educational mission and goals; the responsibility of administration to express understanding of the meaning, goals, characteristics, and value of the assessment program; and the responsibility of student leaders to educate their peers about assessment. All of these things are happening at UWSP to a limited degree; to achieve a full level of implementation, many more faculty, administrators, and students must make assessment a higher priority.

Institutional Support: This component addresses resources allocated to assessment as well as structures in place to support assessment. UWSP has a full-time Policy and Planning Analyst and a one-quarter release time Assessment Coordinator. Others involved in assessment, including members of the Assessment Subcommittee, have limited access to resources through department budgets or grant programs. The Assessment Subcommittee did secure funding from the Provost for several assessment grants in 2004-05. UWSP does have a fairly extensive structure for assessment with an established standing Assessment Subcommittee comprised of faculty, an assessment coordinator, representatives from Student Government, and a representative from Student Affairs. The assessment program is evaluated and modified regularly to improve effectiveness. The University could demonstrate a higher level of commitment to assessment and achieve greater gains by ensuring that course syllabi contain measurable objectives for student learning. This would permit measurement of the effectiveness of changes to the curriculum and provide a student learning-related basis for evaluating changes in academic resources and support services.

Efficacy of Assessment: Increasing numbers of faculty are beginning to develop recommendations to change teaching methods, curricula, course content, and instructional resources based on assessment results. These results are beginning to be incorporated into

departmental and institutional planning and budgeting processes, and to be used in determining priorities for funding and implementation. Assessment findings are increasingly incorporated into academic Program Reviews and institutional Self-Studies.¹⁷

Core Component 3a Conclusion

Although UWSP has made significant progress in creating a culture of assessment, much work remains. The Assessment Subcommittee's role is largely formative; it lacks the authority to reward or punish departments for their attention to assessment activities. Summarizing the assessment program at UWSP the Assessment Subcommittee avers that "we have tended to focus on the secondary purpose of providing the UW System with information as required by UW System and the Board of Regents. To rephrase an idea from Peter T. Ewell, focusing on accountability and reporting requirements does not lead to excellent assessment programs."¹⁸ Like other institutions, UWSP's essential problem involves emphasizing a full-cycle program that creates a true culture of assessment.

The root structure of this full-cycle assessment program is in place. With the revisions and updates to the reporting requirements made between 1999 and 2003, departments on campus are now strongly encouraged not only to assess student learning outcomes in their classes and programs, but also to revise and refine their curricula to better achieve student learning. Overall, the reporting schedule and structure are more than sufficient to promote quality assessment on campus. At present, some faculty members strongly believe that in order to improve the efficacy of assessment at UWSP, accountability should be increased: assessment evidence should be prioritized in all decision-making from the course level to the institutional level. These faculty argue that non-compliance or nominal compliance should be met with the demand for increased effort in assessment before funding requests are granted or even considered. Similarly, programs that excel in assessment should be recognized and rewarded for their efforts. However, other faculty worry that the high stakes attached to such increased accountability would compromise the integrity of the assessment process. They argue that this approach might "politicize" the process of formulating and measuring learning outcomes in a manner that could ultimately compromise, rather than enhance, student learning. As this discussion unfolds in the context of strategic planning and GDR review, the common ground of shared investment in student learning should guide the continued development of productive assessment procedures.

The Assessment Subcommittee made several key recommendations in their most recent evaluation of the UWSP Assessment program:

Departments should increase their efforts to engage students in the assessment process by sharing assessment results with them and educating students about the key role they play in instructional and curricular development.

Department Chairs, Deans, and the Vice Chancellor/Provost should communicate more effectively and positively among themselves and the faculty regarding assessment for planning and budgeting purposes and for enhancing the campus climate for assessment.

The Assessment Subcommittee should increase its efforts to promote assessment by sponsoring workshops and publicizing assessment activities and results to faculty and students.

These recommendations could result in significant advancement of assessment at UWSP.

Core Component 3b

UWSP Values and Supports Effective Teaching.

UWSP takes great pride in the importance placed by the entire institution on teaching and learning. The institution has undertaken numerous initiatives, funded programs, and developed solid policies to ensure that effective teaching remains a high priority.

3b-1

Qualified faculty determine curricular content and strategies for instruction.

One index of UWSP's commitment to and support of top-quality teaching is its strong, longstanding tradition of faculty control over the curriculum. Proposals to revise or add new courses, majors, minors, programs, or course sequences are generated by departments, or faculty working together across departments, and submitted to appropriate committees and subcommittees of the Faculty Senate (such as the Curriculum Committee, the GDR Subcommittee, the Teacher Education Committee, and/or the Graduate Council) for approval. The policies and procedures governing these changes can be found in Chapter 7 of the *University Handbook*.¹⁹ Further definitions of types of graduate courses can be found in Chapter 5 of the *University Handbook*.²⁰ Approximately 78% of instructional faculty at UWSP hold a doctorate or terminal degree in their field and are therefore definitively qualified to determine content and strategies for instruction.²¹

Individual instructors have broad freedom in defining the content of their courses, although the extent to which the curricular content of particular courses is codified by specific departmental or unit guidelines varies both between and within programs. Programs that rely heavily on a staged progression of skills and knowledge are more likely to have specific frameworks for each course (for example, Interior Architecture). In another example, all Freshman English instructors follow guidelines set forth and periodically revised by the Director of Freshman English, in consultation with the Freshman English Committee. In other cases, qualified individual faculty determine specific curricular content and strategies of instruction for the classes they are teaching, working within the broader framework of the department's mission, goals, and course descriptions. It is important to note, too, that UWSP follows American Association of University Professors (AAUP) recommendations on academic freedom.²²

Other indicators of the high quality and continuing development of UWSP faculty include their high levels of professional activity. For example, the 2006 UWSP Scholarship and Service Report shows that UWSP faculty completed 269 publications, presented 536 exhibitions or performances, and presented over 700 outreach programs.²³

3b-2

UWSP supports professional development designed to facilitate teaching suited to varied learning environments.

UWSP offers a vast array of professional development opportunities, both through UW System and locally, to help ensure that its instructors continue to develop intellectually and professionally, and that they acquire the exposure and skills necessary to meet the challenges of teaching in constantly-evolving environments.

This section will briefly explore some of the many development opportunities available to teachers at UWSP, including:

- UWSP New Faculty Orientation;
- Programs through the Office of Professional and Instructional Development (OPID);
- UWSP funding opportunities related to teaching;
- The Faculty Alliance for Creating and Enhancing Teaching Strategies (FACETS);
- Annual University Teaching Conferences;
- Teaching Partners Programs in the College of Professional Studies and the College of Fine Arts and Communication;
- The Pit Crew;
- Teaching and Learning Discussions; and
- Department-based support for effective teaching.

UWSP New Faculty Orientation²⁴

Orientation sessions for new faculty are held during the pre-semester period each Fall semester. At one time, this pre-semester period offered only departmental fall faculty meetings and specialized business sessions for chairs, deans, and line officers; new faculty offerings were limited to explanations of employee benefits and similar topics. These topics and activities are of course important, but the pre-semester sessions now also include activities related to teaching. The activities differ from year to year, but include speakers, hands-on applications of presented ideas, break-out sessions, and so on. Topics have included syllabus development, assessment activities, and applications of technology, among others.

Programs through the Office of Professional and Instructional Development (OPID)

Many UWSP faculty participate in programs offered through the UW System's Office of Professional and Instructional Development (OPID), which

provides leadership in fostering the pursuit of effective and innovative teaching to enhance student learning. Over the past few years OPID has expanded its emphases to meet the broader professional needs of faculty and academic staff with programming on topics such as student learning, the Scholarship of Teaching and Learning (SoTL), career stages, and faculty roles and rewards.²⁵

Currently, OPID offers the Wisconsin Teaching Fellows and Scholars Program (winner of the 2005 TIAA-CREF Theodore M. Hesburgh Certificate of Excellence), Faculty College, an annual Spring Conference, grants to support the Scholarship of Teaching and Learning, and periodic workshops.

- **Wisconsin Teaching Fellows and Scholars Program:** Over 32 UWSP faculty from 20 different departments have been Wisconsin Teaching Fellows since the program's inception in 1984. Eight UWSP faculty, from eight different departments, have been Wisconsin Teaching Scholars, one each year since the program's inception in 2001.

This program targets and connects two groups: outstanding early-career teachers and later-career faculty leaders. It is exceptional in several respects: its systemwide approach and impact; the diversity of disciplines and institutions represented in each year's group of participants; and its development of communities of teacher-scholars within and across institutions. These communities multiply the impact on student learning at each UW System institution.

Each participant completes a year-long teaching/learning project, with dissemination of results as an essential part of the process. They then serve as a model and mentor in their discipline and on their campus, leading efforts to advance the practice of teaching through scholarly inquiry into student learning.²⁶ Many UWSP faculty members have participated in this program.²⁷

- **Faculty College:** Each summer, a few UWSP Faculty members participate in Faculty College where they focus on improving undergraduate teaching and learning. Approximately 100 participants attend three days of seminars on topics related to teaching and learning. As the website states, "The experience of the College enhances collegial interchange on teaching, contributing to a system-wide network of faculty and academic staff committed to educational excellence."²⁸

UWSP Funding Opportunities Related to Teaching²⁹

UWSP also provides many opportunities for its faculty and teaching staff to obtain funding for teaching-related projects at the campus level. Several of these include the University Personnel Development Committee (UPDC) and the Academic Staff Professional Development and Renewal Program.

- The University Personnel Development Committee (UPDC) manages several grant programs, including two that support effective teaching. Curriculum Development Grants “provide assistance to individuals and departments or units for the development of new and/or innovative classes, teaching strategies, methods of classroom presentation, and the development and implementation of innovative assessment strategies for curriculum improvement.”³⁰ In 2005-06, 66% applications were granted, averaging \$2,601. As examples of appropriate projects, the Guide lists “new delivery methods or teaching strategies, courses that are team-taught, interdisciplinary courses, or new courses on subjects outside instructors’ usual expertise or training.”³¹
- The Academic Staff Professional Development and Renewal Program is another grant program that reflects UWSP’s commitment to effective teaching. This program “provides an opportunity and source of support for increased effectiveness by expanding the knowledge of academic staff (all categories) in their areas of expertise.”³² Appropriate goals for these grants include “improved response to the changing needs and interests of students”; “Development of expertise in new techniques and delivery systems based on changing technology”; and “increased productivity through personal and professional renewal.” In 2005-06, 9 out of 9 applications were granted, averaging \$1,359.

This grant program also reflects the University’s awareness of the need to be future-oriented. According to the website,

- Some retraining is also necessary because the University is both expanding its curricula to improve the basic college-level skills of students and extending into areas of social importance such as environmental problems, aging, and technology and contemporary issues. The University is also attempting to prepare professionals to meet the needs of and to make programs available for new populations such as the elderly and other nontraditional students. In response to a UW System initiative, UPDC encourages proposals on race or ethnicity issues.³³

The Faculty Alliance for Creating and Enhancing Teaching Strategies (FACETS)³⁴

FACETS was a faculty-instigated professional development program emphasizing partnership between UWSP and UW-Marathon County (a two-year campus). Funded by a Congressional Award, the project ran for two and a half years, from 2003 through 2005. As the website reports,

- FACETS activities involve dialogues, activities, and opportunities for collaboration with teachers from area high schools, as well as with members from area businesses and University students. These associations are an integral part of the program's design as they offer the potential to provide faculty members with a well-defined sense of the educational continuum of our students. Scheduled dinner presentations, followed by collaborative discussions and activities offer insights into the learning differences and expectations of those students representing The Millennial Generation.
- Additionally, the FACETS Project has been designed to provide participants with information on diverse models of teaching; newer theories of learning; and current research on cognition, memory, and the brain; while relating all of these innovations and new knowledge to teaching applications. Participants are offered opportunities to explore teaching methods that may help diversify instructional delivery so that college learning experiences better match the learning needs of newer generations of students.³⁵

Annual University Teaching Conferences³⁶

UWSP sponsors a one-day conference on a pedagogical topic over the Winter break each year. In 2004, the conference was called, "The Dynamics of Teaching in a Rapidly Changing World." The conference typically features at least one invited guest speaker, a range of workshops and break-out sessions, panels, and a poster session. The conference is organized by rotating committee made up of faculty and staff from different departments. A similar one-day teaching workshop is also offered each fall, during the Pre-Semester Contract Period. These events are very well attended, which is particularly striking in that they take place during vacations and are completely voluntary and unremunerated.

Faculty development opportunities occur at other times of the year as well. For example, administrators regularly offer workshops and Web Conferences on assessment, and the Center for Academic Excellence and Student Engagement offers frequent seminars, workshops, and brown bag discussions (see below).

College of Professional Studies Teaching Partners³⁷

Among the Colleges at UWSP, the College of Professional Studies (CPS), which houses the School of Education, stands out for its emphasis on recognizing and promoting effectiveness in teaching. In 1993, the College initiated its "Focus on Teaching and Learning" Program, including its "Teaching Partners" program, which, according to its

program coordinator, “has served more than 90% of the college faculty and is now being implemented in other colleges on campus.” The website outlines the program as follows:

Teaching Partners at UW-Stevens Point are faculty and teaching academic staff who are paired and asked to begin a discussion about teaching and learning. With the assistance of their partner, they learn a process to help begin critically evaluating their own teaching practices. Partners are paired across disciplines to give them an opportunity to meet colleagues in a field outside of their own and to be exposed to new teaching perspectives. Participants generally agree that taking part in this program:

- a. increases their perceptions about the importance of teaching as it relates to their job
- b. helps develop a greater sense of collegiality and community with their partner and within the college
- c. initiates critical reflection on the meanings, intentions, and beliefs that drive their teaching and learning practice

The Teaching Partners program respects the autonomy of each faculty member as each partner’s work is directed toward reaching the goals that they set for themselves. Collaboration and collegiality are at its heart and are supported through many structured and unstructured discussion opportunities during the year-long process.³⁸

The program’s objectives, assumptions, rationale, and process are discussed in greater detail on the website, which also contains the full text of two papers: Dean Joan North’s invited keynote presentation, “Encouraging the Campus Focus on Learning and Teaching”³⁹ and “When a College Really Supports Teaching: What Does it Look Like?” by Janet Malone and Marty Loy.⁴⁰ The program also includes a Teaching/Learning Library, housed in the CPS building, and a website of resources.⁴¹

College of Fine Arts and Communication Teaching Partners Program (1998-2003)

The College of Fine Arts and Communication also offered a Teaching Partners program, similar to the one in CPS, from 1998-2003. Each year, eight to twelve faculty paired up for the year. New faculty were paired creatively with experienced faculty from different departments. Each year’s program began with an orientation, during which partners met, articulated goals for their teaching for the year, learned the procedures for objective observation and midterm feedback, and scheduled their initial visits to each others’ classes. Each semester, faculty would visit their partner’s class of choice twice—once early on and then later in the semester. About midterm, each would conduct a structured student feedback session for the other. (Once they were trained to conduct a Small Group Instructional Diagnosis, they would sometimes be asked to conduct such sessions for other colleagues in the college.) In January, the partners would all meet again to report on first-semester experiences and schedule visits for the second semester. Originally the Dean supported the program with release time for a faculty coordinator for the program, but eventually funding was lost due to budget cuts.

What is unique about Teaching Partners programs is that they were not mentoring programs, in which one older or “good” teacher tells the other how to teach. Rather, as partners, both teachers set their own goals and learned from the other.

The Pit Crew

“The Pit Crew” originated as an informal weekly gathering of science faculty to discuss teaching. The group meets on Thursday afternoons in the Brewhaus of the University Center, or the Food for Thought Café. Over time, the group has broadened to include faculty from other departments, and has become somewhat more structured by scheduling topics for discussion and designating facilitators. The schedule of topics is posted on the website of the Center for Academic Excellence and Student Engagement.⁴²

This grassroots group is one of the most effective sustained forums for discussions of teaching and learning that exists on the UWSP campus at present.

Teaching and Learning Discussions

This semester-long online discussion was initiated by Steve Bondeson, Associate Vice Chancellor for Teaching and Learning, and other participants after the 2004 Teaching Conference. During that semester, ten UWSP faculty members wrote articles on a variety of issues related to teaching and learning, such as active learning, learning styles, service-learning, the value and applicability of liberal education, and how to use small groups to enhance learning in large classes. The articles and discussion posts remain accessible in Public Folders.⁴³

Department-Based Support for Effective Teaching

A number of departments on campus have initiated internal activities that support effective teaching. For example, English department faculty and staff recently began holding informal monthly discussions on pedagogy. English faculty and staff also receive the monthly electronic newsletter from the National Council of Teachers of English. Several departments also provide internal mentorship programs, though in some cases these programs have enjoyed only limited effectiveness because the ratio of junior to senior faculty is so high.

As these examples show, UWSP provides significant support for professional development activities for teaching faculty and academic staff, with many of the activities designed to facilitate teaching suited to varied learning environments. A number of the activities have been developed locally in response to locally perceived needs, while others are sponsored by the UW System.

3b-3

UWSP evaluates teaching and recognizes effective teaching.

Effective teaching forms the basis for many crucial administrative and curricular decisions at UWSP, and the University employs a systematic approach to its evaluation.

The value that UWSP places on effective teaching is clearly demonstrated in its guidelines for making personnel decisions, described in *Teaching, Scholarship, and Service*, which states: “Since teaching is the primary faculty responsibility at UWSP, the Chancellor and Provost/Vice Chancellor normally put the greatest importance on this performance area in personnel reviews.”⁴⁴

UWSP’s *University Handbook* defines effective teaching as “the success of the instructor, both in and out of the classroom, in securing interest, effort, and progress on the part of the student. This includes not only direct instruction, but also formal advising and the more informal mentoring that occurs in a variety of curricular and cocurricular contexts. The primary consideration is that students are stimulated to high standards of scholarship, to active interest in learning, and to effective effort toward self-improvement.”⁴⁵ Teaching effectiveness is assessed through colleague evaluation of the candidate’s teaching materials and teaching performance,⁴⁶ as well as responses to the “Student Evaluation of Course Instruction” form.⁴⁷ The following UWSP Policy on administering evaluations is taken from the *Handbook*:

UWSP 3.05 PERIODIC STUDENT EVALUATION OF TEACHING

- (1) Each department shall administer the “Student Evaluation of Course Instruction Form.” The procedures for evaluation, and the reporting of information from evaluations shall be consistent with the provisions of this subsection and the appropriate sections of the *University Handbook* (Chapter 4, sec. 3).
 - (a) Every tenured faculty member shall be evaluated at least once each year in all sections and courses taught. (Courses taught in both semesters do not need to be evaluated in both semesters.) The evaluation shall take place in the last quarter of the course or during the final exam period. The evaluation instrument(s) shall be distributed and collected by students during prearranged class or exam time, and submitted as specified by department procedures. The faculty member shall not be present during the administering of the evaluation.
 - (b) No information from the evaluations shall be released until grades have been turned in for the semester in which they were administered. The results of each instructor’s evaluations shall be reported to that person by the department chairperson. The department chairperson shall make available the summaries and median scores from the evaluation to the appropriate personnel committee making departmental personnel recommendations to the dean of the college.⁴⁸

In response to longstanding and widespread dissatisfaction with existing evaluation forms, a faculty committee was formed in 2003 to revise the forms. The committee repeatedly solicited feedback from faculty in re-constructing the forms; the new forms developed by the committee were approved by Faculty Senate and put into use in 2005. Where the old forms had six multiple-choice questions, the new forms have 18 questions. Evaluation scores are calculated as medians rather than means, and departmental medians for the same or similar courses are provided for comparison.

Though not everyone is happy with the new forms, they are designed to give instructors more nuanced feedback on different aspects of their teaching, and also to provide a more detailed profile of teaching effectiveness for use in personnel reviews. The sheer intensity of the revision process reflects the extent to which effective teaching is prioritized at UWSP.

In addition to evaluating teaching, UWSP and the UW System demonstrate the value they place on effective teaching by offering a number of awards for teaching excellence. OPID recognizes outstanding individual teachers and departments through the Regents Excellence in Teaching Awards. These awards carry substantial cash prizes. Each campus nominates one department and one individual faculty member for this system-wide competition. At UWSP, the University Awards Subcommittee solicits nominations for these awards from College Deans each fall, and selects one individual and one departmental nominee to forward to the Regents. UWSP has an outstanding track record with these awards, having won either an individual or departmental award in 1992, 1994, 1996, 2000, 2002, 2003, and 2004. These awards evince UWSP's recognized excellence in teaching.⁴⁹

At the university level, faculty at UWSP compete each year for five University Excellence in Teaching awards, two University Excellence in Scholarship awards, and one University Excellence in Service award. The Teaching award "stresses the importance of distinguished teaching, recognizes the contributions of outstanding teachers, and emphasizes the commitment of the University to teaching excellence. Nominees must have stimulated students toward an active interest in learning and scholarship."⁵⁰

Each department, or functional equivalent, is permitted to nominate one person for each award. The Student Government Association may also nominate up to twelve faculty members for teaching awards. The winners are selected by the University Awards Subcommittee of the Faculty Senate, and announced by an administrator. The awards carry a cash prize of \$650, given at the annual Awards Banquet. These awards have a very high profile on campus, and are quite competitive. Winning a University Teaching Award is widely felt to be a significant, meaningful honor, and the award carries weight in personnel decisions. The awards process is probably one of the most visible ways in which the University expresses the value it places on effective teaching.

The importance of effective teaching at UWSP is clearly demonstrated by the emphasis it holds in personnel decisions, as seen in scrutiny of student course evaluations. Teaching awards of various types are also highly prized by faculty and are taken into consideration in personnel decisions. Further the fact that the University has developed the booklet *Teaching, Scholarship, and Service* is testimony to the importance of teaching at UWSP.⁵¹

3b-4

UWSP provides services to support improved pedagogies.

UWSP demonstrates its enthusiasm for and support of improved and innovative pedagogies through a variety of programs.

One example is the Center for Academic Excellence and Student Engagement (CAESE).⁵² In 2004, Provost Virginia Helm charged an ad hoc committee with the task of developing a plan for a center that would provide support for teaching and learning across campus, bring together scattered activities and resources, and promote and demonstrate best practices.

In a December, 2004 survey of UWSP personnel the Teaching and Learning Center Proposal Committee asked questions about the possible creation of a Teaching and Learning Center on campus. The survey results (posted in the Center for Teaching and Learning Public Folder⁵³) reflected a desire for more formative, rather than evaluative, assessments of teaching practice. Several respondents expressed a desire for a mentoring program similar to the College of Professional Studies (CPS) "Teaching Partners" program.

In early 2006 the Teaching and Learning Center Proposal Committee developed recommendations and a job description for a director of a Teaching and Learning Center.⁵⁴ However, a tightening budget left no funds for the position. In the spring of 2006 an interim director of the Center for Academic Excellence and Student Engagement (CAESE) was appointed using a position (FTE) generously loaned by the Information Technology department. A CAESE Advising Group, consisting of six faculty from different colleges or units, was also formed.

The Center was funded for two years with an annual budget of approximately \$60,000; about 90% of these funds were allocated to faculty stipends to support participation in the pilot projects. These included Faculty Scholarship of Teaching and Learning Reading Circles, a Portfolio Project, a Podcast Project, a Curricular Redesign Project for Online Courses, and a Diversity Project. The Center has also been offering Reading Seminars, Service-Learning brown bags, Teaching with Technology brown bags, and Teaching & Learning Webcasts. Recent topics include "Information Literacy and Assessment" (Nov. 1 and 8, 2006), "Learning to Collaborate/Collaborating to Learn" (Nov. 2 and 9), and "The Freshman Experience: Student Engagement and Technology" (Nov. 3). Over the first six months of the Center's existence, approximately 84 faculty have been involved in the Center's activities.

For example, six faculty members participated in the pilot Portfolio Project. In a portfolio, students gather in one place a collection of evidence that demonstrates their learning over their four years at UWSP. Portfolios demonstrate the connections between program goals and student outcomes. An "e-portfolio" collects these materials in a digital format. The portfolio may include papers, films, and other kinds of projects.

Five faculty members participated in the Diversity Project (Incorporating Cultural Diversity into Courses). This project included formulating goals and objectives, incorporating diversity into existing curricula, and creating a library (a video has been purchased that can be used in any class). The syllabi developed by the participants are featured on the UW System's Institute for Race and Ethnicity website.⁵⁵

Many of the pilot programs have focused on studying and implementing new technologies from a pedagogical perspective. Patricia Ploetz, Interim Director of CAESE, is also working with various committees to study methods of improving student engagement in the classroom. Another goal of the Center is to expand the Teaching Partners program and to continue the work of the FACETS project (including the construction of meaningful syllabi and the development of assessment practices). For more information on FACETS see section 3b-2.

A major initiative of the Center is to explore and then implement the concept of a Teaching Commons. This concept, which embraces the Scholarship of Teaching and Learning, seeks to create new learning spaces that support collaboration; provide tools students need to be creative and to explore and remove boundaries; and provide places where faculty can work together with each other and with students in innovative ways. A Teaching Commons Conference at UWSP in late 2006 resulted in establishment of an authoring website for participants to work on defining UWSP's concept of a Teaching Commons. There have also been presentations on the subject at Pit Crew meetings, and the Pit Crew has formally adopted this topic as one of their projects.

Another example of UWSP's support for innovative pedagogies is the Teaching & Learning Resource Network.⁵⁶ This recently created network brings together a number of resources and programs that support faculty use of technology in the classroom. According to the website,

- UWSP's Teaching & Learning Resource Network (TLRN) is a resource for faculty interested in teaching and learning with technology.
- The TLRN provides one-on-one faculty support and consultation and small group workshops. The TLRN also partners with UWSP's Center for Academic Excellence to offer a Summer Curricular Redesign program for faculty wishing to move their face-to-face courses online.⁵⁷

The network also offers workshops and support for faculty wishing to learn how to use the Desire To Learn (D2L) online course management system, and test scoring services.

It is abundantly clear that UWSP supports improved pedagogies through the activities of CAESE and TLRN. CAESE efforts in the areas of SoTL reading circles, the Portfolio Project, curricular redesign for online or hybrid (part online, part face to face) courses, the Diversity Project, to name but a few, all are evidence of UWSP's eagerness to explore and experiment with different pedagogies.

3b-5

UWSP demonstrates openness to innovative practices that enhance learning.

A number of innovative practices have been described elsewhere in this section, particularly under the activities of OPID and the CAESE (see sections 3b-2 and 3b-4), but numerous innovative programs have not yet been mentioned. One of these is the Reading in the Disciplines program, sponsored by the Tutoring-Learning Center and designed to support faculty by giving students in certain courses a chance to enroll in a one-credit

adjunct reading group. Groups are led by trained student tutors and focus on analyzing and discussing reading assignments from a particular course.⁵⁸

Writing Emphasis Training also demonstrates the University's commitment to innovative pedagogies. As part of the General Degree Requirements, students are required to take at least six credits in courses designated as Writing Emphasis. The purpose of the Writing Emphasis GDR is "to provide students with instruction in the kinds of writing appropriate to a discipline and help them develop the skills necessary for successful writing in the discipline."⁵⁹ These courses include "a carefully designed program of instruction and writing experiences" that meet specific guidelines outlined on the Request for Writing Emphasis General Degree Credit. To be offered as Writing Emphasis, the course must be approved by the GDR Subcommittee. Writing Emphasis courses are capped at 21 students so that instructors may devote sufficient attention to each student's writing skills.

The semester-long Writing Emphasis Training Program prepares faculty to teach writing emphasis courses in their own disciplines. The training offers information, techniques, and resources designed to help faculty design appropriate writing assignments, carry out productive classroom writing activities, and effectively critique student writing.

These are only a very few examples of the many ways UWSP embraces innovation in its commitment to providing enhanced and improved learning opportunities for its students.

3b-6

UWSP supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

In addition to the activities already discussed, the University provides several other resources to help faculty stay current on professional and technological advancements. Some examples include:

- The Leadership Site in SoTL: A joint project of OPID and the Center for Professional and Instructional Development at UW-Milwaukee, this entity sponsors system-wide initiatives and funds a range of SoTL projects, including a UWSP initiative in 2003-04. This initiative, "An Interdisciplinary Approach to the Scholarship of Teaching and Learning: Finding Common Ground Across Disciplines," aimed at increasing opportunities for SoTL across campus through book groups, a teaching circle, a colloquium, and individual grant opportunities.⁶⁰
- The National Teaching and Learning Forum (NTLF): Through an arrangement between OPID and NTLF, all UW System campuses now enjoy free internet access to this nationally recognized journal, which is dedicated to fostering a conversation among professionals about teaching and learning.⁶¹

- Teaching Newsletters: The office of the Vice Chancellor for Academic Affairs sends the monthly “Teaching Excellence Newsletter” through campus mail to all faculty and teaching staff.

The above-referenced entities provide UWSP faculty with ample resources to lead them to new pedagogical approaches and technological advances.

3b-7

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Data on faculty membership in professional organizations is collected and tabulated annually. The UWSP Scholarship and Service Report shows that in 2006, approximately 290 faculty were members of 779 professional organizations and held 103 offices in those organizations. They also reported 838 professional committee memberships, 213 of which were chairmanships. This report is assembled using “best available data,” meaning that not every faculty member responds to the request for this information. Even so, the available data document a high level of professional activity by UWSP faculty.⁶² The fact that faculty and staff are not reimbursed for dues or membership fees for professional organizations further underscores the dedication they demonstrate to professional engagement.

Core Component 3b Conclusion

UWSP demonstrates its support for and value of effective teaching through the numerous programs described in this section. The programs emphasize innovative and thoughtful approaches to teaching, and the fresh approaches they’ve fostered have helped to sustain and enhance the strength of UWSP’s faculty’s skills. It is unfortunate that some programs have been curtailed due to budget cuts. UWSP must be vigilant in protecting these precious resources, as it is the University’s academic strength that attracts students to UWSP. In an era of increasing competition for a shrinking pool of students, it is particularly important that the quality of academic instruction not be permitted to decay.

Most of the formally-organized support for teaching comes from UW System programs, and from campus-wide programs. Much of this support takes the form of competitive funding. UWSP also offers instructional support for learning to teach with technology.

The efforts of the College of Professional Studies to support and foster effective teaching are outstanding. At present, the other Colleges do not appear to offer the same kinds of opportunities for “hands on,” formative feedback. Existing data suggest that some faculty would like to have more opportunities to develop as teachers in ways that are not limited to the use of technology.

The Center for Academic Excellence and Student Engagement could potentially address this need, but its fate is unclear. In order to be effective, the Center would need to be a fully funded, well-publicized, adequately staffed operation capable of carrying out its stated goals. A stable, prominent physical location that responds to the ideals of the “Teaching Commons” would certainly contribute to its success.

Core Component 3c

UWSP creates effective learning environments.

UWSP supports a wide variety of learning environments and formats, ranging from traditional classroom settings to seminars, community-based service-learning, semesters abroad, distance-learning, and beyond.

3c-1

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

In addition to assessments described in relation to Core Component 3a, UWSP conducts assessments that focus specifically on learning environments. The University has conducted the National Survey of Student Engagement (NSSE) three times since 2000: in 2001, 2004 and 2006. This survey reflects students' perceptions about levels of academic challenge, active and collaborative learning, faculty-student interaction, enriching educational experiences, supportive campus environments, and educational and personal growth. NSSE provides the University with a report in which these perceptions are compared with those of students at similar institutions, in this case, public master's degree-granting institutions.

UWSP also administered the Faculty Survey of Student Engagement (FSSE) in 2004. This survey measures faculty expectations of student engagement in educational practices that are reported to be linked with high levels of student learning and development. The purpose of this report is to highlight areas in which UWSP falls below the national norms in student engagement, and to foster reflection and discussion as to whether and how any of the findings should be addressed.⁶³ It should be noted that, although there were areas where UWSP could improve, there were many areas in which UWSP's survey results were comparable to or more favorable than the national norms.

Overall, the 2004 surveys (FSSE and NSSE) reveal a mixed performance, with UWSP displaying more favorable results than the national sample in some areas and less favorable in other areas. A report based on the findings of the 2004 surveys and focusing on the less favorable results was created in order to highlight areas where UWSP can improve.⁶⁴

The 2006 NSSE survey results reveal similar findings. UWSP students, for example, worked more frequently than their peers on projects during class, or worked with classmates outside of class to prepare class assignments. UWSP students also reported tutoring other students more frequently than their peers. However, they were less inclined to discuss grades with their instructors, or to write papers or reports of a medium length of five to nineteen pages. They were less likely to perceive their coursework as emphasizing synthesizing or organizing ideas, information, or experiences into new, more complex interpretations and relationships. These are findings that must be addressed by faculty in their courses. Although this survey only measures perceptions rather than directly measuring learning outcomes, these perceptions are vital to UWSP's future success.⁶⁵

In another effort to put assessment data to use, UW System sent a survey during the fall of 2002 to 1133 alumni who had graduated within the past year from a UW university, with a return rate of 41%. This survey measured perceptions concerning many of the same items found in the NSSE. The UWSP alumni results were compared to a nationally-normed sample of seniors, and while the surveyor admits this may not be an appropriate comparison, the survey revealed some data that are useful, as well as some that are already outdated. For example, 2002 alumni reported that they were less likely to have used an electronic medium to discuss or complete an assignment, but since the large-scale implementation of Desire2Learn (D2L) in 2003, the majority of UWSP students would likely now answer this question affirmatively.⁶⁶

3c-2

UWSP provides an environment that supports all learners and respects the diversity they bring.

UWSP supports a number of programs intended to assist students from diverse backgrounds and facing a variety of challenges.

Multicultural Affairs

The Student Support Services area of Multicultural Affairs provides federally-funded support for 210 students each year from underrepresented groups. These students are enrolled in EDUC 105, a study skills course, and are assigned individual core-class tutors. They are also assigned a full-time academic advisor/counselor who works with them on personal and academic goals. These counselors also act as advocates for the students.⁶⁷

Assistive Technology

According to the Office of Assistive Technology website, “This free service for students, staff, and faculty promotes equal access to information and learning. Its focus is to serve people with disabilities, but others may benefit from the service as well.”⁶⁸ According to the Assistive Technology coordinator, one function of the program is to provide “alternative methods of accessing print information. Students with print disabilities (vision impairment, blindness, and learning disabilities such as dyslexia) use (and sometimes *learn* to use) modern technology to overcome their disabilities and compete with other students on an equal footing. The programs they use include text to speech programs, such as Kurzweil, to read texts, and speech recognition programs, such as Dragon Naturally Speaking, to aid in writing papers. The speech recognition programs are also used by students who are physically unable to type, but can speak into a microphone. The tools they learn to use here are all applicable to work situations as well.

UWSP’s Online Accessibility Policy and Implementation Plan

On March 2, 2005, the completed version of UWSP’s Online Accessibility Policy and Implementation Plan⁶⁹ was approved by the Faculty Senate. Effective July 1, 2005, this policy outlines a five-year plan for making UWSP’s online resources, services, and overall presence 508 compliant, including online design and software purchase practices. A yearly review provides a venue to assess progress and effectiveness of this policy.

Disability Services Office

The Disability Services Office offers accommodations to qualifying students, including services such as test-taking accommodations, note taking, recorded lectures, adaptive technology such as text-to-voice, and sign-language interpreting.⁷⁰

UWSP's Student Residence Halls

Programs centered in various residence halls support diversity in student interests through dedicated halls and living communities. Examples include:

- Eco Hall (located in Knutzen Hall): Residents seek new and innovative ways to live in an environmentally friendly manner. Residents have the opportunity to focus on environmental issues and concerns that face our community locally and globally. New in 2004, solar panels have been added to the roof of Knutzen Hall.
- Language Hall (located in Baldwin Hall): Students have the opportunity to participate in social and cultural activities aimed at fostering Spanish and French language skills and cultural interests.
- Intercultural Program (located in Pray-Sims Hall): This specialty living community provides programming that enhances relationships between U.S. and international residents, creating a unique learning experience.
- Wellness Emphasis Program: Residents of this hall have the opportunity to pursue their personal wellness goals. Through programming, facilities, and a supportive environment of staff and peers, residents are encouraged to create and continue a balanced, healthy lifestyle.
- Alcohol-Free Living Community: “Alcohol-free” is defined as an area where neither residents nor their guests (regardless of age) are allowed to possess or consume alcohol. In addition, residents and guests must refrain from being present on the house while under the influence of alcohol. As with other living options, residents are required to sign a specialty living agreement. This community is located on the first and second floors of Burroughs Hall; a second Alcohol-free community is located on the third floor of Pray-Sims Hall.⁷¹

Multi-Cultural Food Events

In 2006-07, UWSP celebrated its 14th Annual Soul Food Dinner; the 36th International Dinner and Entertainment (the “Sea of Cultures”); and the Hmong and Southeast Asian American Club (HaSEAAC’s) Dinner & Entertainment event, “Taste of Toj Roob (the Mountains): Echoes of the Past.” These events encourage students and other members of the community to interact with other cultures through experimentation with food and other customs.

Other Multi-Cultural Events

The MultiCultural Affairs office coordinates, publicizes and sponsors many events of interest to multicultural students and the general community. Examples include the Portage County Cultural Festival (an annual event in May), the Festival of India (an annual event in October), the River Front Jazz Festival (an annual event Labor Day weekend), multicultural student leadership conferences, and numerous other activities. Student groups sponsor events such as The South Asia Society and Multicultural Affairs sponsored poetry readings in various languages in “World Poetry - Celebration of Languages.”⁷²

3c-3

Advising Systems focus on student learning, including the mastery of skills required for academic success.

Advising begins well before students begin their careers at UWSP. Following is an outline of advising programs in the order in which they would be experienced by students or prospective students. UWSP has a well-developed advising policy.⁷³

Pre- First Year Experience

Upward Bound is a year-round academic success program for low-income and/or first generation college-bound students from an eleven-county area in central and northern Wisconsin. Upward Bound serves eighty to ninety students annually. During the academic year, students in the program receive tutoring, college preparatory courses, and advice about how to succeed at the University. An advisor works with them in person and via phone and internet on personal and academic matters. Students undergo several training sessions/workshops during the academic year to help improve their leadership and academic skills and take several recruitment tours of different universities and colleges. During the summer program students stay on campus for six weeks during which time they take accelerated math, science, and English courses and potentially some electives. They also participate in workshops on topics such as financial aid, study skills, relationship skills, and career development.⁷⁴

Orientation

Advising is provided to incoming freshmen through a student Orientation program in which academic requirements are explained, academic advising is provided, and participants register for classes. Orientation sessions last approximately one and a half days, and in addition to academic advising the program includes sessions welcoming students to campus and familiarizing them with important locations, informal meetings with student leaders, and programs for parents. Students also take the English Writing Assessment, which results in a placement in the Freshman English program.⁷⁵

First Year Experience

Peer educators in Residential Living, called Academic Resource Coordinators (ARCs), offer first year students assistance in academic preparation and career development. The academic preparation program consists of six individual sessions on academic preparation, as well as the use of the book *Becoming a Master Student*. The ARC career exploration program is coordinated with the Career Services Office. Topics covered include career philosophy, building a resume, cover letter writing, summer job fairs, and interview skills.

Staff from the Multicultural Resource Center and the Native American Center of Multicultural Affairs also meet with first year UWSP multicultural students. They set a time early in the semester to meet with the students and have them sign a Success Agreement, which gives the staff permission to talk with professors and obtain grade reports. The staff then reviews the information with the students to be sure students have an accurate picture of how well they are doing.

The Multicultural Affairs unit pairs their incoming first-year students with upper-division students for a mentoring relationship. They connect via phone, email, and in person, and their main objective is to intervene with students at any time when they are vulnerable for failure at the University. Mentors act as liaisons so that first year students can find the right place to get any help they might need.

Ongoing Advising Services

The Native American Center assists Native American students enrolled at UWSP in becoming successful academically and socially. They host several workshops, work individually with students, advise two Native American student organizations, and provide counseling and advising to Native American students.⁷⁶

The Student Academic Advising Center (SAAC) provides “advising services to undeclared majors, for students in transition from one major to another at the University, and for students who are questioning their choice of major. The staff offers assistance in the development of educational plans, the decision-making process, and in clarifying the relationship between educational plans and career goals.”⁷⁷

The Academic and Career Counseling Enhancing Student Success (ACCESS) program is a collaborative effort between Career Services, the Student Academic Advising Center, and academic departments. This “intrusive” advising initiative is aimed at students who are struggling to reach and/or maintain the academic standards set forth by their desired major, who are unable to gain entrance into their preferred major due to enrollment management policies, and/or who are uncertain and questioning their current choice of major.

Students who have selected a major are assigned or select an advisor by their academic department.⁷⁸

Small Group Advising and Peer Advising

Some academic units offer either small group advising or advising by peers, or both. Business and Economics, for example, offers both of these programs.⁷⁹ The College of Natural Resources' Student Success Center is another peer advising program.⁸⁰

3c-4

Student development programs support learning throughout the student's experience regardless of the location of the student.

UWSP supports many programs taking students to off-campus locations for unique learning experiences. Students are provided with opportunities to learn at two University-owned facilities in Central and Northern Wisconsin; other programs take students into the local community, the state, around the country, and around the world.

Treehaven and the Central Wisconsin Environmental Station

Treehaven is a residential natural resources education and conference facility located between Rhinelander and Tomahawk, Wisconsin. Owned and operated by UWSP's College of Natural Resources (CNR), Treehaven rests on a glacial ridge overlooking 1,400 acres of forest and wetlands and is home to the CNR's Summer Field Training program. Students majoring in natural resources attend one of two six-week sessions, during which they gain field experience in forestry, wildlife management, soil science, and water resources. This program is a highlight of the CNR undergraduate experience, and is nationally recognized.⁸¹

The Central Wisconsin Environmental Station (CWES) is a 300-acre teaching and learning center located 17 miles east of Stevens Point on glacial Sunset Lake. The mission of CWES is to foster in adults and youth the appreciation, understanding, skill development, and motivation needed to help them build a sustainable balance between environment, economy, and community. This mission is accomplished by:

- training and mentoring UWSP undergraduate and graduate students in environmental education in an effort to develop the most skilled and sensitive professionals possible;
- providing innovative environmental education experiences based on ecological principles, integrated natural resource management philosophies, balanced perspectives, and inquiry-based methodologies;
- offering outdoor opportunities to recreate, rejuvenate, and build strong personal connections to the waters, woods, wildlife, and other people;
- demonstrating sustainable designs and practices based on current research and technology, and
- promoting this leadership model, in cooperation with the CNR.⁸²

Internships

Many disciplines at UWSP offer local, national, or even international internships, for example, the London Internship program.⁸³ Internships can be either paid or volunteer activities.⁸⁴ In some majors, internships are optional, for example in the Soil Science major.⁸⁵ Some disciplines require internship experiences for their students, including the following:

- Land Use Planning students must earn internship credits;⁸⁶
- the Medical Technology program requires a clinical practicum in a hospital-based accredited clinical laboratory;⁸⁷
- the Interior Architecture Program requires students to earn internship credits;⁸⁸
- Health Promotion students complete practicum experiences in the Stevens Point community.⁸⁹

Some internships are discipline-specific, including the following:

- Communication;⁹⁰
- Geography and Geology;⁹¹ and
- Practicum experiences for physical education majors.⁹²

Internships of various kinds are also available through the departments of Sociology, Political Science, Arts Management, Web and New Media Technology, Physics, Psychology, and Business Administration.⁹³

Career Services provides strong support for local, national, and international internships. The website provides a directory of internships through UWSP, several directories of internships through external agencies and entities, and advice for students seeking internships.⁹⁴

Semester Abroad⁹⁵

UWSP offers eight semester-long programs and more than a dozen short-term trips run over the Winter Interim and the Summer break. More than one in five UWSP graduates have taken advantage of the Semester Abroad program.⁹⁶

Student Research Opportunities

UWSP students have many opportunities to conduct research, and funding is designated for student research and for students to present research at professional meetings.

- Student Research Fund: The Student Research Fund (SRF) will provide undergraduate and graduate students with funds to support expenses incurred during the performance of, or in reporting the results of, their independent research.⁹⁷

- L&S Undergraduate Research Symposium: Since 2000 the College of Letters and Science has hosted an annual symposium to showcase student research. Students from every department and division in the College display their research through poster and oral presentations.⁹⁸
- CNR Student Research Symposium: The Symposium Research Grant provides undergraduate students with funds to support expenses incurred during the performance of their independent research or scholarly activities.⁹⁹
- Athletic Training majors design and complete research projects as part of their senior seminar.¹⁰⁰
- Clinical Laboratory Science students present research findings and case studies in lecture and poster sessions at the state annual meeting and symposium.¹⁰¹
- UWSP Online Student Journal: The UWSP Journal is devoted to highlighting the best student work from across the University's four colleges. This on-line journal is an example of UWSP's commitment to student-centered excellence. Each year work from the previous academic year is selected for publication. The selection process is rigorous and is conducted by an editorial board comprised of faculty representing each college. The work selected is submitted to a faculty referee who is a specialist in the particular field.

The UWSP Journal is designed to encourage UWSP students to work toward publication and presentation of their work.¹⁰²

The Experiential Learning Program

In this program, run by the Student Academic Advising Center, a UWSP student has the opportunity to seek credit for college-level learning obtained by experiences outside traditional academic settings.¹⁰³

The Tutoring-Learning Center (TLC)

The TLC:

- provides tutorial services to students in reading and writing;
- provides tutorial services in content-specific areas;
- provides the credit-bearing English 57 series in which students design their own writing courses in areas that interest them while they improve their writing skills;

- provides the credit-bearing Reading in the Disciplines courses by faculty request (peer tutor led);
- provides professional assistance to selected students with learning challenges;
- recruits, selects, prepares, and mentors a cadre of 125-135 peer-tutors;
- provides the credit-bearing, writing emphasis, Tutor Practicum course for Reading/Writing Tutors;
- provides one-on-one help to students in using the University's main technology programs (the "Computer Guides" program);
- provides on-going staff development for all peer tutors; and
- mentors the Coop Interns who research and submit their individual literacy projects for presentation and publication.

Content area tutoring is available to all students, with special assistance in the form of free tutoring given to students enrolled with Disability Services, Student Support Services, and Multicultural Affairs.¹⁰⁴

Freshman Interest Groups (FIGs)

These are groups of first year students who live near one another in the same hall and enroll in the same block of "core" courses (typically two to four courses). FIGs are living-learning communities in which every community member is valued and encouraged. A FIG's core courses are carefully chosen to support students in making a strong start at their university education and help them to graduate on time. There are FIGs for undeclared/undecided majors and also students with interests in the Life Sciences, Natural Resources, and General Degree Requirements. Peer educators in each of the halls organize programs and activities for the FIG group in that hall. The hall director and the peer educator support the faculty teaching the FIG courses in multiple ways.

WWSP 90FM

UWSP's Campus Radio Station¹⁰⁵ is "the largest student-operated radio station in the entire Midwest." The station provides students with opportunities to experience all facets of radio production and broadcasting. The station has a community focus that is evident from their quarterly solicitations of programming ideas from listeners. Listeners report areas of community concern, and the station develops programming on those topics.¹⁰⁶

Student Publishing Experiences

- Cornerstone Press is a small-run publishing "company" run by students taking English 349, Editing and Publishing. Cornerstone Press is not a commercial press but rather an avenue through which students can learn the ins and outs of the publishing industry. Cornerstone carefully chooses a manuscript and publishes the chosen manuscript. Cornerstone edits, designs and manages the marketing for the book. In past years, one manuscript was chosen to be published. In 2006, the staff chose two manuscripts;¹⁰⁷

- *Barney Street* is the annual UWSP literary magazine that publishes student poetry and prose;¹⁰⁸ and
- *The Pointer* is the weekly student-run newspaper.¹⁰⁹

The Museum of Natural History

The UWSP Museum of natural History is a professionally-maintained academic resource that addresses diversity and relationships in nature and among cultures. The museum provides an opportunity for greater public understanding and appreciation for the world in which one lives through exhibitions, education, research, and public service. The Museum of Natural History is a program affiliated with the College of Letters & Science. Lesson plans have been developed to compliment the exhibits in the museum; these plans target specific grade levels. The museum has many elementary-aged school visitors every year.¹¹⁰

The Paper Machine

The Paper Science program is unique in owning its own paper machine. A variety of courses are offered utilizing this machine, providing rare opportunities for hands-on experiences.¹¹¹

The Water and Environmental Analysis Lab

This lab offers “analytical, research, and educational services to the public,” including analysis of residential drinking water and consultation on groundwater management practices.¹¹²

The CPS Café

The CPS Café operates as a food service business, open to the public for the purpose of giving dietetic students experience in all aspects of food service operation and management. The goal of the Café is to provide homemade, healthful food from local, sustainable farms and to manage production in an environmentally friendly manner.¹¹³

Lecture and Performance Series

UWSP Faculty and Guests lecture and performance series provide students with learning opportunities in non-traditional environments. Some examples of these series include

The Humanities Forum

This lecture series is an opportunity for UWSP faculty and staff to share their current research interests with one another. Recent topics:

- Matthew Davis, English, “Brotherhood and Blood in Civil War-Era America.”
- Ben Ofori-Amoah, Keith Rice, and Eric Larsen, Department of Geography/Geology, “A presentation on the Uganda GIS Training Project, a four-year project being funded by the Rockefeller Foundation” and “GIS in Uganda: Technology Transfer to the Heart of Africa.”

- Nancy LoPatin-Lummis, History, “Parliamentary Reform, Election Rigging and Partisan Politics in Early Victorian Britain.”
- Beverley David, Foreign Languages, “Where/When Christianity and Islam Meet: The Case of Abuja, Nigeria.”

The Letters and Science (L&S) Forum

Recent topics include:

- “The Place of Faith in Today’s World,” a panel discussion with Professor of Religious Studies Donald Fadner, and Philosophy Professors Karin Fry and David Chan (Moderator: Professor Corinne Dempsey).

Guest Presentations

Recent guest presentations sponsored by various departments and programs include:

- **Judge Barbara Crabb:** “Native American treaty rights.”
- **Tia Nelson:** “Preserving Wisconsin’s Public Lands Legacy.”
- **“A talk with Sri Chaitanyananda from the Sri Rajarajeshwari Goddess Temple in Upstate New York.”**
- **Latvian film director Dzintra Geka:** a public screening of her latest documentary “Once There Was Siberia.”
- **Marge Piercy:** an evening presentation on her most recent novel, Sex Wars
- **Sompop Jantraka,** two-time Nobel Peace Prize nominee for his fight against child trafficking.¹¹⁴
- **Don Hellison:** “Reflective Teaching: The Impact.”

Also, the Global Environmental Management Education Center (GEM) regularly sponsors an international series of speakers which is open to the public.¹¹⁵

Service-Learning Opportunities

Service-learning opportunities are available for students in many disciplines and programs, including the following:

- The Student Involvement and Employment Office offers fall and spring involvement fairs, in which local community service organizations recruit volunteers for various positions;
- The Association of Community Tasks (ACT), facilitated by the Student Involvement and Employment Office, coordinates the efforts of a large number of student volunteers. ACT has five core volunteer placement options: individual volunteering (over ninety programs in 35 agencies); tutoring (placement in community schools); community group projects; Hunger Clean-Up (a fund raiser for the community in which volunteers clean parks, schools, etc.); and the campus blood drive.

- The Student Involvement and Employment Office also coordinates UWSP's Wisconsin Campus Compact Membership. The Wisconsin Campus Compact (WiCC) is the state chapter of a nationwide association of college and university presidents dedicated to encouraging public and community engagement. Its mission is to promote service that develops students' citizenship skills and values, encourages campus-community partnerships and assists faculty in integrating student engagement into their teaching and research. As an example, the AmeriCorps/Vista Service-Learning Program is part of the campus compact and was created to develop or strengthen service-learning and civic initiatives between UWSP and the local community. The VISTA coordinator works directly with faculty members to design service-learning projects (for example, the College of Natural Resources Paper Science Department's recycling project with Paper Science majors and school districts).
- UWSP has had student representatives at the Student Civic Leadership Institute. The goal of the Student Civic Leadership Fellow Program is to enable students to become agents of civic change on their campuses and in their local communities. These students were then responsible for working locally with faculty, staff, local community members, and other students to support/implement a local civic engagement initiative. One of these students also authored a \$500 Wisconsin Campus Compact grant through the Pew Trust.
- Residential Living offers the opportunity for new students to participate in the "Labor of Love." Each year, on the day before classes begin, new students take part in a community service experience in which they perform services ranging from picking up litter around the city, to cleaning area churches, to washing fire trucks. This event provides students with an opportunity to serve and to learn more about the community, as well as connect with other students experiencing their first full weekend as UWSP students.

Other Examples of Service-Learning

- UWSP's College of Natural Resources is working collaboratively with UW-Platteville and UW-River Falls to "create a service-learning network linking key academic institutions and their respective faculty expertise in natural resources, agriculture, and life sciences."¹¹⁶
- UWSP International Programs offers a semester abroad to Chengdu, China that incorporates service-learning. According to the Study Abroad program website, "Through this service-learning opportunity [students] contribute to [their] host community in Chengdu by lending [their] expertise as a native English speaker to local schools, tutoring students or teachers, or other service options."¹¹⁷

- The Communicative Disorders program offers service-learning experiences that form rich community service-learning projects such as inpatient and outpatient speech-language and swallowing services for St. Michael's Hospital in Stevens Point, speech-language and hearing services for preschoolers and children from the Stevens Point Area Public Schools, hearing diagnostics for the Early Intervention program, speech-language services to Hospice of Portage County, and hearing screening for the Migrant Farm Workers Program.¹¹⁸
- UWSP's Service-Learning Coordinator: According to the CAESE website, "In spring of 2005 the Wisconsin Campus Compact in collaboration with UWSP placed a Service-Learning Coordinator at UWSP. Michele Dickinson, the Service-Learning Coordinator, works with the community and UWSP faculty to develop service-learning projects for UWSP students."¹¹⁹
- Achieving Career Exploration through Service (ACES): "is a one-credit pass/fail class that is offered only to sophomore and above students who live in the residence hall. The class is a combination of career exploration activities, resume/cover letter building and writing, interview information, and service-learning projects. Each student is required to choose a service-learning project on campus or in the community and devote a minimum of ten hours to the project. Class participants share in a final presentation how the experience benefited both them and the organization and detailing the skills they learned in the process."¹²⁰

Service-learning has been an important priority at UWSP for some time. In 2000, service-learning was promoted through the CELT (Center for the Expansion of Learning and Teaching) project, a virtual resource center for educators, parents and students. This project began with a grant, written by two UWSP professors, that funded a three-year process where master teachers trained other teachers in the Stevens Point Area schools. The primary purpose of the CELT Project was to create a forum for exploring the intersections and connections between advanced technologically assisted instruction and multiple intelligences and brain-based learning. An additional purpose was to train area teachers in both technology and specified newer educational trends with the intent that they become teacher-trainers for the district.¹²¹

Important initiatives in service-learning are being undertaken in the departments of Philosophy and Psychology as well.¹²²

3c-5

UWSP employs, when appropriate, new technologies that enhance effective learning environments for students.

UWSP is a very technology-oriented campus and tends to be on the leading edge of new technology developments. A few examples of this include:

- the use of classroom response systems (“clickers”) in a number of classrooms;
- the many courses employing Desire2Learn (D2L), a web-based course-management system; and
- laptop computer checkout for students and faculty in the Learning Resource Center.

These topics will be covered in greater detail in section 3d.

3c-6

UWSP’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Although no specific assessment program at UWSP addresses these strategies, activities, and technologies separately, assessment of these methods and means is built into the University’s larger assessment program. For example, service-learning courses undergo the same type of assessment scrutiny as other more traditional courses, and are analyzed for their effectiveness in achieving learning objectives, and action to improve effectiveness is identified and implemented when resources permit.

Core Component 3c Conclusion

UWSP has developed a wealth of programs and strategies to facilitate learning in varied environments. Programs take into account both the physical and cultural diversity of the student population, as well as diversity of learners and learning styles in general. Advising programs are multi-layered, offering peer and faculty advising as well as numerous print resources and targeted advising groups. UWSP is rich in resources for learning in settings beyond the traditional classroom, such as service-learning opportunities, semester abroad programs, internships, and residence hall programs, among others.

Core Component 3d

UWSP's learning resources support student learning and effective teaching.

UWSP provides numerous learning resources to support student learning and effective teaching. Many of these resources have already been discussed in this chapter, but further attention will be given here to some select resources.

3d-1

UWSP ensures access to the resources (research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

UWSP is committed to securing access to its resources for all of its students, faculty, and staff. This is accomplished in a variety of ways, from scheduling sufficient hours for computer labs to complying with laws and statutes protecting people with disabilities.

Access to Campus Facilities

- James H. Albertson Learning Resource Center: Easy and flexible access to one of UWSP's central learning resources, the James H. Albertson Learning Resource Center, known colloquially as the library or the LRC, is obviously crucial to UWSP's mission. Hours are posted online.¹²³ Weekday hours during the academic year extend to midnight or 1:00 a.m., though various special collections may have somewhat shorter hours. The LRC houses numerous group study and quiet study areas. Rooms for group study may be reserved by students at the main circulation desk. Other services that support teaching and learning include bibliographic instruction and Reference Services. The library also provides technical assistance to patrons with disabilities.¹²⁴
- Computers: Access to computers is also vital for student success. The University has fifteen general access computer labs located in the various academic buildings, and thirteen computer labs in student residence halls. There are over 700 computers in student computer labs in academic buildings, in the DawgNet kiosks in academic and non-academic buildings, and in residence hall computer labs. Information Technology recently expanded one of the labs for 24-hour operation. The lab is only closed overnight on weekends, when demand has proven insufficient to justify the extended hours.¹²⁵ Lab locations and hours of operation are conveniently listed on web sites, which also contain links showing work schedules of lab staff. Computer labs may be reserved for instruction; the policy on reserving computer labs can be found on the reservations website.¹²⁶
- Remote Lab service: Information technology has added a further component of accessibility with its Remote Lab service. Through this feature, students, faculty and staff off campus may access databases, software, and other computing features that were previously only accessible from computers on campus.¹²⁷

- Lab access: UWSP also maintains several clinical labs to help support the research of its faculty and students. Labs in the Communicative Disorders program are open during student clinic hours; however, graduate students pursuing independent research projects for which more extensive lab access is required may be issued keys to the labs. Undergraduates involved in research projects are generally closely mentored by faculty.

The Department of Health Sciences operates two labs used by students. These labs are open during daytime hours, and senior level students can check out keys for after-hours use. The two labs are used for all the sub-disciplines: hematology, immunology, immuno-hematology, clinical chemistry, diagnostic microbiology, parasitology, mycology and molecular pathology. One of the labs is smaller than the other, and because its size limits its usefulness, it is used for preparing lab tests, which are then actually performed in the larger lab. The Department of Health Sciences also operates a separate Resource Room with computers and journals for student and staff use.

- Health/athletic facilities: In addition to computer facilities and clinical laboratories, UWSP provides its students, faculty, and staff with numerous athletic facilities, generally located either in the Health Enhancement Center (HEC) or the Cardio Center. Resources in the HEC Center include the Aquatic Center,¹²⁸ which houses an eight lane, 126 by 60 foot pool, a diving well with one three-meter and two one-meter diving boards, and a thirty by thirty foot warm water instructional therapeutic pool to serve the handicapped, elderly, and young children.

The HEC Center is also home to the 54,000 square-foot Multi-Activity Center (MAC).¹²⁹ The MAC contains tennis courts, a 200 meter indoor track, and a 2,800 square foot climbing wall. The MAC is home of intramural sports such as indoor volleyball, basketball and indoor soccer, which use both the Berg and Quandt Gymnasiums. These full-sized gymnasiums offer a total of five full-length basketball courts and two smaller courts and are open to the campus community when teams are not practicing.¹³⁰ Also located in the MAC is the Strength Center,¹³¹ which contains facilities for athletes and recreational and serious weight lifters.

UWSP students, faculty, staff, retirees, and alumni can also access health and wellness training and equipment at the Cardio Center.¹³² The Cardio Center offers cardio and strength-building facilities and personal trainers. It is also the home of Outdoor EdVentures, which provides equipment rental and experiential programs in outdoor awareness, environmental ethics, and wilderness travel.

A short list of additional educational resources that UWSP makes available to its students, faculty, staff, and the public, includes:

- The Blocher Planetarium and UWSP Observatory: These are open to students and the public on clear Monday, Tuesday, and Wednesday evenings whenever classes are in session.¹³³

- The Paper Machine: The Department of Paper Science and Engineering received a donation of a paper machine in 1991. Although the machine needed extensive updating requiring over \$2 million, it is now fully operational and valued at over \$8 million. This is a unique situation: no other Paper Science program in the country has a machine that matches UWSP's in usefulness as an educational tool. The machine is used in nearly every Paper Science course taught in the department as well as outreach courses through University Credit Outreach/Extension.¹³⁴
- Practice rooms and rehearsal spaces: Students may use practice rooms in the Noel Fine Arts Center whenever the building is open. Rehearsal rooms may be checked out by students with faculty permission when the building is open.¹³⁵ In addition, residence halls also have practice rooms for student use.

Access for Students, Faculty, and Staff with Disabilities

UWSP complies with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990. Under these laws, students with disabilities are guaranteed physical and programmatic access, as well as accommodations or reasonable modifications in the instructional process to ensure full educational opportunity. Qualified students with disabilities have the same opportunities as other students to participate in campus programs and activities, including academic, research, occupational training, and counseling programs, housing, health services, student services, physical education, transportation, and extracurricular activities. Additionally, students with impaired sensory, manual, language, or processing skills may use educational auxiliary aids or services such as taped texts, readers, interpreters, note takers, tape recorders, adapted classroom equipment, and other similar services or equipment. The complete disability access policy can be viewed on the UWSP website.¹³⁶

UWSP has also developed an Online Accessibility Policy. The ultimate goal of this policy is to ensure a fully accessible online infrastructure, with priorities given to campus-wide web resources; department websites intended to provide information on department missions, programs, and activities; most frequently used course-related websites; and, with certain exceptions, all online resources, including web pages that are newly procured or created or that are undergoing a major overhaul. The complete policy can be viewed on the UWSP website.¹³⁷

This wide array of resources is indicative of UWSP's commitment to accessibility to all learning resources, both in terms of physical location access and access to all segments of our community, including differently-abled individuals.

3d-2

UWSP evaluates the use of its learning resources to enhance student learning and effective teaching.

UWSP evaluates the use of its learning resources in many different ways. Detailed below are its assessment of use patterns of library materials, campus laboratories, and information technology.

Evaluation of Library Resources Use

The James H. Albertson Learning Resource Center collects data on use by patrons in many different areas. Many of these statistics are reported in the biennial National Center for Education Statistics (NCES) Academic Libraries Survey. Data from the most recent survey, completed in 2006, are available in the Virtual Resource Room¹³⁸with 2004 data shown for comparison.

Comparison of these statistics reveals that professional library staffing has declined since 2004 by 2.5 FTE. Other (non-professional, non-student) staffing remained approximately level, and student staffing increased by 3.65 FTE. The budget for library staffing declined by 3.6%.

The same survey compares expenditures on books, serials, and other materials in 2004 and 2006. One-time expenditures during the period declined from \$338,951 to \$187,474, a decrease of \$151,477 or 45%. The library has ongoing commitments to serial subscriptions, the costs for which have increased at alarming rates in the past few years. The library has attempted to delete subscriptions that do not receive high use, as well as consolidate so that it does not own both physical and electronic subscriptions to the same serials. Still, serial subscriptions are a source of major budgeting concern. Additionally, the library is mandated by UW System to subscribe to certain bibliographic utilities and databases: System receives special rates that apply if all UW campuses subscribe to these services, thus adding to costs for UWSP even if the services are low-use items.

The NCES survey supplies other useful data demonstrating that UWSP evaluates the use of its learning resources. For example, the survey shows that UWSP was a net exporter of Interlibrary Loan materials in 2006, providing nearly 7,500 items to other libraries, while receiving almost 4,400. The use of the Universal Borrowing system, through which UWSP library patrons may order items from other UW libraries with a much shorter wait than the typical Interlibrary Loan, has no doubt changed UWSP's Interlibrary Loan usage.

The NCES survey also tracks circulation transactions: general circulation transactions decreased between 2004 and 2006 from 101,440 to 86,335. This probably reflects a growing trend among students toward dependence on the Internet for data to include in research papers and projects. Reserve circulation transactions increased between 2004 and 2006 from 9,120 to 9,742. Reference transactions in a typical week fell from 1,385 to 858 (38%); the gate count also fell from 10,876 to 9,854 (9%). The drop in reference transactions is likely due in part to decreased staffing, but also to changing student research habits.¹³⁹

An 8% budget increase was requested by the library director for 2007-08, but was denied. According to the request, the faculty purchasing budget is at an all time low, with faculty ability to purchase new items projected to be virtually eliminated by 2010.¹⁴⁰ This dilemma coincides with the launch of several new academic programs, such as the Health Sciences Major, Non-Western Art, and the Communicative Disorders doctorate, with the result that the library may lack appropriate resources to support these new programs.

Evaluation of Campus Laboratories

Modernization of campus laboratories is another important example of UWSP's evaluation of its instructional resources. UW System provides funds for Laboratory and Classroom Modernizations as well as General Computer Access funding. Requests for laboratory modernization funds are evaluated on the basis of the enhancement they would bring to student experiences. Typical funded proposals replace equipment that is too old to be repaired or is otherwise functioning poorly, or technology that is out of date.

Lab modernization funds have remained fairly constant since at least 1998, although in the spring of 2004 they were cut by approximately \$15,000. Modernization projects funded for 2007-08 total \$470,418. These funds have been used to add technology equipment such as computers, projectors, and sound and video equipment to classrooms. The funds also update laboratory spaces such as the Clinical Laboratory Science Lab, which is used for courses in Clinical Chemistry, Clinical Hematology, Diagnostic Microbiology, and Immunohematology. The lab required new instruments, a modern safety hood, a refrigerator, and a biological freezer for specimen storage, replacement of deteriorated cabinetry and countertops, and updated electrical wiring and plumbing. The program received approximately \$60,000 for these upgrades.¹⁴¹

Evaluation of Information Technology Use

Information Technology (IT) collects data on computer laboratory use; these data are used to make decisions on improvements to enhance student learning. In 2005-06, IT reported that labs were used at about 50% capacity, but that the demand for larger labs for use by classes was increasing. The reduced individual demand is likely due to more students having their own computers on campus, and the increased availability of wireless access throughout campus. To meet the demand for labs for bigger classes, some larger labs (over thirty workstations) have been developed.

Information Technology also has a laptop loan program for students. In 2005-06, 45 laptops were available for students to check out; the computers are available at the main circulation desk in the library. These computers are in almost constant use, showing this to be a popular and valuable program.¹⁴²

3d-3

UWSP regularly assesses the effectiveness of its learning resources to support learning and teaching.

In addition to the data in section 3d-2, some other data relating directly to assessment are included here.

Many of the supporting services at UWSP employ extensive assessment processes to ensure that learning resources function at high levels. Some of the support units employ external accreditation.

The James H. Albertson Learning Resource Center (the library) is one learning resource that conducts considerable assessment, much of which is reported in their Annual Report.

The library includes approximately two million physical items, with access to millions more electronic resources. In addition, library faculty offer credit and non-credit courses and support other faculty in their courses. Demand for library instruction and class presentations has steadily increased since 1998. A survey conducted in 2003 indicated patron (student and faculty) desire for longer hours, more quiet spaces, and enhanced periodical holdings. These findings have helped the library to improve their services and offerings.¹⁴³

UWSP Student Affairs areas make important contributions to student learning, and these entities have also implemented assessments in the past few years. Assessment reports for Admissions, Career Services, the Counseling Center, the Disability Services Office, Financial Aid, the Foreign Student/ESL Office, Health Services, the Helen Godfrey Child Care Center, Multicultural Affairs, New Student Orientation Programs, Registration and Records, Residential Living, and University Centers may be found in the Virtual Resource Room.¹⁴⁴ A few highlights of assessment in the student services areas include the following:

- Admissions has added extra tour guides on Mondays and Fridays to reduce the size of campus tour groups;
- Disability Services has increased the number of volunteer readers (in its text-to-tape program) and sign language interpreters; and
- The Registrar's Office has enhanced online transcript requests and made course history (unofficial transcripts) accessible and printable online.

These assessment activities allow support and service departments to adjust their procedures and serve their constituencies better, supporting learning and teaching in both direct and indirect ways.

Assessment is also undertaken at the Gesell Institute Early Childhood Center at UWSP, a learning resource that provides education students with an opportunity to observe developmental processes in young children, to observe master teachers, and to apply the principles learned in those observations to the education of the children at the institute. The institute's assessment activities have led to accreditation from the National Association for the Education of Young Children (NAEYC), the nation's leading organization of early childhood professionals. The accreditation program was created in 1985 to set professional standards for early childhood education and to help families identify high-quality child care and early education programs. Programs are accredited by NAEYC for a five-year period.¹⁴⁵

UWSP support services have greatly increased their assessment activities over the past few years, as can be seen in their assessment reports and from the preceding examples. Assessment activities are serving to support student learning both directly and indirectly through library programs and student service departments.

3d-4

UWSP supports students, staff, and faculty in using technology effectively.

UWSP takes great pride in the amount of technology available to support teaching and learning. Technology is available in myriad forms. A few examples include classroom outfitting, wireless access, and computer labs and other computer functions.

Classrooms

Classrooms on campus provide a variety of technological capabilities. These include wired internet connectivity (100% of classrooms), wireless access (98%) computers (87%), LCD projectors (87%), DVD/VCRs, sound playback and/or recording equipment, video cameras and monitors, classroom response systems (clickers), and document cameras.¹⁴⁶ In many cases, special software needed for teaching in a particular room is also available. For example, SmartMusic¹⁴⁶ music accompaniment software is available in rooms where students will be performing with this program. Similarly, classrooms where Geographic Information Systems (GIS) are used have access to ESRI, the standard GIS software package.

Wireless access

Although students are not required to own laptop computers, all buildings on campus have wireless access. Students can also check out laptops from the Learning Resource Center.

Computer Labs

Many labs provide specialized equipment for various uses. For example the Computer Music Center in the Music Department has Mac computers equipped with special music notation and sequencing software, and a lab in the Communication Arts Center specializes in video editing.¹⁴⁷

Remote Lab

Information Technology has recently implemented the Remote Lab, a service whereby students, faculty, and staff can temporarily turn their personal computer into a lab computer, complete with all lab software and access. This is achieved via a web interface requiring the user to enter a user identification and password. The service is very valuable to anyone working off campus; for example, library indexes and databases that normally can only be accessed from computers on campus can be accessed via Remote Lab. Students who wish to work after hours when most labs are closed, or any member of the University community who wishes to work from home or a remote location, can take advantage of this service.¹⁴⁸

Support

Support for these various types of technology is provided primarily by Information Technology, which employs approximately 45 staff FTEs and 31 student FTEs as part of their central staffing. An additional seven decentralized FTEs are attached to specific colleges. The central staff members support campus technology through various functions including outfitting labs and problem-solving through the Help Desk, Workstation Support, and other programs. The decentralized staff members include College Technology Representatives. Each college is assigned a technology support person from Information Technology, support staff members who are housed in their respective colleges to problem-solve classroom equipment, order hardware and software for their colleges, and assist faculty with technology needs.¹⁴⁹

3d-5

UWSP provides effective staffing and support for its learning resources.

Staffing and support for learning resources are areas of concern in some cases. For example, although the director of Information Technology characterized the staffing level in his area as “adequate,” he added the caveat that one can always do more with additional resources. Recent computer security breaches, such as the ones that have jeopardized various government records, have created a shift in priorities, so that some IT resources are being diverted from student learning applications to security. The IT director also expressed concern over the UW System’s increasing momentum toward a set of common applications across all system campuses. This is an unfunded enterprise (not yet a mandate) with an estimated cost of \$400,000, an amount that UWSP is not in a position to absorb.

Concerns in the Learning Resource Center are more acutely expressed, although they stem, in part, from similar circumstances. The library’s budget has not increased as salaries and other expenses have increased, with the result that available dollars are almost entirely encumbered by salaries of existing staff. Still, the acquisitions budget has dwindled alarmingly. The library director is concerned about the library’s ability to support new academic programs with library materials.

Despite these problems, there is still a great deal for which to be grateful in the area of learning resources, including their staffing and support, as the bulk of this section demonstrates.

3d-6

UWSP’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

As discussed in section 3c-4, partnerships between the University and various external constituents involving service-learning, internships, and student research opportunities are vital components of the UWSP learning experience. The Center for Academic Excellence

and Student Engagement (CAESE) has sponsored several workshops and speakers related to service-learning. Details related to service-learning courses are covered in section 3c-4. In addition to these types of partnerships, other innovations seem to be limited only by faculty imagination. For example, a number of UWSP faculty have developed Learning Objects, self-contained units or lessons with a specific learning objective, content, interactivity, and assessment or evaluation.¹⁵⁰ These learning objects were developed with the assistance of the Instructional Media and Information Technology staff., and are just some of the many learning innovations developed by UWSP faculty.

3d-7

Budgeting priorities reflect that improvement in teaching and learning is one of UWSP's core values.

Impacts of budget considerations have already been discussed in relation to the Learning Resource Center, Information Technology, and the Laboratory Modernizations program. These are some of the major areas where budget impacts on learning resources. Other areas impacted by budget priorities within Academic Affairs include Travel, Tuition Reimbursement, Summer Course Redesign, Summer Diversity Stipends, and Summer General Education Research Stipends. Some of these programs are offered on an ad hoc basis (e.g. one year only), and others are ongoing. The one-time programs are typically offered in response to an initiative or identified area of need. Many of these programs are described in detail in Chapter 4 of this report.

One major budgeting area that has not yet been discussed is the area of compensation for instructional staff. Clearly, the faculty is one of the University's most important learning resources. UWSP has experienced considerable erosion of salaries for teaching staff, especially when compared to surrounding states. According to 2006-07 salary data compiled by the American Association of University Professors and published on the *Chronicle of Higher Education* website, UWSP is significantly behind Master's degree granting institutions in neighboring states such as Minnesota, Michigan, and Iowa, as well as being below the average for comparable schools in Wisconsin (see Table 4.1).¹⁵¹

Table 4.1: Faculty Salary Comparisons

Average salaries	Full Professor	Associate Professor	Assistant Professor
Minnesota	\$74,400	\$59,500	\$51,500
Michigan	\$75,700	\$59,700	\$50,700
Iowa	\$79,100	\$62,400	\$51,900
Wisconsin	\$68,700	\$56,200	\$49,900
UWSP	\$66,900	\$54,900	\$45,700

Although no empirical evidence (for example, exit interviews) exists to prove that non-competitive salaries cause faculty to leave or cause potential faculty to turn down offers of employment, anecdotes show that this is true in some cases. Comparatively lower average salaries for the state of Wisconsin form part of this problem, which is compounded by UWSP salaries being below the average for the state. It will be difficult for UWSP to remain competitive in the future with this salary situation.

Core Component 3d Conclusion

This closer look at learning resources at UWSP reveals much that is working very well, and a few things that could be improved. Access to learning resources such as the library and computer labs is extensive and well-documented. Furthermore, UWSP accessibility policies, both physical and online, ensure that all students and staff have access to these resources. Evaluation and assessment of learning resources and ancillary services are high priorities, with units gathering data and taking action to improve their services based on those data. Fiscally, support varies. Some of the learning resources are reasonably well funded (e.g. Laboratory Modernizations and Information Technology) while others are not (e.g. the Library and faculty salaries). Library trends are particularly troubling; however, overall, resources seem to be adequate to provide students with high-quality, varied and sufficient materials for learning. Planning will be essential to ensure the continuation of high quality, variety and sufficiency.

Chapter 3 Notes

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² Accreditation Reports of individual programs: AA EA 130.01-130.10.

³ Program Level Evaluation and Assessment, Including Departmental Mission, Vision, Values, and Goals Statements: SA AP 215.

⁴ Program Assessment Methods Matrix: AA AP 115.04.

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⁶ *University Handbook*, Chapter 7, Section 3, p. 26: www.uwsp.edu/menu/handbook06-07/CH7-8%2006-07.pdf.

⁷ Assessment and Program Review Reporting Cycle, 2007-2015: AA AI 110.58.3.

⁸ *Annual Reports* of the Assessment Subcommittee: AA AI 110.02.1 through 110.02.7.

⁹ AASCU *Final Report*, p. 3: AA AI 110.03.8.

¹⁰ Schedule of CAAP tests and senior surveys: www.uwsp.edu/instres/assess/gdr_timeline.htm.

¹¹ Program Assessment Methods Matrix: AA AP 115.04.

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¹³ *Tenth Annual Assessment Report*, AA AI 110.02.7.

¹⁴ *Tenth Annual Assessment Report*: AA AI 110.02.7.

¹⁵ Program Assessment & Program Review Impact on Planning/Budget Decisions: AA RE 165.18.

¹⁶ Evaluation of UWSP Assessment Program, 1999-2003: AA AI 110.62.

¹⁷ Evaluation of UWSP Assessment Program, 1999-2003, pp. 7 ff: AA AI 110.62.

¹⁸ Evaluation of UWSP Assessment Program, 1994-1999, p. 10: AA AI 110.61.

¹⁹ Curriculum Proposal Procedure, *University Handbook*, Chapter 7, pp. 3-4: www.uwsp.edu/menu/handbook06-07/CH7-8%2006-07.pdf.

²⁰ Types of Graduate Courses, *University Handbook*, Chapter 5, p.50: www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf.

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²⁴ New Faculty Orientation schedule: AA FD 140.17.1 to AA FD 140.17.5.

²⁵ UW System OPID Website: www.uwsa.edu/opid/about/index.htm.

²⁶ UW System Wisconsin Teaching Fellows website: www.uwsa.edu/opid/wts_wtf/index.htm.

²⁷ List of UWSP participants in Wisconsin Teaching Fellows program: www.uwsa.edu/opid/wtf/directory.htm#Stevens_Point

²⁸ UW System Faculty College website: www.uwsa.edu/opid/conf/fc.htm.

²⁹ Sponsored Program Funding Opportunities At UWSP For 2006-2007: www.uwsp.edu/grantsup/Sponsored%20Program%20Sheet.pdf.

³⁰ Curriculum Development Guide, p. 4: www.uwsp.edu/grantsup/CurrDevGuide.doc.

³¹ Curriculum Development Guide, p. 4: www.uwsp.edu/grantsup/CurrDevGuide.doc.

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³³ Academic Staff Professional Development Program, p. 2: www.uwsp.edu/grantsup/Academic%20Staff%20Guidelines.pdf.

³⁴ Faculty Alliance for Creating and Expanding Teaching Strategies (FACETS): AA FD 140.02 and www.uwsp.edu/education/facets/.

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³⁶ Annual University Teaching Conferences: AA FD 140.10.

³⁷ College of Professional Studies Focus on Teaching/Active Learning: www.uwsp.edu/cps/resources/learning/.

³⁸ College of Professional Studies Focus on Teaching/Active Learning: www.uwsp.edu/cps/resources/learning/.

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⁴⁰ Malone, Janet, and Marty Loy. "When a College Really Supports Teaching: What Does it Look Like?" www.uwsp.edu/cps/resources/learning/data/whenacollege.shtm.

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⁴² Pit Crew topics: www.uwsp.edu/admin/acadaffairs/caese/FacultyEvents/index.htm.

⁴³ Teaching and Learning Discussions: AA FD 140.16; Located at Public Folders; All Public Folders; University Offices, Services, and Governance; Academic Affairs; Teaching and Learning; Teaching and Learning Discussion; UWSP Teaching Perspectives Discussions.

⁴⁴ *Teaching, Scholarship, and Service*, p. 2:
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⁴⁵ *Teaching, Scholarship, and Service*, p. 4:
www.uwsp.edu/admin/acadaffairs/Personnel/Teaching%20Scholarship%20Service%202006-07.doc.

⁴⁶ *Teaching, Scholarship, and Service*, p. 4:
www.uwsp.edu/admin/acadaffairs/Personnel/Teaching%20Scholarship%20Service%202006-07.doc.

⁴⁷ Student Evaluation of Course Instruction form, *University Handbook*, Chapter 4, p. 38: www.uwsp.edu/menu/handbook06-07/CH4D%2006-07.pdf.

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⁴⁹ University Awards Subcommittee: FG AW 541; *University Handbook*, pp. 59-63: www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf.

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⁵⁴ Position Description of Director of Teaching/Learning Center: AA AP 135.25.

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⁵⁶ Teaching and Learning Resource Network: AA FD 140.07.

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⁵⁹ Catalog description of Writing Emphasis program:
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⁶⁰ Leadership Site in SoTL:
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⁶² UWSP Scholarship and Service Report: AA RE 165.24.

⁶³ Faculty Survey of Student Engagement report: AA AI 110.05.5.

⁶⁴ FSSE and NSSE Comparisons 2004: AA AI 110.05.4.

⁶⁵ NSSE 2006: AA AI 110.05.3.

⁶⁶ 2002 Alumni Survey: www.uwsp.edu/instres/Alum_Surv_2002.htm.

⁶⁷ Multicultural Affairs Office: www.uwsp.edu/multicultural/; Multicultural Resource Center: www.uwsp.edu/multicultural/mcrc/index.htm.

⁶⁸ Office of Assistive Technology website:
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⁶⁹ Online Accessibility Policy and Implementation Plan:
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⁷⁰ Disability Services Office accommodations: www.uwsp.edu/special/disability/.

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⁷⁸ Registration and Records statement on advising: www.uwsp.edu/reg-rec/advising.htm.

⁷⁹ Business and Economics Small Group and Peer Advising:
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⁸⁵ Soil Science Internship website: www.uwsp.edu/cnr/soils-waste/aboutsoil.aspx#Internships.

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⁹⁵ UWSP Study Abroad program: www.uwsp.edu/studyabroad/.

⁹⁶ UWSP At A Glance: www.uwsp.edu/admissions/scanpt2.aspx.

⁹⁷ Student Research Fund website: www.uwsp.edu/grantsup/SRFUND.DOC.

⁹⁸ L&S Undergraduate Research Symposium: www.uwsp.edu/cls/symposium_page.htm.

⁹⁹ CNR Symposium Research Grant: www.uwsp.edu/cnr/research/symposium/.

¹⁰⁰ Athletic Training Senior Seminar:
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¹⁰¹ Clinical Laboratory Science State Annual Meeting:
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- ¹⁰⁸ *Barney Street*: www.uwsp.edu/stuorg/univwriters/barney_street.htm.
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- ¹¹² Water and Environmental Analysis Lab: www.uwsp.edu/cnr/etf/.
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- ¹¹⁴ Sompop Jantraka lecture: www.uwsp.edu/news/pr/skJantrakaLecture.htm.
- ¹¹⁵ GEM Speaker Series: www.uwsp.edu/cnr/gem/Events.htm.
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- ¹¹⁸ Communicative Disorders Service-Learning Projects:
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- ¹²⁵ Information Technology Annual Report July 2006, p. 4: AA RE 165.23.
- ¹²⁶ Computer Lab locations: www.uwsp.edu/it/labs/locations/; Computer Lab hours: [www.uwsp.edu/it/labs\(hours/](http://www.uwsp.edu/it/labs(hours/)); Computer Lab reservations: www.uwsp.edu/it/labs/reservations/labres/index.htm.
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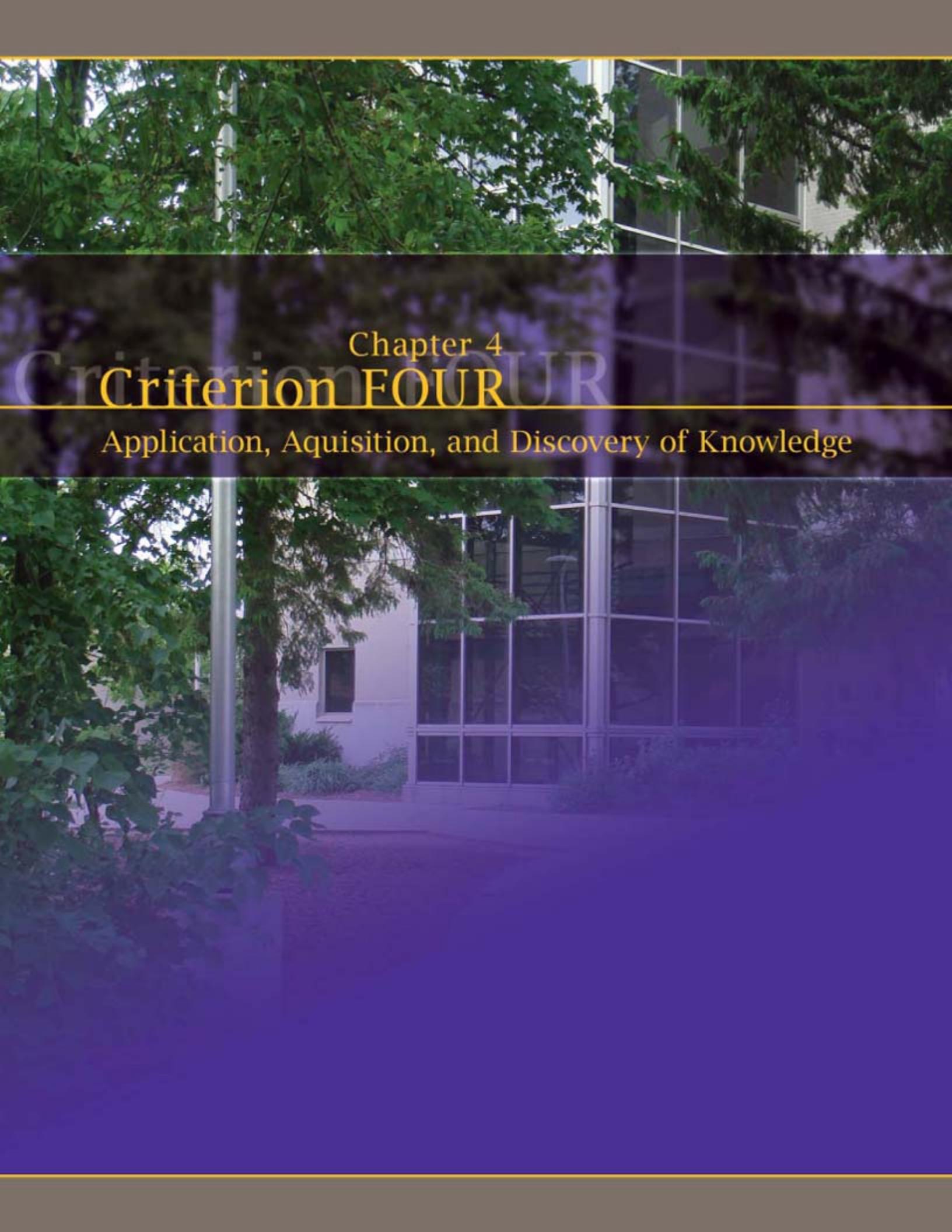
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The background of the slide features a photograph of a modern building with large glass windows and green trees in the foreground. The image has a purple and blue color overlay.

Chapter 4

Criterion FOUR

Application, Aquisition, and Discovery of Knowledge

CHAPTER 4

Criterion FOUR:

Acquisition, Discovery, and Application of Knowledge

UWSP promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a

UWSP demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

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UWSP promotes a life of learning by upholding freedom of inquiry for its students, faculty, and staff.

UWSP's commitment to a life of learning is manifest in a number of significant ways. Foremost among them is the select goal and responsibility of the University to "provide a broad foundation of liberal studies and selected degree programs" in order to impart "the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in professional fields may be built."¹

As a member of the University of Wisconsin System, UWSP also shares in the system mission to "discover and disseminate knowledge"; to extend and apply knowledge "beyond the boundaries of its campuses"; and "to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose." The System mission in part expresses the Wisconsin Idea, which holds that the boundaries of the University are the boundaries of the state. In practical terms this means that the UW System seeks to apply knowledge to the solution of social, economic, environmental, and other problems, but the System mission also clearly states that "Basic to every purpose of the system is the search for truth."²

Although individual College mission statements tend to be more focused on their disciplinary content, they also reflect the University's commitment to a life of learning. The College of Fine Arts and Communication (COFAC) "is committed to a broad understanding of the arts, the humanities, and communication as a basis for reasoned, intelligent, and sensitive individuals interacting with society." The College of Natural Resources (CNR) "promotes scholarly activities that enhance the creation or application of knowledge." A statement of values affirming the "value of scholarship" guides the College of Professional Studies (CPS). The College of Letters and Science (CLS) is committed to "the foundational ideals of liberal education."³

Thus, UWSP promotes and fosters learning in the classrooms, laboratories, and studios; in performance venues and exhibitions; and in cocurricular activities not just as part of its core effort to enable members of the University community to develop and cultivate the habits of mind and action that are critical to a life of learning. Indeed, the theme of UWSP's reaccreditation reminds us that "It's all about learning."

Liberal learning and the search for truth require freedom of inquiry. UWSP has articulated and demonstrated its commitment to freedom of inquiry in a variety of ways. Centrally, the UW System has adopted the 1940 Statement of Principles and Interpretive Comments on Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges, as amended in 1990 to remove gender-specific references. This statement promotes full freedom for teachers in research and publication and in discussing class subjects in the classroom, and freedom from institutional censorship while speaking or acting as private citizens.⁴

UWSP supports lifelong learning and freedom of inquiry in many other ways as well. For example, the University provides numerous opportunities for the campus and surrounding community to engage in lifelong learning through presentations by speakers and performers from varied intellectual, cultural, and ethnic backgrounds in venues both on and off campus, including visiting lecture and arts series. These presentations cover a wide range of subjects, some of which are controversial, and they constitute evidence of UWSP's commitment to intellectual freedom. They also provide excellent opportunities for discussion and critical thinking on diverse topics. Some topics recently addressed include discussions of contemporary literature, violence against women, ethics and God, Christianity and Islam in Nigeria, ice covers as climate indicators, and the role of the liberal arts in an era of rapid change and globalization. In addition, the University has recently hosted conferences on wellness; sustainability; small cities; and values, rational choice, and the will.⁵

Faculty publications, exhibitions, performances, and other scholarly activities on a diverse array of intellectual and sometimes controversial topics also underscore the campus's commitment to freedom of inquiry. For example, in the past few years UWSP faculty have examined federal narcotics laws, hidden agendas in public education policy, and cartoonists against the Holocaust, to mention only a few.⁶

Students also exercise freedom of inquiry as they investigate a wide range of timely topics, including human-induced wetland disturbance, the use of prescribed fire, and factors affecting vegetable and fruit consumption among WIC (Women, Infants, and Children) participants. One student has become an active participant in the Thailand Project to provide alternatives to young Thai women who are victimized by that country's sex

industry. His efforts include raising money for and making arrangements to offer educational opportunities at UWSP to these women.⁷

Bolstered by an organizational commitment, UWSP students, faculty, and staff conduct research and create knowledge in an intellectual climate dedicated to freedom of inquiry.

4a-2

UWSP provides a planning framework and financial resources necessary for a life of learning for its students, faculty, and staff.

UWSP's commitment to a life of learning is built upon a broad range of fiscal and physical resources that support intellectual and creative activities and research. This commitment is articulated in *Vision 2015: UWSP, Connecting to the Future*, a document that guides the strategic planning currently underway on campus. *Vision 2015* aims to provide challenging learning and leadership experiences that prepare students to be global citizens, promote student experience of the liberal arts and the sciences, foster responsibility for personal and community wellness, encourage stewardship of natural resources, recognize the power of communication and the arts, and encourage partnering with others for a vibrant economy. *Vision 2015* and other aspects of UWSP's commitment to strategic planning are discussed more thoroughly in Chapter 2, but elements of both demonstrate that UWSP values and promotes a life of learning.⁸

UWSP provides resources to students, faculty, and staff to encourage the research activities that are essential to a life of learning. Although the budget has suffered cuts and stagnation in recent years, financial support for a life of learning at UWSP continues to trickle through. For example, the University Personnel Development Committee (UPDC) administers internal grants for faculty and staff. A governance committee with representation from faculty, academic staff, and classified staff, UPDC's function is to "develop the policies and formulate the criteria necessary to maintain a viable program for the development of University personnel." UPDC recommends funding levels for development and research grant programs, reviews and recommends proposals to be funded, and aims to "ensure the maximum benefits from available sources." The UPDC also assists faculty and staff in developing their grant-writing skills by providing constructive feedback to applicants.⁹

UPDC offers grants to support faculty research (including new faculty and staff research), to defray publication expenses, and to disseminate work in various media. From 1995/96 through 2005/06, total UPDC funding for research and development has fluctuated from a high in 2001/02 of \$134,200 to a low in 1998/99 of \$96,223, the latter a reflection of a recent decline in UW System matches that occurred from 1998/99-2000/01.¹⁰

In addition, UPDC selects UWSP faculty participants for UW System research support opportunities including the Institute on Race and Ethnicity, Research in Humanities Fellowships, the Applied Research Grant, and the Center for 21st Century Studies. (Other external grants are discussed in Chapter 5.) UPDC occasionally holds sabbatical workshops and also reviews and comments on sabbatical applications before they are forwarded to UW System.¹¹

Other instances of financial support for a life of learning at UWSP can be found at the college or department level. The following represent a few examples:

- The CNR provides some travel support for faculty, generally with matching funds from the Provost's office, to present at conferences, seminars, and workshops. The college also provides some support for students to travel to national meetings if they are presenting. As a result of assessment activity, CNR has also supported curriculum re-design grants for their summer camp program.
- CPS also provides some faculty professional travel support for presenters, new faculty, unit heads, and attendance at professional meetings.
- In 2005-2006 the College of Letters and Science began using General Program Revenue (GPR) funding for faculty and program development. Ten faculty members received \$1000 each for research support and international conference travel, and \$57,000 was allocated as "start-up" funds for new faculty.
- Individual departments and the Learning Resource Center (the LRC or the library) provide matching funds for new tenure-track faculty to purchase library materials: The LRC will match up to \$500 from departments for new tenure-track faculty in their first year to purchase library materials. In 2006-07 fifteen new faculty received special allocations totaling \$1000 apiece to purchase library materials in their fields, and two received \$500. (Department funds unspent within library deadlines are either returned to the departments or added to the library general acquisition fund; unspent library funds are returned to the library general acquisition fund.)¹²

Student travel and research is supported at the university, college, and department levels. Each UWSP undergraduate is eligible to receive one \$500 award to conduct research and one \$300 award for travel to present research. This eligibility repeats if the same student applies as a graduate student. The Provost's funds are used to send up to ten students to attend the UW System Undergraduate Research Symposium (four from L&S and two from each of the other three colleges). Faculty can apply for UPDC travel support for students who are part of the research team.¹³

At the college level, CPS has an endowment fund to help students travel to professional conferences or workshops. CNR provides some support for students to travel to national meetings if they are presenting. Students in L&S are eligible for research support via the Undergraduate Education Initiative and the L&S Enhancement Grant, each of which provides competitive funding for student work.¹⁴

Departments and Units approach student travel and research support in numerous ways. For example, in COFAC the Department of Art and Design provides some financial assistance for work on student projects; for visiting museums, exhibits, and studios; to offset costs of memberships, entry fees, speakers, film series, or exhibits; to provide support for exhibiting student work; and to provide additional life drawing experiences, working with faculty on special projects, and funding collaborations between art majors and elementary school age children. The department also works with the Carlsten Art Gallery to sponsor the Juried Student Exhibit and its awards and to hold month-long

exhibits throughout the year. The Division of Communication provides some support for its graduate students to attend conferences or to assist faculty in presenting research or with a consulting project.¹⁵

Some departments hold fundraising events or distribute scholarships or endowments for student research. For instance, scholarship money for Art and Design is raised by an annual event called ArtsBash, and the Soiree Musicale raises scholarship money for music students. In the CNR, the Buckridge Scholarship was established to encourage the development of written communication skills among students in the natural resources. In 2004-05, donors created nine new endowments in several different departments in the College of Professional Studies.¹⁶

Promotion and support for a life of learning for students also comes from other campus offices and services. New students receive an extensive summer orientation, and during fall 2006 they could also choose to take a New Student Seminar to help them navigate the first semester on campus. Assessment results indicate that participation in the seminar was a positive (but not statistically significant) predictor of first semester GPA. The Student Academic Advising Center, the Tutoring-Learning Center (TLC), and the Career Services Center place student academic success at the heart of their activities by helping students to choose the courses they need, to succeed in those courses, and to prepare for careers after graduation.¹⁷

UWSP also demonstrates its support for a life of learning by providing library services and materials in a variety of formats, including books (paper and electronic), serials, government documents, microforms, and electronic reference sources and aggregation services in a federated searching system. Library services for faculty, staff, administrators, and students are numerous and include: circulation; reference (email, telephone, and in-person); reserve (electronic and paper); interlibrary loan; document delivery; library instruction and other presentations and workshops; and assistive technology.¹⁸

Fostering a life of learning requires recruitment and retention of exceptional faculty, and UWSP has experienced considerable success in attracting a phenomenal community of teacher-scholars. However, UW System faculty salaries are not as competitive as they could be, and competition from within and outside the System makes it difficult to recruit and retain good faculty. Among the eleven UW System comprehensive campuses, UWSP does not fare well with regard to faculty salaries. UWSP ranks ninth in salary for full professor, tenth for associate, and eleventh for assistant. UW System has tried to address the problem of low salaries within the System with a Faculty Retention and Recruitment Fund. Last year UWSP received \$80,000 from this fund to disperse among faculty believed to be vulnerable of being recruited to leave. 52 individuals received salary increases from this fund, but according to the chair of the faculty senate, "It doesn't even come close to addressing the problem."¹⁹ For more information on UWSP faculty salaries see Chapter 3, section 3d-7.

Thus, despite serious and persistent threats to its funding UWSP continues to encourage its students, faculty, and staff to pursue research and a life of learning. UWSP's planning process, academic support programs, and patterns of financial allocation provide support for the creation of knowledge, and for student learning and success.

4a-3

UWSP supports professional development opportunities and makes them available to all of its administrators, faculty and staff.

Professional development for administrators, faculty, and staff is critical to continuous improvement and educational excellence at UWSP. Orientation for new faculty and staff is an important part of the professional development process. New faculty and staff receive extensive orientation from the Office of Academic Affairs in August, before classes start. The New Faculty Orientation program has included an Information Fair where various campus offices and services provide an information booth, a presentation on staff benefits, information technology demonstrations, a variety of professional development activities, and speakers on relevant topics such as academic freedom or political activity. In addition, the Office provides workshops and seminars for new faculty and staff throughout the year on advising, institutional research, diversity, grant-writing, etc., some of which are also open to all faculty and staff.²⁰ For more information on New Faculty Orientation see Chapter 3, section 3b-2.

Another venue for faculty professional development is the January Teaching Conference, hosted since 1997 by the Office of Academic Affairs. Topics have ranged from technology, assessment, scholarship, and diversity, to exploration of various aspects of teaching and learning. Faculty and staff attendance has averaged over 100 at each conference, most from UWSP but also from UW-Marathon County, UW-Wood County, and Midstate Technical College.²¹ For more information on the January Teaching Conference see Chapter 3, section 3b-2.

UWSP faculty and staff can also apply for development grant funds from UW System and UWSP, and participate in numerous opportunities to develop professionally. The University Personnel Development Committee (UPDC) holds periodic workshops to improve grant writing skills and success. In addition, UPDC handles applications for UW System and UWSP development grants. UPDC also administers its own development grants for faculty, academic staff, and classified staff. These include grants for academic staff professional development, classified staff development, and curriculum development.²² For more information on UPDC see Chapter 3, section 3b-2.

UW System also supports faculty professional development through its Office of Professional and Instructional Development (OPID), which provides leadership in fostering the pursuit of effective and innovative teaching to enhance student learning. Over the past few years OPID has expanded its emphases to meet the broader professional needs of faculty and academic staff with programming on topics such as student learning, the Scholarship of Teaching and Learning (SoTL), career stages, and faculty roles and rewards. In addition to an annual conference, OPID also sponsors Faculty College and the Wisconsin Teaching Fellows and Wisconsin Teaching Scholars programs. Faculty from all UWSP colleges have benefited from these programs. UWSP faculty have also received the PK-16 Teacher Quality Initiative Grant for professional development. UW System also offers the Fee Reimbursement Program, which enables faculty, academic staff, and classified staff to further their education and apply for reimbursement for tuition.²³ For more information on OPID see Chapter 3, section 3b-2.

A significant opportunity for faculty development occurred in 2003 when UW System provided UWSP with a \$17,000 grant to promote and endorse the Scholarship of Teaching and Learning. SoTL faculty established a campus-wide book discussion; developed teaching circles (sometimes referred to as reading circles); planned and conducted some of the January Teaching Conferences (which included dissemination of SoTL project information); developed ties and collaborated with the Faculty Alliance for Creating and Expanding Teaching Strategies (FACETS, discussed later in this section); and assisted faculty in creating SoTL questions, conducting assessments, and disseminating results through the awarding of SoTL mini-grants. Reflecting a previously identified need, the SoTL coordinator was also part of a group constituted to explore the possibility of establishing a teaching or faculty center to provide coordination of initiatives to promote successful teaching and learning. Budget constraints have complicated the establishment of a teaching center. Currently the Center for Academic Excellence and Student Engagement (CAESE) addresses issues relating to teaching and learning, utilizing brown bag videoconferences and workshops, helping to establish collaborations among faculty and staff, and providing consulting services, but it lacks a permanent director and program assistant.²⁴

Other UWSP faculty development opportunities and programs include but are not limited to the Teaching Partners program (begun by the College of Professional Studies in 1993), in which faculty members form pairs to observe, comment on, and help improve each other's teaching practices; the Pit Crew, an informal faculty group that meets to discuss topics of interest in teaching and learning; and the Teaching & Learning Resources Network, a resource for faculty interested in teaching and learning with technology, including the course management software package Desire to Learn, the use of clickers in the classroom, and other educational technologies.²⁵ For more information on the Pit Crew, the Teaching Partners program see Chapter 3, section 3b-2.

In addition, the Office of Academic Affairs offers professional development opportunities and support, including some travel support for faculty and academic staff. Other development programs with support from Academic Affairs include the Summer Curricular Redesign program, the Summer Diversity Stipend Program, a gaming grant, podcasting grants, and ePortfolio Project grants.²⁶

Another recent major development activity in support of teaching and learning at UWSP was conducted under the auspices of the Faculty Alliance for Creating and Expanding Teaching Strategies, or FACETS. Established with the assistance of a \$500,000 congressional grant, the project ran from July 1, 2003 until June 30, 2006 and also included participants from UW-Marathon County. Among its accomplishments were presentations of peer-reviewed papers, workshops, and posters in state, regional, national, and international conferences; presentation of seminars for FACETS participants; direct salary awards to faculty for curriculum revision/instructional research stipends and course release; creation of a professional development library; and publication of a print and online monograph of essays by FACETS participants, *Views from the Bridge: Reflections into Changed Practice*.²⁷

Professional development is supported and encouraged at UWSP through grants, conferences and workshops, participation in UW System and federal opportunities, and by initiatives in the Office of Academic Affairs and the colleges.

4a-4

UWSP faculty and students produce scholarship and create knowledge through basic and applied research.

The *University Handbook* contains general statements on UWSP's expectations for faculty achievements in teaching, scholarship, and service for purposes of making personnel decisions. These expectations are interpreted and expanded on in the annually-updated booklet *Teaching, Scholarship, and Service: Descriptions, Expectations and Peer Evaluation for Retention, Promotion, Tenure, and Merit*, which "set[s] the University's minimum performance and peer evaluation expectations for faculty." Each academic department or unit then develops its own personnel guidelines in accordance with University policies.²⁸

The nature of research—its subjects, methods, and dissemination or publication—varies widely in a university that teaches subjects ranging from ballet to paper science, and UWSP faculty scholarship encompasses a correspondingly broad range of activities. Each year UWSP faculty publish numerous books, articles, and other materials; they participate in hundreds of exhibitions and present hundreds of papers; they also attend a wide array of professional and scholarly conferences. Many are honored with various types of scholarly recognition. Recent research topics by UWSP faculty include a 25-year study of black bears in Wisconsin; alcohol use among Quichua speakers in Otavalo, Ecuador; public relations in law enforcement; and sustainable design in public buildings. Other scholarly activities include chairing or participating on panels, presenting clinics, and presenting outreach programs.²⁹

Sabbaticals provide faculty with time to conduct research and prepare the results for presentation. From 1998-2007 113 faculty members from all colleges and the Learning Resource Center (the LRC or library) have undertaken sabbatical projects. Scholarly topics and creative projects explored during these sabbaticals are diverse and include: "Hand's-Work in Non-Western Cultures: A Potter's Apprenticeship"; "The Role of Stress in Pain Management"; "Effects of Midwestern Fish Species on Aquatic Communities of Idaho Lakes"; "Wisdom-Centered Leadership in Education"; and "Accessibility of Digital Collections for People with Print Disabilities."³⁰

UWSP students are also active researchers, undertaking a wide range of activities from scientific experiments to poetry. Each College sponsors and encourages student research, often in collaboration with faculty. In Letters and Science, for instance, student-faculty collaborations in the departments of Chemistry and Physics & Astronomy have led to publications in prestigious, peer-reviewed journals. Undergraduate English students write, produce, and distribute a literary journal, *Barney Street*, and for over 20 years, students in English 349 (Editing and Publishing) have edited, designed, printed, bound, marketed, and sold works by local authors under the imprint Cornerstone Press. Among the many topics recently examined by undergraduate L&S students are "Genetic Control of Verticillium Wilt Resistance in Potato" (Biology), "Smart Growth and Land Use Planning in Wisconsin" (Sociology), and "Perpetuation of Rape Myths in the Media" (Psychology).³¹

In the College of Natural Resources, Paper Science students coordinated a project to use recycled *New York Times* to create and manufacture a new product utilizing the department's paper machine. The students then donated the product to the Stevens Point School District as paper stock for its arts classes. Beyond this, the College of Natural Resources supports 23 student organizations, and students from many of them pursue ongoing research projects with faculty. Some topics recently examined by CNR students include "Determining the Presence or Absence of Cougars in Wisconsin," "Street Tree Decline and Construction Damage," and "Habitat Selection of Snakes in Green Lake County, Wisconsin."³²

In the College of Professional Studies, students in the Health Sciences Department (formerly the Department of Clinical Laboratory Science) have undertaken research to address toxic shock syndrome, multiple myeloma, West Nile virus, and other medical topics of contemporary concern. Students of Communicative Disorders use case studies and other research methods to examine topics like sign language, Asperger's Syndrome, AIDS dementia, and autism. Interior Architecture students have designed a plan for a Frank Lloyd Wright museum, participated in the design of the renovated University Center, and studied modern illumination. Students in the School of Health Promotion and Human Development have conducted research on campus preparations for an influenza pandemic, designed classes on teaching Hmong immigrants how to shop for and prepare American foods, and studied nutrition in children with attention deficit/hyperactivity disorder. In addition, CPS students often work with faculty on research or projects.³³

In the College of Fine Arts and Communication one music student performed a recital on a natural horn that he made himself; another had a composition published by a national publisher and performed by the National Wind Ensemble at Carnegie Hall in New York. Theater and Dance students regularly work behind the scenes as well as on stage in numerous student productions. Art & Design students have recently received research grants and created wearable art sculpture for a fundraising event. In another example, a group of UWSP students worked for three weeks with five international environmental artists in residence, and responded by creating their own artworks out of natural materials and artistically documenting their experience. This work resulted in an exhibit in the Carlsten Gallery called "With the Grain."

Communications students regularly produce films and DVDs and attend professional conferences, and have recently conducted masters' level research on women facing cultural differences in an international workplace, produced a rhetorical analysis of intelligent design creationism, and examined similarities and differences of leadership styles between business managers and basketball coaches. Communication graduate students collaborate with faculty members on a regular basis. Two faculty members have published scholarly articles with former graduate students based on work for their masters' theses.³⁴

As evidence that UWSP fosters a life of learning, UWSP's students are encouraged and supported in conducting a wide range of scholarly inquiries and participating in creative activities, often in conjunction with faculty. Further, the institution's faculty members are active, productive scholars, even though most have demanding teaching loads. The academic year "full-time teaching load is 24 credit hours or the equivalent," with "a maximum of three separate class preparations a semester." Most classes carry three credits, so full-time teaching faculty teach an average of four classes per semester with up

to three different preparations. This limits time available for research and publication, a concern especially for junior faculty whose tenure depends in large part on scholarship. Other limitations to scholarship can include insufficient support for journals and professional affiliations, lack of conference support when not presenting, and inadequate, if any, start-up packages for new faculty.³⁵

4a-5

UWSP publicly recognizes the scholarly and creative achievements of students and faculty.

UWSP regularly acknowledges research and other scholarly activities by students and faculty with a variety of public acknowledgments, awards, and honors.

Recognition of student scholarship and creative work

Campus-wide awards bestowed on students include the following:

- The Chancellor's Leadership Awards Program: this honors graduating seniors for their leadership roles and community service throughout their college career. An unlimited number (usually about 150) are awarded twice yearly at special ceremonies in May and December. This is not a competitive process: each nominee is evaluated on his or her own merits.³⁶
- The Albertson Medallion Award: “Chosen from the pool of Chancellor’s Leadership award winners, the Albertson Medallion recipients are the top students of the graduating class” and must have a cumulative GPA of 3.5 or higher. Recognizing distinguished leadership in the academic and cocurricular activities of the campus and community, these awards are given to fourteen to twenty honorees at an annual banquet.³⁷
- The University Leadership Award: this student-initiated award was established in 1979 by the Campus Leaders Association to recognize undergraduate student organization leadership. It was enlarged to include “undergraduate students from various involvement networks for their leadership during the current academic year” in 1988. The actual number of recipients from each involvement network is determined annually based on the numbers involved in each network. Leadership awards are presently given in the areas of Residence Halls, Student Organizations, Multi-Cultural Involvement, Athletics, and the Arts.³⁸

UWSP students also receive recognition in many forms from individual Colleges, Divisions, and Departments. The College of Letters and Science recognizes achievement with College Honors awards, including the Dean’s Distinguished Achievement Award, which is given each semester in all L&S majors to students with twelve or more credits and a GPA of 3.76 or above. Based on GPA, the College’s graduating seniors receive Summa Cum Laude (3.9+), Magna Cum Laude (3.75-3.89), or Cum Laude (3.5-3.74). In addition, every year two students (one graduating senior and one continuing student) from each L&S Department or Division receives awards from the Academy of Letters and

Science. At the Department/Division level, each department in the College of Letters and Science manages a large base of scholarships available to both incoming and current students. For other awards, the practice varies with the L&S Department or Division.³⁹

The College of Professional Studies does not give awards at the College level. Instead, Schools within the College bestow scholarships and other awards for outstanding performance. For instance, the School of Education awards scholarships at its annual Spring Scholarship Banquet.⁴⁰

The College of Natural Resources holds an annual event called the CNR Rendezvous at which student and faculty scholarships and awards are distributed. CNR gives awards for outstanding students in Resource Management, Water Resources, Soil and Waste Resources, Wildlife, and Forestry, in addition to others.⁴¹

In the College of Fine Arts and Communication (COFAC), Art & Design bestows a number of scholarships and awards, as does the Music Department, and the Division of Communication awards over \$12,000 in scholarships for academic achievement. The Division has an annual awards banquet at which scholarships are awarded and select graduating seniors receive the Who's Who in Communication Award.⁴²

Several honor societies are represented on campus, including Phi Kappa Phi, the oldest and largest national honor society, which recognizes and encourages superior scholarship in all academic disciplines. The UWSP chapter of Phi Kappa Phi offers a Sophomore Scholarship to recognize "outstanding academic achievement and broad educational perspective." Disciplinary and other national or international honor societies at UWSP include Alpha Mu Gamma (Foreign languages), Gamma Theta Upsilon (Geography), Xi Sigma Pi (Forestry), Kappa Delta Pi (Education), Phi Eta Sigma (first year students), Lambda Pi Eta (Communication), Phi Alpha Theta (History), Pi Kappa Lambda (Music), Alpha Kappa Delta (Sociology), and Phi Upsilon Omicron (Interior Architecture).⁴³

Symposia and performances are among the most visible of the public acknowledgments of student research and creative accomplishments. Since its inception in 2000, the annual L&S Undergraduate Research Symposium has been the college's "signature commitment to student-centered excellence." This symposium brings together student scholars from most of the College's thirteen departments to present the research they have produced under the guidance of faculty mentors. Research is presented either orally or in poster sessions.⁴⁴

The College of Natural Resources also inaugurated a CNR Student Research Symposium in 2000 to celebrate the scholarly achievements of natural resource students. Since its inception, over 300 students have presented their results in either oral presentations or poster sessions. Beginning in 2004, Highest Honor awards have been granted to up to 25% of presenters, replacing a former ranked award system. In 2006, two oral presentations and four poster sessions were selected for these awards.⁴⁵

In the College of Fine Arts and Communications, Theatre and Dance students perform their own choreography in the Afterimages program, dance in Danstage, which features faculty choreography, and act or serve backstage in a variety of theatrical performances in Michelsen Theatre, all as part of the college's annual performing arts series. Art & Design students have had their work selected for exhibition in a variety of off-campus juried

venues. On campus, the Schneider Student Gallery is dedicated to student solo, dual, or group installations and projects. Music students regularly give recitals and participate in orchestral and other concerts.⁴⁶

In the College of Professional Studies, the Interior Architecture Department holds exhibitions in the Agnes Jones Gallery. The Health Sciences Department holds an annual display of posters describing senior student research in clinical laboratory sciences. Dietetics students' work is "on display" in the CPS Café, which features locally grown foods raised in accordance with principles of sustainability and prepared by UWSP students for sale to the campus community.⁴⁷

Students also showcase their research in a number of off-campus venues, including presentations at national and professional conferences. Two of these venues are annual UW System sponsored events: Posters in the Rotunda and the Symposium for Undergraduate Research and Creative Activity, both held each year in Madison. Since 2004, UWSP students from three colleges have displayed posters in the capitol rotunda, and since 1999 UWSP students from all four colleges have been represented at the Undergraduate Research Symposium. Participants are selected by faculty.⁴⁸

Student achievement is further acknowledged in a variety of publications, including press releases from University Relations and Communications to students' hometown newspapers, College newsletters, alumni newsletters, Department newsletters, and other newsletters, like the *Multicultural Affairs News*. In addition, College and Department annual reports acknowledge student excellence and achievements.

Recognition of faculty scholarship and creative work

Acknowledgements of faculty achievements also take a variety of forms. The University Awards Committee (a subcommittee of the Faculty Affairs Committee with representation from the LRC, academic staff, and students and faculty from all four colleges) selects faculty recipients of University Awards, which include the University Excellence in Teaching Award (five given each year), University Scholar Award (two per year), and University Service Award (one per year). The committee also forwards UWSP nominees for the Regents Teaching Excellence Awards to UW System. In recent years, UWSP has also had several faculty members receive the annual Regents Teaching Excellence Awards, which are only given to two faculty members throughout the UW System. University and System Award recipients receive a monetary prize, they are honored by a display in the University Center, they are feted at an annual awards banquet, and their names are included in the programs for Spring Commencement and the Chancellor's annual Fall Address.⁴⁹

Within each College faculty excellence and scholarship are also recognized by awards and other forms of acknowledgment. For example, each year L&S names as many as two "Eugene Katz Letters and Science Distinguished Faculty." The award, sponsored by the Academy of Letters & Science and named for the late Eugene Katz, a long-time member of this area's business community and friend of UWSP, is given to recognize distinguished performance over a period of years. The recipient receives a commemorative plaque, the title "Eugene Katz Letters and Science Distinguished Faculty" for the award year, and a financial award.⁵⁰

The College of Natural Resources honors outstanding faculty and staff performance in such categories as teaching, outreach, scholarship, service, contributions, and leadership each year at the CNR Recognition Dinner. In the College of Fine Arts and Communication, no College-wide faculty awards are given. Instead, the merit system is used to reward scholarship. In addition, the Division of Communication nominates one faculty member for the University Scholar award. Similarly, the College of Professional Studies recognizes faculty excellence in the merit and personnel process. The Learning Resource Center also acknowledges faculty activities. Each month during the academic year, the library mounts a lobby display of representative works of scholarship submitted by interested faculty members, along with a brief biography and a photograph. A library-sponsored wine and cheese reception also celebrates the scholarly and creative achievements of faculty and academic staff.⁵¹

Non-teaching academic staff members are eligible to receive the Academic Staff Excellence Award and the Academic Staff Spirit of Community Service Award, and enjoy an annual Academic Staff Appreciation Week. Classified staff members are also recognized by an Appreciation Week and are eligible to receive the Carolyn Rolfsen Sargis Award, the University Service Award, and Outstanding Work Performance Awards at the annual Classified Staff Awards ceremony and reception. Retiring faculty and staff are honored at an annual Appreciation Reception held in spring.⁵²

As with student achievements, faculty and staff achievements are highlighted in a variety of campus publications, many of which are mentioned earlier in this section. In addition, the weekly *Sundial* features a listing of achievements submitted by faculty.

From newsletters to banquets, UWSP employs a variety of media and methods to acknowledge and celebrate the scholarly and creative achievements of its students and faculty.

Core Component 4b

UWSP demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

4b-1

UWSP integrates general education into all of its undergraduate programs through curricular and cocurricular offerings designed to develop the attitudes, skills, and knowledges needed for a life of learning in a diverse society.

UWSP has endeavored over the past three decades to articulate the skills and knowledges that the faculty of this institution believed (and continue to believe) ought to be part of every student's education, regardless of his/her major. The General Degree Requirements (GDRs) seek to provide all undergraduates with a broad interdisciplinary liberal arts-oriented educational experience that will complement their particular major while promoting the interconnectedness of the disciplines and encouraging life-long learning. Honing this list of skills and this body of knowledge is an on-going, evolutionary process.

Students are and have been graduating with these values (i.e. trustworthiness, responsibility, tolerance, etc.) for generations. For instance, the Social Science GDR courses already make students aware of their social responsibilities, and this will be further enhanced by service-learning components in the near future. UWSP's General Education program strives to instill in all students a love of learning, to inspire intellectual growth, and to foster critical thinking, thereby facilitating adaptation to change. In general, GDR coursework enables students to acquire the thirteen skills and knowledges reflected in the University's Mission Statement (see section 3a). These skills and knowledges break down into basic competencies, for example the verbal and quantitative skills learned in Freshman English, which are further strengthened by additional Writing Emphasis courses that are discipline specific. Public speaking skills are honed in Communications 101, another GDR course. Quantifying knowledge in mathematical terms is taught in the GDR math courses. Critical thinking is taught in GDR courses in literature, history, anthropology, philosophy, and the sciences; likewise, the natural science courses emphasize critical thinking through application of the scientific method. Cultural awareness and tolerance are key skills taught through non-western, minority studies, and foreign language classes. Characteristic of UWSP is the belief that all students should graduate with environmental literacy and with concepts of wellness that can be applied to their personal lifestyles.

In summary, the design of the General Degree Requirements endeavors to assist students in developing the following:

1. Critical and also creative thinking skills, and problem-solving abilities;
2. Good written and spoken communication skills;
3. An understanding of and concern for the human condition;
4. An understanding of history, civilization and political processes;
5. Skills to become a global citizen and interact in the global community;
6. An understanding of mathematic and scientific principles, including economics;
7. An awareness of the environment and the interdependence of man and nature;
8. An understanding of the social sciences; and
9. An appreciation for the arts, literature and the aesthetic.⁵³

UWSP faculty have taken great pride in the GDR course offerings, particularly in the high standards that they set for our graduates, who acquire both depth and breadth in the array of disciplines. The General Degree Requirements ensure that UWSP undergraduates receive a true liberal arts education and that they develop a solid foundation that will lead to lifelong learning.

A number of special programs housed in the College of Letters and Science provide examples of UWSP's commitment to the liberal arts. A sampling includes:

- The UW System Collaborative Language Program, which enables UWSP students to learn languages that are increasingly important world-wide, such as Arabic, Chinese, Japanese and Russian. By 2007-2008, UWSP's Chinese instructor will send the first four semesters of Chinese to two other UW campuses. In return, UWSP will receive four semesters of Japanese and Russian and eventually also Arabic. All UWSP students have an opportunity to take one of these new language offerings, in addition to French, German and Spanish;
- The Women's Studies Minor, which addresses the forms and effects of gender bias in society, both past and present, and seeks to prepare students for the challenges facing women, while highlighting women's contributions to society. Women's Studies 105, a GDR course, makes students aware of gender roles. An array of many interdisciplinary courses forms the Woman Studies Minor;
- The International Programs Office, which serves all Colleges and all students and faculty on campus. In 2006-2007, International Programs offered 31 short-term and full-semester study abroad programs. Approximately 15% of UWSP students study abroad, the third highest percentage of any campus in the UW System. Many of the values emphasized in UWSP's GDR curriculum are reinforced during study abroad: tolerance, responsibility, open-mindedness, etc (See section 4c).

Other examples of special facilities that serve the GDRs and are representative of the unique offerings of UWSP include the Natural History Museum, the Northern Aquaculture Demonstration Facility in Bayfield, and the Central Wisconsin Environmental Center.

4b-2

UWSP regularly reviews the relationship between its mission and values and the effectiveness of its general education.

As discussed in Chapter 1, UWSP shares the mission of the UW System as well as that of the University Cluster of the UW System. In addition to the system and cluster missions, UWSP has its own select mission. UWSP began as a "normal school" or State Teacher's College in 1894 and became part of the University of Wisconsin System when it was created in 1971. In its early years as part of the UW System, UWSP initially established a Statement of Purpose and Long Range Goals, which appear in its first catalogues from 1971 to 1974. Gradually, out of this Statement of Purpose and Long Range Goals, a mission statement was crafted, and it has continued to evolve into what it has become today.⁵⁴

UWSP's select goals and responsibilities, laid out in the *University Catalog*, are discussed in detail in Chapters 1 and 2. These form the bases for UWSP's General Education program, which is best pictured as a three-tiered plan. At the foundation, the faculty have identified skills and knowledges that are consistent with UWSP's institutional mission and goals. These skills and knowledges are codified in thirteen statements of what students should be able to demonstrate upon graduation. Tier two is a series of careful statements of objectives and expected outcomes. These statements define UWSP's General Degree Requirement categories and provide the framework for General Education graduation requirements. The final tier is what is commonly understood to be the General Degree Requirements, the GDRs. These are the public face of UWSP's General Education program, the courses that have been crafted to ensure that UWSP students meet the goals and objectives articulated in the thirteen statements. Courses must be approved through a well-defined governance procedure in order to be listed as satisfying GDR category requirements. The process of articulating the skills and knowledges, the development of objectives, and the assessment of outcomes is described below.⁵⁵

The General Degree Requirements first took shape in 1992 when a Faculty Curriculum Task Force defined the "skills and knowledges" that are consistent with the University's mission and goals.⁵⁶

The Task Force concluded that, after studying at UWSP, students should:

1. Understand the foundations upon which American democracy is built;
2. Be aware of the impact of their actions upon the environment;
3. Possess decision-making skills based upon ethics and value judgments;
4. Have a global perspective;
5. Have a knowledge of the arts and humanities;
6. Be information literate;
7. Be able to listen, read, speak, and write with precision and clarity, as liberally educated persons and as specialists in their own disciplines;
8. Understand the fundamentals of mathematics and quantitative reasoning, and possess general problem-solving strategies;
9. Understand and respect the pluralistic nature of American society;
10. Be scientifically literate;
11. Understand the histories of societies and cultures and their interactions;
12. Understand human behavior and the nature, development, and structure of human society;
13. Be able to think critically; and
14. Understand the concept of wellness and be able to apply it in their personal lives.

Faculty governance approved these fourteen “skills and knowledges” in 1993, and the Assessment Subcommittee of Academic Affairs has employed them to define objectives and expected outcomes for undergraduate education. The key to effectiveness of educational outcomes and objectives is that they be flexible in definition, responsive to contemporary priorities, and demonstrable to the broader public. The skills and knowledges then underwent further refinement.

Based on assessment of UWSP’s existing General Degree Requirements and on NCA team recommendations, faculty determined that attainment of the fourteen skills and knowledges laid out at the time of the NCA site visit was not clearly measurable. The objectives of the GDRs were not clearly articulated. Consequently, UWSP implemented a GDR review.

In the fall of 1998, subsequent to NCA’s site visit, the Academic Affairs Committee (AAC) established a “Plan to Clarify the General Degree Requirements and Articulate Assessable Objectives,” which comprises six steps. Each of the steps bears an objective and, in the case of the first five, a deadline. For example, Step One calls for submission of the plan to the Academic Affairs Committee by the Vice Chancellor in September 1998, while Step Two calls for the appointing of faculty leaders to begin the review of the curricula that make up the General Education offerings (e.g., English, history, mathematics, etc.). Step Three requires each faculty leader from Step Two to form ad hoc groups to establish a statement of purpose, a set of course guidelines, and a set of objectives for the assigned GDR category. A critical step is Four, which requires an oversight group to assemble the information from the groups formed during Step Three into a single document (the “Plan to Clarify the General Degree Requirements”).

Since 2002 UWSP has been proceeding with Step Five, which calls for resubmission of GDR courses. As this step notes, “the Assessment Subcommittee (of the Academic Affairs Committee) will use the objectives to assess student learning.” The plan, once the first five steps are completed and the sixth step is in place, will ultimately result in a process that “will maintain oversight over all GDR courses to ensure they continue to meet the stated guidelines/objectives for each category.”

UWSP’s review of its GDRs has resulted in a restructuring that calls for competency in five broad areas:

- verbal and qualitative skills;
- critical thinking/natural science;
- critical thinking/cultural awareness;
- environmental literacy; and
- wellness.

A clear purpose and set of objectives have been developed for each GDR area. For example, the purpose of the Freshman English portion of the verbal and quantitative skills area states, in part, that “the purpose of the Freshman English requirement is to foster the complementary skills of critical reading, logical thinking, effective research, and coherent writing.” Thus, as departments focus on the purposes and objectives of each applicable

GDR, only those courses that meet the goals and objective set receive approval for GDR status. UWSP is in this way able to assure itself that budget decisions are being informed by the need to offer an appropriate number of GDR courses. The restructured GDR framework represents a meaningful and assessable ‘core’ of liberal studies.”⁵⁷

However, while progress has been made in some areas of assessment of GDRs, some problems have remained. In the report by the Assessment Subcommittee titled “Evaluation of UWSP Assessment Program, 1999-2003,” an evaluation report that is compiled every four years, the Assessment Committee stated that improvements needed to be made in the assessment of GDRs:

Expectations/standards for General Education outcomes have not been established. This means that assessment data cannot be evaluated. For example, seniors achieved an average score of 64.8 on the ACT Writing Skills Test. Since no standards have been set, this fact cannot be evaluated except in a post hoc fashion. Additionally, we have not established learning priorities. An average score of 64.8 may fall below our standards but have a low priority compared to other General Education outcomes.

Assessment results are still not adequately used to improve General Education instruction and curriculum. For example, a Minority Studies Assessment survey was administered to all students enrolled in MNS courses in fall 2001 and the results were reported. The Subcommittee is unaware of any action being taken based on these results.

It is difficult to use information about the competencies and skills of seniors measured at the institutional level to make improvements in particular courses. This is especially true of ACT CAAP results. While overall test results provide valuable assessment information, they do not provide specific information that can be used to make instructional or curricular changes. For example, according to ACT, “The Science Reasoning Test measures scientific reasoning skills generally acquired in introductory college science courses. It assumes no factual recall from any particular science course, but is based on principles taught in all lower-division science courses.” The test presents information in three formats: data representation, research summaries and conflicting viewpoints. ACT states, “The test questions require students to understand the information provided, to examine interrelationships, and to generalize in order to gain new information, draw conclusions, or make predictions.” As an example, a student might obtain a low score for a variety of reasons. They may not generally understand the information provided or they may not understand information provided in a particular format. They may be able to read graphs and tables but not research summaries. They may also be unable to examine interrelationships or make generalizations. Students might be scoring fairly well but still be missing a particular skill, such as reading graphs. Students may also miss some questions simply because of the GDR Science courses they took but there is no way to tell that from their scores.

There is some reluctance on the part of students to participate in the assessment process. This results in less than desirable response rates to self-reported growth and satisfaction surveys. There is also some reluctance to participate even when assessment is done in the classes.⁵⁸

In the 1999-2003 report the Assessment Subcommittee recommended, among other things, that “Faculty who teach GDR courses should take responsibility for establishing criteria for evaluating assessment results, developing instruments to directly assess learning outcomes in their respective GDR areas, reviewing assessment results, and making recommendations for instructional or curricular changes. The Assessment Subcommittee and Director of Institutional Research will provide assistance.”⁵⁹

In order to carry out the recommendation of developing instruments to directly assess learning outcomes in their respective GDR areas, the Assessment Subcommittee recommended that each of the GDR areas develop direct measures of assessment.

Since the spring of 2006, campus GDR committees have been working on the design of direct assessment instruments that will measure and evaluate the skills and knowledges taught in the General Education courses. The direct assessment instrument for the Humanities has been designed, but not yet implemented. It consists of the use of a rubric which incorporates the criteria for HU GDR designation, and which could be used to evaluate a wide variety of student activities that are already included in HU courses for grading purposes. The rubric lists traits that would be considered exemplary, acceptable, or below expectations for each criterion. The HU assessment plan details the frequency of assessment as well as its timing, methodology, and process. It also recommends that the first cycle of assessment be used to establish the effectiveness of the HU GDR program in meeting its objectives.⁶⁰

Although General Education at UWSP has received much internal scrutiny, the University also invited external review and analysis by the American Association of State Colleges and Universities (AASCU), which visited the campus in November 2006 and issued its report shortly thereafter. The AASCU report heralds UWSP as “a highly successful institution” which creates a campus culture dedicated to teaching and learning. “This culture brings together faculty and staff in support of student learning, with a focus on a balance between the liberal arts in its General Degree Requirements and both liberal arts majors and professional programs.”⁶¹

The AASCU team expressed concern, however, that the General Degree program at UWSP requires students seeking a Bachelor of Arts, Bachelor of Music, or Bachelor of Fine Arts and Bachelor of Science to take 55 credits of coursework to satisfy the General Degree Requirements in addition to the requirements for their major and/or second major or minor. This requirement means that almost half of the 120 credits needed to graduate must come from GDR courses, and it leaves little opportunity to “complement students’ majors” with electives or minors.⁶²

UWSP requires more credit hours of General Education than most other UW System comprehensive institutions. In addition, the distribution of the GDR course offerings is connected to student credit hours (SCH), an arrangement that has been codified and sanctioned by Faculty Governance actions, creating department “shares” of course offerings. It is believed that SCH has long been the measure by which the internal allocation of funding is distributed. This mandate for “shares” was sanctioned by the Faculty Senate years ago, which makes it difficult for either the Senate or the administration to make changes. Faculty and the departments are concerned that any changes made in the distribution of student credit hours will result in a potential shift of faculty lines away from some departments or colleges to the benefit of others. The result, arguably, is a General Education program that is potentially unwieldy and averse to change.⁶³

The AASCU report asserts that “UWSP is characterized by a strong core of liberal arts and sciences which is reflected in an impressive range of majors, from the liberal arts and sciences to well-known professional programs.” The report also recognized that a “strong belief in the importance of liberal education also undergirds the University’s General Education programs.” UWSP faculty take great pride in the way the General Degree Requirements reflect the high standards they set for their undergraduates. The GDRs “introduce students to a breadth of knowledge and ways of knowing that range from humanities and arts through social sciences to mathematics and science,” though the report notes that “this is not unusual for General Education programs.” The additional elements of knowledge of global cultures, environmental issues, and wellness make UWSP’s General Education program distinct. Certain faculty in majors that require a high number of credit hours within the major, such as Paper Science and Environmental Management, have suggested that the high number of GDR credits conflicts with the high number of credits required within those majors. Other faculty have expressed the strong belief that students in professional programs such as Business benefit from a strong liberal arts core. The report concludes that “a combination of the substantial number of credits hours in the GDR and the complexity of the multiple goals, codified through Faculty Senate action, has created an inflexible General Education program.”⁶⁴

As mentioned above, the Faculty Senate committee on the GDR did develop a set of ambitious learning outcomes for each goal in the GDR. What is currently under development and remains to be enacted is the development of assessment instruments to provide direct measures of learning outcomes. The Faculty Senate Assessment Subcommittee has been charged with this task, but it has not yet achieved consensus on its strategy of creating embedded assessment questions in the examinations of GDR courses. Once the assessments are in place, these measures will be used to guide changes in the GDR if and when learning goals are not met. Some departments assert that transferable skills cannot be measured apart from content. Perhaps reflecting this apparent intransigence, the AASCU review suggests that the current “structure of the GDR has proven to be an impediment to the development of meaningful assessments.” Faculty will have to be open to making changes in the GDR if the assessments are to be meaningful. However, the “social contract” implied by the distribution of the GDR credits hours tends to work in opposition to the desire for change.

4b-3

UWSP assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.

UWSP offers a modest number of graduate programs in each of the Colleges. The College of Fine Arts and Communication offers graduate degrees in Communication and Music Education. The College of Letters and Science has graduate programs in Biology (newly revised), English (with an emphasis in teaching), English-Reading, and History. The College of Natural Resources has a graduate program in which students may earn a Master’s of Science in subject areas including Forestry, Wildlife, Fisheries, Limnology, Resource Management, Environmental Education, and Soil Science, among others. In the College of Professional Studies, the School of Communicative Disorders offers a Doctorate in Audiology (Au.D.) in a program administered jointly with UW-Madison. CPS also offers Masters’ of Science in General Education and Elementary Education, a

Master's of Science in Teaching in conjunction with the departments of Biology, History, and English, and Masters' of Science in Human and Community Resources as well as in Nutritional Sciences. The Schools of Communicative Disorders and Education have the two largest graduate programs in the College of Professional Studies.⁶⁵

UWSP's graduate programs were decentralized in 1995 in an effort to reduce administrative overhead during a fiscal crisis. This may have led to an overall decline in the number of graduate students over the past fourteen years (see Table 4.1).

Table 4.1: Total Number of Graduates Student per College

	1993	1996	2000	2005
College of Fine Arts and Communication	52	30	31	25
College of Letters and Science	17	16	18	19
College of Natural Resources	94	50	49	46
College of Professional Studies	284	166	177	120
University Total	447	262	275	210

The abolishment of a centralized graduate school office with a Dean of Graduate Studies has placed the challenges of graduate education upon the individual departments, which must advertise their programs, determine curricula, hire graduate faculty, and evaluate their programs. The Graduate Council, consisting of sixteen elected faculty representatives (four from each college), provides oversight of the graduate programs. The Graduate Council approves the graduate credentials of faculty who are hired to teach graduate courses, reviews new graduate course proposals, reviews graduate student awards and stipends, approves revisions to graduate curricula and coursework, and acts as a sounding board for any issues related to graduate programs.⁶⁶

Each department assesses and evaluates its own graduate programs. The last collective survey of graduate school alumni was conducted in 1995. Additionally, the Division of Communication conducts oral exit interviews with each of its graduate students. Graduate students in Communication report a very high level of satisfaction with the program, including the variety of course offerings, the graduate faculty, the rigor of the program, the small class sizes, the caring flexibility of the staff, and the diversity of the students. Individual candidates in the program expressed concern over "information overload" when entering the program and expressed a desire for more evening courses.

The Music Education graduate program has recently undergone a review as part of an overall five year department review. That report cites "effective results" in graduate education, and observes that many of the department's master's theses and PMM (Performance Methods and Materials) projects "have served as references and texts in the curricula of a number of public and private school music programs." The review also cites a list of strengths, a few weaknesses, and plans to address those weaknesses.⁶⁷

In the College of Letters and Science, the Biology department has recently completely revised their graduate program and does not have any assessment data as of this writing. The English department will conduct a survey of current and future graduate students this semester (Spring of 2007). Likewise, the History department will undergo a program review this year and will have assessment data on their program available in the Fall of 2007.

In the College of Professional Studies, the School of Communicative Disorders collects assessment data on preparation for the field and on extern sites from its graduate students, who show a high degree of satisfaction with the program. With the inception of its Au.D. program in collaboration with UW-Madison, the school is developing a new assessment instrument. However, some of the departments did not conduct evaluations of their graduate programs because the student numbers were so small that they could not be kept anonymous.⁶⁸

4b-4

Cocurricular activities at UWSP complement the curriculum, and reflect and promote the university's values.

As stated in the Map of Student Success, “learning happens in a variety of venues, of course, and in the university setting learning should be a constant enterprise, not just limited to the classroom. Students who are able to integrate their learning with out-of-class activities are more likely to succeed and gain from their college experiences.” UWSP students can complement their academic endeavors by choosing from a rich range of cocurricular activities. The Student Involvement and Employment Office (SIEO), which describes itself as “the leader of cocurricular involvement,” promotes the personal and professional development of UWSP students through collaboration with the campus and local community in offering experiential learning opportunities to engage students as they prepare for life beyond the University.⁶⁹

Students who wish to become involved in cocurricular activities have at least 179 student organizations to choose from. Existing student organizations are various and range from 59 career and academic groups to 23 recreational organizations, with many others for those with interests in religious, fine arts, communications, and multicultural topics as well as special interests and Greek organizations. Fourteen residence hall government organizations provide leadership opportunities for students, and their recreational and educational activities can ease the transition to university life for hall residents. The Community Housing Council acts as a liaison between housing staff, University officials, and other student organizations, and provides support for all student housing leadership teams. Students who wish to start a new organization on campus need only follow the instructions provided on the SIEO website.⁷⁰

Other student cocurricular governance opportunities are provided by the Residence Hall Association, College Democrats and College Republicans, the Student Health Advisory Committee, and the Student Government Association (SGA). The purpose of SGA is to “uphold and implement shared governance ((36.09(5)) Wisconsin Statutes); represent the interests of the UWSP students as shall be deemed necessary; serve as liaison between UWSP students and city government and private groups; and be the sole body to allocate Student Activities Auxiliary Fees and grant recognition to student organizations requesting UWSP recognition.” Recent activities of the SGA, including the establishment of a campus community garden, where participants learn how to raise food using sustainable gardening practices and then sell it locally, place them at the forefront of campus sustainability efforts.⁷¹

Cocurricular activities are usually the purview of Student Affairs, but academic departments also use a number of approaches to involve students in the broader life of the University experience. These include student clubs, field trips, seminar series, guest speakers, workshops, volunteerism, international programs, activities of the English as a Second Language department, departmental support for student travel to regional or national meetings, and student organized publications, including books of poetry, newspapers, and student TV and radio programming.

Student Affairs supports a wealth of cocurricular activities and services. Rather than enumerate them all, an overview of the broad areas that they represent and a few examples within those areas follow:

Academic initiatives:

- Freshman Interest Groups (FIGs): living-learning communities that take “core” classes together and are guided by a peer educator;
- the Faculty Mentor Program to create a link between the residence halls and faculty;
- the Study Buddy program, in which students with courses in common help each other;
- assistance from residence hall directors for students on academic probation;
- the Academic and Career Counseling Enhancing Student Success (ACCESS) program for students who need assistance to succeed in their major; and
- the provision of study lounges and computer labs in each residence hall to support academic achievement.

Celebrating Diversity: discussed more fully in 4c, this includes activities of the Multicultural Affairs unit, including the Resource Center; the Native American Center; Upward Bound; and various activities of Residential Living, Career Services, and the Admissions Office.

Student Services: Leadership opportunities, internships, career assistance, wellness, and counseling and mental health services are also provided for students by a variety of campus offices within Student Affairs.⁷²

Sports programs: also provide important opportunities for students to develop physically, socially, and emotionally in a mentoring environment. UWSP is proud of its NCAA Division III sports teams, many of which have enjoyed winning seasons and national or regional championships, earning the University 13th place in the nation-wide Director’s Cup standings. The plethora of recreational clubs broadens participation to involve more students and include other sports such as Ultimate Frisbee and judo. UWSP has twenty-three recognized student-led recreation clubs on campus.⁷³

Cocurricular activities with off-campus constituencies (internships, field experiences, service-learning, community service, and civic engagement) are discussed in Chapter 5.

Core Component 4c

UWSP assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The world that awaits UWSP's students is increasingly diverse and increasingly connected via technology. To thrive in this global context, students must be comfortable living and working in multicultural settings. To be empowered in the future, they need an array of intercultural and international learning experiences that will enable them to live as citizens of the world and stewards of the earth. To become lifelong learners in such a world, they must be prepared to take advantage of ongoing technological change in all aspects of life. UWSP students have numerous options that can help them develop these qualities, and an array of assessments provides evidence that students appreciate such learning experiences at UWSP, although many of these assessments provide data that are not correlated to particular classroom instruction (e.g., international study experiences).

In line with UWSP's vision to "prepare students to be global citizens," the university's curricular programs provide many opportunities for multicultural and global learning. Further, its strong commitment to environmental literacy promotes both responsible stewardship and global citizenship. Evaluation of these curricular programs involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of various curricula, and the utility of the knowledge and skills gained. In addition to these curricular offerings, the UWSP campus community promotes experiences that deepen students' appreciation and understanding of multiculturalism, globalization, and sustainability on a daily basis. Students are also provided rich opportunities to make extensive use of technology in an organization that is actively preparing for the future.

4c-1

Curricular programs provide many opportunities for multicultural and global learning.

Located in central Wisconsin, without access to large multicultural populations, UWSP is challenged to provide opportunities for its students to interact meaningfully with others from different racial and ethnic groups, and to provide learning opportunities that contribute to multicultural understanding. Moreover, many UWSP students come from rural areas, and they need and want to expand their global awareness.⁷⁴

In response to this challenge, UWSP offers a wide array of curricular learning opportunities to enhance students' multicultural awareness. The University's extensive general degree requirements assure that all students will take classes that promise to connect them to nonwestern perspectives, to minority studies, and to environmental literacy. Nonwestern courses study peoples, countries, or regions that differ in fundamental ways from Western tradition and examine political, economic, intellectual, ethical, and cultural values and structures that offer alternative approaches to these areas of human organization. Minority Studies courses examine the culture and history of various racial and ethnic groups such as African-Americans, Latino/a-Americans, Asian-

Americans, and Native Americans, and the historical or cultural relationships between them and the white majority culture in the United States. Environmental Literacy courses investigate the ways human societies interact with and affect the environment.

In addition, students can choose from a significant number of majors and minors that address issues of global significance. For example, the International Studies major requires a foreign language proficiency and allows students to specialize in a geographical area. The Peace Studies minor includes course work in global peace and development, as well as social justice and human rights. UWSP also offers majors and minors that focus on diverse cultures. For example, the Sociology department offers minors in both Gerontology and Native American and Rural Social Work, and the Women's Studies minor focuses on the experiences of women across cultures and ethnicities. The Foreign Language Department offers majors in French, German, and Spanish, and classes in Arabic, Chinese, Japanese, Russian, Hmong, and Polish. An ecological, global, perspective is central to the College of Natural Resources, which offers majors in Forestry, Paper Science, Resource Management, Soil and Waste Resources, Water Resources, and Wildlife. Other majors, such as Dietetics and Interior Architecture, emphasize both cultural diversity and sustainability.⁷⁵

In addition to on-campus offerings, UWSP students have many opportunities to learn abroad, ranging from study trips to a full semester abroad and international internships. The office of International Programs offers semesters abroad in Britain, Germany, Poland, Australia, Ireland, China, Hungary, and New Zealand. Foreign language semesters abroad are available in France, Germany, Spain and Mexico. Current summer programs include:

- The International Business of Hearing Aids;
- Family Life and the Environment in Mexico & Nicaragua;
- Culture and Health in Austria;
- Architecture, Art, and Design in Spain;
- Theatre in London; and
- Cultural Geography in Tibet.

Current Winterim programs include:

- Public Art & Journaling in Thailand;
- Costa Rica: Tropical Ecology; and
- Natural Resources: Culture and Archeology in Mexico, Belize, and Guatemala.

Affiliated programs include:

- International Retailing in Europe;
- Teach in Japan;
- Music in Europe;
- Nazi Germany and the Holocaust; and
- Natural Resources Seminar: Germany & Poland.⁷⁶

UWSP students have had the opportunity to participate in international internships since 1999, and participation has increased steadily. Only two such internships were documented in 2000; in Summer of 2006, there were nineteen international internships, and in the 2006-2007 academic year there were thirty. The London Internship Program, which offers many different placements, has been particularly popular, serving students from Art, Arts Management, Business, Communication, Interior Architecture, Sociology, and Health Promotion. Students have also demonstrated increasing interest in the Summer Business Internship at the University of Sichuan in Chengdu, China. In addition, 27 students participated in the Japan/USA Summer Camp in 2006. These students teach English to Japanese children in Nagasaki, and have all of their expenses paid.⁷⁷

UWSP offers an impressive array of multicultural and global/environmental learning experiences. The University's extensive General Degree Requirements assure that all students will take classes that promise to connect them to nonwestern perspectives, to minority issues and experiences, and to environmental literacy. Moreover, UWSP is a national leader in international education. In 2005/2006, UWSP offered thirty programs abroad, with 447 students participating. 18% of graduates have study-abroad experience. UWSP currently ranks second in the UW System for the percentage of graduates with study abroad experience. Among comprehensive universities, UWSP's International Programs office was ranked eighteenth in the nation last year for the number of students sent abroad. Clearly, UWSP's curricular offerings in this area are a great strength.⁷⁸

4c-2

In keeping with its mission, UWSP has taken steps to assess global and multicultural learning outcomes.

The quality of curricular offerings designed to promote global awareness and appreciation of multiculturalism is protected initially by institutional and faculty governance policies. These policies assure that all new classes meet curricular needs as defined by majors, minors, and General Degree Requirements. The GDR sections in this chapter and in Chapter 3 describe these processes in some detail.

As discussed above, assessment of learning outcomes is carried out independently by departments and collectively by the Assessment Subcommittee of the Faculty Senate. Departments vary significantly in their approaches to assessment, using an array of methods including local tests, portfolio reviews, client feedback, and national exams. The Assessment Subcommittee receives approximately thirty program assessment reports each year. Assessment data have been used to plan programmatic and budget changes, although this feedback loop does not always occur. The Assessment Subcommittee has conducted and reported on annual university-wide assessments since 1994, including instruments such as Freshman Profiles, Collegiate Assessment of Academic Proficiency (CAAP) tests, attitude surveys, and data from the National Survey of Student Engagement. Specifically in regard to Minority Studies, students were asked in 2002 to indicate the extent to which the Minority Studies course they had taken during the fall semester in 2001 contributed to their knowledge, skills, and personal development in the following areas.⁷⁹

Table 4.2 displays the survey results.

Table 4.2: Minority Studies Assessment Report - Spring 2002

	Very much	Quite a bit	Some	Very little	No opinion
1. Understanding the pluralistic/diverse/multicultural nature of American Society.	17.4 (59)	42.1 (143)	33.5 (114)	5.6 (19)	1.5 (5)
2. Becoming more respectful of the pluralistic/diverse/multicultural nature of American society.	20.6 (70)	35.9 (122)	29.7 (101)	12.1 (41)	1.8 (6)
3. Ability to interact with diverse peoples in the workplace.	14.1 (48)	21.5 (73)	31.2 (106)	27.1 (92)	6.2 (21)
4. Ability to interact with diverse peoples in the community.	16.8 (57)	22.6 (77)	35.6 (121)	19.4 (66)	5.6 (19)
5. Understanding diversity issues in the workplace.	15.6 (53)	29.2 (99)	26.5 (90)	22.4 (76)	6.2 (21)
6. Understanding diversity issues in the community.	20.9 (71)	33.3 (113)	30.4 (103)	12.1 (41)	3.2 (11)
7. Understanding the history of harassment, bigotry, prejudice and discrimination in all settings.	26.5 (90)	32.2 (109)	23.3 (79)	15.6 (53)	2.4 (8)
8. Understanding the current circumstances of harassment, bigotry, prejudice and discrimination in all settings.	21.8 (74)	28.9 (98)	26.8 (91)	18.9 (64)	3.5 (12)
9. Awareness of gender, race, class, ethnic, and religious issues.	33.7 (114)	38.2 (129)	21.3 (72)	5.6 (19)	1.2 (4)
10. Ability to think critically about gender, race, class, ethnic, and religious issues.	26.2 (88)	36.9 (124)	24.4 (82)	10.4 (35)	2.1 (7)
11. Ability to think with an open mind about gender, race, class, ethnic, and religious issues.	31.7 (107)	36.1 (122)	21.9 (74)	8.6 (29)	1.8 (6)
12. Awareness of the diversity of scholarly views on race, gender, class, ethnicity, and religious issues.	20.7 (70)	35.5 (120)	29.0 (98)	12.4 (42)	2.4 (8)
13. Awareness of the impact gender, race, class, ethnicity, and religion has on the lives of majority people.	23.3 (79)	38.9 (132)	23.3 (79)	12.1 (41)	2.4 (8)
14. Awareness of the impact gender, race, class, ethnicity, and religion has on the lives of minority people.	25.2 (85)	41.2 (139)	23.1 (78)	9.2 (31)	1.2 (4)
15. Knowledge of the cultural heritage of African-Americans.	14.8 (50)	23.1 (78)	33.8 (114)	22.3 (75)	5.9 (20)
16. Knowledge of the cultural heritage of Hispanic-Americans.	9.5 (32)	14.5 (49)	33.5 (113)	33.2 (112)	9.2 (31)
17. Knowledge of the cultural heritage of Asian-Americans.	10.1 (34)	18.1 (61)	32.0 (108)	30.6 (103)	9.2 (31)
18. Knowledge of the cultural heritage of American Indians.	14.8 (50)	19.8 (67)	30.5 (103)	27.5 (93)	7.4 (25)
19. Overall knowledge of the distinctive cultural heritages of minority groups.	13.4 (45)	31.8 (107)	37.4 (126)	14.5 (49)	3.0 (10)
Overall contribution	19.9	30.5	28.8	16.8	4.0

Over 60% of the students reported that their Minority Studies courses contributed very much or quite a bit to their knowledge, skills, and personal development in the following areas:

- Understanding the pluralistic/diverse/multicultural nature of American society;
- Understanding the history of harassment, bigotry, prejudice, and discrimination in all settings;
- Awareness of gender, race, class, ethnic, and religious issues;
- Ability to think critically and with an open mind about gender, race, class, ethnicity, and religion; and
- Awareness of the impact of gender, race, class, ethnicity, and religion on the lives of majority and minority people.⁸⁰

More recent data from alumni show that most alumni credit their college experiences for their multicultural and environmental skills and knowledges. According to the 2005 *Alumni Outcomes Survey*, 73% of respondents indicated a major or moderate impact on their ability to get along with people from various cultures, races, and backgrounds. 69% indicated a major or moderate impact on their understanding and appreciation of cultural and ethnic differences between people. Furthermore, according to the results of the *Environmental Education in Wisconsin* report, UWSP seniors generally have a “friendly attitude” towards the environment. With the exception of four items, over 70% of the responses are favorable to the environment.⁸¹

However, some evidence suggests that not all Minority Studies classes are contributing to these learning outcomes. For example, 18.9% of respondents reported that the Minority Studies course they had just completed contributed “very little” to their understanding of the current circumstances of harassment, bigotry, prejudice, and discrimination in all settings. In addition, a preliminary review of Minority Studies syllabi by the *Plan 2008 Curriculum Subcommittee* suggested that some sections of courses with the Minority Studies designation covered large amounts of minority-related material, while others appeared to cover very little.⁸²

This inconsistency points to the lack of systematic assessment of learning outcomes for general degree requirements, discussed earlier in section 4b-2. However, significant progress has been made. As discussed above, the *Evaluation of the UWSP Assessment Programs, 1999-2003* details incremental steps that have been taken to advance the process of systematic assessment of learning outcomes. Learning outcomes for GDR classes were developed between 1998 and 2000, and will be central to a more rigorous assessment process. The *Evaluation* noted that while general assessment results, such as ACT CAAP results, are helpful in providing aggregated data on learning, they are not useful in improving student learning. To that end, ad hoc committees are currently designing assessment instruments that will measure and evaluate the skills and knowledges taught in General Education courses. In addition to the Humanities Area 1 requirement, separate committees are currently working on assessments for Minority Studies, Non-Western, and Environmental Literacy classes. The Minority Studies Ad Hoc Assessment Committee has developed a draft of questions and a rubric, and they are planning to join forces with the Humanities 1 Committee for a combined assessment process.⁸³

Likewise, in relation to International Programs, an abundance of anecdotal evidence—primarily personal testimony from returned students—suggests that study abroad changes lives and broadens perspectives. However, the current evaluation process is more focused on student satisfaction with various activities than with learning outcomes per se. A major component of the assessment process is the Inspection Tour, in which an administrator visits programs to observe teaching and learning and to gather feedback from students and teachers. Such Inspection Tours are essential to assess the workability of logistical factors such as housing, transportation, and educational tours. However, a need also exists for more direct and systematic assessment of learning outcomes for each program and activity. International Programs staff are very interested in developing such assessments, but this process is dependent upon development of a University-wide approach to the assessment of learning outcomes in General Degree Requirements, as discussed above.

In particular, International Programs staff would like to establish academic pre-departure and post-return learning experiences and assessments. Such learning and assessment modules would assure that students are well prepared before they leave, and would provide returning students with opportunities to clarify for themselves what they have learned and to discover ways to put that learning to practical use.

Overall, an array of assessments has documented significant successes in multicultural and global learning at UWSP, and students generally report that they are acquiring a solid understanding of environmental and multicultural issues of global significance. Still, measurable learning outcomes are not yet as central as they should be to UWSP's assessment processes, but it is worth noting that a number of faculty have independently undertaken this kind of assessment in SoTL (Scholarship of Teaching and Learning) research projects. The approach of SoTL is to pose a research "problem" in the practical, day-to-day experiences of teaching and learning, to ask a question, to experiment with interventions, and to gather data on student learning. The results, regularly represented in conference presentations and scholarly publications, document improvements in teaching and learning outcomes.

As more faculty become involved in the Scholarship of Teaching and Learning, the culture at UWSP is likely to become increasingly receptive to assessment of learning outcomes to improve classroom teaching and learning, although SoTL research cannot and should not be a substitute for a systematic process of assessment. This process of cultural change receives ongoing support from an array of UW System initiatives such as Faculty College, Teaching Fellows, Teaching Scholars, the Wisconsin Leadership Site for the Scholarship of Teaching and Learning, with generous support from the Carnegie Foundation, and program support from the Institute for Race and Ethnicity, Global Studies Outreach in Higher Education. The UWSP Office of Academic Affairs has supported a significant number of initiatives that promote this kind of change, including annual Teaching Conferences, a year-long SoTL Coordinator in 2004-2005, reading circles, SoTL seminars, and a temporary Director for the Center for Academic Excellence and Student Engagement. Assessment of learning outcomes requires "buy in" from faculty, which is likely to increase with the hiring of a permanent director for such a center.⁸⁴

4c-3

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

UWSP has established many significant connections with a wide variety of external constituents, including its alumni, their internship placements, and their employers, as well as disciplinary accrediting organizations and advisory boards. Many of these stakeholders provide valuable feedback on how well UWSP is serving its students and the community. One survey of central Wisconsin employers shows that over 85% of employers are at least moderately satisfied with the skills of our graduates. Over 95% were satisfied with our graduates' ability to work with diverse people.⁸⁵

In addition, as discussed in more detail in Chapter 2, a number of UWSP programs hold accreditations from disciplinary agencies, and these accreditation processes provide standards, systematic feedback, and support. External bodies that accredit UWSP programs include:

The American Speech, Language, and Hearing Association;
The Commission on Accreditation for Dietetics Education of the American Dietetic Association;

- The Council for Interior Design Accreditation;
- The Foundation for Interior Design Education Research;
- The National Accrediting Agency for Clinical Laboratory Sciences;
- The National Association of Schools of Art and Design;
- The National Association of Schools of Dance;
- The National Association of Schools of Music;
- The National Association of Schools of Theatre; and
- The Society of American Foresters.⁸⁶

Some departments use advisory boards of community members or professionals to provide external feedback. For example, the College of Natural Resources uses advisory boards—consisting of volunteers representing a broad constituency reflective of the college's emphases—to review various functions (e.g., programs, disciplines, centers, research, and service), and whether these are meeting the mission and subsequent goals and objectives of the College. Disciplines within the CNR also empanel advisory boards. For instance, the advisory board for Forestry meets annually to provide evaluation and serve as an external assessment mechanism. The college- and discipline-level advisory boards are vital to ensuring that the college instills values in its students that are consistent with its heritage of resource conservation and management.

Perhaps the most pragmatic external feedback is found in employment figures for UWSP graduates. Among all graduates for the class of 2005, 59% were employed in their field, and 18% were employed outside of their field, while 15% went on for further education within a year of graduation.

Education graduates were employed by 84 different school districts, an indication that our new teachers are valued by many communities both within and outside Wisconsin. Our non-Education graduates were hired by over 600 different employers in 2005, with 94 employers hiring more than one UWSP graduate, and some as many as 23.⁸⁷

UWSP has established many significant connections with a wide variety of external constituents, including our alumni, internship providers, and employers, as well as disciplinary accrediting organizations and advisory boards. These stakeholders provide an abundance of practical feedback on the University's academic programs, the currency of the curriculum, and the utility of the knowledge and skills students gain. For more information on UWSP's relationships with external constituencies see Chapter 5.

4c-4

UWSP provides support for a multicultural, global community.

The opportunity to interact meaningfully with others from different racial and ethnic groups is a crucial aspect of a liberal education that prepares students to think and act as global citizens. As suggested above, ensuring these kinds of contacts is a challenge because UWSP is located far from large multicultural populations. The National Survey of Student Engagement provides a measure of this challenge. According to the 2000-2001 NSSE survey, 31% of freshmen, and only 33% of seniors reported that they had had serious conversations with students of a race or ethnicity other than their own. NSSE data from 2004 show similar numbers, which are slightly, but significantly, lower than numbers for peer institutions.⁸⁸

In response to this need, UWSP supports a number of programs that promote a multicultural, global focus on campus and in the larger community. UWSP's *Plan 2008* reflects the University's serious commitment to diversity in both curricular and cocurricular activities. This commitment includes recruiting multicultural students and faculty, providing faculty and staff with diversity training, and improving diversity on campus. Diversity among faculty is also discussed in Chapter 1, section 1b.⁸⁹

Once on campus students from diverse backgrounds and with various needs can find support at Student Support Services. This office provides an array of services under the umbrella of the Multicultural Affairs Office and also through the Tutoring-Learning Center. Multicultural Affairs provides academic support and advising and a full calendar of multicultural events, such as the Multicultural Film Festival, *Celebración Hispana*, and the Portage County Cultural Festival. UWSP's English as a Second Language (ESL) program draws students from across the globe, many of whom choose to complete a bachelor's degree here as well. UWSP also attracts between 150-200 international students each year, not including ESL students.⁹⁰

Student organizations offer more opportunities for students of all backgrounds to work together over shared interests. Some of these include AIRO (American Indians Reaching for Opportunities), AISES (American Indian Science & Engineering Society), the BSU (Black Student Union), the CCC (Chinese Culture Club), HaSEAAC (Hmong and South East Asian American Club), the International Club, the Jewish Student Cultural Organization, the SAS (South Asia Society), and SALSA (Student Alliance for Latino

Studies and Advancements). Students can enjoy an International Dinner, the Festival of India, the Soul Food Dinner, and many other events, as well as access to continuing opportunities for service, such as the Thailand Project, which is offering education as an alternative to prostitution in Thailand. Despite its relative isolation and the cultural homogeneity of the region, UWSP strives to be an oasis of multiculturalism in central Wisconsin.⁹¹

4c-5

UWSP makes extensive use of technology to advance student learning.

From the classroom to the infrastructure that serves the University, UWSP makes creative and sophisticated use of technology. Information technology not only prepares students for an increasingly technology-oriented future, but also serves to create a more effective and efficient academy. The constant flux in information technologies creates challenges for the University as well as providing opportunities. Maintaining, adjusting, and improving UWSP's technology infrastructure as needed is the task of the Information Technology Unit. This centralized operation works with administration and the Colleges to meet information technology needs on campus.

Computer-based information technology is well-embedded throughout academic buildings, classrooms, residential life buildings, and through remote access to the network and computer labs. Sixteen public computer labs for students exist in various academic buildings, and students use them to work on assignments, communicate within the University and beyond via email, and generally enhance their information technology skills. The thirteen student labs in residential living buildings serve a similar purpose. In total over 1,100 computers (975 PC and 144 Mac platform) are available in these and other special-purpose computer labs, providing approximately one computer for every eight students. Information kiosks are scattered throughout the campus to provide ready access to email. Wireless internet access is available in seventeen campus buildings, including all classroom buildings, the two residence centers, the Student Services Center, and other administrative buildings.⁹²

Secure access to a service called Remote Computer Lab allows off-campus students, staff, and faculty to access the resources available in the public computer labs. A laptop computer checkout service with a rotating pool of sixty computers further enhances student information technology opportunities. Finally, specialty advanced computing resources are maintained within program areas including Interior Architecture, Biology, the College of Natural Resources, and Geography/Geology, providing technologies specific to the academic needs within given disciplines. For example, Geographic Information Systems (GIS) specialty labs are vital to technology-focused majors. Several hundred CNR and Geography/Geology students take major and minor programs in GIS, and the specialty labs are a requisite need for these students. The Remote Computer Lab further facilitates student access to these GIS technologies remotely. Other similar information technology-centered courses and program areas with a specialty-based-lab approach are also offered on campus. Finally, most if not all disciplines have technology embedded in their curricula. Appendix E tabulates software that the University purchases and its technological purpose for student use in UWSP curricula.

As part of its integration of technology into curricula, the University has implemented Desire2Learn (D2L), a course management system. D2L complements classroom activities by allowing instructors to post notes, past exams, and quizzes. Advanced use of D2L makes it possible to offer on-line classes and facilitates dialogue among students outside the classroom. Since its implementation on campus in 2003, use by faculty has increased seven fold (from 29 to 220) and the number of courses using D2L has increased fourteen fold (from 53 to 785). Some D2L courses are fully online; others are hybrid, or partially online.⁹³

Distance learning is another vital method for enhancing UWSP's ability to fulfill its mission. UWSP supports three distance learning programs: the Office of Continuing Education, which offers credit and non-credit courses; the CPS Continuing Education Master's degree program; and the Collaborative Degree Program, a bachelor's degree completion program for undergraduate students on two-year campuses. Additionally, UWSP offers a Doctorate in Audiology in cooperation with UW-Madison and operates a center in downtown Wausau in cooperation with UW-Marathon County.

The Continuing Education program and its outreach programs have been an important resource for reaching the public throughout Wisconsin for nearly 100 years. One important recent challenge has been continuing to deliver relevant and effective programming during periods of flat federal and state investments in Continuing Education. One recent approach has been embedding distance learning courses as a potentially more efficient means of delivering relevant programs. The Office of Continuing Education provides both credit and non-credit courses. Evening degree programs that combine traditional classroom courses with on-line courses increase the opportunities for student learning and potential career advancement, improve students' ability to obtain a college degree, and provide valuable life-long learning experiences.⁹⁴

The College of Natural Resources also provides several distance learning opportunities through the Extended Master's Degree in Environmental Education. Many of the students in this program are teachers seeking required classroom certification credits. A significant number are working towards completion of the degree. In this program on-line courses are integrated with summer courses, a blend of the traditional with the on-line distance learning environment that enhances the opportunities to complete an advanced degree program.

University of Wisconsin Colleges in Wausau, Marshfield, Menasha, Fond du Lac, and Marinette have joined with UW-Stevens Point to offer a bachelor's degree with majors in Business Administration, American Studies, and Web and Digital Media Development. Students can attend evening classes on any of the participating campuses. A combination of distance learning technologies and face-to-face instruction is used to offer upper level courses. Advisers are available at Wausau and Marshfield.⁹⁵

Library information systems are another important source of student learning beyond the classroom. The James H. Albertson Learning Resource Center (LRC) at UWSP provides access to information in hard copy and digital formats in the University Library collection and in library collections throughout the UW System and cooperating institutions. As a member of CUWL (Council of University of Wisconsin Libraries), the UWSP library is part of a cost-sharing consortium that participates in system-wide group purchasing or

leasing of access to periodicals and online databases. This cooperation has also made it possible for UWSP to provide more materials to its users than would otherwise be possible by utilizing services like interlibrary loan and universal borrowing (which permits users to directly request items from other UW System libraries or Portage County Public Library without the mediation of interlibrary loan staff).⁹⁶

Other technological services available through the LRC include wireless internet access, laptop checkout, instruction in the use of library technologies, public computers throughout the building, reference email, and a media lab with audio and digital production equipment and digital video camera checkout. Assistive technologies for alternative methods to print are used to provide access to patrons with special needs. Finally, the LRC is constantly testing new technologies (e.g., iPods, MP3 players, digital music, and image and sound databases) to meet the changing needs of instructors and students.⁹⁷

Technology Grants are used to support the introduction and upgrading of technology in the classroom and as a means to supplement course development. Several intra- and inter-college technology funding sources are available to purchase unique technologies (hardware and software) that traditional funding sources may not support or for which general funding sources are limited. Software that is unique to a particular class is an example. For instance, UWSP boasts the world's largest Urban Forestry program. It has used the technology grant process to purchase tree canopy analysis software for GIS applications and landscape design software for a Landscape Architecture course. Without this special funding source it would be unlikely that these technologies could be implemented in the Urban Forestry program. College mini-grants are another way to integrate technology into the classroom. Approximately \$70,000 is spent annually for mini-grants which support collaboration between/among colleges with the purchase and implementation of selected technologies. The competitive granting process facilitates efficiency and collaboration in the acquisition and deployment of new technologies.⁹⁸ For a list of computer software technologies embedded within disciplines at UWSP see Appendix E.

4c-6

UWSP is actively preparing its students and its institution for the future.

Vision 2015: Connecting to the Future commits UWSP to providing challenging learning and leadership experiences that prepare students to be global citizens, projecting the University's history and values in the life and look of the campus, and partnering with others for a vibrant economy.

The prominence of this vision statement reflects the seriousness of the University's commitment to preparing its students, its campus, and its region for the future. To thrive in a global setting, students must be comfortable living and working in a multicultural world, connected through technology. To equip students for the future, the UWSP campus must be a center of academic excellence, offering a wide range of activities in support of this vision. The campus will model environmental sustainability, tradition, and innovation, featuring architecture that welcomes and accommodates students. To achieve

a “vibrant economy,” UWSP is partnering with other area educational institutions as well as with business and industry, like Stora Enso North America. These educational partnerships include the Collaborative Degree Program and the Leadership Certificate Program (LCP), which includes the establishment of a permanent location in Wausau to serve LCP participants, and an arrangement with Mid-State Technical College. For more information on UWSP’s interactions with its various external constituencies see Chapter 5.⁹⁹

UWSP is moving forward in assessing the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. In addition to curricular opportunities, UWSP also provides support for a multicultural, global, community where students can experience meaningful encounters with people and cultures other than their own. UWSP’s commitment to preparing students to be global citizens is reinforced by its vision for the future. This active preparation for the future bodes well for UWSP’s students, its campus, and the entire economic region.

Core Component 4d

UWSP provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

UWSP is committed to academic integrity and to the practices that uphold responsible scholarship. The UWSP “Community Bill of Rights and Responsibilities” and the accompanying policies and procedures, as outlined in the *Community Rights and Responsibilities Handbook*, delineate the expectations made of all members of the campus community that the University shall be a safe and welcoming place in which to acquire and apply knowledge both inside and outside the classroom in a responsible manner. This handbook is published in the fall of each year and is made available to all faculty, staff, and students via the web, and through Message of the Day reminders for faculty and staff and for students.¹⁰⁰

The preamble to UWSP’s “Bill of Rights and Responsibilities” states: “The University of Wisconsin-Stevens Point is an academic community of individuals committed to the pursuit of learning, the acquisition of knowledge, and the education of all who seek it. The members of the community include students, faculty, staff, administrators, and support personnel. The mission of the University is to stimulate intellectual growth through the discovery and dissemination of knowledge which commits its members to scholarship in all of its forms. The mission also directs all members to work for the application of knowledge beyond the physical boundaries of the campus for the betterment of all members of society.”¹⁰² The “Bill of Rights and Responsibilities” is discussed in more detail in section 1e-3, and its implications for engagement are discussed in Chapter 5.

The *Community Rights and Responsibilities Handbook* provides information concerning UWSP policies, practices, and procedures, and it outlines expectations regarding policies and behavior both in and outside the classroom. Examples addressed include compliance with the Americans with Disabilities Act (ADA), web accessibility, discrimination, sexual harassment, security, and drug and alcohol abuse.¹⁰²

In addition, the University of Wisconsin System provides general oversight and guidance for all campuses regarding standards of academic and non-academic behavior. These standards, which UWSP has adopted and incorporated into the *Handbook*, address student academic and non-academic conduct, disciplinary procedures, conduct on University lands, and accommodations of religious belief.¹⁰³

Worthy of some additional discussion is the code of academic conduct UWSP employs through its adaptation of the University of Wisconsin's Chapter 14 of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System: "Student Academic Standards and Disciplinary Procedures." These standards and procedures are made available at the beginning of each semester to faculty, staff and students. The Office of Student Rights and Responsibilities oversees the adjudication process when a faculty member accuses a student of violating one of the policies. Recent trends have shown an increase in the number of reported violations. The most prevalent violations involve plagiarism, a behavior that is becoming more commonplace as technology provides students with easy access to downloadable original material without proper citations. As a result, UWSP faculty members are becoming more explicit in the guidance they provide to students about their expectations for written papers. For example, in the College of Letters and Science, all faculty members include a reference to the Community Rights and Responsibilities web page, which contains the expectations for Academic Conduct, in each course syllabus. In addition, Academic Affairs provides the financial resources necessary to provide faculty with access to Turnitin.com, an online resource for "educators and students concerned with developing quality writing and research skills. It prevents and detects plagiarism by comparing submitted papers to billions of pages of content located on the Internet and selected proprietary databases. The results are compiled for each paper submitted, in custom reports that are sent to participating faculty." In addition to the Turnitin.com website, the UWSP library provides an array of other websites that guide students and faculty through the appropriate discovery and acquisition of previously published material.¹⁰⁴

UWSP uses a variety of means to inform the University community of the expectations for responsible scholarship. These include:

- Briefing new students on academic expectations through student orientation leaders as well as through a written statement included in the Student Orientation Packet directing them to the Community Rights and Responsibilities website;¹⁰⁵
- Training on the use of UWSP Chapter 14, which conveys the UW System policy on student academic standards, which is provided through the Office of Student Rights and Responsibilities during new faculty orientation. This training includes the publication *Academic Misconduct: Rules and Procedures—A Guide for Faculty*, as well as providing consultation on a case-by-case basis throughout the year.¹⁰⁶

In addition, a brochure, entitled *Academic Integrity: Searching for the Truth, Showing the Way* is also made available to faculty and staff. Enforcement of these policies is handled by the Office of Student Rights & Responsibilities.¹⁰⁷

Finally, if an instructor does not have a written policy for assigning grades by the second week of class, or if a student believes that an instructor did not follow this written policy in assigning grades, the student is entitled to appeal the grade received in that course under a procedure called Grade Review.¹⁰⁸

In addition to promulgating the academic conduct policies, the University's homepage delineates a variety of other policies and procedures on the appropriate use of technology, space utilization, and general behavioral expectations on the campus for students, faculty and staff.¹⁰⁹

UWSP has a strong track record of modeling the responsible use of knowledge. Perhaps the most significant display of the development and application of knowledge in a responsible manner is UWSP's community-based, embedded commitment to issues of "sustainability." The College of Natural Resources is certainly the most visible example, but on a grass roots level, students, faculty, and staff have demonstrated in many ways—large and small—that the campus institutionalizes a commitment to preserving the environment for future generations, beginning with the statement on sustainability in the *University Catalog*: "UWSP is committed to sustainability and its practice in our daily operations. Sustainability is the human enterprise of living to meet today's needs without compromising the needs of future generations, and to be ecologically sound, socially just, culturally affirming, politically doable, and economically viable. We demonstrate our commitment to sustainability through such measures as resource recovery (recycling), composting food wastes, energy reduction, and continually exploring ideas to promote and support sustainability initiatives."¹¹⁰

Examples of measures in place to encourage sustainability on the UWSP campus include the formation of a Campus Sustainability Committee, which is made up of students, faculty, and staff, and serves to advise the Chancellor. Students, too, have undertaken many initiatives through the Student Government Association, such as the Renewable Energy Referendum Statute, passed in May 12, 2005. The Department of Residential Living has, perhaps, the most comprehensive record of working with its staff and on-campus residents to continually identify ways of helping students lead more sustainable lives.¹¹¹

In other areas, and in an on-going fashion, the University sponsors forums that engage the academic community, and the communities surrounding the UWSP campus, in a variety of discussions concerning civic responsibilities and the value of acquiring and using knowledge responsibly. One example is a debate on the USA Patriot Act. In addition, UWSP participated during the 2005-2006 and 2006-2007 academic years in the American Democracy Project (ADP), a program that utilizes the daily *New York Times* in courses offered across all Colleges in an effort to educate students for their role as citizens in a democracy. The ADP proceeds from the "assumption that the role of public higher education is to create citizens who are knowledgeable about social issues and the political process, who think critically about those matters that are the subject of public policy, who believe they can have an impact on public policy decisions, and who choose to be active participants in their communities and beyond." The program afforded students free access to the daily paper for use in their coursework, as well as a variety of other opportunities, including class projects, internships, and conference attendance.¹¹²

Inasmuch as the University is a teaching *and* learning organization, UWSP continually strives to stay current in its acquisition and dissemination of knowledge. Research opportunities and professional development programs are the two most significant means for doing so, and these are funded through a variety of means. A more complete discussion of opportunities and funding is provided above, in section 4a. With regard to the responsible acquisition of knowledge, UWSP provides training and guidelines for faculty, staff, and students through Grant Support Services. Two committees review research protocols and oversee research on campus. Human subject-related research is the purview of the Institutional Review Board (IRB), which consists of faculty representatives from throughout campus. Responsibility for the IRB was recently moved to the Director of Grant Support Services. Animal subject-related research is the responsibility of the Animal Care and Use Committee (ACUC). Each committee's web pages contain links to all campus, state, and federal required forms, guidelines, and information. Faculty, staff, and students are all required to review and follow these guidelines when conducting research. In cases where the conduct of proposed research could have significant environmental consequences, researchers should complete the Environmental Assessment Screening Worksheet for Compliance with Wisconsin Environmental Policy Act (Chapter 274, Laws of 1971, Section 2, 1.11 (2)).¹¹³

In addition to guidelines for research, UWSP, through the UW System offices, also provides guidance for the use and ownership of copyrightable instructional materials, as well as for the development, use, and ownership of computer software. UW System also provides clear and complete guidelines concerning patents for those developments that have commercial value. All of these policies provide appropriate guidance on the development and ownership of intellectual property through faculty research and development.¹¹⁴

Conclusion for Criterion FOUR

UWSP has demonstrated its commitment to a life of learning for its students, faculty, and staff through policies, planning, and financial support, and by publicly acknowledging their scholarly and creative accomplishments. In addition, the General Education program seeks to provide all undergraduates with a broad interdisciplinary liberal arts-oriented experience that will complement their majors while promoting the interconnectedness of disciplines and encouraging lifelong learning. UWSP also provides a plethora of cocurricular activities to integrate learning outside the classroom, and students are afforded numerous opportunities to become comfortable living and working in a multicultural world; to participate in an array of intercultural and international learning experiences that will enable them to live as citizens of the world and stewards of the earth; and to take advantage of ongoing technological change in all aspects of life. Finally, the University upholds research integrity and delineates the expectations made of all members to acquire and apply knowledge – both inside and outside of the classroom – in a responsible manner.

Chapter 4 Notes

¹ 2005-2007 *University Catalog*, p. 1: AA PU 160.03.

² 2005-2007 *University Catalog*, p. 1: AA PU 160.03.

³ COFAC Questionnaire: AA RE 165.08.4; CNR Questionnaire: AA RE 165.07.4; CPS 2005-2006 *Annual Report*, p. 8: AA RE 165.06.014; College of Letters and Science Mission Statement : www.uwsp.edu/cls/mission_statement.htm.

⁴ UWSP *Handbook*, Chapter 5, section 4, p. 25: AA PO 155.11.

⁵ College of Letters and Science *Annual Report 2005-2006*, p. 5: AA RE 165.05.03; College of Letters and Science *Annual Report 2004-2005*, pp. 7 & 8: AA RE 165.05.4; College of Letters and Science Questionnaire: AA RE 165.05.5; CNR Questionnaire: AA RE 165.07.4; “A Campus-Community Dialogue,” MOD 2/20/07: <http://campussupport.uwsp.edu/uwspmod/displaymessage.aspx?ID=23991&view=archives>.

⁶ College of Letters and Science *Annual Report 2005-2006*: AA RE 165.05.03; Sabbatical 1998-2007: AA FD 140.04; COFAC *Annual Report 2005-2006*: AA RE 165.08.03.

⁷ CNR Questionnaire: AA RE 165.08.4; CPS Questionnaire: AA RE 165.06.015; COFAC *Annual Report 2004-2005*: AA RE 165.08.5; “Thai Humanitarian to Speak at UWSP”: www.uwsp.edu/news/pr/skJantrakaLecture.htm; The Thailand Project: <http://students.uwsp.edu/jquin065/dream/index.htm>

⁸ *Vision 2015*: CO PL 430.01.

⁹ UWSP *Faculty Constitution*, 2007, pp. 30-32: www.uwsp.edu/governance/facsenat/.

¹⁰ University Personnel Development Committee Funding History, 1995-2006: AA FD 140.05.1; University Personnel Development Committee website: www.uwsp.edu/grantsup/UPDC.htm; Grants Office website: www.uwsp.edu/grantsup/index.htm; Faculty/Staff Research (University Personnel Development Committee): AA FD 140-05.5.

¹¹ Faculty/Staff Research (UW System): AA FD 140.05.6.

¹² CNR Questionnaire: AA RE 165.07.4; CPS Questionnaire: AA RE 165.06.015; College of Letters and Science *Annual Report 2005-2006* AA RE 165.05.3; Special Library Funds for New Faculty: AA FD 140.05.7.

¹³ Student Research Fund: AA FD 140.14.

¹⁴ CPS Questionnaire: AA RE 165.06.015; CNR Questionnaire: AA RE 165.07.4; College of Letters and Science Questionnaire: AA RE 165.05.5.

¹⁵ COFAC Questionnaire: AA RE 165.08.4.

¹⁶ COFAC Questionnaire: AA RE 165.08.4; COFAC *Annual Report 2005-2006*, p. 2: AA RE 165.08.3; CNR *Annual Report 2005-2006*, p. 9: AA RE 165.07.3; CPS *Annual Report 2004-2005*, p. 3: AA RE 165.06.013.

¹⁷ New Student Seminar evaluations: SA AI 210.02; Student Success Map: AA 165.01.1; Student Academic Advising Center: www.uwsp.edu/advising; Mary K. Croft Tutoring-Learning Center: www.uwsp.edu/tlc; Career Services Office: www.uwsp.edu/career.

¹⁸ UWSP Library Homepage: www.library.uwsp.edu; National Center for Education Statistics Academic Libraries Survey: AA AP 115.06; Library Budget FY7: AA BU 120.13; Library Budget Charts: AA BU 120.14; Library Budget Cuts: AA BU 120.15; Library Budgets 2005-2007: AA BU 120.11; Library Departmental Allocations 2007: AA BU 120.16.

¹⁹ FY07 Avg sal.xls: AA RE 165.18; "Pay, Research Opportunities Diminish," Stevens Point *Journal*, Feb. 19, 2007, p. 1: OS PU 830.01.

²⁰ Academic Affairs Seminar Series, schedule and outline: AA FD 140.17.4 and AA FD 140.17.5.

²¹ Listing of Past Conferences Sponsored by Academic Affairs: AA FD 140.10.1.

²² University Personnel Development Committee website: www.uwsp.edu/grantsup/UPDC.htm; Grants office website: www.uwsp.edu/grantsup/index.htm; Faculty/Staff Development (University Personnel Development Committee): AA FD 140.05.2.

²³ OPID website, www.uwsa.edu/opid/; UW System website: (www.uwsa.edu/fadmin/gapp/gapp25.htm; Brochure-All.doc, available in public folders under <outlook:\Public Folders\All Public Folders\University Offices, Services and Governance\Business Affairs\Personnel Services\Personnel Information%2FForms>; Faculty/Staff Development (UW System): AA FD 140.05.3.

²⁴ CAESE website: www.uwsp.edu/admin/acadaffairs/caese/; Teaching Circles website: www.uwsp.edu/grantsup/TeachingCircles03.htm; SoTL Grants Report: AA FD 140.01.1; UWSP's Grant Progress Report: AA FD 140.01.2; SoTL 2004-05 Transmittal Form: AA FD 140.01.3; Proposed Teaching Center Name and Location: AA FD 140.06.1; Proposed Teaching Center Director Position Description: AA FD 140.06.2; Proposed Teaching Center Working Notes: AA FD 140.06.3.

²⁵ CPS *Annual Report 2005-2006*: AA RE 165.06.014; Teaching and Learning Resource Network website: www.uwsp.edu/it/tlrn/.

²⁶ Faculty/Staff Development (Academic Affairs): AA FD 140.05.4.

²⁷ FACETS website: www.uwsp.edu/education/facets/.

²⁸ 2006-2007 *Teaching, Scholarship, Service* document: www.uwsp.edu/admin/acadaffairs/Personnel/Teaching%20Scholarship%20Service%202006-07.doc; see departmental websites for personnel guidelines posted on the web.

29 For more detail see the UWSP Scholarship and Service Report: AA RE 165.24 (Note that the UWSP Average is an average per college, but it is not a reliable statistic since there's no reason why the colleges should be similar in these measures. However, since the procedure has been consistent from year to year, trends would be valid.); CNR *Annual Report 2005-2006*: AA RE 165.07.3; College of Letters and Science *Annual Report 2005-2006*: AA RE 165.05.3; COFAC *Annual Report 2005-2006*: AA RE 165.08.3; Communicative Disorders *Annual Report 2005-2006*: AA RE 165.06.06; School of Education *Annual Report, 2005-2006*: AA RE 165.06.05; Interior Architecture *Annual Report 2005-2006*: AA RE 165.06.03.

30 Sabbatical 1998-2007: AA FD 140.04.

31 College of Letters and Science *Annual Report 2005-2006*: AA RE 165.05.3; Posters in the Rotunda Participants 2004-2006: AA FD 140.14.1; UW System Symposium Participants 2003-2006: AA FD 140.14.2; UW System Symposium Participants 1999-2001: AA FD 140.14.3.

32 CNR *Annual Report 2004-2005*: AA RE 165.07.5; CNR Questionnaire: AA RE 165.07.4; CNR *Student Research Symposium* booklets, 2005 and 2006: AA FD 140.14.4.

33 *Senior Presentation Day* brochure, April 3, 2006: AA FD 140.14.5; Extern Capstone Seminar Presentations April 24, 2006: AA FD 140.14.6; UW System Symposium Participants 2003-2006: AA FD 140.14.2; "I. A. Students Help with U. C. Renovation," Spring 2006 CPS Newsletter, p. 5: AA PU 160.05; Posters in the Rotunda Participants 2004-2006: AA FD 140.14.1; Health Promotion and Human Development homepage: www.uwsp.edu/hphd/.

34 COFAC *Annual Report 2004-2005*: AA RE 165.08.5; COFAC *Annual Report 2005-2006*: AA RE 165.08.3; "With the Grain" news release Dec. 13, 2005: www.uwsp.edu/news/pr/chCarlsten-WiththeGrain.htm; COFAC Questionnaire: AA RE 165.08.4.

35 *University Handbook*, 4d (15) p. 50): AA PU 160.02.

36 Accreditation Summary, Chancellor's Leadership & Albertson Medallion Awards: CO ZZ 450.1; CARO (Campus Activities and Recreation) website: www.uwsp.edu/centers/caro/scholarships.asp; Chancellor's Leadership & Albertson Programs 2002-2006: CO ZZ 450.2.

37 Accreditation Summary, Chancellor's Leadership & Albertson Medallion Awards: CO ZZ 450.1; CARO (Campus Activities and Recreation) website: www.uwsp.edu/centers/caro/scholarships.asp; Chancellor's Leadership & Albertson Programs 2002-2006: CO ZZ 450.2.

38 Student Leadership Award website: www.uwsp.edu/centers/caro/ula.asp.

39 College of Letters and Science *Annual Report 2005-2006*, pp. 7 and 15: AA RE 165.05.3; list of recipients at www.uwsp.edu/cls/scholarship.htm; College of Letters and Science Questionnaire: AA RE 165.05.5.

40 CPS Questionnaire: AA RE 165.06.015; School of Education website: <https://www.uwsp.edu/cps/Report/2005/SOE.pdf>.

⁴¹ CNR *Annual Report 2005-2006*, p. 9: AA RE 165.07.3; CNR Questionnaire: AA RE 165.07.4.

⁴² COFAC Questionnaire: AA RE 165.08.4; COFAC *Annual Report 2005-2006*, p. 14: AA RE 165.08.3.

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Criterion FIVE

Chapter 5

Engagement and Service



CHAPTER 5

Criterion FIVE: Engagement and Service

As called for by its mission, UWSP identifies its constituencies and serves them in ways both valuable.

UWSP serves, interacts with, and is influenced by a wide variety of different communities and constituencies. Since the institution's inception in 1894, students have comprised its foremost constituency. (Currently UWSP enrolls roughly 8,600 students.¹) A second constituency consists of University employees and offices, over 1,000 dedicated and skilled persons² who are the central core of this institution's operating capacity. Perhaps the most diverse, however, is UWSP'S third constituency: an astonishing variety of external publics (e.g. families, alumni, businesses, government agencies, public and private organizations, etc.) with which UWSP engages. Interactions between these constituencies are in a state of continuous reciprocity and exchange and reflect the institution's vitality.



Figure 5-1: UWSP's Traditional Marketshed

Historically, the central Wisconsin marketshed has been one of the most homogenous regions in the United States, with some 94% of residents claiming north European ancestry.³ Women now represent some 58% of UWSP students, but appear far less so among its employees (40%).⁴ Formal minority populations have long existed in small numbers,⁵ especially Native American, and more recently Southeast Asian communities. These populations remain important but underrepresented community elements at UWSP.

UWSP anticipates significant adjustments to campus demography in the near future, much of it yet under-recognized by formal categorization schemes and UWSP's *Plan 2008: Promoting and Celebrating Diversity*.⁶ Additional ethnicities already appear among the constituencies, albeit in very small numbers, including persons of original African, Latino/a, Middle Eastern, and South Asian heritage. Beyond simple ethnicity, however, non-traditional students pose a growing market and presence. These include academic recaptures,⁷ commuters,⁸ second-careerists, "empty-nesters," single parents, veterans/reservists, and retirees, each of whom has special needs that the institution is beginning to address and accommodate.

International students and employees also are a small but significant presence on campus.⁹ Despite the multicultural enrichment these elements provide, they receive few protections or incentives afforded by federal diversity programs, and they contend with the additional obstacles imposed by immigration and Homeland Security regulations.¹⁰ Other international engagement ventures place UWSP's domestic constituents into multicultural settings overseas, including the Semester Abroad programs,¹¹ field trip courses to Europe, Latin America, and Asia,¹² and outreach ventures into Mexico and Thailand.¹³

This chapter limits its examination to select lines of evidence representative of UWSP's engagements, and presents the first ever review of its engagement and service performance. Individual units and people from across the entire University community contributed an abundance of evidence that UWSP identifies and addresses the needs of its constituencies.¹⁴

Core Component 5a

UWSP learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

UWSP engages with its various constituencies on a number of bases. First are the University's formal mission statements, which, though they do not explicitly refer to engagement and service, nonetheless provide a foundation for the University's interactions with its students and employees and with the community and the state.¹⁵ A second is an organizational structure¹⁶ that provides many avenues for constructive engagement. A third is the University community's perception of societal obligation, which continuously drives faculty and staff, students, and external publics to undertake collaborative initiatives. Further, although UWSP's engagement inventory focuses primarily on the central Wisconsin area, the informal mission statement stipulates engagement "beyond the physical boundaries of the campus." According to *Vision 2015*¹⁷ one of UWSP's chief missions is to help its constituents become "global citizens" by "partnering with others," implying a scope for the institution's engagement that transcends regional boundaries.

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UWSP practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

UWSP uses multiple means to identify and evaluate engagement demands by its constituencies and by society in general, many through the Policy and Planning Analyst (formerly the Institutional Researcher).¹⁸ Most surveys focus primarily on students, though a few target either employees or external publics.¹⁹

Other local engagement data derive from records of offices in charge of specific activities, or from additional informal or unit-specific reports that provide insight for programmatic development. Finally, the University of Wisconsin System compiles a wide variety of data that enable inter-institutional comparisons of engagement in its annual *Factbooks*.²⁰

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UWSP's commitments are shaped by its mission and its capacity to support those commitments.

UWSP's formal select mission explicitly refers to engagement, indicating that the University is to: "Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity."²¹ Further UWSP's informal mission "commits its members to work for the application of knowledge beyond the physical boundaries of the campus for the betterment of all members of society."²² UWSP affords many opportunities for engagement between its three principal constituencies: faculty and staff, students, and external publics. The listing below indicates some principal points of engagement.

Certification and Licensing Support: A variety of programs across the spectrum of Colleges and Divisions at UWSP lead to or facilitate the acquisition of professional licenses, accreditation, or certificates. The School of Education in the College of Professional Studies (CPS) guides candidates through the three stages of Department of Public Instruction (DPI) licensure²³ and conducts in-service certificate programs²⁴ for further advancement. In 2006 the Higher Learning Commission approved the School of Communicative Disorder's new Clinical Doctorate in Audiology (Au.D), in collaboration with UW-Madison.²⁵ The Global Environmental Management center in the College of Natural Resources (CNR) began a unique certificate program in Permaculture Design in 2005.²⁶ Chemistry in the College of Letters and Science (L&S) offers two options within its major that lead to national certification by the American Chemical Society.²⁷ In cooperation with UWSP Continuing Education, the Division of Communication of the College of Fine Arts and Communication (COFAC) has offered certificate programs in Leadership and Technology.²⁸ No program at UWSP has ever sought and been denied professional accreditation; this testifies to the strength of the University's staffs, curricula, and facilities.²⁹

Continuing Education/Extension: The mission of Continuing Education is to connect learners of all ages with the resources of the University, meeting the needs of clients and community through innovative solutions and quality practices and programs. With a vision to promote lifelong learning, Continuing Education aims to provide a variety of innovative educational programs and activities that focus on professional development and personal enrichment for learners of all ages.³⁰ Continuing Education provides access to University programs (non-credit) and courses (for credit)³¹ for elements of the public unable to participate as traditional learners, including returning students, working commuters, single parents, veterans/reservists, retirees, and young people. Access to these kinds of educational opportunities (over 550 programs and courses and over 12,700 enrollments)³² has enabled many learners to productively and creatively enhance their job skills and marketability and also to enrich their lives.³³

Diversity: UWSP is committed to building a more diverse student body and faculty, and to celebrating that diversity. The Office of Multicultural Affairs³⁴ addresses issues of ethnicity, particularly for the formally targeted populations (Hispanic, Native American, African American, and Asian/Pacific Islander),³⁵ with a wide array of programs.³⁶ Along with the Office of Equity and Affirmative Action³⁷ and the Women's Resource Center,³⁸ Multicultural Affairs also handles gender/sexual orientation concerns. Disabilities Services promotes access to facilities and services for both internal and external constituents.³⁹ Non-traditional students have a dedicated Student Services office⁴⁰ available to assist with their needs, as do international students.⁴¹ Finally, numerous other programs are available across the Colleges and Divisions to serve youth, elders, and all "in-betweens."

Events: UWSP hosts numerous events by each of its three constituencies and involving all of the Colleges and Divisions. The Conference and Reservations office and the campus' physical facilities⁴² accommodate a wide variety of events, and two substantial physical renovations—expansions of the Noel Fine Arts Center in 2005⁴³ and of the University Center in 2007⁴⁴—have advanced event capacity since UWSP's last accreditation. Besides brick-and-mortar enhancements, UWSP people themselves also provide significant opportunities for engagement. More than 180 chartered student organizations currently exist, many of which conduct productive events involving the other constituencies.⁴⁵ Also noteworthy are the Fine Arts Performance Series,⁴⁶ Trivia Weekend,⁴⁷ the Carlsten Gallery (COFAC), athletic events (CPS), research forums and guest speakers (L&S and CNR), the Natural History Museum⁴⁸ and Planetarium⁴⁹ (L&S), the Central Wisconsin Environmental Station (CWES) camp,⁵⁰ and the March Program for Milwaukee's Grand Avenue Middle School at Treehaven⁵¹ (CNR). Other popular events—the results of collaboration with various external constituencies—include the National Wellness conferences,⁵² the annual Festival of India,⁵³ the Aber Suzuki Center,⁵⁴ and the Special Olympics.⁵⁵

Foundation: The UWSP Foundation coordinates a variety of fundraising operations that exist on campus, collaborates with Alumni & University Relations, performs needs and feasibility studies, and conducts periodic capital campaigns.⁵⁶ COFAC, L&S, CPS, and CNR each dedicate staff to the development and use of donations for projects both on and off campus. Additionally, the University Library⁵⁷ at UWSP houses a unique Foundation Collection,⁵⁸ in cooperation with the Foundation Center in New York, to serve as a resource for information on private foundations, grants, and philanthropy for the

surrounding area in support of community and business partnerships. The Land and Water Conservation Foundation (LAWCON), which involves CNR as central collaborator, enabled the acquisition and development of Schmeeckle Reserve beginning in 1977. Dedicated foundations exist to support program-specific objectives, such as the Paper Science Foundation,⁵⁹ Friends of the Museum,⁶⁰ and the American Suzuki Foundation.⁶¹

Grants and Contractual Projects: The office for Grant Support Services provides coordination and guidance for those seeking extramural funding for research and contractual projects. Although the proposals ordinarily come from faculty or staff, students frequently participate in the projects. Additionally, many of these projects spring from requests by and service to external clienteles. In an average year Grant Support Services assists processing and management of approximately \$6,500,000 in extramural awards.⁶² Over the long-term an average of 40% of applications yield successful awards.⁶³

Institutional Centers: UWSP hosts a multitude of centers that focus on study of and public involvement in contemporary issues.⁶⁴ These involvements between external and internal publics represent all Colleges and Divisions and often involve integrative cooperation between them.

Internal Constituent Services: UWSP provides access to many forms of service for its internal constituents (students and employees) and to a lesser extent also shares these with external clienteles and the public.⁶⁵

Internships and Engagement Education: UWSP students, along with their faculty mentors, have many opportunities to enhance their education through mutually beneficial interactions with external constituencies, including a variety of credit and non-credit professional development experiences. Over 125 credit-bearing courses exist formally,⁵¹ listed as internships and 77 more as practica, across all Colleges and Divisions.⁶⁶ Numerous other non-credit and/or post-graduate experiences further augment opportunities for learning and institutional visibility farther afield.⁶⁷ Such engagement education affords professional experience and exposure to skilled students, networking and supplemental support for faculty and the University, and a means for public and private agencies to accomplish tasks while concurrently recruiting and training prospective future employees.

Inter-institutional Collaboration: UWSP offers many opportunities for collaboration between institutions. Relationships such as the Collaborative Degree Program already exist in practice and unite several of the regional UW Centers or other comprehensives within the UW System to UWSP.⁶⁸ Additional examples include the CNR Service-Learning network,⁶⁹ the Military Science recruitment program,⁷⁰ and other non-system institutions.⁷¹ International collaborations for education and benevolent exchange occur in all Colleges, through a wide variety of units and organizations.⁷²

Community Involvement: UWSP is an economic pillar of its community and market region, annually contributing nearly \$400 million to the local economy.⁷³ Formalizing its heritage of community interaction, UWSP in 2002 also became one of 27 founding members of the Wisconsin Campus Compact (WiCC), the state chapter of a nationwide association of college and university presidents dedicated to encouraging public and community engagement.⁷⁴ Members of the regional public frequently advise or consult or

are members of many UWSP units and committees.⁵ Particularly important elements of these interacting publics are UWSP alumni, who include the mayor and several city officials of Stevens Point, state legislators, industry and business leaders, national athletes and artists, and numerous other successful professionals.⁷⁶ Finally, many contractual and partnership agreements involve and benefit the University and its external constituencies.⁷⁷

Employee Involvement: Private volunteerism by UWSP employees and offices for various civic, youth, and community outreach programs outside the campus is widespread but lacks quantified documentation. Examples include Chancellors and other employees sitting on regional Scout Executive Councils, rank-and-file visitations to area schools, and volunteer memberships in emergency response or youth sports organizations, to name but a few.⁷⁸ Professional services to the community are a component of an employee's résumé and annual salary merit evaluation in many units.

Student Involvement: Founded in 1977 under the umbrella of the Student Government Association (SGA), the Association for Community Tasks (ACT) engaged student volunteers with some sixty external agencies and projects in 2006.⁷⁹ To increase efficiency and broaden engagement networks, ACT formally merged with the Student Involvement and Employment Office (SIEO) in May 2007.⁸⁰ Also, as with employees, numerous students volunteer less formally through disciplinary clubs and organizations,⁸¹ or in other extracurricular civic, youth, spiritual, and community capacities.⁸² Students also have numerous opportunities to volunteer in pre-professional experiences as a means to acquire career exposure and experience while providing public service.⁸³ At a time when overall central Wisconsin volunteerism is declining,⁸⁴ UWSP students are projected to contribute almost 46,000 volunteer hours and \$2.7 million worth of time to local community services during 2007.⁸⁵

Outreach: Colleges and units at UWSP differ in their administration of outreach. CNR manages numerous offerings through its Natural Resources Outreach and Extension Programs under an Associate Dean for Outreach & Extension.⁸⁶ COFAC⁸⁷ and CPS⁸⁸ channel much outreach activity through Continuing Education, while L&S takes a mixed approach of departmental⁸⁹ or Continuing Education⁹⁰ management of outreach programs. Some non-academic units also support outreach programs, such as the Native American Center⁹¹ and the Office of Multicultural Affairs.⁹²

Service-Learning: The AmeriCorps*VISTA Service-Learning Program began operation at UWSP in 2004, soon after the inception of WiCC.⁹³ The AmeriCorps*VISTA Service-Learning office identifies opportunities and resources for interested faculty and provides guidance to student volunteerism for public benefit through adaptations of practical coursework. The three distinguishing characteristics of service-learning, according to the National Center for Service-Learning, are its focus on community need, the advancement of academic and civic objectives, and the encouragement of participant reflection on activity.⁹⁴

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UWSP demonstrates attention to the diversity of the constituencies it serves.

UWSP recognizes and celebrates many different kinds of diversity among its students, faculty, staff, and public constituencies. Among the nearly 10,000 internal constituents (students and employees) at UWSP, and the thousands more among its external publics, two broad categories of diversity appear. Demographic diversity entails recognition of traditional subpopulations as defined by ethnicity, gender, age, and citizenship status. Often more difficult to label or enumerate, however, are the varieties of lifestyle diversity present at UWSP, including first-generation students, returning students, students with disabilities, working commuters, second-careerists, single parents, people with alternative sexual orientations, veterans and reservists, retirees, and rehabilitants. UWSP provides varying levels of formal programmatic support for all of its students, faculty and staff, and external constituents through three agencies: Student Services, Equity and Affirmative Action, and Multicultural Affairs. Informal support, by personal advising and consultation, also occurs widely.

Recognizing Demographic Diversity: International students receive specialized support from the Foreign Student Office⁹⁵ and the English as a Second Language (ESL) program.⁹⁶ The Office of Equity and Affirmative Action bears primary responsibility for ensuring regulatory compliance and implementation of *Plan 2008*⁹⁷ for domestic students and employees, and the Office of Multicultural Affairs oversees most enrichment programs and operations. Diversity complaints are relatively rare at UWSP,⁹⁸ but those that occur usually receive resolution through institutional awareness and grievance procedures.⁹⁹ Troubled students can also receive assistance through the Counseling Center.¹⁰⁰ More positively, Multicultural Affairs¹⁰¹ has provided numerous beneficial opportunities for all of UWSP's constituencies through five major programs: Educational Support, the Multicultural Resource Center, the Native American Center, Pre-College Programs, and Upward Bound.¹⁰² Other units further contribute to ongoing awareness, appreciation, and tolerance. The Menominee Clans Story¹⁰³ showcased in the Learning Resource Center, the long-standing annual Festival of India,¹⁰⁴ and the recent Thailand Project initiative¹⁰⁵ exhibit just three of many examples of opportunities for students, faculty, and staff to share their heritages and aspirations. About one in seven UWSP students¹⁰⁶ and some non-matriculated Continuing Education Study Tour Course participants¹⁰⁷ are currently involved in a wide array of professional development projects by various internal constituents that produce experiences and institutional visibility abroad.¹⁰⁸

Recognizing Lifestyle Diversity: As a four-year comprehensive university, UWSP serves constituencies that differ substantially from the UW flagship research campuses. UWSP's primary clienteles—and hence its scope of operations—spring specifically from its central Wisconsin region, but also includes a small (but growing) draw from farther afield. Some attributes of the main constituencies and their needs are distinctive, while others reflect broader changes occurring in university demographics nationwide. These attributes become more difficult to characterize and enumerate, but UWSP recognizes the importance of addressing all of them as part of its strategy for future institutional success. Some examples of UWSP's engagement with the concerns of students with diverse lifestyles and perspectives include the following:

- A first distinction of UWSP is its high (~66%) proportion of first generation students;¹⁰⁹ less documentable are its first generation employees or external partners. Orientation programs assist such students¹¹⁰ and, to a lesser extent, the employees.¹¹¹
- Re-entry students are also an important clientele at UWSP. Systemwide, the target of the Adult Student Initiative¹¹² is to re-enroll 12,000 students who departed without completing their programs. UWSP currently serves 325 such students annually, and could handle several hundred more. A further 1800 applications are received each year from conventional transfer students.¹¹³
- Approximately 300 students with physical or cognitive disabilities attend UWSP in a typical year.¹¹⁴ Most are aware of and receive support from the Office of Disability Services, which has implemented a variety of accommodation plans and continues to devise or improve others. Additionally, the students themselves initiated an Accessibility Awareness Club through Student Organizations in December 2005 to encourage the education of and support from the overall campus community.¹¹⁵
- A majority of UWSP students work at least part-time, and, for employment or family reasons, over 60% live off-campus and must travel to campus for classes.¹¹⁶ Accommodations for commuters include increasing availability of courses through distance education, extended night course and Continuing Education availability,¹¹⁷ growing transferability of Collaborative Degree Program credits (CDP),¹¹⁸ courses from remote class sites, and experiential credit opportunities, as well as expanded parking facilities.¹¹⁹
- Changing economies and societal needs are bringing many non-traditional students back to campus to further their education as they prepare to change careers. The Career Services Office offers many guidance and employer contact programs,¹²⁰ and the office for Non-traditional Student Services¹²¹ helps these students to address academic, logistic, and social needs.
- As both an avenue to success and a haven, UWSP affords an array of support programs and performance outlets to “empty-nesters”—people of both genders including parents whose children have moved out, divorcees, widows and widowers, and orphans—through the Counseling Center,¹²² Career Services,¹²³ Non-Traditional Student Services,¹²⁴ the National Wellness Institute,¹²⁵ the Tutoring-Learning Center (TLC),¹²⁶ and numerous clubs and organizations,¹²⁷ among others. Three areas where UWSP does not offer direct support but can provide advice and referrals are medical,¹²⁸ financial,¹²⁹ and legal services.¹³⁰
- Principal support and educational initiatives for people with alternative sexual orientations derives from the Gay Straight Alliance.¹³¹ Ordinarily, sexual orientation poses little or no issue or impediment in day-to-day conduct at UWSP, and the institution has responded immediately and decisively to the rare incidents of intolerance.¹³²

- Persons of many faiths worship and express themselves freely at UWSP, though some faiths, again reflective of the University's demography, have very small representation. Campus organizations (primarily student) and operations that promote freedom of religious and spiritual expression include the Newman Center,¹³³ the Salvation Army, and the Comparative Religion Club, among others.
- Military veterans and reservists now appear in increasing number among UWSP's internal constituents. The Veterans' Affairs Office in Registration and Records¹³⁴ and Military Services Support Programs in Financial Aid¹³⁵ provide assistance to student veterans. Some veterans also qualify for employment priority under EEO/AA guidelines.¹³⁶ During the 2003 Iraq call-up, some reservists initially encountered conflict reconciling their military and UWSP academic responsibilities. In response to that incident, the Provost promptly broadcast a reminder that the campus policy stipulates accommodation for constituents facing emergency military deployments.¹³⁷
- A small portion (1%) of UWSP students is nearing or has reached the federal minimum retirement age of 55,¹³⁸ but over a quarter of employees and the entire emeritus faculty (whom the University increasingly calls upon as adjuncts)¹³⁹ fall into this cohort. For employees, UWSP's Personnel Services Office provides standard retirement benefit options, and all participate in the Wisconsin's Employee Trust Fund (ETF).¹⁴⁰ Many external visitors who attend events and programs on campus also are elders. However, few programs or offices exist that specifically accommodate elderly students' and visitors' physical needs. Among external constituencies, seniors receive various services from Continuing Education's Learning is ForEver (LIFE) program¹⁴¹ and the Student Involvement and Employment Office (SIEO),¹⁴² and Volunteersrock.org (begun in 2004), a self-help collaboration between the Association for Community Tasks (ACT),¹⁴³ the United Way Volunteer Center, and the Retired and Senior Volunteer Program.¹⁴⁴ The Central Wisconsin Economic Research Bureau (CWERB)¹⁴⁵ noted as early as 1999 that the large percentage of the regional population falling within this age group was already transforming educational priorities in the state.¹⁴⁶
- There are no publicly accessible listings of legal, physical, or emotional rehabilitants present among the constituencies of UWSP. The Counseling Center¹⁴⁷ and Disability Services¹⁴⁸ offer support for those who seek it, but unless there is an overt transgression, reporting is discretionary. However, by policy some incidents require reporting, such as sexual assault/harassment.¹⁴⁹ Some outreach programs have served inmates on-site at correctional institutions, such as the Lincoln Hills Poetry Project, administered by the Department of English at the Lincoln Hills School for Juvenile Offenders.¹⁵⁰

UWSP not only demonstrates attention to the formal demographies that are the focus of Affirmative Action programs, but also exerts considerable effort beyond these to address the needs of diverse people of all kinds.

5a-4

UWSP's outreach programs respond to identified community needs.

While UWSP's formal and traditional mandate is to serve the central Wisconsin region, its vision and practice increasingly extend globally. The existing capacities and operations for engagement described above, often in collaboration between various constituencies, enable the institution to address extensive community needs both on and off campus. Some examples of the types of services UWSP brings to its constituencies include the following:

- **Cultural:** In 2006 over 10,000 people visited exhibits at the Carlsten Art Gallery, located in the newly-renovated Noel Fine Arts Center. Additionally, students, faculty, and staff contributed hundreds of exhibitions and other presentations off-campus.¹⁵¹ Music in Michelsen Hall and drama performances in Jenkins Theater, also located in the Noel Fine Arts Center, showcases in-house and guest performers.¹⁵² Various outreach activities include the Center for Expansion of Learning and Teaching (CELT), Central Wisconsin Community Theater, and various touring musicians, which bring the performing arts to thousands of community members annually.¹⁵³ UWSP's commitment to foreign language instruction has expanded to include East-Asian languages.¹⁵⁴ Continuing Education's Arts and Culture Outreach provides a variety of cultural opportunities for community members of all ages. Literary outreach occurs through various media, including *Issues in Writing*, the English department's journal on composition studies and professional writing; Cornerstone Press, an imprimatur used by the English department's Editing and Publishing students, who each semester undertake to see one or more manuscripts by local authors through all phases of the editing and publication process; *Barney Street*, the student literary journal; and the UWSP Online Journal.¹⁵⁵ Athletics has yielded numerous awards and finished 16th in the NCAA Division III Director's Cup standings out of 430 campuses in 2006.¹⁵⁶ Additionally, athletics has afforded substantial opportunities for inter-constituency involvements, notably (but not exclusively) with the Special Olympics program in 2006, which had a total participation of 6,600.¹⁵⁷ All of the Colleges and also the International Studies and Continuing Education programs offer overseas study tours that afford further opportunities for cultural exposure and institutional visibility.¹⁵⁸
- **Economic:** UWSP's engagement with the regional economy is substantial. In 2006 an independent special report, *An Economic Opportunity Study for Central Wisconsin*, revealed that the institution contributes hundreds of millions of dollars to the local and state economies. The study indicated, among other things, that:
 - UWSP contributed almost \$378 million to the regional economy annually;
 - UWSP was responsible for almost 5,700 jobs in the region, and nearly 6,400 statewide;

- UWSP students spent almost \$78 million annually in the region, over and above student tuition, fees, and room and board;
- UWSP employees spent almost \$31 million in the region annually;
- UWSP visitors spent almost \$19 million annually in Portage County;
- UWSP generates almost \$17 million in state income and sales tax revenue annually; and
- UWSP students contributed almost 46,000 volunteer hours and \$2.7 million worth of time to local community services.¹⁵⁹

Beyond the economic input of its internal constituents, UWSP also provides many services that enhance regional economic performance. For over fifteen years the Central Wisconsin Economic Research Bureau (CWERB) has conducted research to bring timely economic analysis and information to the UWSP service area,¹⁶⁰ consisting primarily of Portage, Lincoln, Marathon, and Wood counties, in order to help foster economic development within this region. Students, under faculty guidance, serve as interns with such regional businesses as StoraEnso, Sentry Insurance, and the Green Bay Packers, but also as far afield as England and China.¹⁶¹ Grants, often supporting still other internships, provide further economic contributions from many other disciplines.¹⁶² The Volunteer Income Tax Assistance program (VITA)¹⁶³ enables students to assist the general public while earning course credit, while the Small Business Development Center (SBDC)¹⁶⁴ provides learning opportunities and practical guidance on best practices to business owners, managers, and entrepreneurs throughout nine central Wisconsin counties. The Community Research Center¹⁶⁵ and the Center for the Small City⁶ provide further local and regional analysis assistance.

- Educational: In addition to helping students achieve DPI certification standards, various programs are available enabling graduates to continue their teaching development. CPS created the Collaborative Organization for Starting Teachers Achieving Results (COSTAR)¹⁶⁷ by combining the UWSP School of Education Professional Development Network (PDN)¹⁶⁸ with local education agencies and teachers' associations to facilitate the induction of teachers into their profession. The PDN in 2005 became the College of Professional Studies Continuing Education (CPSCE) in partnership with Continuing Education¹⁶⁹ to enable regional teachers to continue post-graduate coursework, often in collaboration with other campuses or through distance education. Other education outreach opportunities engage various special publics. Examples include the Gesell Institute of early childhood development, which is open to public enrollment;¹⁷⁰ Project Forward, which assists Hmong-American bilingual paraprofessionals, recent high school graduates, and graduate students in becoming certified teachers in the state of Wisconsin;¹⁷¹ and a Rockefeller Foundation project to assist Makerere University in Uganda¹⁷² in technical training for Geographic Information Systems GIS land use planning applications.

- Environmental: UWSP is substantially engaged with environmental issues through the College of Natural Resources (CNR) and with contributions and collaborations from all other Colleges and Divisions. CNR students and employees annually conduct hundreds of colloquia, internships, and grant projects.¹⁷³ Among its recent programs catering to external publics are the student Global Environmental Management (GEM) Ambassadors to Africa, Latin America, and Native American reservations for environmental justice projects;¹⁷⁴ a wildfire course for national professionals¹⁷⁵; many forms of technical outreach;¹⁷⁶ Schmeeckle Reserve;¹⁷⁷ and such education initiatives as the Center for Land Use Education (CLUE),¹⁷⁸ the K-12 Environmental Education Program (KEEP), Learning, Activities, & Experiences in Forestry (LEAF), and the national Environmental Education and Training Program.¹⁷⁹ The UWSP Fire Crew,¹⁸⁰ under their CNR advisor, has over 100 members and can dispatch any of them at any time, to anywhere in the Mid-west or Canada. From CNR and the other Colleges and Divisions also come numerous environment-oriented courses, often to satisfy the Environmental Literacy General Degree Requirement (GDR).¹⁸¹ External constituents rely on UWSP for project contracts,¹⁸² internships,¹⁸³ outreach, and consultation.¹⁸⁴ Many environmental agencies and the Student Conservation Association¹⁸⁵ find UWSP a fertile recruiting ground.
- Social: Various UWSP programs address societal issues germane to central Wisconsin and beyond, and often interface with operations concerning other cultural, economic, educational, and environmental needs through coursework and research. In addition to the examples cited above, diversity pertains to many—but not all—of UWSP’s social outreach functions, both on and off campus. In a different pedagogical context, formal course learning afield amidst non-campus societies has included Migrant Outreach through Continuing Education,¹⁸⁶ study abroad through International Programs,¹⁸⁷ professional practice shared with disadvantaged populations by the Communicative Disorders program,¹⁸⁸ and a variety of service-learning endeavors.¹⁸⁹ In non-formal or semi-formal learning, much interaction with diverse communities also occurs through internships, grant projects, and student volunteerism.¹⁹⁰

5a-5

In responding to external constituencies, UWSP is well-served by programs such as continuing education, outreach, customized training, and extension services.

In 2005 UWSP Extension was renamed UWSP Continuing Education with the aim of making it more readily identifiable to the external constituencies it serves. The affiliation of Continuing Education with UW Extension in Madison, as the parent organization, remains unchanged. Continuing Education at UWSP has functioned as the entrepreneurial arm of the University for decades. Since UWSP’s last accreditation, Continuing Education’s administrative structure has undergone substantial change, most significantly the elimination of the position of Executive Director of Continuing Education. This administrative decision was made with the intent of reducing costs and increasing

continuing education activity in the Colleges with direct involvement of the Deans. A half-time interim coordinator was appointed to head CE from July 1, 2006 until June 30, 2008. Administrative responsibilities previously held by the Executive Director were dispersed between the Interim Coordinator, a Program Manager, and support staff. Program Managers were assigned to each College under joint supervision of the Interim Coordinator and the respective Deans.¹⁹¹ A two year trial period of this decentralized model was approved by Faculty Senate.¹⁹² A review of this reorganization has been requested by the Faculty Senate during the spring of 2008.

Credit and noncredit course offerings (Figure 5.2) are driven by a combination of programmatic, clientele, employee, and societal needs. Credit enrollments declined in FY01 with an internal reorganization of CE but have been slowly climbing to their initial high in FY00 (Figure 5.3). Online courses have steadily increased over the decade (Figure 5.4), reflecting their growing popularity and capacity to accommodate societal demand. Noncredit enrollments have been fairly steady but appear to have jumped substantially in FY06. Beginning in FY05-06 the enrollments and courses in the LIFE program were included in the comprehensive counts of CE where previously they were not part of the totals. New programs, partnerships, collaborations, and services continue to span the continuum of the number of programs offered (856 credit and noncredit programs) and number of people served (12,723 credit and noncredit enrollments in FY07).¹⁹³

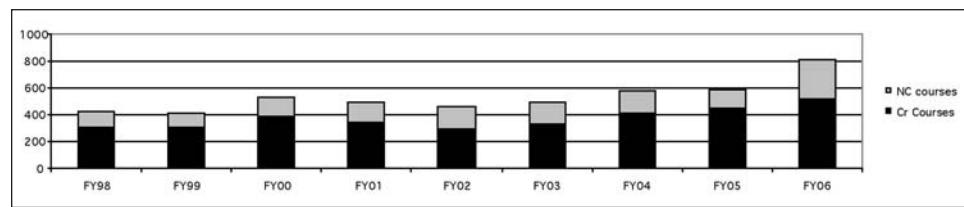


Figure 5.2: Continuing Education (CE) Course Offerings, July 1997-June 2006

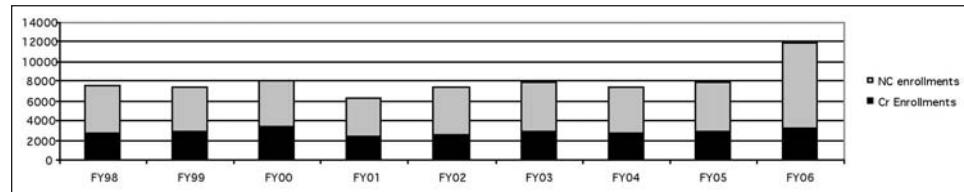


Figure 5.3: CE Course Enrollments, July 1997-June 2006

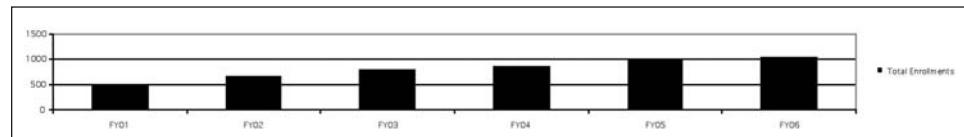


Figure 5.4: CE On-line Course Enrollments, July 2000-June 2006

Core Component 5a conclusion

The inventory of engagement capacities and operations reflects adjustment to modern and future constituent needs, but UWSP remains aware of its historical functions and traditions. As societal expectations have changed, some programs have undergone transition, for example the transformation of Home Economics into various CPS specialties,¹⁹⁴ the restructuring of Continuing Education, and the downsizing or elimination of some programs (e.g. local press and printing). Others have been or are in proposal for expansion, particularly those involving new technologies (e.g. GEM, WiCC, and the GIS center within CWI). Likewise, UWSP's means and intensities of operation have shifted from former "full-time day school" modes to accommodate contemporary schedules, aspirations, and lifestyles.¹⁹⁵

UWSP makes adjustments to meet the changing needs of society by continuously examining and learning about itself and its constituencies. Opportunities to engage a much broader variety of students now extensively augment the institution's primary mission beyond conventional classroom instruction, and enable UWSP to deliver a greater array of educational options to its external as well as internal constituencies. Distance learning and on-site immersion learning have become routine opportunities for UWSP constituencies.

Current engagement endeavors at UWSP reflect the heritage, needs, and ambitions of the constituencies it serves. Functions established at the University's founding continue to serve local education, industry, and business, and with continuous modernization should continue to maintain these traditional ties in the future. More recent ventures, such as emphases in environment and technology, have expanded and to some extent integrated the University's traditional connections of teacher education and classroom/laboratory learning on-site, and contemporary initiatives (such as service-learning) and proposals (such as the Collaborative Degree Program satellite sites and partnerships) should broaden this further.

UWSP provides a solid engagement foundation in common with comparable institutions (e.g. Continuing Education), but through accomplishment and innovation also affords some uncommon or unique opportunities. Among these are the array of environmental and community outreach services available, such as through GEM and SIEO, and the growing availability and use of internship opportunities.

Core Component 5b

UWSP has the capacity and the commitment to engage with its identified constituencies and communities.

Engagement entails reciprocal access and connection. UWSP uses its organizational capacity to develop and expand its own institutional interaction with its constituencies and also to foster independent relationships between them. With varying degrees of success, UWSP strives to serve as a catalyst promoting inter-constituent cooperation.

5b-1

UWSP's structures and processes enable effective connections with its communities.

UWSP's Student Involvement and Employment Office (SIEO), student organizations, athletics, arts, service-learning opportunities, student teaching, research assistantships, and internships stand foremost among the opportunities it provides for students to productively interact with both internal and external publics. Service-learning, student teaching, and credit internships, in particular, are curricular activities that necessarily also involve faculty and staff.

The capacity to expand engagement still remains in some of these areas. The former ACT (now merged with SIEO) had participation from 14% of the students in 2006, but with nearly 200 student organizations and over sixty external organizations included in Volunteersrock.org,¹⁹⁶ opportunities abound to involve many more students. Athletic, arts, and publication activities already approach the campus capacity for UWSP facilities, staffing, and schedules, and student teaching is near capacity due to program enrollment limitations.¹⁹⁷ Some of these could possibly expand through integration with off-campus programs, or through new forms of outreach and marketing. Service-learning, a relatively new program, which at latest report involved 10% of the student body but only twenty instructors, is also a potential growth area.

Although UWSP's administrative structure (Appendix B)¹⁹⁸ is complex, interactions between its elements are frequent and widespread, and engagement activities pervade the organization. While this affords tremendous opportunity for engagement, little of the public and arguably only the most senior of the internal constituents are fully aware of each element's function—or its potential for engagement. Not surprisingly, effective connections between internal and external constituencies develop opportunistically as members of the public approach UWSP personnel with specific needs. Likely many opportunities for mutually beneficial engagements are overlooked or misdirected.

One barrier to external and internal reciprocity is a lack of public awareness about UWSP's organizational structures and processes. This derives partly from the fact that UWSP's organizational chart is not widely available. No electronic version is available to the general public: interested external constituents must visit campus offices where hard copies are available.¹⁹⁹ Another impediment is a lack of awareness of UWSP's mission, or of the goals for engagement left implicit within it. A small survey of students indicated that many were uncertain or ignorant of UWSP's current select mission.²⁰⁰ Beyond this, no data exist for employee awareness. Unfamiliarity with the functions of the campus's organizational structure and mission probably diminishes engagement opportunities.

A serious impediment to UWSP's capacity to develop and maintain external connections is the continuing decline of state financial support. After several years of reductions, the pending 2007-2009 biennium budget from the State Assembly once again proposes further reductions in student financial aid (with other provisions likely to increase tuition costs), elimination of facilities modernization, alteration of compensation and benefits formulae that would effectively reduce employee income and thereby continue "faculty flight," and substantial base cuts that could well precipitate further personnel reductions.²⁰¹ These circumstances may impair expansion of cocurricular engagement, and in fact might lead to the loss of such promising initiatives as the new Health Sciences program.

5b-2**UWSP's cocurricular activities engage and connect students, staff, administrators, and faculty with external communities.**

UWSP provides numerous opportunities for students, faculty, staff, and administrators to become involved with members of external communities. Indeed, this kind of engagement is a core feature of UWSP's mission, and an important reason the University occupies such a vital position in the economy and culture of the region it serves. A crucial nexus of student engagement was the Association for Community Tasks (ACT), whose six core programs (Individual and Group Volunteerism, Tutoring, Winter and Spring Break Volunteerism, Hunger Cleanup, Dance Marathon, and UWSP Blood Drives) declined in overall participation by 4% of the student body between 2005 and 2006.²⁰² The decline was not uniform, however: Individual/Group Volunteerism and Blood Drives experienced increased participation (+9%, +84%); Tutoring, Hunger Cleanup, and Dance Marathon exhibited participation decreases (-15%, -73%, -96% respectively); and Winter and Spring Break Volunteerism were canceled for lack of participation. Partly to address this, ACT was consolidated into the Student Involvement and Employment Office (SIEO) in 2007.

Students also engage with external publics through numerous student organizations, athletics, and the arts. Public attraction to UWSP student athletics has expanded into a long tradition of positive visibility, especially given recent state WIAC and national NCAA Division III championships and contender appearances in baseball, basketball, hockey, softball, swimming, and track for both men and women.²⁰³ Employees, too, acquire public exposure in athletics: a UWSP wrestling coach represented the USA at the Athens Olympiad in 2004.²⁰⁴ In the various arts a typical year yields hundreds of UWSP student and employee exhibitions and performances available to the external publics,²⁰⁵ many of which extend to regional or national audiences. Logistical support, such as funding for travel, costumes, and instrument maintenance, is proving an obstacle to broadening public exposure. However, a few alumni initiatives have provided some opportunities for wider public exposure (e.g., Toybox Theater²⁰⁶ in New York, which has a UWSP alumnus as a production director, and Southern Music Company²⁰⁷, which published a UWSP student's composition that subsequently premiered at Carnegie Hall in New York City with the National Wind Ensemble) that may afford further student contact prospects.

Opportunities for professional engagement are extensive for students and among employees, though further opportunities—particularly those afield—are likely being lost due to staffing and funding shortages. Opportunities for professional exposure for students on-campus occur through guest speakers, colloquia, and exhibitions, but work schedules and non-traditional student obligations deny participation to many for these off-hours events. Financial support for professional experiences off-campus is limited and declining, and relatively few students are able to attend national or even regional meetings.²⁰⁸ Multiple sources indicate a growing demand for practical career exposure and development during the course of a student's college education.²⁰⁹ Rather than relying solely upon cocurricular activities, one approach to addressing this demand and its obstacles has been the incorporation of professional interaction into formal program curricula, through a growing number of profession-awareness courses in education, business, the sciences, the arts, the humanities, and the environment.²¹⁰

Developing partnerships for cocurricular professional activities also holds some prospect for growth. Though not always applicable or feasible, increasing the number of non-credit internship/practicum opportunities and research assistantships could enable more well-qualified students to acquire professional experience. These partnerships also afford faculty and staff the opportunity for involvement while concurrently providing skilled personnel to assist external agencies in accomplishing important work. The current number of student research assistantships for extracurricular grants and contract projects is unclear, but project topics and sponsors number in the hundreds and occur within all four Colleges and the administration.²¹¹ This kind of involvement represents a significant opportunity for connection between UWSP students and staff and the University's external constituents, either through employment or as project development for credit coursework. Some 260 external agencies have sponsored project contracts with UWSP over the past decade, a number which could grow. University internships and contract projects increasingly present UWSP students and employees alike with a variety of professional opportunities and also greater institutional visibility in professional circles.

5b-3

UWSP's educational programs connect students with external communities.

One potential strategy to increase student connection with external communities involves tying student volunteerism into their academic agendas through service-learning courses. After only five years,²¹² this occurs only on a very limited basis (twenty courses) with inconsistent learning assessment procedures. The 2006 graduating UWSP students regarded formal coursework, or the jobs that enabled them to attend the University, as having been more influential on their learning than their cocurricular activities.²¹³ This suggests that the 2006 students perceived less benefit from (and perhaps were thus less likely to participate in) cocurricular service. That perception of learning value might differ, however, if service were merged more regularly into formal curricula: during this same year those mere twenty courses involved 10-15% of the student body, and faculty participation in a Service-Learning Colloquium suggests that further opportunities will develop.²¹⁴

Internships and practicum enrollments for course credit are already abundant²¹⁵ and almost always require student and faculty cooperation with external organizations. The *University Catalog*²¹⁶ lists nearly 130 separate courses in 47 disciplines recognizing such experiences for credit. However, the availability of these opportunities, while rising, remains inconsistent between the Colleges (Figure 5.5). CPS requires external experiences as part of its certification requirements; the remaining Colleges and some Units provide these opportunistically according to research needs and public support. Nonetheless, overall internship enrollments continue to increase.

International Programs and various field study courses also enable many students to experience immersion learning as they connect with external constituents and interact with diverse cultures. International Programs places students and faculty in over two dozen countries with Semester Abroad and shorter field trip courses, ranking third in the UW System and sixteenth nationally for sending 15% of all of its students abroad in 2005. 25% has been set as the long-term objective.²¹⁷ For students unable to study abroad, numerous domestic field courses are available as alternatives, and CNR requires a summer field

camp at Treehaven for many of its majors.²¹⁸ However, despite various new course offerings, participation in excursion courses has stagnated, largely due to the cost of extended group travel. Scholarship assistance from the State and the International Programs Scholarship Endowment (IPSE) initiatives have however secured some external support to help defray international education travel costs.²¹⁹

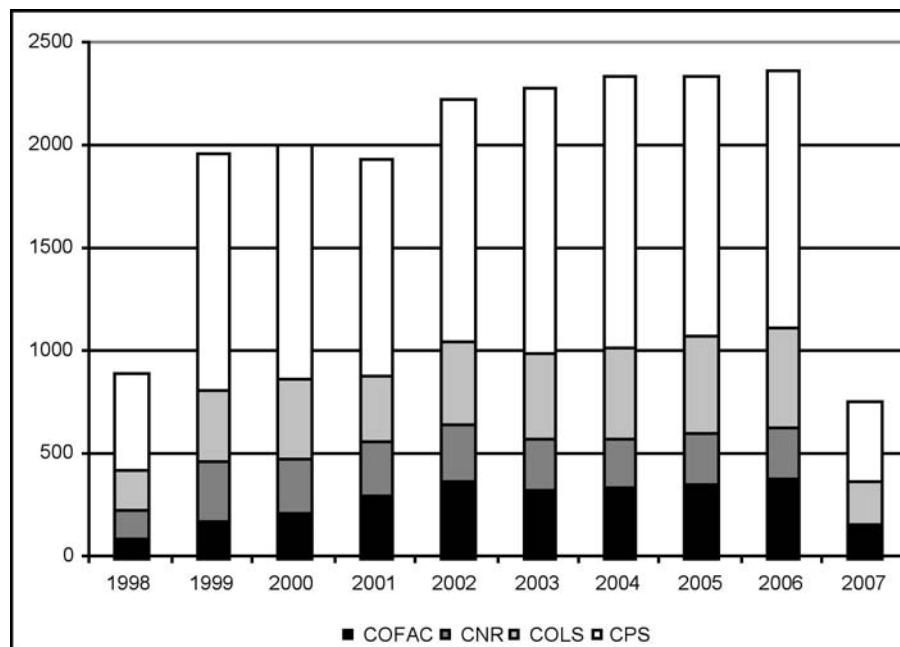


Figure 5.5: For-Credit Internships and Practicum Enrollments, 1998-January 2007. 1998 and 2007 derive from partial-year data.

5b-4

UWSP's resources—physical, financial, and human—support effective programs of engagement and service.

Physical: UWSP dedicates some elements of its physical infrastructure²²⁰ almost wholly to engagement activities, and nearly all serve at least occasionally as loci of constituency interaction. The University Center,²²¹ Schmeeckle Reserve,²²² and the Suzuki Center²²³ heavily engage external publics as their primary functions. Further, various classroom buildings, and particularly the Noel Fine Arts Center,²²⁴ frequently serve as venues for public engagement as well as teaching. Even the residence halls²²⁵ and administration buildings host occasional events open to both internal constituents and the external publics.

Financial: UWSP invests substantial assets—second only to the institution’s obligatory educational expenditures—to develop, nurture, and extend its engagement and service. Construction and maintenance allocations, outreach support, the University Personnel Development Committee (UPDC), grant matching, travel reimbursement, research funding, publication costs, and events sponsoring are all examples of continuing dedication of ever-scarcer resources for purposes of engagement.²²⁶ Increasingly, UWSP must pursue and rely upon external supplements or revenue generation, such as Foundation drives,²²⁷ extramural contracts,²²⁸ and contingency-based extension services.²²⁹ When these decline, engagement operations can become early casualties, as with the loss of two administrative positions in Continuing Education.²³⁰ UWSP has been relatively fortunate in that external benefactors and a strengthening Foundation have enabled most engagement operations to continue—thus far with some reductions but few erasures.

Human: UWSP’s greatest institutional asset is its internal constituencies (employees and students). For numerous campus units and organizations, such as Career Services,²³¹ Student Life,²³² Academic Advising,²³³ and Financial Aid,²³⁴ engagement and service to students stands as the primary function. Some, like Payroll and Benefits,²³⁵ Grant Support,²³⁶ and UPDC²³⁷ serve mostly the employees. Still others, like News Services,²³⁸ Continuing Education,²³⁹ and Outreach²⁴⁰ focus principally upon external publics (see also Appendix A). Faculty are evaluated proportionally first on teaching, then for professional contribution, and only last for service to the institution and community.²⁴¹ Student engagement and service occurs extensively through volunteerism, through off-campus ambassadorship and representation, and during such academic activities as capstone projects and public exhibitions.²⁴² Although decentralized in practice, and somewhat de-prioritized by internal recognition and resource allocation, the activities of UWSP’s internal constituents pose a formidable array of engagement opportunities and incentives.

5b-5

Planning processes project ongoing community engagement and service.

There is no office formally dedicated to managing engagement and service at UWSP. Rather, planning takes place and its outcomes are evaluated locally within units and offices. While this affords greater flexibility, it also inhibits awareness for the campus-at-large for many constructive—and potentially integrative—engagement initiatives. Not surprisingly, much engagement planning therefore proceeds piecemeal and unsystematically, often with quite positive outcomes that subsequently receive little broad visibility beyond the internal local level.

As of June 2007 Chancellor Bunnell has established an Office of Policy and Planning Analysis, which replaces the former Office of Institutional Research.²⁴³ This office will have responsibility for a comprehensive institutional research program and potentially could oversee the acquisition and coordination of engagement and service activities for the campus as a whole. For the present, however, engagement planning remains under purview of the local offices most directly involved with any specific initiative (e.g., WiCC through the AmeriCorps*VISTA Service-Learning Program,²⁴⁴ CPSCE in partnership with Continuing Education,²⁴⁵ and internships/practica²⁴⁶ through local units).

Core Component 5b conclusion

Potential expansion of engagement is central to UWSP's mission. At present this initiative faces the impediment of diminishing State support for the institution, and prospective impairment of developing international markets due to national security obstacles.²⁴⁷ Further, the decentralized nature of engagement activities can limit both external and internal awareness of these activities. Increasing awareness of the prospects for collaboration among the three constituencies is crucial to promoting further curricular and cocurricular engagement initiatives. Also, greater incentive, recognition, and coordination can promote higher internal valuation than exists at present. Beyond merely expanding awareness of these opportunities, this will involve significant adjustment of intra-organizational operation, with a focus on the overall objectives of engagement education and practice.

UWSP already affords extensive—if not always cohesive—engagement by virtue of its heritage and ambitions. Less clear is its future capacity to continue or expand contacts, and particularly whether the institution can acquire support sufficient to sustain such efforts. Increasingly, UWSP is becoming dependent upon external valuation, at a time when traditional State support demands greater public return yet provides diminishing means to do so.

Core Component 5c

UWSP demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence of UWSP's accomplishments in responding to the needs of its constituencies is extensive but also somewhat ambivalent. Although several areas exhibit broad participation and growth, some are inadequately documented, and a few are currently in decline. Areas in which UWSP has traditionally been responsive to its constituents include the following:

1. certification and licensing undertaken by UWSP students;
2. enrollments in Continuing Education;
3. diversity;
4. public events;
5. activities of the UWSP Foundation;
6. grants and contractual projects awarded to UWSP faculty, staff, and students;
7. institutional centers present at UWSP;
8. internal constituent services;
9. internships and practica;
10. inter-institutional collaboration;
11. involvement and outreach; and
12. service-learning.

In the description of the record for these areas below, involvement includes that of all constituencies and is consolidated with outreach activities.

Certification and Licensing Support: Table 5.1 shows the average number of students enrolled in certification/licensure programs between the 98-99 and 06-07 academic years. In the nine years represented in this table, enrollments have remained relatively stable. New teacher-license programs that have been added as needs were identified during collaboration with the Wisconsin Department of Public Instruction (DPI), while others were scaled back as DPI requirements changed. This table suggests that UWSP is able to meet the contemporary demand for the PK-12 certification/licensure needs in the central Wisconsin region.

Table 5.1: Certification/Licensure Program Enrollment

Certification/License Program	Enrollment 98/99	Enrollment 06/07	Average Enrollment 98/99 - 06/07	Average Annual Change from 98/99 - 06/07
ADAPTED PHYS ED (Add-on certification)	11.7	15.0	10.4	0.3
CPS-School of Educ Student Teachers	348	275	318	-0.2
EARLY CHILDHOOD ED (Add-on certification)	10.7	12.3	10.5	0.2
ENGLISH AS A 2ND LANG (<i>New 03-04</i>) (Add-on certification)	NA	58	59.8	-0.1
HEALTH EDUC/910 (<i>New 02-03</i>) (Add-on certification)	NA	25	24.8	0.0
Out-of-State Licensure Deficiency courses.	21.4	14.3	22.5	-0.3
READING TEACHER (Add-on certification)	19.7	15	13.9	-0.2
SPECIAL EDUC (Add-on certification)	25.6	16.1	20	-0.4
TechLead (noncredit certificate)	183	67	156.2	-0.7

In addition to the PK-12 teacher certification and licensure programs, UWSP also offers non-credit certifications in several specialty areas, including:

- American Chemical Society Certificate;
- American Red Cross First Aid & CPR certificate;
- Early Childhood Elementary Education Certification (now in development);
- Entrepreneurial Training Program (ETP);
- Fast Track Family and Consumer Science Certification (now in development);

- Global Environmental Management (GEM) Permaculture Design Certificate;
- Greenheck Leadership Certificate;
- Leadership Certificate for Forest Products Industry;
- Management Certificate;
- Paper Science Certificate; and
- Wetland Science Certificate.

The variety and scope of this list indicates UWSP's ability and willingness to address the needs of its constituencies, from the student level to state- and nationally-recognized certification-granting organizations.²⁴⁸

Continuing Education/Extension: Continuing Education's record of engagement with UWSP's external constituencies has been one of steady growth (Figure 5.6 and 5.7), with regular adaptations to changing societal needs. Programs are non-credit; courses are for credit. Seven priorities drive the need for such adjustments: technological access, new demographics, increasing external partnerships, lifelong learning, global markets, workforce development, and the central Wisconsin regional economy.²⁴⁹

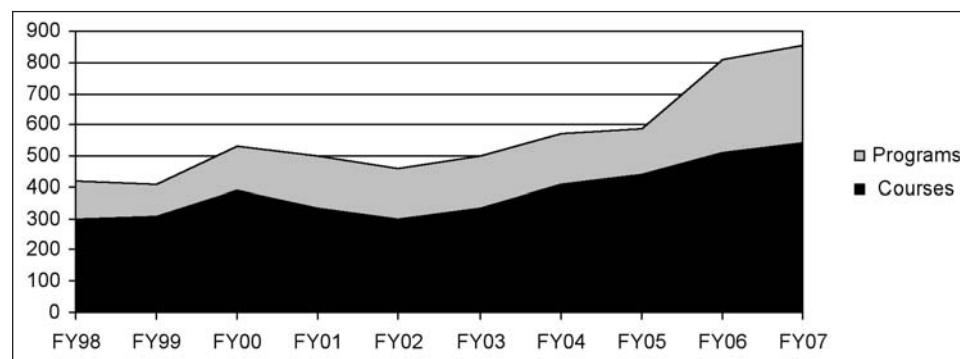


Figure 5.6: Continuing Education Course/Program Availability 1998-2007

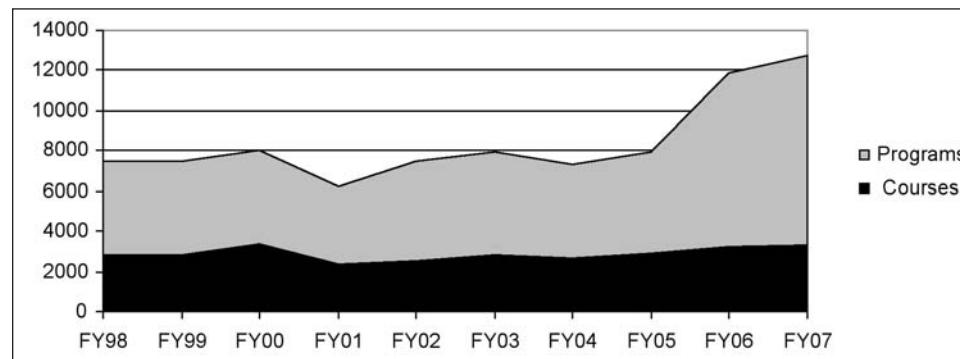


Figure 5.7: Continuing Education Enrollments, 1998-2007.

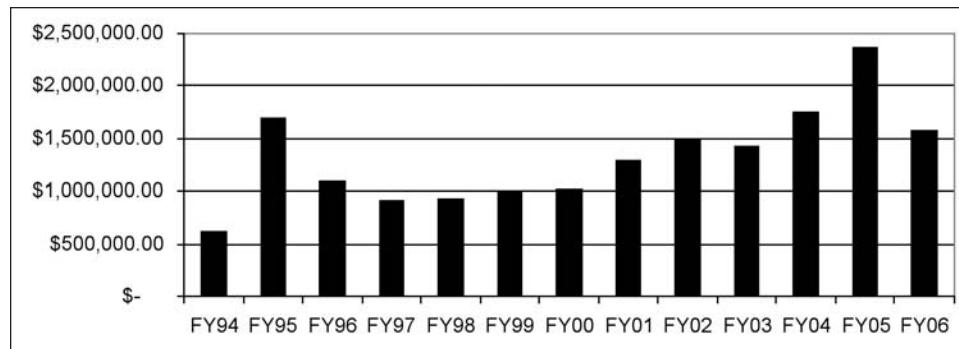
Diversity: UWSP has long sought to address and increase the diversity of its constituents, but the level of diversity among students and faculty has persisted at 6% despite various enhancement efforts.²⁵⁰ The Office of Multicultural Affairs has restructured and expanded to seven units from the five that existed in 2001 by splitting the former Education Support Programs into Content Area Tutoring, Pre-College Programs, and Student Support Service units (Table 5.2). Almost half of its specific student programs are new since 2001, and the fact that two thirds of all 541 programs were offered only once between 1998 and 2003 suggests that the Office has continuously experimented with innovations to broaden accommodation of diversity needs, though to little avail. The number of programs is in decline, partly due to support reductions since 2003. Among faculty and staff the ethnic diversity picture is bleaker: diversity courses and faculty have decreased due to low enrollment, selective hiring-away, dissatisfaction with local culture, and retirement. On the positive side, increasing lifestyle diversity—in enrollment, employment, external contacts, and recognition—is becoming more evident.

Table 5.2: Diversity Programs²⁵¹

	# programs	# new since 2001	trend 2001-2002
Education Support Programs	65	20	-5
Multicultural Affairs Office	130	60	+2
Multicultural Resource Center	146	93	-3
Native American Center	120	59	-3
Upward Bound	80	30	-3
Total 1998-2003	541	262	-12

Events: Hundreds of events occur annually on campus, but quantitative data are fragmentary at best. Some sense of the variety and frequency of events is evident in the links from the campus home page,²⁵² the ticket office,²⁵³ and conferences and reservations.²⁵⁴

Foundation: The UWSP Foundation has made an enormous return from a low point during the late 1990s. Foundation net assets, \$17,938,310 as of 2006, are some 340% greater than they were at the start of this accreditation cycle, while the Foundation continues to dispense significant funds for campus and internal constituent development. Short-term 2005-2006 trends (Table 5.3) do not reflect the long-term enhancement and revitalization of UWSP Foundation operations, but rather the fact that the latest reporting year fell during a waning phase of a multi-year fundraising campaign. The growth of Foundation gifts (Figure 5.8) indicates the sustained regard for and investment in UWSP by thousands of private, public, and business supporters. Further, the Foundation has attained an “unqualified independent accounting audit,” the highest rating possible, from an independent accounting firm (copies of the complete audit are available upon request).²⁵⁵ Among UW comprehensive universities, UWSP in 2005 ranked at or above average in nearly all benchmarks.²⁵⁶

Figure 5.8: Total Foundation Gifts 1997-2005²⁵⁷Table 5.3: Foundation Gifts²⁵⁸

	98-06 \$ total	98-06 donors	# new since 2005	trend 2005-2006
Private individuals	unknown	49,139	619	-368
Public agencies	unknown	979	29	-3
Commercial organizations	unknown	1,201	93	+38
>\$25,000 donors	\$4,597,691	66	7	-\$673,140.83
\$10,000-24,999 donors	\$2,222,500	106	4	+\$23,246.75
\$5,000-9,999 donors	\$1,328,405	218	1	+\$17,189.81
\$2,500-4,999 donors	\$959,617	282	11	-\$39,802.84
\$1,000-2,500 donors	\$1,278,778	984	19	-\$16,901.98
\$500-999 donors	\$474,639	805	58	-\$13,149.14
\$250-499 donors	\$445,162	1,461	41	-\$15,595.26
\$100-249 donors	\$1,030,510	8,142	88	-\$38,745.92
\$1-99 donors	\$1,235,541	39,255	507	-\$38,775.89
UWSP Totals	\$12,834,678	51,319	741	-\$795,675.30

Grants and Contractual Projects: Aggregate extramural grant awards vary widely between units and Colleges, perhaps an indication of current societal priorities and of UWSP responsiveness to those needs. Grant awards from over 250 external organizations have fluctuated in number and value during the last decade, declining in number until 2002, then increasing. The value of grants increased through 2005, but decreased during 2006. This likely reflects the oscillations within a tightening economy for sponsoring organizations, particularly in government. However, since 2003 UWSP grant application success rates have been consistently well above the ten-year institutional mean of 40% (Figure 5.9; Table 5.4), suggesting more selective and vigorous pursuit of suitable extramural opportunities by UWSP faculty, staff, and students.

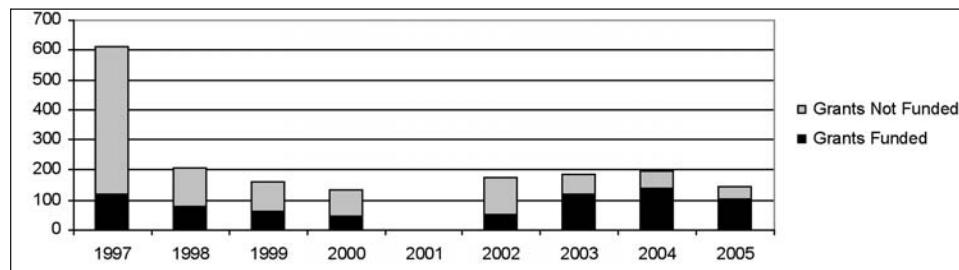
Figure 5.9: Extramural Grant Applications and Awards 1997-2005 (2001 and 2006 had no UW System data)²⁵⁹

Table 5.4: Extramural Grant Awards²⁶⁰

	98-06 \$ total	98-06 # awards	98-06 # sponsors	\$ chg 2005-2006
Administration	\$7,504,414	167	33	-\$457,407
CNR	\$48,038,599	781	160	-\$1,098,797
COFAC	\$79,400	18	12	-\$2,581
L&S	\$2,930,367	142	54	-\$142,918
CPS	\$2,709,061	78	35	-\$178,411
UWSP Totals	\$61,261,841	1186	253 *	-\$2,459,102

* 41 extramural sponsors granted awards to more than one College or administration unit. As of January 2007 there had been commitments for an additional 61 awards, totaling \$172,166.

Institutional Centers: UWSP hosts at least two dozen centers, institutes, and academies that promote mutual benefit and positive interaction with external publics. Data are lacking, however, pertaining to innovations, adjustments, usage volume, and recent usage trends.

Internal Constituent Services: Numerous support services exist to promote the welfare and professional performance of UWSP's internal constituents (students and faculty/staff), and some are available also to the external publics. As above, data pertaining to innovations, adjustments, usage volume, and recent usage trends are lacking. Unfortunately, due to continuing budget stagnation/reduction, many employees²⁶¹ and some students of late have heeded a simple message: the way to greater support and success is to accept better offers elsewhere.

Internships and Practica: This is an institutional growth area (Table 5.5). Considering only formal enrollments for credit (thus excluding all additional non-credit or post-graduation experiences), nearly a quarter of all UWSP students—with their faculty/staff advisors—engage with external publics in professional capacities during a typical year. Some of these internships and practica entail salary income for the intern (e.g., CNR had over 100 paid internships in 2006),²⁶² and nearly all assist external organizations and publics in meeting their needs for workers with various skills. Special populations receive exposure and representation in these professional credit opportunities: demographic minorities experienced only 1.5%, but women obtained 69% and non-traditionals 56% of these credit internships.

Table 5.5: Internships²⁶³

	98-06 #enroll	98-06 credit hours	98-06 # sponsors *	credit chg 2005-2006
COFAC	2739	8583	18	+47
CNR	2210	5839	unknown	-11
L&S	3695	11634	110	+50
CPS	10511	37300	240	+277
UWSP Totals	19155	63356	unknown	+363

* Registration records indicate the sponsoring agency/project for less than 40% of all enrollments.

Inter-institutional Collaboration: Many collaborative ventures exist at UWSP, about half focused on educational initiatives and the remainder split between professional research and public benefit programs. Some of these are long-standing and/or expanding relationships (e.g., Magdeburg University in Germany), while others are recent initiatives (e.g., Marshfield Clinic) reflecting response to such changing societal demands as globalization and health care.

Involvement and Outreach: Only annual summary totals are available before 2003, and participation data are approximations after that date. The 2001 SGA *Annual Report* is incorrectly dated, as corroboration values reveal duplication of earlier ACT annual reports without revision of dates.²⁶⁴ As 2006 data remain incomplete, trends reported here are for 2003-2005. UWSP outreach and service programs appear below as employee participation.²⁶⁵

Overall, the trend is toward declining involvement (Table 5.6). Students may be concentrating more on survival and rapid degree completion, or simply leaving; institutional employees may be seeking more external income supplementation, or leaving; and the external publics may be interacting and requesting less. In May 2007, ACT merged with Student Involvement and Employment Office (SIEO),²⁶⁶ and Continuing Education as of 2005 has assumed administration of many outreach programs,²⁶⁷ in part to address these trends and improve efficiency.

Table 5.6: Involvement²⁶⁸

	# participants	hours	\$ equivalency*	# chg 2004-2005
Student (ACT only)	6670	32,125	\$383,345.62	+104
Faculty/Staff	3478	unknown	unknown	-222
UWSP Totals	7925	unknown	unknown	-118

* Equivalency for students is volunteer hours times the varying hourly wage assigned by Student Government Association (SGA). Through 2004 this was \$5.25/hr; afterwards SGA used the annually adjusted rate from the Association of Volunteer Administrators for their reports. Employee participation values lack hourly investment data.

Service-Learning: Service-Learning, through charter membership in the Wisconsin Campus Compact (WiCC) in 2002,²⁶⁹ received its first AmeriCorps*VISTA member in the Student Involvement and Employment Office (SIEO) during 2004,²⁷⁰ but the spirit and practice of this concept has been present since inception. UWSP is one of 27 founding members of the Wisconsin Campus Compact. The AmeriCorpsVISTA Service-Learning Coordinator position moved from the Student Involvement and Employment Office to the Center for Academic Excellence and Student Engagement in August 2006. Aggregate participation is already large and likely will rise further if 2007 colloquium participation is indicative of faculty and student interest (Table 5.7).²⁷¹

Table 5.7: Service-Learning²⁷²

	# attended	# programs	student hours	chg 2005-2006
CNR	72	6	192	unknown
COFAC	121	7	4270	unknown
L&S	225	8	5490	unknown
CPS	437	13	9718	unknown
UWSP Totals	855	34	19670	unknown

5c-1**Collaborative ventures exist with other higher education institutions and educational sectors.**

Collaborative ventures between UWSP and other institutions of higher education exist in multitude. The University productively cooperates with at least thirty, and likely at least double that documentable number, of external educational institutions. Examples include various two-year UW Centers in the Collaborative Degree Program,²⁷³ other four-year UW comprehensives in a Service-Learning Network,²⁷⁴ UW Madison for the joint Doctorate in Audiology,²⁷⁵ and a variety of universities overseas.²⁷⁶

5c-2**UWSP's transfer policies and practices create an environment supportive of learner mobility.**

UWSP has adjusted to accommodate qualified transfer of credits from external institutions, particularly from the two-year UW Centers.²⁷⁷ However, UWSP insists that courses approved for transfer credit are comparable to their on-campus counterparts, and that transferred credits certify competence and proficiency, largely to ensure that transferring students will be able to succeed in UWSP upper division courses. Some opportunity for the remedial acquisition of skills and proficiency is available, and most transfer students meet proficiency expectations soon after arrival.²⁷⁸

5c-3**Community leaders testify to the usefulness of the UWSP's programs of engagement.**

This is difficult to document, because no inventory of incoming public communiqués has been compiled. Indirectly, however, the sheer volume and variety of external involvement in grants, partnerships, educational programs, and community involvement suggests that UWSP's publics both recognize and regard UWSP's utility. See also 5d below for external public honors.

5c-4**UWSP's programs of engagement give evidence of building effective bridges among diverse communities.**

Increasing its ethnic diversity constitutes a long-standing challenge for UWSP. Despite *Plan 2008* and numerous other initiatives over several decades,²⁷⁹ ethnic diversity remains consistently low.²⁸⁰ On the other hand, representation of various types of lifestyle diversity, typically under-recognized in formal classifications of diversity, is definitely growing. Though UWSP must continue to increase its efforts to enhance representation of

traditionally-defined diverse communities on campus, it must also recognize and accommodate these new and growing clienteles. Central Wisconsin, like all regions, must expect a growing variety of constituents,²⁸¹ and UWSP must take steps to welcome them.

5c-5

UWSP participates in partnerships focused upon shared educational, economic, and social goals.

UWSP not only participates in, but also helps develop innovative partnerships that adapt to changing societal needs.

Familiarity and facility with computing technology is obviously an essential component of any university education. Most incoming traditional students now arrive with some level of computing proficiency and seek to advance it, but some non-traditionals have less experience and require training or upgrading. Additionally, opportunities for external partnerships that involve digital technology arise frequently. UWSP provides assistance in both the educational and applied capacities²⁸² and has adjusted many of its programmatic offerings to accommodate demand through such means as on-line coursework²⁸³ and the implementation of new majors.²⁸⁴

Along with the various adjustments described in 5a and 5b above to meet contemporary educational needs through partnerships and outreach, UWSP is also in the process of examining and modernizing its core curricula. This occurs periodically for assessment of learning,²⁸⁵ but an external review²⁸⁶ of the General Degree Requirements (GDRs) in 2006, while recognizing existing engagement strengths, also indicated that adjustments to curricula and changing market demographics are advisable (see section 4b-2 for more information on UWSP's GDRs). To this end, UWSP has initiated a GDR review in the course of current strategic planning to evaluate both curricula and clientele in the context of changing societal needs. This process is ongoing.²⁸⁷

Various economic partnerships, including several recent initiatives, have developed to examine and address needs of the central Wisconsin public. Most share the common goals of revitalizing and diversifying the regional economy, but with focus on particular specific elements. Many examples exist. The Central Wisconsin Economic Research Bureau (CWERB) has long conducted studies of the area on a wide range of topics, often in consultation with local organizations and independent investigators, and regularly releases reports to the public.²⁸⁸ The Small Business Development Center works with entrepreneurs throughout nine central Wisconsin counties to address issues including market analysis, comprehensive business planning and sources of financing, and financial management.²⁸⁹ The Central Wisconsin Idea focuses on regional technology enhancement for economic diversification and market development, and serves as an interface between private sector participants and public sector support opportunities.²⁹⁰ The Paper Science Foundation joins campus expertise with leaders of a traditional industry within the region to mutually innovate solutions to market, managerial, and production challenges.²⁹¹

Not all economic partnerships focus upon local publics. In accord with increasing globalization, various initiatives—most in part also for social benefit—have extended UWSP's partnership presence farther afield, including ventures and applied education programs in Asia,²⁹² Europe,²⁹³ Africa,²⁹⁴ and Latin America.²⁹⁵

Numerous local and global partnerships have also developed for the primary purpose of fostering social improvement. Locally, these have included the many volunteer involvements of student organizations,²⁹⁶ the diversity outreach and support programs,²⁹⁷ and various social and physical environment management initiatives.²⁹⁸ Globally, partnerships also have been wide-ranging.²⁹⁹

5c-6

UWSP's partnerships and contractual arrangements uphold the organization's integrity.

UWSP defines itself in terms of its mission objectives of education, communication, and participation for all. Engagement objectives are inclusive, and their pursuit does not entail inappropriate exclusion of or discrimination against any constituent or individual on the basis of belief or personal character, unless such actions are found to breach acceptable standards³⁰⁰ after formal review. External constituents also comply with these standards, and the Institutional Review Boards uphold internal compliance as a condition for project engagement.³⁰¹ There have been few failures to meet these integrity standards at UWSP.

Core-component 5c Conclusion

UWSP's multiple and repeated incentives to adjust practice and programs to better meet changing constituent needs constitute a record that the institution has faced its future earnestly, realistically, and honestly. This has occasioned the decline of a few traditional areas, such as the Association for Community Tasks, but not their wholesale abandonment. Elsewhere, innovations are abundant, and adjustments for the future have been undertaken with the intention of retaining UWSP's traditional values.

UWSP thrives on interaction between students, employees, and external publics—it probably could not do otherwise. Thousands of interactive constituents and activities indicate this.

Core Component 5d

Internal and external constituencies value the services UWSP provides.

The measures of worth employed in this evaluation rely upon three indices: investment, repeated utilization, and recognitions. These scales indicate which constituencies invested their effort, time, and money to support and acknowledge UWSP, and which of them appreciated the University enough to repeat that investment and/or publicly give accolades.

5d-1

UWSP's evaluation of services involves the constituencies served.

The three principal indices named above all inherently emanate in part from the constituencies that UWSP serves, often formally (e.g., the Foundation Board of Directors), and sometimes with input through candid and informal remarks by such service recipients as alumni and contractual partners. However, the most systematic longitudinal indicators are the measures of what the constituencies give to the institution: their financial investment, their return engagements, and their public honors. Annual totals in 2006 confirm that the constituencies indeed value UWSP, and include Foundation gifts of \$1,571,651;³⁰² Extramural Contracts and Grants of \$6,922,781;³⁰³ 980 returning Foundation donors;³⁰⁴ 990 returning grant sponsors;³⁰⁵ 6185 continuing student enrollments;³⁰⁶ and 25 external honors in 2005.³⁰⁷

5d-2

Service programs and internal constituency activities are well received by the communities served.

The thousands of students, visitors, and partners who seek and utilize UWSP's services every year attest to program accessibility and the users' regard, as most are offered on some form of fee basis. Grants and contracts have totaled over \$66,000,000 since 1998, and nearly 80% of the sponsors have returned with additional contracts.³⁰⁸ Foundation growth through gifts has exceeded \$12,000,000 during the past decade, and 35% of the donors in 2005 repeated their giving during the following year.³⁰⁹ Annually, thousands of people—many from the off-campus public—are season subscribers or walk-in attendees of numerous athletic and performing arts events, and over 10,000 more annually register to participate in Trivia Weekend.³¹⁰ A substantial number of internships³¹¹ receive salary support from the sponsoring agencies, and the number of annual scholarships³¹² being created and used is growing.

In addition to direct financial investment and return rates, external publics regularly bestow various honors for outstanding performance upon UWSP recipients.³¹³ Nearly 450 such awards have occurred since 1998, for performance in academics, athletics, the arts, professionalism, service, advocacy, and institutional excellence.

These continued investments and demonstrations of gratitude surely attest to the high appreciation and esteem that many external constituents hold for UWSP.

5d-3

UWSP's economic and workforce development activities are sought after and valued by civic and business leaders.

The large and growing number of internships and practica enrollments is indicative of a strong external demand for UWSP trainees.³¹⁴ However, the variety and repeat-

engagements of sponsors is not currently enumerable due to incomplete registration records. Only 35% list subtitles, but those that do suggest that a variety of civic and professional organizations utilize (and prospectively recruit) environmental, business, health, arts, technical, and especially education students.

Numerous programs have been developed at UWSP to accommodate labor force and employer needs. Since 1998 these include new on-line and Continuing Education courses,³¹⁵ certificate and Collaborative Degree programs,³¹⁶ technical and business centers,³¹⁷ health³¹⁸ and environmental³¹⁹ consultancies, diversity and community outreach,³²⁰ and professional networks.³²¹ Utilization of these programs varies: some exhibit steady growth, others have leveled off, and a few have declined or been discontinued entirely. In essence, program development and implementation have adjusted continuously to meet contemporary needs of constituents.

5d-4

External constituents participate in UWSP's activities and cocurricular programs open to the public.

A large percentage of UWSP activities are open to the public, and the public attends. Again, however, it is difficult to enumerate the participants, or even the programs, given the huge array of UWSP activities that continuously occur on- and off-campus. Obvious, however, is the enormous variety of activities, ranging from performances to services to learning, and beyond. External participation becomes abundantly evident every year in the throngs at Commencement;³²² the steady stream of inquiry calls,³²³ library visits,³²⁴ and Information Technology users,³²⁵ or the parking congestion resulting from Suzuki,³²⁶ Wellness,³²⁷ and sporting events.³²⁸ Engagement is happening literally every minute at UWSP.

5d-5

UWSP's facilities are available and used by its communities.

As described in 5c above, use is not in question. The entire campus and its employees are accessible, and are frequently accessed, by all constituencies. Be it a Speakers Bureau³²⁹ presenter, a local organization hall need, a request for laboratory testing, or a desire for personal assistance, UWSP has—and usually does—deliver. Of the eighty-plus buildings on campus, few receive no public use. Of the 1000-plus employees on campus, few have no public contact. Of the 8600 students in a contemporary year, all will experience multiple forms of engagement.

UWSP is indeed accessible, and it is continuously in use as a haven, hospice, and habitat by all of its constituencies.

Chapter 5 Notes

¹ UW System *Factbook*, p. 33:

www.uwsa.edu/president/communications/publicat/archive/index.htm; UW PU 730.01.

² UW System *Factbook*, p. 54:

www.uwsa.edu/president/communications/publicat/archive/index.htm; UW PU 730.01.

³ “CENSUS REVIEW: Minority numbers increase”:

www.stevenspointjournal.com:80/apps/pbcs.dll/article?AID=/20070809/SPJ0101/708090502/1983; OS PU 830.02; “Central Wisconsin’s multiculturalism grows at steady pace”:

www.stevenspointjournal.com/apps/pbcs.dll/article?AID=/20070819/CWS06/708190311/1711; OS PU 830.03.

⁴ IPEDS UWSP Common Data Elements, Item I-1: AA RE 165.11.1; Office of Policy and Planning Analysis: www.uwsp.edu/instres/home.htm.

⁵ UW System Profiles 2005, p. 4: UW RE 735.03.

⁶ UWSP *Plan 2008: Forging a Culture of Diversity*-Phase II Report, p. 6: CO PL 430.06; *Plan 2008: Forging a Culture of Diversity*-Phase II Report:

www.uwsa.edu/oadd/plan/phase2plans/stevenspoint-phase2.pdf; UW System Progress Report on *Plan 2008: Reflections on the Past, Prospects for the Future*: UW RE 735.02.

⁷ Mapping of Student Success Programs, p. 1: SA RE 255.01.1.

⁸ IPEDS UWSP Common Data Elements, Item F-1: AA RE 165.11.1; Office of Policy and Planning Analysis: www.uwsp.edu/instres/home.htm.

⁹ UW System Progress Report on *Plan 2008: Reflections on the Past, Prospects for the Future*, p.41: UW RE 735.02; *Plan 2008: Forging a Culture of Diversity*-Phase II Report: www.uwsa.edu/oadd/plan/phase2plans/stevenspoint-phase2.pdf.

¹⁰ E.g., International Student’s e-mail AUG2007: OS ZZ 840.01.

¹¹ International Programs Assessments: AA AP 115.03; International Programs: www.uwsp.edu/studyabroad/.

¹² Study Tour 02-06 ContinuingEd.xls: AA RE 165.58.

¹³ Sociology Self Study 2005: AA AP 115.10; “The Thailand Project fundraising drive”: www.uwsp.edu/news/pr/chTTTPupdateApril07.htm; OS PU 830.04; The Thailand Project: www.thethailandproject.org.

¹⁴ UWSP Web Site Map: www.uwsp.edu/menu/deptShowIndexAll.asp.

¹⁵ *University Handbook*, Chapter 1, p. 8: AA PU 160.02; *University Handbook*: www.uwsp.edu/menu/handbook.htm.

¹⁶ UWSP Administrative Organization: SA BU 215.01; Budgets and Personnel: CO BU 415.01 and BA BU 320.03.

¹⁷ *Vision 2015 – “Connecting to the Future”*: CO PL 430.01; www.uwsp.edu/admin/Chancellor/2015.aspx.

¹⁸ Bunnell e-mail 18JUN07 New Policy and Planning Analyst: AA AI 110.57.1.

¹⁹ Formal institution-wide surveys include:

- National Survey of Student Engagement (NSSE) 2001, 2004, 2006: AA AI 110.05.
- Faculty Survey of Student Engagement (FSSE) 2004: AA AI 110.05.5.
- Alumni Surveys (annual): AA AI 110.08.
- Employer Surveys 1999: AA AI 110.09.
- Senior Surveys 2002: AA AI 110.10.
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Conclusion



Conclusion and Request for Re-accreditation

As the self-study process unfolded the deeply-interrelated nature of the five criteria for accreditation became more and more clear. Discussions about the re-examination of UWSP's mission statement merged naturally into observations about current attempts to improve campus-wide implementation of strategic planning. Discussions of effective teaching and documentable learning were illuminated by evidence of the University's continued and increasing dedication to outreach and service-learning, itself an indication of UWSP's awareness that as its constituencies and their needs shift and change, the University must plan systematically in order to be able to continue meeting them.

Engagement has become in fact a crucial concern for UWSP and the entire public university system. In an era where economic pragmatism, not to say shortsightedness, may render the intrinsic value of a liberal education less obvious to many of the publics that the public universities serve, it is centrally important for those institutions to demonstrate that the tax dollars that enable their survival are being productively spent. In this regard UWSP is aware that it must not only trumpet the value and importance of a liberal education but also the institution's own uniqueness and its commitment to listen to the evolving requirements and desires of its external constituencies.

UWSP demonstrates that it recognizes and is responding to these concerns in many ways. *Vision 2015*, the University's plan for the next decade, specifically connects the mandates to partner with others "for a vibrant economy" and to prepare students to be "global citizens" with a focus on the campus's "history and values." (Chapters 1 and 2 provide more detail on *Vision 2015*.) Chapter 5, focusing on engagement and service, reveals ample and mutually productive engagement between UWSP and a host of external constituents. Surveys to assess demands by external constituents are regularly promulgated by Office of Institutional Research (formerly the Policy and Planning Analyst) (see section 5a-1). The large number of programs at UWSP that lead to professional licensing, certification, or accreditation also demonstrate productive collaboration between the University and its external constituents, as do the numerous internships undertaken by UWSP students and the programs offered by Continuing Education.

Central to this atmosphere of collaboration is UWSP's commitment to serving the various communities of which it is a part. In addition to increasing opportunities

and requirements for students to engage in service-learning experiences as a component of various degree programs, private volunteerism by UWSP faculty and staff and also student community involvement through the Association for Community Tasks, is widespread. Further, the operations of the AmeriCorps* VISTA Service-Learning Office helps coordinate faculty and students on projects that benefit the public.

Beyond this UWSP strives to maintain accountability and credibility within the communities it serves, and to maintain an ongoing, productive internal dialog about this and the other aspects of its mission. As pointed out in Chapter 1, UWSP adheres to state, local, and campus regulations in terms of open meetings and the availability of records, ensuring complete public access to the University's functions except in exceptional circumstances. As declared in its mission statements (see Chapter 1), UWSP's mission, and that of the entire UW System, is to serve the good of the state, the nation, and the worldwide community. As Chapters 1 and 2 suggest, this goal has for a time been more implicitly than explicitly implemented, but recent efforts to establish more systematic campus-wide assessment and planning indicate UWSP's awareness of the importance of articulating its goals and challenges, especially among its own constituents.

As Chapter 2 indicates, systematic strategic planning is one of UWSP's primary challenges. Although undertaken in good faith—if in a rather *laissez-faire* fashion—by previous administrations, strategic planning has had a difficult time finding its feet on this campus. As Chapter 2 also suggests, this is due partly to lingering faculty suspicion about de-allocation and the desire to protect tenure lines entrenched by fief-like GDR requirements. As recent efforts to implement and embed long-term planning structures demonstrate, however, awareness of the importance of this process is growing. In re-visiting its conception of its mission (as discussed in Chapter 1) and the structure of its GDR requirements (Chapter 3), UWSP indicates that it recognizes that changing demographics require an appropriately defined mission and a clear understanding of the centrality of that mission to its continued success in serving its constituencies.

Central to that mission is creating the environment and providing the tools and guidance that enable student learning. As Chapter 3 demonstrates, the central thrust of UWSP's redoubled efforts at strategic planning focus on defining and assessing student learning outcomes. Beyond this UWSP continues to develop new and innovative academic programs and to enhance its infrastructure to ensure that it is providing students and faculty with access to the facilities that will ensure a comprehensive learning experience. Besides technology-equipped classrooms, practice spaces, athletic and fitness facilities, radio and television production facilities, and presentation and lecture auditoriums, UWSP strives to foster learning in a number of less-traditional spaces, including its off-site environmental education facilities, its residence hall-centered mentoring programs, its community-based service-learning and internship programs, and its developing

distance-learning programs. UWSP is primarily—and proudly—a teaching institution, an emphasis unmistakable in its vast and varied array of programs designed to enhance student learning.

UWSP also recognizes that an important part of enhancing student learning is ensuring that both students and faculty understand the importance of continued scholarly engagement, both as part of the learning process and throughout life *ex muris*. Faculty are provided the resources to pursue research through programs like the University Personnel Development Committee and also through support from the UW System. Travel support through the various departments and units and matching funds for purchasing library materials are other examples of UWSP's commitment to faculty research and lifelong learning. This kind of support is also available for student research, as detailed in Chapter 4, and, along with experience in internships and service-learning, as well as the many ways the campus recognizes student achievement in these areas, reinforces the importance of learning as a life-long activity.

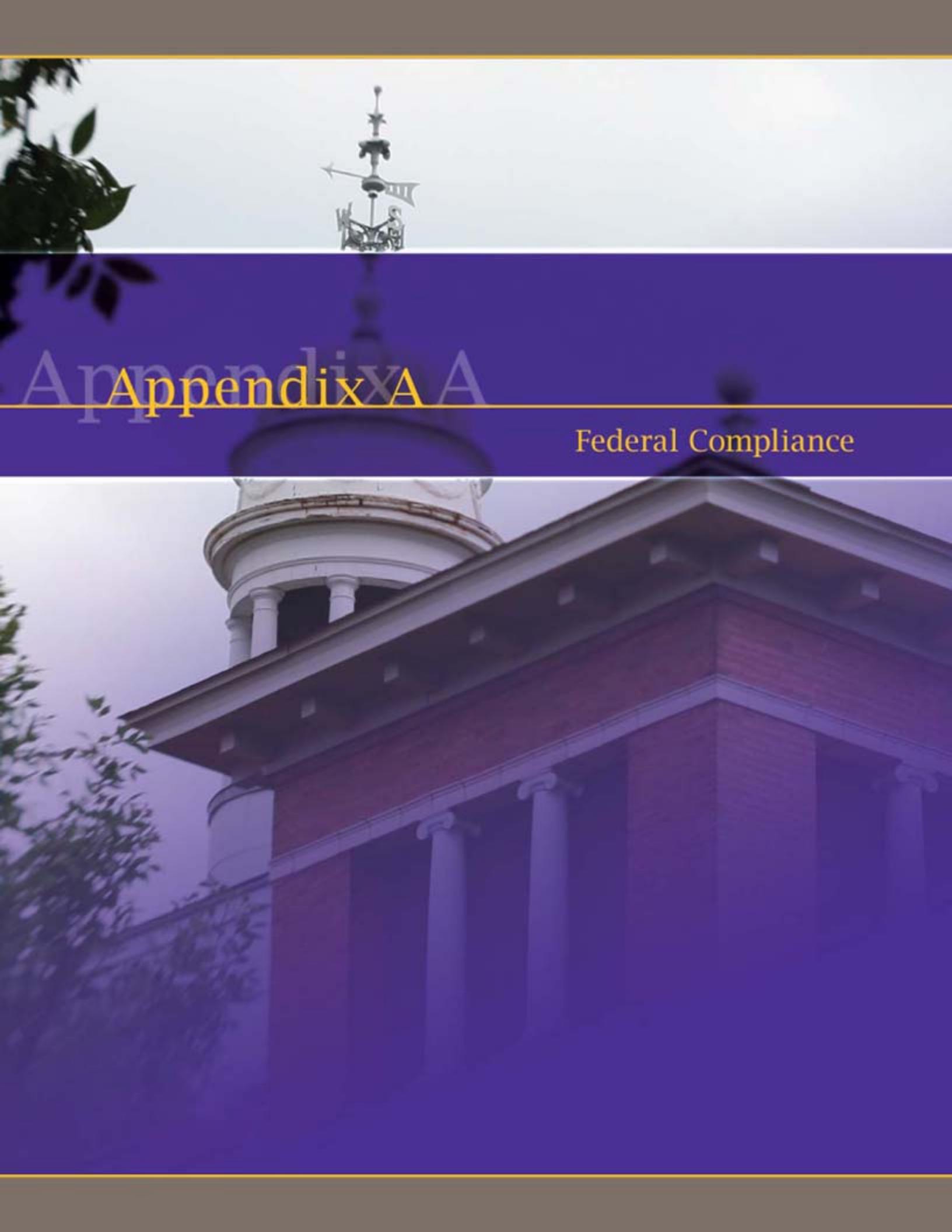
Beyond this, growing engagement on campus with the scholarship of teaching and learning (SoTL) is helping to ensure that faculty remain engaged with research and theory surrounding the practice of teaching. Combined with research within specific disciplines, SoTL encourages faculty to pursue continued intellectual development throughout their careers.

Mission, vision, values, goals: these are topics very much in the air at UWSP. As mentioned above and detailed in Chapters 1 and 2, the University is currently in the process of re-evaluating its statements of mission and goals, and also the structure of its General Degree Requirements, but this should not suggest any ambivalence in its sense of its direction. UWSP has been and remains a student-centered, learning-focused institution devoted primarily to outstanding undergraduate education. Its current focus on codification of goals and mission reflect both a renewed sense of the importance of that identity and an awareness that the institution must study and learn about itself unflaggingly and grow and adapt to meet the developing needs of its various constituencies.

In assessing these constituencies UWSP is keenly aware that, although it is situated in a very ethnically homogenous region, diverse populations exist and are growing and deserve attention. These populations represent both a challenge and a significant opportunity. Chapter 1 details the UW System's response to this opportunity, *Plan 2008*, which codifies the University's intention to identify and serve the needs of diverse populations. UWSP's efforts to render its operations accessible and transparent to its constituencies is documented in Chapter 1, and the fact that these communities value UWSP's contributions is documented in Chapter 5. By designing programs and services to meet the needs of traditional and newly-developing constituencies, as detailed in Chapter 1, and by retaining a focus on the original mission that forms its foundation, UWSP can ensure that it

continues to serve its constituencies and also remains a viable and vibrant force in the various communities those constituencies define.

UWSP's self-study reveals significant challenges, but even more significant successes, and clearly demonstrates that the University is a learning-focused institution that prepares its students to be engaged, thoughtful, tolerant members of society as well as productive contributors to their chosen professions. We are organized to discharge our mission. We therefore request re-accreditation by the Higher Learning Commission for 2008-2018.



Appendix A

Federal Compliance

Appendix A

Federal Compliance

Credits, Program Length, and Tuition

Credits: UWSP programs are keyed to the semester credit hour. The University's academic-year calendar is based on guidelines approved by the UW System Board of Regents and affirmed by the UWSP Faculty Senate; the policies are summarized in Chapter 5 of the University Handbook. Academic-year calendars are approved by the Senate on an annual basis and are published in the Registration and Records web space, the course Timetable, and the UW System centralized web. An academic year must have sixteen weeks of active instruction. The standard credit hour is a fifty-minute classroom experience during each of the sixteen weeks. UWSP also has shorter instructional sessions during the summer and winter breaks. A credit hour during the shorter sessions has the same number of minutes of instruction as the regular sixteen-week semesters. Copies of the two most recently approved academic-year calendars are available in the Virtual Resource Room (AA CI125.15 and .20).

Program Length: An undergraduate degree program is comprised of a minimum of 120 credit hours distributed per the major and General Degree Requirements (GDRs). The Masters Degrees require 30 graduate credit hours. Students may earn these credits in a variety of sequences during the various sessions. Credits earned at other institutions satisfy the 120 credit requirement according to the UW System Transfer Information System (TIS) which is accessible by all students and advisors via the web (www.uwsa.edu/tis/). The UWSP Admissions Office performs a "transfer credit audit" for all incoming students who have earned credits at other institutions. In the cases where the institution is not part of the TIS, the audit is performed by direct comparison of transcripts and catalog descriptions of courses and in consultation with UWSP department representatives. Students may appeal decisions concerning transfer credits by written request to the registrar's office using a process described in the *Catalog*. The courses are noted on the students Degree Progress Report (DPR), an advising tool that is available to students, their advisors, and the major department. The DPR details a student's courses (completed and in progress), all course grades, and the graduation requirements for the student's declared major that have been and remain to be satisfied. A sample DPR is available in the Virtual Resource Room (SA SD 260.06.2).

Tuition and Fees: UWSP does not use any differential or specialized tuition program; tuition is based on the number of credit hours for which a student is enrolled up to the full-time course load of 12 credit hours per semester. Tuition for 12-18 credit hours is a fixed amount as established by the Board of Regents. Students also pay a fixed amount for their

required participation in the text-rental program, and some courses may require a course fee to cover costs for expendable supplies. Course fees must be approved by the Controller and are listed in the Timetable so students can make their registration decisions with full knowledge of course fees. A copy of the approval form that instructors must complete to have a course fee approved is in the Virtual Resource Room at BA ZZ 355.10: Special Course Fee Form.doc. Segregated fees, which are assessed uniformly to all full-time students, are approved by UWSP's Student Government Association. Segregated fees cover costs of user services such as the text rental program, health care services, access to the health and fitness center, student organizations, etc. Students have also decided to assess themselves specialized fees to expand the University Center and the Health Enhancement Center. The text rental program is a segregated fee that supports a rental system for most of the required textbooks for courses. Students check out books for the semester in which they are enrolled, and the books are then reused. Instructors may require additional books to be purchased for their courses, but only up to a maximum cost of \$45 per course. Information for prospective students, including admission requirements, transfer and graduation policies, and fee structures is best accessed from the Admissions Office web page from the UWSP home, www.uwsp.edu/admissions/. Student transcripts are official university documents that report all courses for which a student has registered, the completion date, if any, and the final grade for the course. Overall grade point averages are calculated in standard ways on the traditional 4.0 scale, and transcripts are based on the semester credit hour.

Higher Education Reauthorization Act

Records of the institutional Federal Student Loan Cohort statistics are maintained by UWSP's Office of Student Financial Aid. Copies of the Department of Education default rate letters for the two most recent cohorts are in the Virtual Resource Room (SA RE 255.12: ED Default Rate Letter FY2003 and SA RE 255.12: ED Default Rate Letter FY2004), as are the Fiscal Operations Report and Application to Participate, FISAP, ED Form 646-1, (SA RE 255.10 2005-06 FISAP and SA RE 255.11 FISAP 2006-07) from which Perkins Collection default rates are calculated. Tables A.1 and A.2 summarize the default rates.

Table A.1: Federal Student Loan Cohort Default Rates

	Fiscal Year 2003	Fiscal Year 2004
Number of Borrowers in repayment	1595	1596
Number of Borrowers in Default	22	11
Cohort Default Rate	1.3%	0.6%

Table A.2: Perkins Loan Collection

	Fiscal Year 2003	Fiscal Year 2004	
Number of Borrowers who Entered repayment in 2002-2003	916	N/A	
Number of Borrowers in Default by June 30, 2004	40	N/A	
Default Rate	4.7%	N/A	
Number of Borrowers who Entered repayment in 2003-2004	N/A	916	
Number of Borrowers in Default by June 30, 2005	N/A	59	
Default Rate	N/A	6.5%	

The UWSP Student Loan default rates are well below the national average of 5.1% (AA RF 167: National Student Loan Default Rates). Accordingly, the University has not developed any default rate reduction plans.

Alcohol and Other Drug Abuse Programs

Evaluation of programs aimed at addressing issues of alcohol and other drug abuse (AODA) is contained in the *Assessment Report* of the University Centers (The UWSP AODA Program Director is also Assistant Director of the Allen Center for Health and Wellness Programs, a campus center providing a range of programs for students and staff). The *Assessment Report* is in the Virtual Resource Room at SA AP 215.14.06: *University Centers Annual Assessment Report* (NCA Report ACHW 2006). The variety of assessments and evaluations contained in the report demonstrates that UWSP not only evaluates the effectiveness of existing programs and uses the data to improve the programs, but is also establishing baseline results for developing and evaluating future programming.

To demonstrate compliance with Part 86, the Drug-Free Schools and Campuses Regulations, UWSP includes its two most recent biennial reports (the campus has decided to report on a two year cycle as allowed by the Ac. See SA RE 255.20: DFSCA 2004 *Biennial Report* and SA RE 255.21: DFSCA 2006 *Biennial Report*. These reports reveal a range of AODA programs offered in a number of venues on campus. The effectiveness of the interventions is evaluated and improvements have been made in response to the findings. UWSP is making progress in dealing with a culture of alcohol use that is pervasive and detrimental to students' health and achievement. There is still work to be done in these areas as shown by the number of students still reporting their frequent and excessive use of alcohol and other drugs.

Other Federal Reporting and Compliance

University Athletic Teams: The University athletic teams compete at the NCAA Division III level. UWSP reports its financial and gender equity statistics on an annual basis. The most recent report is in the Virtual Resource Room (AA RE 165.70: NCAA EADA Report), which shows that men and women have equal opportunity to compete as required by Title IX of the Educational Amendments of 1972. Overall expenditures, revenues, and expenses further indicate a corresponding commitment to men's and women's athletics. One observation not contained in the reports but supporting the University's commitment to equal opportunity is the high level of campus enthusiasm for our women's basketball team. Largely precipitated by the team's 2002 national championship victory and consistent high-level competition, enthusiasm for the sport has encouraged strong participation and continued recognition. The women's softball team has enjoyed similar success, campus support, and appreciation.

In summary, the reports and campus climate indicate ample and equal opportunity for men and women to participate in interscholastic sports.

Intramural sports are organized based on student interest and registration through the University Centers. Some student clubs are organized or recognized through the Student Government Association. Intramural sports are not required to report participation, revenues, or expenses in the federal reporting. Some intramural teams are gender specific and most are co-ed, as demonstrated by the rosters of teams at www.uwsp.edu/centers/intramurals/.

Student Complaints: Student requests or complaints are usually addressed at the course or College level. When complaints are lodged at the institutional level with the Chancellor, a Vice Chancellor, or other administrative office, they are handled first by an ombudsman, currently the Associate Vice Chancellor for Teaching, Learning, and Academic Programs. Student issues are either addressed directly or referred to the appropriate person on campus who can adjudicate the student's specific issue. The two most recent logs for how student requests were handled are in the Virtual Resource Room at AA 165.51: Student Concerns 2005-06. and ... AA 165.52: Student Concerns 2006-07 (personal names have been removed from both of these summaries). Disciplinary responses to student misconduct are made subject to UW System rules of due process and student rights; see SS PO155.04: UW W System and UWSP Chapter 14: Student Academic Disciplinary Procedures in the Virtual Resource Room. These policies are available to students in the residence halls, at New Student Orientation, and through the Office of Student Rights and Responsibilities. The *University Catalog* also summarizes and references disciplinary procedures and students rights. Instructors are not required to include the procedures in their syllabi, but many do include references to the policies. While federal reporting is not required, reports summarizing academic misconduct cases are prepared by our Office of Student Rights and Responsibilities, and copies have been added to the Virtual Resource Room (SA RE 255.06.4: Summary of Academic Misconduct Proceedings 2005-06 and SA RE 255.06.5: Summary of Academic Misconduct Proceedings 2006-07).

Disability Services: Students are given access to all UWSP programs without regard to disabilities. Students are informed of their right to seek accommodations during New Student Orientation and in the *Catalog* (see the Rights and Responsibilities section, which also explains accommodations for religious observances). Compliance with the Americans with Disabilities Act is assured by the Office of Disability Services; federal reporting is not required, but the institution does report to the UW System offices. The two most recent reports (SA RE255.06.1 and .2: Disability Services Statistics 2004-05 and ... 2005-06 in the Virtual Resource Room) show the volume and types of accommodations provided by UWSP for students with disabilities. Students are accommodated in all academic programs and cocurricular activities (performances, lectures, athletic events) as a matter of course. The *Catalog* includes a statement of the University's EO/AA policy and an explanation of how to obtain assistance through the Office of Disability Services. Staff disability issues are addressed by the EO/AA officer, the Director of Equity and Affirmative Action. As necessary, staff self-identify as possibly benefiting from accommodations in the workplace and file a request with the EO/AA officer. Staff can also arrange accommodations informally with their supervisor; these arrangements include devising a personalized schedule as described in our personnel policies. The policies also explain the provisions of the Family Medical Leave Act and encourage staff to utilize these provisions as needed. The E/AA website, www.uwsp.edu/equity/index.htm, provides advice and a checklist for staff who want to individually appraise their disability status and various rights under the law. Federal reporting is done by UW System offices based on institutional reporting at the state level. The most recent UWSP report is part of the University's affirmative action plan, a copy of which is in the Virtual Resource Room (CO RE 445.20: Affirmative Action Plan 2004–2006). Besides detailing UWSP's affirmative action policies and procedures, this plan documents that the University has an active commitment to maintaining a fair and equitable environment for all staff members and students. The UWSP Affirmative Action Plan also communicates the institutional policies and procedures related to sexual harassment, consensual and familial relationships, and reasonable accommodations. The plan is widely distributed and available to members of the University community.

Crime Statistics: Prospective students and others can view summaries of campus crime statistics on the "Activity" and the "Crime Report" pages of the Protective Services website, www.uwsp.edu/protect/index.shtm. These summaries are based on the "Cleary Statements" of campus crime that are reported to the U.S. Department of Education for compilation and posting to the ED website. Copies of UWSP's 2005 and 2006 Cleary statistics are in the virtual Resource Room ([BA RE 350.3: Uniform Crime Reports for 2005 & 2006 \(Zip File\)](#)). The Cleary reporting is based on the Uniform Crime Reports (UCR) that all recognized law enforcement agencies must report to the state on an annual basis for eventual reporting to the FBI.). The summaries are posted to UWSP's website along with several other activity reports as informational items to prospective students and other constituencies. The Department of Education's page for UWSP where crime statistics and other characteristics for UWSP are posted is located at <http://nces.ed.gov collegenavigator/?id=240480>. A copy of this Department of Education page is also available in the VRR at BA RE 350.4: Department of Ed Summary from the NCES.

Constitution Day Observances: All institutions of higher learning must now have an organized observance of Constitution Day. This requirement is designed to enhance students' and public appreciation of the U.S. Constitution. Below is a summary of how UWSP has complied with this federal policy in the past two years. The following announcement of observance was released to the school communities and the public on September 17, 2005 for the 2005-06 academic year observance:

UWSP, Mid-State Technical College, and Stevens Point Area Senior High (SPASH) are collaborating to present a panel presentation highlighting aspects of the US Constitution. Come and participate in discussions of the US Constitution with:

- Dr. John Blakeman, Associate Professor of Political Science, UWSP
- Dr. Michelle Brophy-Baermann, Associate Professor of Political Science, UWSP
- Judge John Finn, Portage County Circuit Court, Branch 2
- Dave Rasmussen, Government student, SPASH
- Suzanne Rathe, Social Science instructor, MSTC,
- Panel Moderator Alex Sterling, Social Science student, MSTC
- Rod Tillman, Government instructor, SPASH

A question and answer period will follow the panelists' presentations.

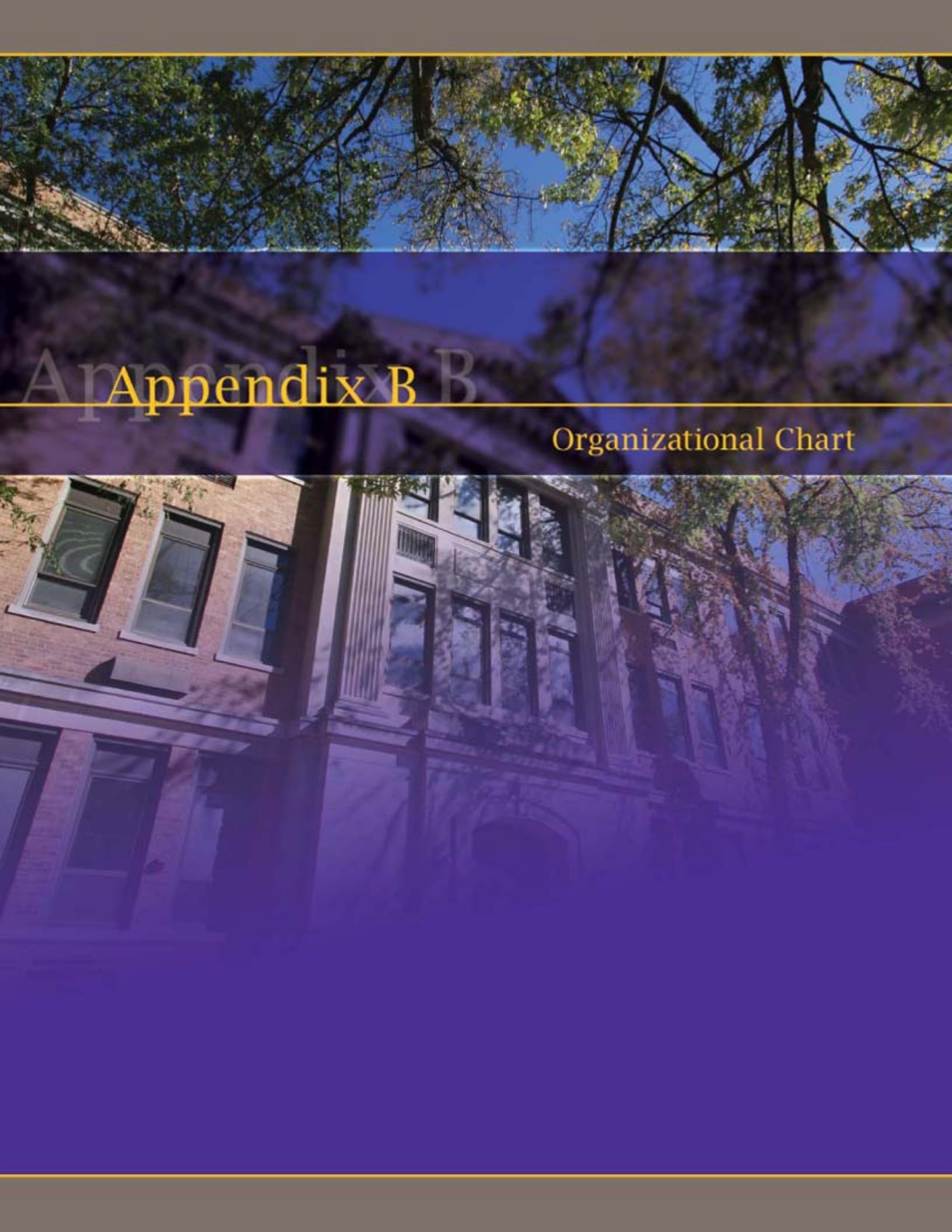
Sponsored by the Political Science honor society, Pi Sigma Alpha.

For the 2006-2007 academic year UWSP's Constitution Day observance program, held on September 18, 2006, focused on the practical implications of the constitutional provisions related to rights of individuals accused of a crime. The program included a panel comprised of Professor Ed Miller, UWSP Department of Political Science, an attorney from the Public Defender's Office, and an attorney from the District Attorney's office. Issues discussed included the right to an attorney, rights related to questioning by the police, the need for search warrants for the police to enter a home, and the lesser private rights that individuals have when they are in a vehicle, among others.

Dual Institutional or Professional Accreditation: UWSP does not have institutional accreditation from any agency other than the Higher Learning Commission. Several of the University's programs are accredited or recognized by professional organizations. UWSP is required to report such programmatic recognition, along with its programming changes and reviews, to the UW System on an annual basis. The reports are available in the Virtual Resource Room as AA RE 165.20 & .21: *Annual Report* on Program Planning and Review-UWSP 2005 & 2006.doc, respectively. These reports show that eleven of UWSP's Programs, Departments, and/or Units are recognized by professional organizations that have established programmatic standards and conduct periodic peer reviews. These recognitions or accreditations are also listed in the *University Catalog*, and statements of these recognitions can be found in the Virtual Resource Room at AA EA 130: External Accreditation.

Off-Campus Sites: UWSP does not offer its programs (50% or more of a program's courses) off-site or by distance education.

Advertising and Recruitment Materials: As required, UWSP gives the full contact information of the Higher Learning Commission in its *Catalog*, which states affiliation with the HLC. All administrative officers and the *Catalog* editor were notified of the HLC policy when it was enacted in January of 2001 (see AA EA 130.12: Notification of HLC Contact and Citation Info in the Virtual Resource Room). The University's recruitment portfolios and guidebooks, including those on the web (e.g. www.uwsp.edu/menu/ProStud.htm, designed for prospective students) do not reference its affiliation with the Commission. Hence, the requirement of a detailed citation of the contact information does not apply.



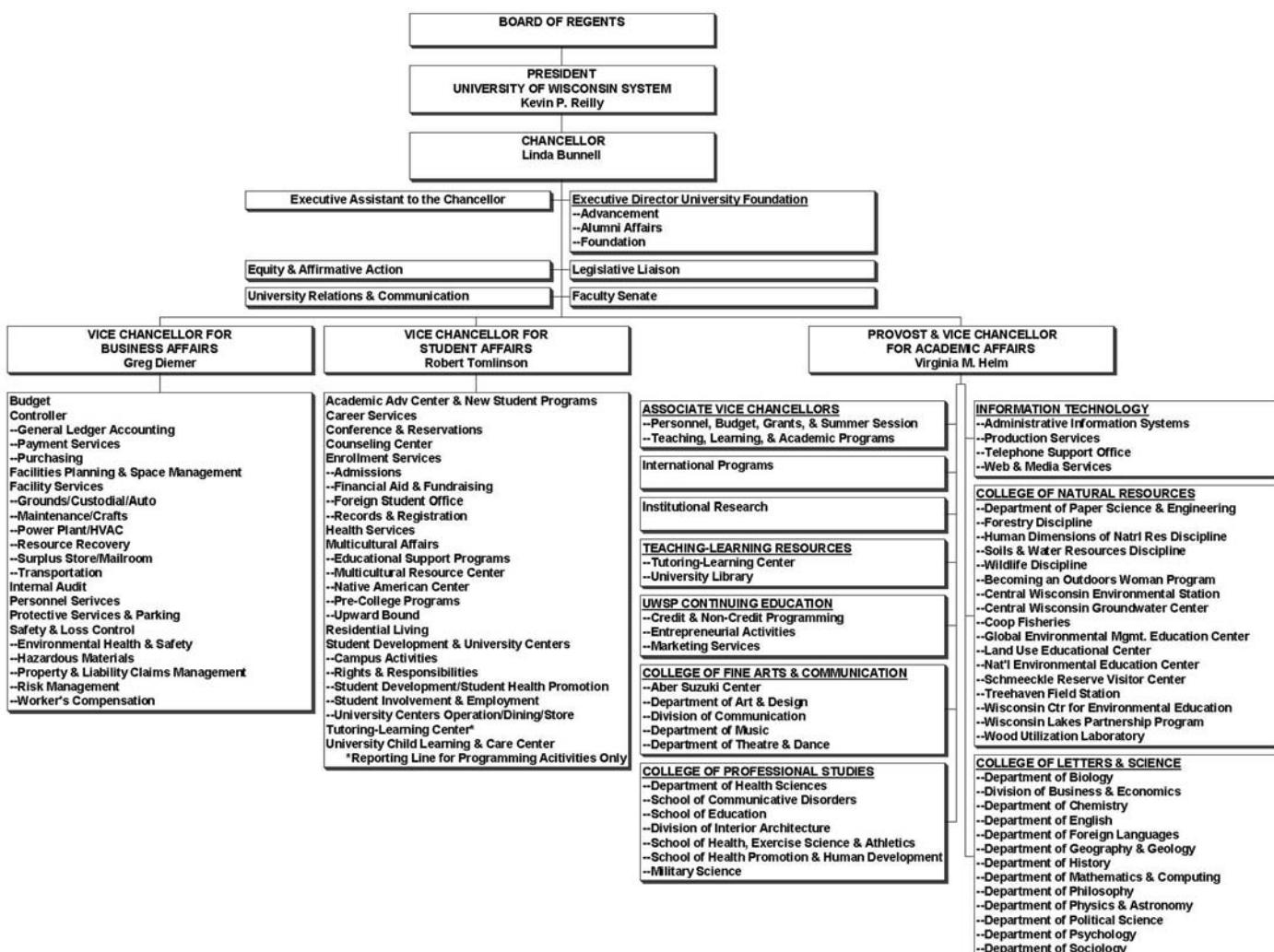
Appendix B

Organizational Chart

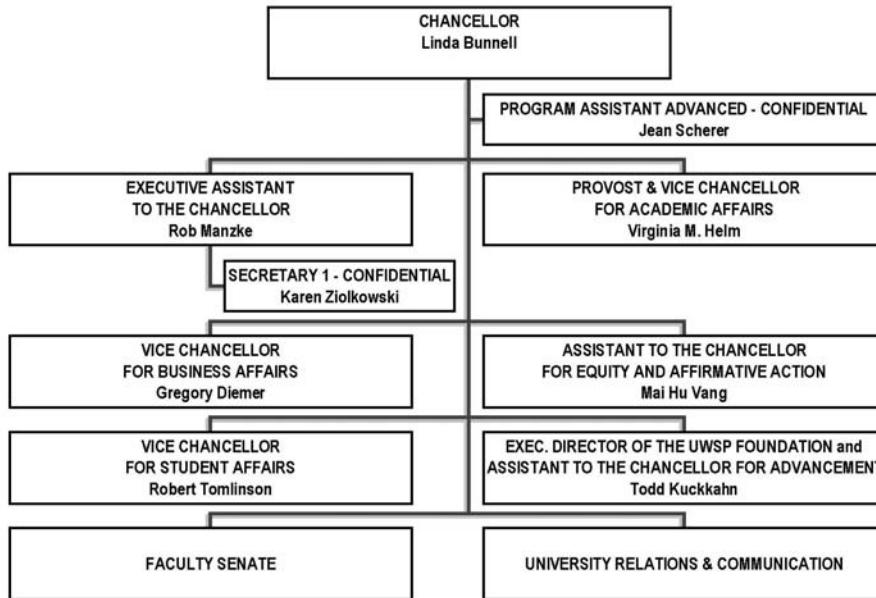
Appendix B

UWSP Organizational Charts

Campus

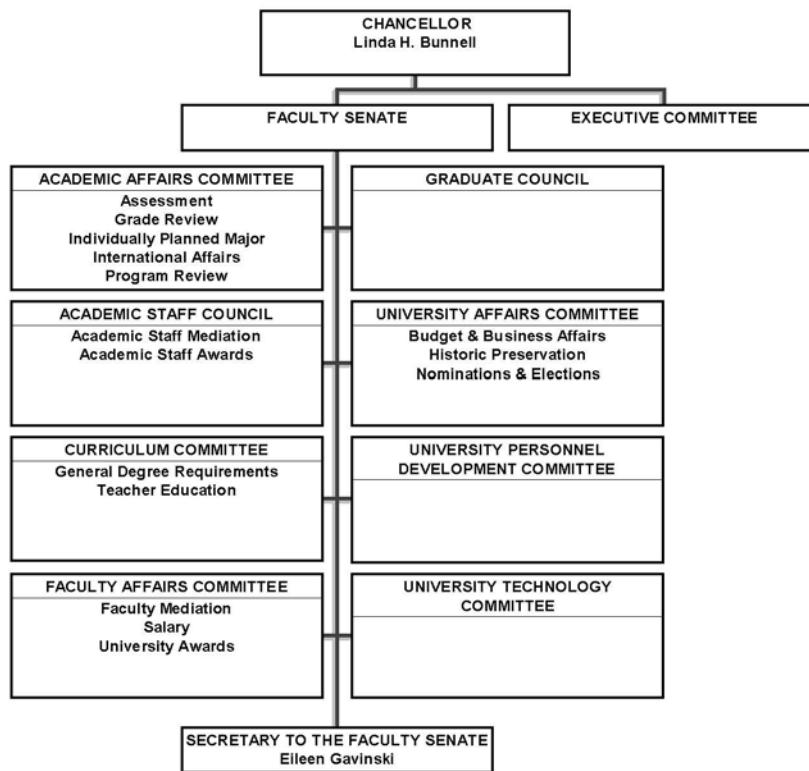


Executive Office

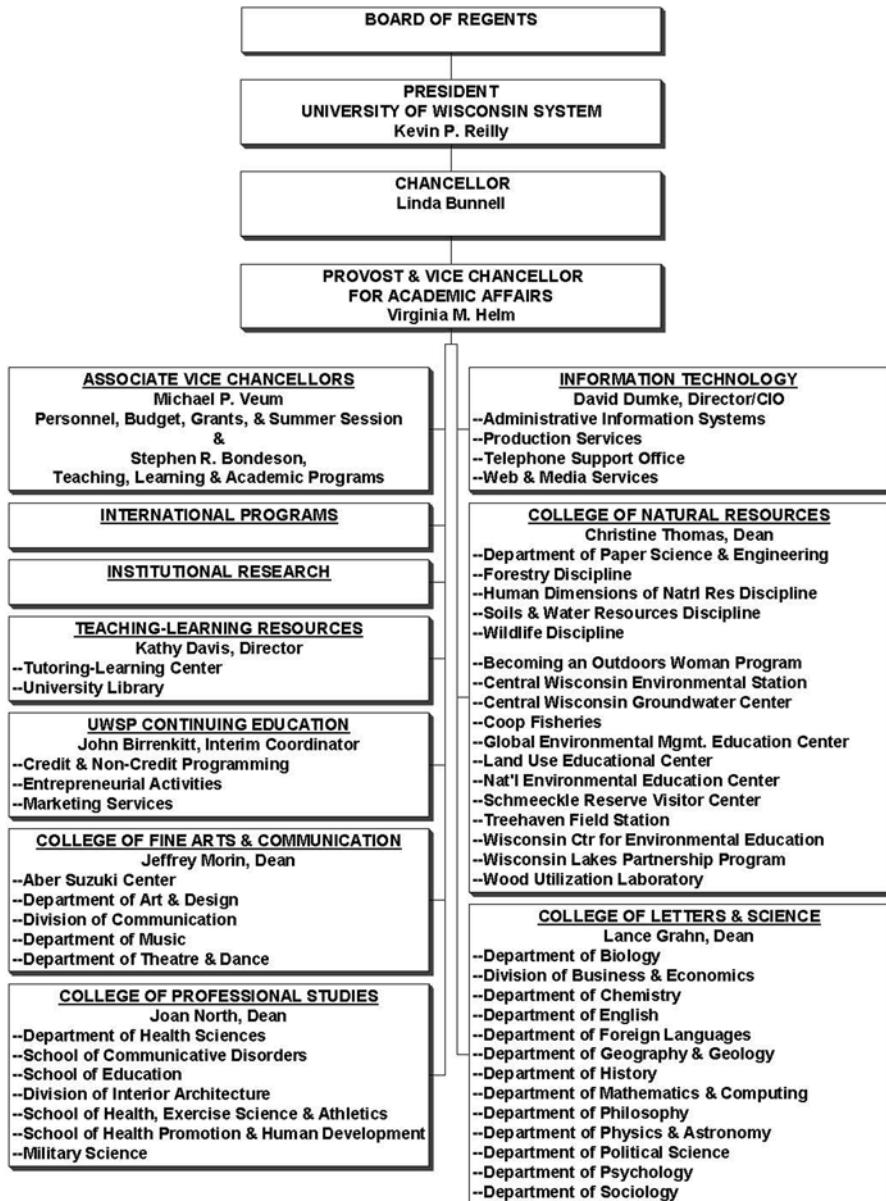


Faculty Senate

January, 2007



Academic Affairs





Appendix C

Accreditation Steering Committee Assignments



Appendix C

Responses to the 1998 North Central Association Criteria and Recommendations of the Visiting Team by the University of Wisconsin-Stevens Point

Introduction

After their 1998 visit to the University of Wisconsin-Stevens Point the North Central Association Review Team made a series of recommendations in their “Report of a Visit to University of Wisconsin-Stevens Point” of March 2-4, 1998. As part of those recommendations, the Review Team asked for a report by 2001 on several areas.

This report, “University of Wisconsin-Stevens Point Progress Report to the Higher Learning Commission of the North Central Association of Colleges and Schools,”¹ was delivered to the North Central Association in February 2001 and described responses from 1998 to 2001 at UWSP, per the request of the North Central Association. The Evaluation Team requested a “report . . . on results of assessment of student outcomes and their impact on allocation of resources, curriculum revision, and the General Degree Requirements.” The criteria listed in this February 2001 report are those used by the North Central Association in 1998.

In addition to requesting this specific report, the North Central Association urged UWSP to continue work on the five criteria from 1998. Beginning in 2004, UWSP identified a number of specific areas for attention prior to the next site visit in March 2008.

Appendix C summarizes the progress UWSP has made to improve policies and practices as they relate to the 1998 North Central Association’s five criteria. This voluntary effort demonstrates UWSP’s commitment to self-improvement. Appendix C is organized according to the five criteria of the North Central Association from 1998. Under each criterion are listed the areas that UWSP has worked to improve since the 1998 North Central Association visiting team report. Thus, under the 1998 Criterion One, the categories for improvement by UWSP include

- institutional planning,
- academic program planning,
- governance,
- the Center for Excellence in Teaching, and
- programmatic reviews of non-academic areas.

The 1998 Criterion Two category for improvement by UWSP is

- budget.

The 1998 Criterion Three categories for improvement by UWSP include

- assessment and
- development.

The 1998 Criterion Four categories for improvement by UWSP include

- planning and
- resources.

Finally, the 1998 Criterion Five categories for improvement by UWSP include

- shared governance and
- faculty control of the curriculum and the *University Handbook*.

It should be noted that the Higher Learning Commission of the North Central Association of Colleges and Schools revised their criteria in January, 2005. Therefore, while Appendix C focuses on the five criteria of 1998, the 2008 *University of Wisconsin-Stevens Point Self-Study Report* responds to the 2005 criteria.

Criterion One:

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Institutional Planning

Development of an ongoing, three-to-five-year, cyclical planning process, which includes significant input from all campus constituencies

This section will discuss the strategic planning efforts at the University of Wisconsin-Stevens Point from 1998 to the present.

When Chancellor Thomas George (1996-2003) arrived on campus in 1996, he began the development of a vision for the University in concert with faculty, staff, administrators, and students. The vision had three parts:

1. faculty-led improvements,
2. technology-enhanced learning, and
3. a broadened financial base.

This vision was in place at the time of the 1998 NCA site visit. Chancellor George addressed components of this vision separately in annual addresses to the University spanning 1997 through 1999. For George, the annual address was the venue for setting the university's focus on academics for that particular year.

In 2000, after reviewing the previous three paths of his vision for UWSP, Chancellor George revised the three-part vision statement and began a planning process with senior staff and representatives of faculty governance. His goal was for UWSP to strive to be the best public comprehensive university of its kind, i.e., a regional university that serves a network of small urban centers and whose primary mission is teaching and learning. Chancellor George recommended that the campus take three paths: student-centered excellence, technology-enhanced learning, and partnerships. These paths were the theme of his 2000 annual address.

The first path, student-centered excellence, was an evolution of a theme of previous years—faculty-led improvement—with the new focus being squarely on the student. The second path, technology-enhanced learning, was a path UWSP had been following for some time. The third path, partnerships, was a new component of the Chancellor's formal vision, though the campus had previously been engaged in expanding partnerships. On-campus strong partnerships were formed between Academic Affairs and Student Affairs, and other examples included internships, faculty-student research, interdisciplinary majors and minors, and the Teaching Partners program. Off-campus, the University had developed a successful Collaborative Degree Program in partnership with two-year UW campuses to provide degree-completion opportunities to time- and place-bound students. Further, the Wisconsin Learning Center, which is an education and training center at the Portage County Business Park, formed a partnership with the County and Mid-State Technical College. The three-part vision statement was shared with a wide variety of on-campus and off-campus stakeholders for feedback.

In addition to the development and revision of the three-part vision for the University, Chancellor George appointed an ad hoc Mission Statement Review Subcommittee of the Academic Affairs Committee in 2001 to develop a mission statement that would be brief, concise, and unique to the Campus. It would also address the revision of the Home Economics statement in the Select Mission to bring that part of the Select Mission up to date with the current curriculum. This subcommittee worked during 2002 to revise the Select Mission statement, and in the spring of 2002, the chancellor asked that a more concise mission statement drafted. The matter had not moved to completion when Chancellor George left UWSP in 2003.

Chancellor George did not establish a formal planning process. Rather, he looked to faculty, staff, students, and community members to provide input on the direction in which he sought to lead the institution. This approach was effective in a period of relatively stable budgets for the UW System. However, during the waning days of Chancellor George's tenure—as evidenced by his charge to revise the Select Mission statement—he recognized the need to formalize the planning process.

In 2003, Interim Chancellor Virginia Helm (2003-2004) began a strategic planning process that involved the development of statements on mission, vision for the future, values, and core programs and activities. Dr. Helm created a Mission, Values, and Vision Communication Committee to carry out this planning process, with representation from a cross-section of campus stakeholders. An outside consultant facilitated the process. A series of values statements, a vision for the future, the key areas for a mission statement, and core programs and activities were identified. However, in a meeting on April 2, 2004, the Mission, Values, and Vision Communication Committee voted to suspend the process in light of the pending appointment of a new Chancellor. The committee did not meet again, and its work was discontinued.

Beginning in 2004-2005, under the leadership of Chancellor Linda Bunnell (2004-present), the University initiated and has continued development of several major planning efforts, including *Vision 2015: Connecting to the Future*, the *Campus Master Plan*, *Plan 2008* (a System-wide diversity initiative that was nascent at the time of the 1998 NCA site visit), and the work of the Budgetary Advisory and Review Committee for budget planning.

Chancellor Bunnell presented the preliminary *Vision 2015* at her installation ceremony in September 2005. *Vision 2015* continued to be explored and revised through interactions with faculty, staff, students, alumni, and community leaders, and is reprinted below:

Vision 2015 “UWSP: Connecting to the Future”

Building on traditions of excellence and service to Central Wisconsin,
UWSP will CONNECT TO THE FUTURE by:

- Providing challenging learning and leadership experiences that prepare students to be GLOBAL CITIZENS
- Projecting our history and values in the LIFE AND LOOK OF THE CAMPUS
 - Experience of the liberal arts and sciences
 - Responsibility for personal and community wellness
 - Stewardship of natural resources
 - The power of communication and the arts
- Partnering with others for a VIBRANT ECONOMY.²

Chancellor Bunnell sought out a wide range of individuals and groups for feedback on the vision, including faculty, staff, students, alumni, and community leaders. This feedback led to revisions in the vision statements. For further discussion of Vision 2015 see Chapter 1, section 1a-2 and following.

In November 2006, Chancellor Bunnell requested that the three major Divisions of the University—Academic Affairs, Business Affairs, and Student Affairs—assist in bringing focus and variety to *Vision 2015*. The Chancellor presented a two-part approach. First, she asked the Deans and Directors to identify goals and objectives for the three connections to the future outlined in *Vision 2015*, as well as short- (2007-2009), mid- (2009-2011), and long-range (2011-2015) action plans to achieve them. Each unit would be asked to update plans annually. Prioritized requests from each Division were submitted to the Chancellor in April 2007. The Chancellor submitted the biennial budget initiatives to faculty governance for review and recommendation in September 2007, and UWSP will submit its 2009-2011 biennial budget initiatives to the University of Wisconsin System in spring 2008.

The second phase of the implementation of *Vision 2015* began in the 2007-2008 academic year. The Chancellor requested the formation of communities of interest that cut across Departmental and Divisional lines to focus on both interdisciplinary and in- and out-of-class learning outcomes. Communities of interest will be led by faculty and staff selected for their interests in particular aspects of goals and for their leadership skills.

With *Vision 2015* as the umbrella for planning, the University began a campus-wide strategic planning process in 2006-2007. The preliminary work and study was carried out during the first semester of 2006. Provost Helm initiated the formal strategic planning process in an address to the Faculty Senate in December 2006. She created a four-member coordinating group that developed a structure for the planning process for second semester 2007. On March 5, March 8, and March 12, 2007, a planning group of approximately thirty people, representing a cross-section of campus constituents and stakeholders, met to develop drafts of an analysis detailing the institution's strengths, weaknesses, opportunities, and threats (SWOT); a mission statement; values statements; and a structure for strategic planning to move forward in the future. Drafts were sent out to a wide range of individuals and groups for feedback. A review group of approximately twelve people coordinated the responses into a synthesized report for the planning group, as well as plans for communicating the work to campus and community stakeholders. A fourth planning session was held on April 26, 2007, to finalize the drafts of the mission statement, values statements, and structure for future planning. For further discussion of this phase of strategic planning at UWSP see the introductory section of Chapter 2. Strategic planning will continue during 2007-2008 and into the future, on a three-to-five-year cycle.

In summary, since 1998 UWSP has engaged in extensive planning efforts that have evolved from informal to formal. Whereas Chancellor George favored a less structured planning style (no formal planning committees were instituted until late in his tenure), his predecessors have favored a more formal, measured approach. During the interim chancellorship of Virginia Helm and continuing with the arrival of Chancellor Bunnell in 2004, the University has engaged in a consistent planning process, the most recent developments being *Vision 2015*, in 2005, and the creation of a strategic planning structure during 2006-2007. This structure will provide the framework for planning into the future in cycles of three to five years.

Development of a process for de-allocation and reallocation of resources for the 1999-2001 biennium and beyond.

As noted above, the University did not undertake any formal strategic planning for several years during the late 1990s. The budget for the several years of the mid-to-late 1990s was relatively constant with very few program-specific allocations coming from the UW System; budgetary adjustments consisted mostly of pay-plan increases. Then in 2001-2003, the UW System proposed and received approval from the State Legislature for a Workforce Development Initiative, which comprised campus-specific initiatives across the System. UWSP's initiative was titled "The Central Wisconsin Idea," with a budget of just over \$2,000,000. This initiative encompassed partnerships among higher education institutions, K-12 schools, private businesses, foundations, governments, and

municipalities. It built on the existing Collaborative Degree Program, which provides opportunities for degree completion to off-campus students in partnership with two-year UW College campuses. However, in the same budget cycle, UWSP had \$1,300,000 of this initiative cut, leaving \$700,000 to implement its portion of the UW System Workforce Development Initiative. The UWSP provost and academic Deans determined how to distribute funding from the revised Workforce Development Initiative.

During the chancellorship of Tom George, there existed the Budget and Business Affairs Subcommittee (BBAS). Prior to 2001-2002, the BBAS was a subcommittee of the University Planning Committee. In 2001-2002, the BBAS was constituted as a standing committee of the Faculty Senate's University Affairs Committee. This was due to a restructuring within the Senate at that time. The purpose of the BBAS was to advise administrators on budget matters and business procedures.

During this period, from 2001 to 2005, the Budget and Business Affairs Subcommittee was not active in UWSP budgetary matters: the Line Officers and Deans held primary responsibility for budget review and decisions. However, the BBAS did meet to consider and make recommendations about the financial condition of the UWSP Foundation prior to 2001. After 2001-2002, no tasks or requests were brought to the attention of the BBAS. Subsequently, the subcommittee was not called to order.

In 2003-2004 the UW System sustained base-budget reductions from the State. These base reductions were administered at UWSP with across-the-board de-allocations to each of its major units. In 2004-2005, when \$836,000 of the previous years' cuts was restored, the Line Officers retained this sum in university-wide accounts in anticipation of impending tuition revenue shortfalls due to a precipitous drop in out-of-state enrollments, which occurred because of legislatively mandated non-resident tuition hikes.

The UW System received another budget cut from the state for the 2005-2007 biennium. In response to this cut, the Line Officers and Deans functioned as a budget committee that worked out a plan to administer the \$1.9 million dollar cut UWSP received. Their findings were presented to the University in April 2005 for comments and suggestions. Chancellor Bunnell, in consultation with the Faculty Senate, then established the Budget Review and Advisory Committee (BRAC) to "advise the Chancellor and the Line Officers on issues related to campus funding priorities, internal reallocations, and budget mandates from the UW System and the Legislature."

Membership on the Budget Review and Advisory Committee is as follows:

- Chair of the Faculty Senate;
- Vice Chancellor for Business Affairs (non-voting), Committee Co-Chair;
- Department Chair, jointly appointed by the Faculty Senate Chair and the Chancellor;
- Dean, chosen by the Dean's Council;
- Student Government President or designee;
- Student Government Vice President;
- One faculty member appointed by the Faculty Senate Executive Committee;
- Chair of the University Affairs Committee of the Faculty Senate;

- Chair of the Academic Staff Council or designee;
- Classified Staff Advisory Committee representative selected by the co-chairs of the committee; and
- President of WSEU Local 584 or designee.

The BRAC has now replaced the Budget and Business Affairs Subcommittee, with formal recognition in the University's Constitution.

Academic Program Planning

Development of policies, procedures, and criteria for evaluation and rating of programs and for enhancing, maintaining, reducing, or eliminating offerings according to budgetary circumstances in order to eliminate across-the-board or proportional de-allocation.

Program reviews for departments provide information about criteria for evaluation of programs. Members involved initially in generating the information for the program review process are UWSP faculty in a particular department. After this information is developed into a formal report, it is provided to the Program Review Subcommittee of the Academic Affairs Committee. After that, the review goes to the Academic Affairs Committee and the Faculty Senate for information. Once through governance, the program review packet is forwarded on to the Provost/Vice Chancellor for Academic Affairs. The program reviews consist of the following:

- the narrative;
- program-specific information;
- data tables provided by the UWSP Office of Institutional Research; and
- assessment reports for the previous eight years.

The narrative provides information about:

- self-evaluation of strengths/challenges;
- an analysis of trends related to the program;
- plans for the next eight years; and
- evidence of faculty and staff participation processes.

Program-specific information relates to:

- faculty and professional development activities;
- adequacy of physical facilities;
- contributions to GDRs;
- contribution to graduate education, if applicable;
- contributions to diversity education; and
- other significant information about the program.

Assessment reports are used as performance indicators in the program review self-study. They are used in several ways. Primarily, assessment reveals challenges and helps identify potential remedies, revisions, or other actions. Assessment materials are also used to identify resources required to achieve these constructive actions. Basing program review recommendations on priorities and challenges well documented by assessment results helps "close the loop" in the assessment process.

With respect to “closing the loop,” the Deans have used program assessment and program review to impact planning/budget decisions and have developed an annual report to document the impact of assessment on these decisions. These annual reports cited information from each College as to how decisions had been made based upon assessment data. They can be accessed at the UWSP Accreditation website: www.uwsp.edu/accreditation/index/aspx. The following are examples of how program assessment results are used for budget and planning decisions across the Colleges:

- hiring of replacement and new faculty;
- funding of curricular revisions;
- funding of a sabbatical for a faculty member to receive technology training;
- funding of lab and classroom projects;
- funding of undergraduate advising and research;
- upgrading of computer labs and funding of software acquisition;
- provision of funds for the purchase of books for new faculty; and
- funding for internships.

Further evidence exists to demonstrate how each of the UWSP Colleges has used assessment data to make changes. For example, during 2003-2004 the College of Fine Arts and Communication based budget decisions on assessments made in two areas: instruction and production. Based on the recommendations from the National Association of Schools of Theatre, the history/literature sequence was changed to allow instructors time to teach special-topics seminars. In addition, to give the BA/BS program a stronger, more specific identity, a faculty member was hired to develop and teach courses associated with a BA/BS concentration in playwriting and dramaturgy.

During 2005-2006 the Department of Art and Design, also housed in the College of Fine Arts and Communication, helped fund the American Institute of Graphic Arts Portfolio Review. These reviews are done by professional graphic designers and give students the opportunity to hear an unbiased, objective review of their portfolios. The Division of Communication has completely revised their media studies emphasis, prompted by an assessment of the existing curriculum, technological changes in the field, recommendations provided by academic and industry experts, and the loss of the former television studio as a classroom laboratory for video production classes.

In the College of Professional Studies (CPS), in 2003-2004 the Dietetics program review received an accreditation report from the American Dietetic Association (ADA). Because of the strong praise from the ADA report, supplemental funds were used to pay the CPS Cafeteria Director’s salary in order to continue this distinctive learning experience for the Dietetics majors. Sufficient funding in the CPS Cafeteria and Foods Lab was required in order to maintain research-based learning opportunities. Therefore, during the summer of 2004, an additional \$19,000 was provided to support equipment upgrades.

In the College of Professional Studies, in 2005-2006, the School of Communicative Disorders has made many curricular changes in response to recommendations from their assessment plan. The School of Health Promotion and Human Development funded a market analysis to assess the viability of three Nutrition Certification programs to increase the number of masters students and identify potential courses of interest to new audiences. In the School of Health, Exercise Science, and Athletics, assessment data from graduates indicated that physical education courses needed to increase the use of technology. Several faculty members have received mini-grants to integrate technology into PE methods classes.

The College of Letters and Science (L&S) allocated \$48,731 to the Department of Biology in FY2004 to support faculty-student research. Research funded through this support was presented at the annual L&S Undergraduate Research Symposium in April 2004. Also, the English Department's assessment indicated a need for better provision of technical-writing and science-writing instruction and more study of multicultural literature. A position search in FY2004 and FY2005 resulted in a faculty hiring in both areas. However, budget shortfalls resulted in the reduction of the multicultural position from tenure-track to temporary status.

Also in L&S, in 2005-2006, the Department of Foreign Languages used its assessment results to drive curriculum by making changes in text-selection based on the reported abilities and needs of students.

The Web and Digital Media Development program in the Computing and New Media Technologies Department is undergoing its first rigorous assessment, including input from current and past students, as well as industry professionals. Preliminary data from student focus groups indicate an interest in learning digital design and image development earlier in the curriculum.

In the College of Natural Resources, in 2003-2004, a program review was carried out that identified a need for \$500,000 to repair and maintain the Central Wisconsin Environmental Station facility as a site for the College of Natural Resources summer camp program and as a laboratory for its Environmental Education majors. The money was allocated to meet that need.

Also in the College of Natural Resources, in 2005-2006, the Water Resources major was extensively revised to respond to changes occurring in the discipline at the state and national levels over the past decade. These revisions were based on assessment data collected from students, alumni, national and state organizations, and stakeholders. Within the Wildlife discipline, assessment has prompted revisions to the Wildlife minor, the Conservation Biology minor, and the Captive Wildlife minor. Plans are underway to revise the major to better meet learning outcomes, while simultaneously meeting certification requirements of the Wildlife Society.³

Review and revision of program review procedures and requirements for submittals to place greater emphasis on planning at the department level, so that departmental planning is one of the first steps in institutional planning.

The program review process was revised, with approval for the changes given on May 3, 2000 by the Faculty Senate, to incorporate more assessment of student learning and to emphasize planning at the department level. In the program review self-study document, a department must specifically identify how the assessment results and other evaluations have been used in curricular or budget planning. The review committee also makes recommendations to the department and to the administrative Dean or Vice Chancellor in response to the self-study data and conclusions. Please see the previous response for examples of how departmental planning and assessment led to budget decisions, thereby "closing the loop" between planning, assessment, and budget decision-making.

Governance

Review and revision of the Faculty Senate structure, methods of nomination, election procedures, and the role of classified staff in the Senate.

With respect to the Faculty Senate structure, a major review and a series of revisions have taken place between 1998 and 2008. This process has resulted in a number of changes to the structure of the Senate. First, in March 1999, the University Technology Committee was created and approved by the Faculty Senate to determine Senate policies pertaining to the development, implementation, and use of technology across the campus, subject to review by the Faculty Senate.

In 2001-2002, the Senate developed an ad hoc Constitutional Revision Subcommittee to review and make recommendations for changes in the structure of the Faculty Senate. The ad hoc subcommittee brought fifteen recommendations for change:

1. that a table of contents and an organizational chart be created for the Faculty Senate;
2. that there be greater clarity for the definitions of participation in governance by faculty by percent of appointment;
3. that there be standardized wording (e.g., Provost, Chancellor) and unnecessary or outdated text throughout the document be removed;
4. that there be clarification and standardization of wording and definitions for standing and permanent subcommittees, and that term limits for chairs be developed;
5. that there be standardization of the membership structure of all committees to reflect the ratio of each College's FTE, and the library faculty;
6. that the GDR Subcommittee be moved under the Curriculum Committee in order to streamline the course approval process;
7. that the responsibilities of the University Affairs and University Planning Committees be combined and a single committee formed;
8. that the membership within the Assessment Subcommittee be clarified;
9. that new perspectives on committees be provided by adding the term limit of six years;
10. that International Affairs (IA) be designated as a subcommittee of the Academic Affairs Committee with IA having the same responsibilities as before the re-designation;
11. that the manner in which the chair of the Faculty Affairs Committee is elected be changed to be parallel to the process for electing the chair of the Academic Staff Council;
12. that the Nominations and Elections Subcommittee be moved from the Faculty Affairs Committee to the University Affairs Committee;

- 13.that a policy be adopted requiring consistency with Robert's Rules of Order during votes for amendments to the Faculty Constitution;
- 14.that the Senate Executive Committee be streamlined by two seats and the standing committee slots reduced by approximately fifteen; and
- 15.that, if needed, an additional member to University Personnel Development Committee, representing a needed area of expertise for a specific grant proposal under consideration, be added.

In February 2002, the Faculty Senate passed all of the recommended changes with one minor exception in item five, involving minor adjustments in library faculty representation on Faculty Senate Committees. Chancellor George approved the changes on February 15, 2002.

With respect to nominations and elections, the Nominations and Elections Subcommittee was made a permanent subcommittee of the University Affairs Committee. Nominations may be made by a College, Department, or equivalent unit, by another member of the faculty, or by the Nominations and Elections Subcommittee, provided that the nominee has agreed to run. Members of the Faculty Senate shall be elected at large by the faculty regardless of the method of nomination, and shall be elected on the basis of a plurality of the votes cast. Write-in votes shall be prohibited. The elections shall be held in April, with new senators and standing committee chairs taking office at the beginning of the fall semester.

Classified staff participate in Faculty Senate on the following committees and subcommittees: the University Affairs Committee, the University Professional Development Committee, the University Technology Committee, the Historic Preservation Subcommittee (University Archivist), and the Parking Appeals Committee (two members). Classified staff are not eligible for election to the Faculty Senate unless they hold at least 50% FTE faculty or academic staff appointments, per the definition of Senate membership.

Development of ways to encourage governance participation, particularly among younger faculty, and to provide appropriate rewards for such participation.

According to Chris Sadler, chair of the Faculty Senate in 2005-2006 and 2006-2007, the incentives for participation in Faculty Senate tend to be more intrinsic than extrinsic. The Chair of the Faculty Senate receives load reassignment for the job and a full-time clerical support person with a twelve-month position. Other people who participate in governance—whether as committee members or chairs of standing or subcommittees—do so on a volunteer basis. However, participation in governance, depending on the unit, is often seen as an excellent way to fulfill the “service” component of the teaching, scholarship, and service formula for retention, promotion, and tenure as faculty.

Another incentive is the University Service Award, which people have received for their work in university governance, as well as for extensive University community service.

The University should consider the merits of re-establishing a campus center for excellence in teaching.

The UWSP Center for Academic Excellence and Student Engagement was conceived in the fall of 2004 and began operation in the spring of 2005, under the interim direction of Patricia Ploetz. It is a faculty-driven Center dedicated to the inspiration and advancement of outstanding and innovative teaching. The Center enhances the learning environment at UWSP by supporting the campus's strong culture of teaching. Ms. Ploetz, the Center's full-time staff member, manages and directs its activities, which include the services of a Vista Service-Learning coordinator.

The 2006-2007 goals for the Center include:

- developing opportunities for interdisciplinary collaboration;
- promoting campus discussions on issues and trends concerning teaching and learning;
- developing workshops that address aspects of teaching, learning, assessment, and online technologies; and
- developing a clearinghouse of campus teaching events.

The Center communicates with UWSP faculty in several ways. First, an advisory board—made up of four faculty (one from each College), a member of Student Advising, and a representative from the Service-Learning Advisory Committee—guides and directs the Center's activities. Second, the Center's website provides a link to Center resources and offerings and highlights faculty teaching/learning and scholarly activities. Third, annual surveys identify faculty programming needs. Fourth, the Director is involved in committees and workgroups, such as the Distance Education Accreditation, Quality Assurance and Peer Review for Distance Education, and Equity and Affirmative Action committees.

Professional development workshops/conferences provide in-depth exposure to new ideas in teaching and learning. Activities in 2006-2007 included a Teaching Commons Symposium; the eleventh Annual UWSP Teaching Conference; a Service Learning Colloquium; and a four- to six-week summer program in redesigning face-to-face courses for the online environment.

Scholarship of Teaching and Learning (SoTL) groups provide interdisciplinary opportunities for faculty to engage in the redesign of courses to investigate the use of technologies, teaching strategies, and/or methods to improve student learning and enhance the classroom experience. Topics covered include the use of electronic portfolios and podcasts to enhance learning, active learning, collaborative learning, service-learning, and the incorporation of diversity into the classroom. Programs have been presented as brown-bag lunches and webcasts, such as faculty presentations on e-portfolios and podcasting, best practices in teaching and learning, the use of external experts on distance teaching and learning, and new technologies. Reading seminars have also been developed.

Development of program reviews for non-academic areas

In Student Affairs, annual assessment reports have been compiled for the last three years, and the results have been used to create positive changes in the Departments' programs and activities. The annual assessment reports are available in the Virtual Resource Room (VRR) under Student Affairs, Program Level Evaluation. In addition, under Student Affairs, Reports, the VRR lists reports on methods of assessment and on using assessment results to improve practices. Each of the reports lists examples of "closing the loop" by using assessment data to improve practices and make budgetary decisions.

Examples of methods of assessment in Student Affairs include the following:

- national benchmarking surveys;
- student and faculty satisfaction surveys;
- employer evaluations;
- state and federal compliance audits;
- chart audits by Health Services;
- parent evaluation of services;
- focus group results;
- pre- and post-test analyses of grade point averages;
- program evaluations; and
- student employment exit interviews.

Student Affairs has had an Assessment Coordinator working with the assessment liaisons in each department/unit since 2004; the assessment liaisons have met six times each year for the past three years. In 2005-2006, Student Affairs held a series of training workshops for assessment liaisons on assessment practices, dealing with the following topics:

- outcomes assessment;
- preparing for an HLC accreditation review;
- building an assessment plan;
- using surveys for assessment;
- using qualitative methods for assessment; and
- analyzing and presenting data and writing reports that matter.

(PowerPoint presentations of the workshops are available on the Student Affairs website.) In addition, Student Affairs collaborated with Academic Affairs to present a workshop on capturing academic outcomes. The assessment liaison in Student Affairs has worked with the assessment liaison in Business Affairs to maintain good communication about assessment efforts in both divisions.

Following are concrete examples of assessment-driven actions within Student Affairs:

- In the Office of Registration and Records, the availability of unofficial transcripts online to students and advisors has been accomplished based on survey information; students can print their own enrollment verifications on-line; and the office has redesigned their website.

- In the Office of Disability Services, written policies and procedures relative to test-taking and note-taking accommodations for students with disabilities have been put in place; the Test Accommodations form has been posted on the internet for easier access to students with disabilities; and a new Disability Services Advisory Council was instituted in December, 2005.
- In New Student Orientation review of evaluations after each Orientation session resulted in quick changes in room temperatures, the alteration of a meal menu, and an increase in the frequency of stretch breaks between presentations.
- In the residence halls, new ideas by residence hall directors to help students change their academic status and become better students have been implemented; in another area of Residential Living, based on feedback from the benchmarking survey, the staff began an educational campaign to help students better understand how they can regulate the temperature in their rooms, installed new room temperature regulators, and replaced the steam traps in all buildings.
- In Career Services, a reconfiguration of the Mentoring module of Career Services' online system was coupled with an invitation to interested employers to participate in mentoring; based on feedback from the Cooperative Education Student Survey, the staff have clarified communication with the cooperative education students.
- Financial Aid, for the 2005-2006 award year, modified its parameters to offer up to a recipient's full eligibility in combination of subsidized and unsubsidized Stafford Loans; Financial Aid also worked to improve direct process assessment and web-based award notification and acceptance.
- In the Health Center, suggested changes are garnered from current practice sources, presentations, texts, on-line expert resources, etc. This feedback/information is reviewed by all clinicians in discussion sessions. For example, a chart audit assessed individual clinician performance (anonymously by a coded number) with respect to blood pressure management of students; graphs with aggregate results were presented at a staff meeting.
- Based on feedback from students, The Residence Hall Association worked with ResNet to understand problems with students' internet connections; both groups have made changes to correct the problems.
- In Admissions, the staff have incorporated many suggestions (e.g., more action pictures, added testimonials, enhanced focus on UWSP's strengths, an overview picture of the campus, maximized space, etc.) in the design of the new Viewbook; in addition, the staff have developed a plan to recruit more diversity, non-resident, and transfer students; Admissions has requested and received funding to implement the plan for this next year.
- In the Student Academic Advising Center, the staff have made adjustments to the Fall New Freshman Registration Planning Meetings based on the comments from evaluations (e.g., spending more time on the on-line tools for registration planning; avoiding repetition of information; and removing some of the sound effects and animations).

- In the University Centers Allen Center for Health and Wellness Programs the staff began a focused recruitment initiative for program presentations by targeting student organizations and residence halls with program services; worked to improve student health risk factors, as indicated by the National Collegiate Health Risk Behavior Survey; and improved the quality of individual student goal-setting with regard to personal alcohol use.
- In the Child Care center, as a result of the family survey feedback, the staff have introduced parents to evaluation and screening tools, encouraged parents to help plan events and curriculum; and hosted parent coffee meetings up to six times each academic year.
- In the University Counseling Center, based on survey feedback, the staff worked to shorten wait times for students seeking appointments and developed strategies to attract more students with lower GPAs to use the Counseling Center services.

In Business Affairs, surveys were developed and distributed during the second semester of 2006-2007. Business Affairs employs an assessment coordinator, with liaisons from each its departments. The assessment coordinator has developed a website to share information about assessment activities.

Criterion Two:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

The University must enter the 21st century with an adequate budget and with reasonable assurance that continual cuts and de-allocations will not occur.

The University currently has an adequate budget. This is because of a number of factors. While the state has reduced its financial support to the current 29% of the total University budget, Chancellor Bunnell has been very active in developing other sources of revenue, including fund-raising campaigns through the Foundation, federal and state grant writing (a full-time staff member has been hired to coordinate grant writing), and other measures.

Criterion Three:

The institution is accomplishing its educational and other purposes.

Assessment

Provision for the sharing of assessment results with deans and the provost/vice chancellor, and with students, alumni, and the community.

As indicated earlier, Department assessment data for the previous eight years is shared in Department program reviews with Deans and the Provost/Vice Chancellor. Annual general summaries of Departmental assessment data are shared each year with the Deans, the Provost/Vice Chancellor, and others in the Assessment Subcommittee's Annual

Assessment Report. As of fall, 2007, Departmental assessment reports are available to the Deans and the Provost/Vice Chancellor. Many other assessment results are available to the Provost/Vice Chancellor, Deans, and other stakeholders. Examples of these assessment results include the Assessment Subcommittee's Annual Assessment Report, and results from the National Survey of Student Engagement (NSSE) and Collegiate Assessment of Academic Proficiency (CAAP), among others.

Please also see the earlier discussion under Criterion One; Academic Program Planning; Use of Evaluation for Planning and Budget Decisions.

Development of procedures—in keeping with the Board of Regents policy on the purposes of assessment and NCA guidelines on assessment—to relate assessment results to the budgeting process.

Please see the discussion above under Criterion One: Academic Program Planning.

Integration of student evaluations of faculty and academic staff and peer observations of classroom teaching into the assessment process.

Student and peer evaluations of teaching, and also peer evaluation of teaching-related scholarship, are considered in making decisions on retention, promotion, merit, tenure, salary, and general improvement and recognition. Criteria for evaluating faculty include successful teaching, scholarship, and general educational service. Peer evaluation of teaching includes the following three general components: course content, course objectives, and grading policies. In the period leading up to the first retention recommendation, observations by colleagues will occur at least four times. Student evaluation of teaching also is factored into departmental personnel decisions.

In April 2004, revisions to the instrument for student evaluation of faculty were accepted by the Faculty Senate. Previously, students evaluated seven aspects of faculty teaching. In the revised version, several more-specific items were added, including six items about the student, five items about the course, and seven items about the instructor. The revised instrument provides much greater detail and specificity in the feedback to the instructor.

Clarification of anticipated outcomes for each of the fourteen skills and knowledges and development of more effective assessment tools to determine whether students are achieving what the University believes appropriate and necessary.

The 1998 NCA "Report of a Visit to University of Wisconsin-Stevens Point" directed UWSP to submit a "report . . . on results of assessment of student outcomes and their impact on allocation of resources, curriculum revision and the General Degree Requirements" (p. 27). The University submitted this report in February 2001.⁴ The response from the Higher Learning Commission (HLC) in May 2001 was, generally, an acceptance of the February report. However, the HLC response did point to two areas on which UWSP needed to focus attention. These areas were

1. "weaknesses, such as the use of assessment results to improve learning, the lack of standardized evaluations, and the inadequate use of assessment results to make institutional adjustments"; and

2. a need “to monitor all GDR courses to ensure they meet stated guidelines in each [GDR] area.”

The HLC response noted that in its February 2001 report, UWSP “provided little detail on how student achievement of [the GDR objectives] will be measured.”

Please see the February 2001 report for assessment activities prior to that date and the clarification of GDR anticipated outcomes, as well as the assessment tools used to measure the outcomes during that period.⁵ Since that report, UWSP has worked to address the issues raised in the May 2001 HLC response, and has implemented more thorough and rigorous programs of assessment campus-wide.

Following up on the five-year evaluation of its assessment program from 1994-1999, the Faculty Senate’s Assessment Subcommittee of the Academic Affairs Committee carried out a second five-year evaluation of its assessment program, covering the time period from 1999-2003. The results of this evaluation are contained in a document titled “Evaluation of UWSP Assessment Program, 1999-2003.” Chapter 7, Section 3 of the *University Handbook* contains the UWSP Assessment Plan. During the period from 1999-2003, the Assessment Subcommittee reported the following implementations of recommendations from the 1999 Assessment Program Evaluation:

- “the development and implementation of innovative assessment strategies for curriculum improvement” has been added to the Curriculum Development Grant guidelines;
- the use of evidence from a variety of sources, including assessment, in budget and planning processes has increased;
- the documentation and reporting of changes in pedagogy, curriculum, or academic support and student services made on the basis of evidence from a variety of sources including assessment has increased;
- most Departments have reviewed or revised their program assessment plans and filed a copy with the Vice Chancellor/Provost and the Assessment Subcommittee;
- a series of programs has promoted assessment, including developing a UWSP assessment website and sponsoring teleconferences, workshops, and presentations on assessment;
- Chapter 7, Section 3 of the *University Handbook* was revised to include the stipulation that “Every unit/department on campus shall have a program assessment plan, stating mission, goals, objectives, outcomes, and expectations of the major, means of assessment, methods of analysis, how results will be disseminated, and process for curricular change.”

With respect to the General Degree Requirements (GDRs), the Assessment Subcommittee reports include results from the following assessment methods:

- ACT-COMP;
- Sophomore Verbal and Quantitative Assessment;
- College Student Experiences Questionnaire;
- Senior Experience Survey;
- ACT Alumni Outcomes Survey;
- ACT’s Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test;

- CAAP Writing Skills Test;
- CAAP Mathematics Test;
- National Survey of Student Engagement;
- Minority Studies Assessment Survey;
- Mathematics GDR Assessment Survey;
- Natural Science GDR Assessment Survey;
- Senior Survey conducted by Campus Activities/Student Involvement.⁶

Departments used a number of assessment methods in their program assessments, including the following:

- local tests;
- national exams;
- student and faculty surveys;
- senior exit surveys;
- capstone projects;
- alumni surveys;
- placement rates;
- portfolio reviews, performance appraisals, evaluations, and juries;
- employer surveys;
- use of national standards;
- scoring rubrics; and
- peer evaluations.⁷

Departments have used assessment results to make a variety of changes designed to improve the curriculum and its delivery to better meet program goals and improve student learning. Examples of changes include the following:

- revision of introductory course sequences;
- unification of content in foundation courses;
- changes in course assignments;
- placement of more emphasis on development of a professional philosophy;
- state-wide surveys conducted to determine matches between curriculum and teaching demands;
- additions of new courses to the curriculum;
- adoption of a block structure for taking courses;
- development of an exit competency exam aligned with professional standards;
- modification of instruction;
- upgrades to computer infrastructure and specialized lab equipment;
- development of affiliation to provide students with additional certification; and
- strengthening of course prerequisites.

The annual assessment reports of the University, carried out by the Assessment Subcommittee, reported continuing progress in this area.

In the fall 2000, a number of assessment activities were carried out, including:

- development of reports on the Freshman Profile and Freshman Stated Wellness Needs;
- initialization of the Assessment Subcommittee's annual assessment report;
- submission and review of Department program assessment reports;
- finalization of the UWSP Senior Experience Survey 2000 Report;
- revision of the format for program assessment reports; and
- finalization of the UWSP Student Experiences 2000 Report.

In spring 2001 the following assessment activities were carried out:

- administration of the CAAP Critical Thinking Test;
- administration of the ACT COMP;
- administration of the National Survey of Student Engagement; and
- administration of the English and Mathematics Placement Tests.

In fall 2001 the following assessment activities were carried out:

- preparation of the Freshman Profile and Freshman Stated Wellness Needs reports;
- submission and review of the program assessment reports;
- finalization of the Assessment Subcommittee's annual assessment report;
- finalization of the CAAP Critical Thinking Test report;
- finalization of the ACT-COMP report; and
- development of a scoring rubric for reviewing program assessment reports.

In spring 2002 the following assessment activities were carried out:

- finalization of the Minority Studies Assessment report; and
- adoption of ACT's CAAP for sophomore- and senior-level GDR assessment.

In fall 2002 the following assessment activities were carried out:

- dissemination of the Freshman Profile and Freshman Stated Wellness Needs reports;
- finalization of the annual assessment report;
- submission and review of the program assessment reports; and
- the UWSP Alumni Outcome Survey of recent graduates.

In spring 2003 the following assessment activities were carried out:

- administration of the CAAP Writing Skills and Mathematics Tests;
- review of the department program assessment plans;
- administration of the Mathematics and Natural Science Assessment Surveys;
- adoption of the NCA's "Level of Implementation" to evaluate UWSP's Assessment Plan;
- finalization of the Faculty Assessment Survey; and
- finalization of the GDR Assessment Methods and Timeline.

In fall 2003 the following assessment activities were carried out:

- submission of the Freshman Profile and Freshman Stated Wellness Needs reports;
- finalized submission and review of the annual assessment report and the program assessment reports;
- finalization of the CAAP Writing Skills and Mathematics Tests Report;
- finalization of the Mathematics and Natural Science Assessment Surveys Report;
- formal evaluation of the UWSP Assessment Program;
- administration of the CAAP Reading and Science Reasoning Tests; and
- administration of the Verbal and Writing Skills GDR Surveys.

In spring 2004 the following assessment activities were carried out:

- administration of the ACT CAAP Critical Thinking tests; and
- administration of the Foreign Language, Social Science and Minority Studies and Non-Western Culture, History, and Humanities GDR Assessment Surveys.

In fall 2004 the following assessment activities were carried out:

- writing and distribution of the Freshman Profile and Freshman Stated Wellness Needs reports.

In spring 2005 the following assessment activities were carried out:

- administration of the Environmental Literacy Assessment; and
- administration of the Wellness Assessment.

In fall 2005 the following assessment activities were carried out:

- writing and distribution of the Freshman Profile and Freshman Stated Wellness Needs reports; and
- administration of the Alumni Outcomes Survey.

In spring 2006 the following assessment activities were carried out:

- the NSSE Educational and Personal Growth Assessment; and
- administration of the UWSP Senior Assessment of the Undergraduate Experience;

In fall 2006 the following assessment activities were carried out:

- writing and distribution of the Freshman Profile and Freshman Stated Wellness Needs reports;
- writing of the Minority Studies Report; and
- administration of the Communication- NSSE Senior Sample.^{8, 9}

A most recent example of this assessment process is UWSP's initiation of an outside review of its General Education requirements by the American Association of State Colleges and Universities (AASCU). The results of this review are being digested on campus through its system of shared governance and are being incorporated into the planning process currently underway. Information about the AASCU review team and their report is located in the main menu of the accreditation website: www.uwsp.edu/accreditation/index.aspx.

Development

Provision of an incremental increase in funding for development and research, including not only more funds for the University Personnel Development Committee (UPDC), but also increases in departmental travel funds.

The funding for research and development at UWSP increased from a total of \$96,223 in 1998-1999 to \$126,936 in 2005-2006. In 1998-1999, with a total of \$96,223 for research and development, \$86,223 came from the University Personnel Development Committee (UPDC), \$0 from the UW System as a match, and \$10,000 in student research funds. In 2005-2006, with a total of \$126,936 for research and development, \$90,458 came from UPDC, \$26,478 was a UW System match, and \$10,000 was for student research funds. In 2002-2003, there were no unrestricted funds available from the UWSP Foundation to disburse. Thus, the \$13,000 that UPDC had previously received was not available from the Foundation. However, the Chancellor added \$15,000 from an indirect-cost-recovery fund. The Chancellor chose to take the \$15,000 from overhead in extramural grants and reinvest the money back into faculty and student development and research funds. UWSP funding opportunities under the University Personnel Development Committee include:

- academic staff professional development;
- the Allen F. Blocher Memorial Fund;
- classified staff grants;
- the Creative Dissemination Fund;
- Curriculum Development Grants;
- New Faculty/Staff Grants;
- the Publication Fund;
- the sabbaticals help-link; and
- UPDC grants.

Travel is now supported through cooperative arrangements among the Department, the College, and Academic Affairs. Departments and Colleges are able to use any percentage of their budgets to support travel related to University business. When one of their members is participating in a conference, e.g., presenting a paper, the College may contribute up to thirty percent of the travel costs, and the Academic Affairs Office will match the college portion up to four hundred dollars per trip, not to exceed \$800 per person per year. Each Department has its own policy about making up the difference. The University Personnel and Development Committee also funds travel through a competitive grant award procedure.

Criterion Four:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Planning

Development of a process (and review criteria, if necessary) to replace the existing process for de-allocation/reallocation.

Please see the response above under Criterion One: De-allocation and Reallocation of Resources.

Development of an ongoing, rolling three-year planning cycle as part of the responsibility of the University Planning Committee.

Please see the response above under Criterion One: Institutional Planning.

Resources

Development of procedures to make the use of assessment results and other qualitative evaluative factors an integral part of planning, budgeting, and resource allocation.

Please see the discussion above under Criterion One: Academic Program Planning and De-allocation and Reallocation of Resources.

Criterion Five:

The institution demonstrates integrity in its practices and relationships.

Shared Governance and Faculty Control of the Curriculum

UWSP has a strong tradition of shared governance and faculty control of the curriculum. The planning process underway at this time involves administrators, faculty, and staff. Each constituency has and will continue to have input into the administration and operation of the University.

The *University Handbook* must be completed and kept current.

The *University Handbook* is updated every year, and the revised version is available after July 1 of that year. The *University Handbook*, containing approximately 3,000 pages, is available online in Public Folders and on the UWSP Home Page under the Site Index. There are printed copies available in certain campus offices, such as the Chair of the Faculty Senate.

¹ “University of Wisconsin-Stevens Point Progress Report to the Higher Learning Commission of the North Central Association of Colleges and Schools”: (CO RE 445.09).

² *Vision 2015*: CO PL 430.01; www.uwsp.edu/admin/chancellor/2015.shtml.

³ Looping of assessments in budget decisions at the College level: AA RE 165.18.

⁴ “University of Wisconsin-Stevens Point Progress Report to the Higher Learning Commission of the North Central Association of Colleges and Schools”: (CO RE 445.09).

⁵ “University of Wisconsin-Stevens Point Progress Report to the Higher Learning Commission of the North Central Association of Colleges and Schools”: (CO RE 445.09).

⁶ Assessment Subcommittee Annual Reports: AA AI 110.02.1 to AA AI 110.02.8.

⁷ Departmental assessment methods matrix: AA AP 115.04.

⁸ Freshman Profile and Stated Wellness Needs: Academic Affairs: AA AI 110.11.1 to AA AI 110.11.4.

⁹ Assessment Subcommittee *Annual Reports*: Academic Affairs, AA AI 110.02.1 to AA AI 110.02.8.



Appendix D

Bibliography

Appendix D

Guide to Using the Virtual Resource Room

UWSP's Virtual Resource Room (VRR) is located at www.uwsp.edu/accreditation and is designed to allow users to find a specific reference or to browse categories of documents.

Most of the documents or resources used in the self-study originate from a UWSP administrative or governance unit. Some of the resources come from UW System or from other sources, like the *Stevens Point Journal*.

To access documents stored in the VRR, first proceed to the Accreditation website (see above) and hover the cursor over the "Virtual Resource Room" heading in the left hand menu. A linked list of the offices of origin will unfold. Click on one of the office names to see the section headings in the right hand pane. The section headings are linked to groups of documents that are listed by a code number, described below. Specific documents or folders open in new windows and can be read online or printed according to the user's preferences. Most documents require the Adobe Acrobat® Reader program to read or print them; there are a few spreadsheets included in the VRR that may be accessed using Microsoft Excel®.

Documents in the VRR are categorized and filed using a coding scheme developed by Patti Becker, Yan Liao and Bob Mosier. The coding scheme, called the Becker Locator Numbering system, reflects both the origin of the document or resource and the type of document or resource. Each number consists of three parts:

- a two-letter origin code
- a two-letter document-type code
- a unique number, which can include decimals.

A document or resource's place of origin is represented by a two-letter prefix:

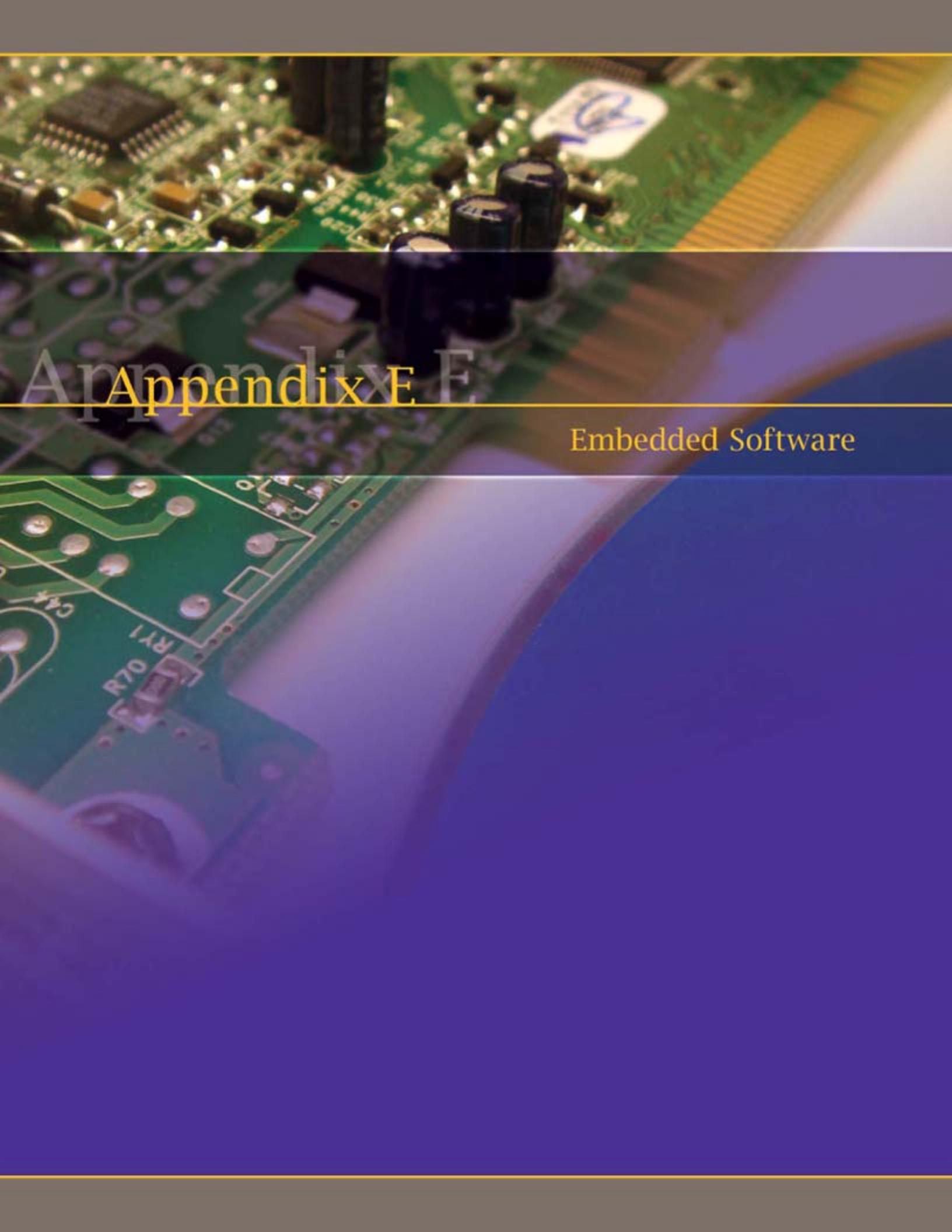
AA	Academic Affairs
SA	Student Affairs
BA	Business Affairs
CO	Chancellor's Office
FG	Faculty Governance
SG	Student Governance
UW	UW System
OS	Other Sources

The document-type codes use two letters to indicate the type of documents:

AI	Institutional Level Evaluation and Assessment
AP	Program Level Evaluation and Assessment <u>or</u> Associated Programs
BU	Budgets and Personnel
CI	Curriculum and Instruction (faculty roster, syllabi)
EA	External Accreditation
EC	External Constituencies
FD	Faculty, Staff and Student Development
GD	Governance Documents
MN	Minutes
PL	Plans
PO	Policies
PU	Publications
RE	Reports
RF	Federal Reporting
SD	Student Development and Services
SF	Staff Development
ZZ	Miscellaneous

Not all places of origin will have all document type categories. For example, the Academic Affairs Office has no minutes or miscellaneous materials, so the codes MN and ZZ do not appear there.

Numbers are not repeated. For instance, 110 is used for AA AI, but it is not used for any other category. Decimals can be used to arrange the documents or resources within categories as needed. For instance, a document or resource on assessment of GDRs would be coded AA AI 110 (AA=Academic Affairs, AI=Institutional Level Evaluation and Assessment, and 110 is the number used, with decimals as needed, to arrange the various assessment materials within this number).



Appendix E

Embedded Software

Appendix E

Embedded Software

Table E-1 below contains a selection of computer software technologies embedded within disciplines at UWSP:

Table E-1: Embedded software

Discipline Menu Area	Technology Delivered	Purpose of Technology
Biology	BioPac	Analysis of life science data
Business/Economics	Quickbooks	Small business accounting
General	Statistical: Minitab 14, SAS, SPSS 14.0, Systat 10.1 and 11	Data analysis and graphing
General	Office Productivity: Microsoft Office, Open Office	Word Processing, Spreadsheet, Graphing, Database Management, Drawing
General	Internet: Microsoft Explorer, Mozilla	Internet Viewing
Chemistry	ChemDraw Pro 8.0	Structural development of chemical configurations
CNR-Forestry	FVS	Forest stand visual analysis
CNR-Forestry	Grow It Gold Works ME	Landscape design
CNR-Forestry	i-tree	Urban forest analysis
CNR-Forestry	City Trees	Urban forest modeling
CNR-Forestry	Plant Selector Program	Landscape plant selection
CNR-Forestry	Timber Cruise	Forest inventory analysis
CNR-Forestry	Jabowa 3	Forest simulation
CNR-Natural Resources	Ecobeaker	Ecology System Modeling
CNR-Soils	USLE-ISU	Soil loss modeling
CNR-Water	MatLab	Mathematical modeling
CNR-Water	GFLOW 2.1.0	Water modeling
CNR-Water	HEC-RAS 3.1.3	Water modeling
CNR-Wildlife	RAMUS	Population Viability Analysis Modeling
CNR-Wildlife	Vortex	Population Viability Analysis Modeling
CNR-Wildlife	Locat 2 and 3	Animal Radio Telemetry Location

CNR-Wildlife	Mark 4.1	Animal Mark and Recapture analysis
Communication	Movie Magic Screenwriter	Movie development
Communicative Disorders	Sentence Intelligibility Test	Testing of Intelligibility of Speech
Education	Appleworks 5	Productivity Software
Education	Inspiration	Idea generation and organization of thinking
Education	Kid Pix 4	Creative development and expression
Foreign Languages	Chinese, French, German, Japanese, Russian, Spanish	Language development
Foreign Languages	The Rosetta Stone	Language Library
HESA	Impact 4.0	Sports-related concussion management
PHPD	Diet Analysis Plus	Dietary menu development
PHPD	Nutritionist Pro Network 1.1	Dietary menu development
Interior Architecture	Architectural Graphic Standards	Standards for Architecture
Interior Architecture	Art History Interpretation	Art History

Appendix F

Accreditation Steering Committee Personnel



Appendix F

Accreditation Steering Committee Personnel

Table F-1 below contains the specific assignments of the members of the UWSP Accreditation Steering Committee.

Table F-1: Accreditation Steering Committee Assignments, April 2005

Name	Position
Steve Bondeson (Academic Affairs)	Accreditation Steering Committee Co-Coordinator
Bob Mosier (Student Affairs)	Accreditation Steering Committee Co-Coordinator
Karyn Biasca (Paper Science and Engineering)	Chair of Criterion 1 Task Force and Accreditation Steering Committee Co-Coordinator
C. R. Marshall (Business and Economics)	Chair of Criterion 2 Task Force
Patty Holland (Music)	Chair of Criterion 3 Task Force
Patti Becker (University Library)	Chair of Criterion 4 Task Force
Neil Heywood (Geography and Geology)	Chair of Criterion 5 Task Force
David Arnold (English)	Writer / Editor of the Self-Study Report
Wayne Sorenson (Continuing Education)	Marketing Coordinator
Julie Zsido (Residential Living)	Marketing Coordinator
Ross Cohen (Student Government)	SGA President 2006-2007
Adam Eiler (Student Government)	SGA Academic Issues Director
Randy Peelen	Information Technology Consultant
Ron Peters	Community Representative



University of Wisconsin-Stevens Point

- GERMINATION
- requires water
- rapid hydration
- \uparrow respiration + protein synthesis
- \downarrow cellular energy is
- THEN EITHER
- WILDEBEEST GERMINATION
- unicellular protists
(not multicellular)
- multicell(s); endosymbiosis
- symbiosis
- THEN
LPU
- TERMS
- HILLUM
- MICRORHYZAS
- CLEUPT
- POLLIN
- CARLIN